



# DUBAI INTERNATIONAL ACADEMY

DREAM  INSPIRE  ACHIEVE



The International Baccalaureate  
Career-related Programme (IBCP)  
2018 - 2019

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## **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **The IB Learner Profile**

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:

### **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **Thinkers**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. **Risk-takers** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional- to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by Dubai International Academy and all IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## **The IB Career-related Programme**



***Career-related programme students will access a broad, flexible education which will give them knowledge, practical training, intellectual engagement, and international-mindedness, while developing higher-order cognitive skills and academic behaviours that will enhance their employability and dramatically alter their world view.***

***Dr Siva Kumari, IB Director General 2014***

Originating from an IB project that began in 2004 in Finland, the IB Career-related Certificate (IBCC) was extensively piloted around the world before being introduced into IB schools in 2012. Two years later, in November 2014, to align with the other three IB programmes, the IBCC was renamed the Career-related Programme (CP).

Dubai International Academy is an IB World School offering the IB Diploma Programme as well

as the Primary Years Programme (PYP) and the Middle Years Programme (MYP). It is now also a candidate school\* for the IB Career-related Programme. IB World Schools share a common philosophy - a commitment to high-quality, challenging and international education - that we believe is important for our students.

*\* Only schools authorized by the IB Organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP) or the Diploma Programme (and in addition the IB Career-related Programme). Candidate status gives no guarantee that authorization will be granted.*

### **Entrance Requirements**

To progress to the IBCP at Dubai International Academy, students should have a minimum of level 4 in MYP Mathematics and MYP English so that university progression is ensured.

Prior experience of a Business Course is preferable and an interest in pursuing a career or a degree in Business is highly recommended.

Students should also meet the entrance requirements of any IB Diploma courses that are chosen within the CP programme.

As well as an academic requirement, we expect students to demonstrate an interest in Business Studies and a commitment to making a difference in our community. Students must have a good pastoral record and have shown themselves capable of meeting deadlines and committed to reaching their potential.

### **The Career-related Programme Curriculum**

The IBCP framework allows students to specialise in, and focus on, a career-related pathway. The programme's three-part framework comprises the study of at least two Diploma Programme courses alongside career-related studies and the distinctive IBCP core which is designed to create a bridge that connects each student's chosen Diploma Programme courses and career-related studies.



## The Career-related Study

The Pearson BTEC National Diploma in Business is a qualification for students wanting to continue their education through applied learning, who aim to progress to higher education and ultimately to employment, probably in the business sector. The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is also appropriate for and consistent with current practice.

Everyone will study four mandatory units, covering the following content areas:

- ☐ The Business Environment
- ☐ Business Resources
- ☐ Introduction to Marketing
- ☐ Business Communication

Optional units have been designed to support progression to the range of sector-related courses in Higher Education and to link with relevant occupational areas. They cover content areas such as human resources, accounting, management, retail and marketing.



In addition, the qualification includes an optional work experience unit which enables all students to benefit from practical experience of the sector.

The assessment approach of the BTEC qualifications in Business allows learners to receive feedback on their progress throughout the course as they provide evidence towards the assessment and grading criteria and is continually assessed rather than assessed in final examinations. Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentation. Delivery strategies will reflect the nature of work within the business sector by encouraging learners to research and carry out assessment in the workplace or in simulated working conditions wherever possible.

## **The IBCP Core**

In addition to career-related study in Business and other IB courses the Programme features core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding, research and communication skills.

The core programme consists of courses in *Personal and Professional skills (PPS)* and *Language Development* as well as a *Reflective Project (RP)* and *Service Learning (SL)*

### **Personal and Professional Skills (PPS)**

The Personal and Professional skills course introduces students to transferable life skills – to help students make sense of the world around them. The course emphasises critical and ethical thinking, intercultural understanding and the ability to communicate effectively.

### **Language Development (LD)**

Language Development (LD) ensures that all CP students have access and are exposed to a second language that will increase their understanding of the wider world. Students are required to begin or extend the study of an additional language that suits their needs, background and context and show evidence of language development through a portfolio of evidence.

### **The Reflective Project (RP)**

Through a Reflective Project (RP) students to identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies. The project can be submitted in different formats including an essay, web page or short film. This work encourages the student to engage in personal inquiry, action and reflection, and to develop strong research and communication skills.

### **Service Learning (SL)**

Service Learning (SL) in the CP core uses service as a vehicle for new learning with academic value. The service learning model in the CP emphasises knowledge development, civic development, social development and personal development.

## Careers and University Preparation

Even before moving into Year 12, careers and university preparation plays an important part of everyday life at DIA. The school has a dedicated Counsellor who provides access to university prospectuses and a wealth of up to date careers information. In addition the School uses BridgeU as a platform to support students in the transition to Higher Education and a variety of university visits occur regularly throughout the year.

Heads of Year and Homeroom teachers play a pivotal role in guiding their students, by supporting them, monitoring each student's progress and ensuring that the students are fully informed regarding events and deadlines.

During Year 12, students are encouraged to attend a range of university presentations, visit campuses and to research university courses. In the summer term students also begin to write their personal statements/college essays, research degree courses and shortlist possible universities. In Year 13 our students have little time to pause before university deadlines loom. It is at this time that our team provide additional support to lead our students through the application process.

DIA alumni are studying throughout the world and we fully support and guide students through a wide range of systems, whether it be UCAS, Common App or direct application universities around the world.

## Subject Choices

IB Career-related Programme students will all study the BTEC National Diploma alongside at least 2 IB Diploma Programme courses from the options below, choosing only **one** from each group:

### Group 1

- English Language & Literature SL/HL
- English Literature SL/HL
- English B HL

### Group 5

- Maths SL
- Maths Studies SL



### Group 6

- Visual Arts SL/HL
- Music SL/HL
- Film Studies SL (Pamoja)
- Geography SL/HL
- Economics SL/HL
- Psychology SL/HL
- Biology SL/HL
- Chemistry SL/HL
- Physics SL/HL
- Design Technology SL/HL





# Group 1: Studies in Language & Literature

## English A –Literature HL/SL

The IB Diploma Programme language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts. This involves the study of twelve works of Literature at higher level and ten at standard level.

**Contact HOD – Ms. Holli Robinson [hollir@diadubai.com](mailto:hollir@diadubai.com) for more details**

## English A –Language & Literature HL/SL

The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. Texts are chosen from a variety of sources, genres and media (6 literary texts HL, 4 literary texts SL and a variety of Media texts)

**Contact HOD – Ms. Holli Robinson [hollir@diadubai.com](mailto:hollir@diadubai.com) for more details**

## English B HL

This is a literature/language-based course for fluent speakers of the language who do not meet the requirements of the A1 course, or who wish to undertake a less demanding Language A course. There is equal emphasis on the study of literature and language through thematic units. The course develops some analytical and critical skills and gives students an opportunity to become competent at creative writing and speaking. Students with English as a second language have been relatively successful in this course of study.

**Contact HOD – Ms. Holli Robinson [hollir@diadubai.com](mailto:hollir@diadubai.com) for more details**

## Group 5: Mathematics

### Mathematics HL

This course is suitable only for students of considerable proven ability, along with enthusiasm for the subject in its purest form. This is a very demanding course which includes elementary analysis, geometry, and probability. It is suitable for those wishing to pursue a career in pure math, engineering or physics. An internally assessed component, the portfolio, accounts for 20% of the final grade. Apart from meeting the entry requirement in the Final E Assessment there is a prior knowledge assessment for every student intending to take Math HL for suitable placement.

**Contact HOD – Mrs. Michelle Puxty [michellep@diadubai.com](mailto:michellep@diadubai.com) for more details.**

### Mathematics SL

This course is similar in content to the High Level, but with questions of a much more straightforward nature, and is suitable for students who already possess a proven sound mathematical background. It is a demanding course containing a broad range of topics including algebra, trigonometry, calculus, and statistics. It is suitable for those students who wish to go on to further study in those subjects with a significant mathematical content. It also has an internally assessed component.

**Contact HOD – Mrs. Michelle Puxty [michellep@diadubai.com](mailto:michellep@diadubai.com) for more details.**

### Mathematical Studies SL

Math Studies caters for students with varied mathematical backgrounds and abilities. The nature of the subject is such that it concentrates on the maths which can be applied to other curriculum subjects. There are sections in the course designed to stretch the stronger students including calculus and statistical analysis and techniques. The project, a piece of written work based on personal research, provides 20% of the final grade.

**Contact HOD – Mrs. Michelle Puxty [michellep@diadubai.com](mailto:michellep@diadubai.com) for more details.**

## Group 6: Arts, Humanities and Science Courses

### Visual Arts HL/SL

Welcome to IB Visual Arts....This course promises to be a very challenging and rewarding experience for those of you who can match it with effort and time required for success. The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The first part of your course will be teacher led. The projects will introduce new skills, help you to experiment with different media and broaden your understanding of how art can be used to express and explore your ideas.

**Contact HOD Arts: Mrs. Marilyn Batte [marilynb@diadubai.com](mailto:marilynb@diadubai.com) for more details**

### Music HL/SL

“Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study. The Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants. “(Diploma Programme Music guide, P.4, IBO 2014) At Higher Level: Students explores music through four components and at Standard Level: Students explores music through three components:

**Contact Mrs. Susan O Brien [Susano@diadubai.com](mailto:Susano@diadubai.com) for more details**

### Film SL (Pamoja - Online Course)

The **film** course at SL aims to develop in students the skills necessary to achieve creative and critical independence in their knowledge, experience and enjoyment of film. The aims of this course are to promote an appreciation and understanding of film as a complex art form , an ability to formulate stories and ideas in film terms, the practical and technical skills of production , critical evaluation of film productions by the student and by others and a knowledge of film-making traditions in more than one country. **There are no prerequisites for this course.**

**Contact Ms Liza Marie Henshaw [Lizamarieh@diadubai.com](mailto:Lizamarieh@diadubai.com) or Mrs. Pam Parasram [pamp@diadubai.com](mailto:pamp@diadubai.com) for more details**

## **Design Technology HL/SL**

Design technology aims to develop internationally minded people whose enhanced understanding of the technological world can facilitate our shared guardianship of the planet and create a better world. Design technology achieves a high level of technological literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework.

It will focus on the design, development, analysis, synthesis and evaluation of problems, and their solution through practical activities. The creative tension between theory and practice is what characterizes design technology within the Diploma Programme experimental sciences.

**Contact Subject leader– Mr. Vikas Singh [vikassingh@diadubai.com](mailto:vikassingh@diadubai.com) for more details**

## **Physics HL/SL**

This course involves the study of both the content and process of Physics. Physics is the most fundamental of the experimental sciences in that it seeks to explain the basic features of the world in terms of matter and energy. There are three connected domains of knowledge and skills in Physics: laws, experimental skills and social and historical aspects. Internally assessed practical work makes up 20% of the course.

**Contact subject leader – Mr. Richard Wilson [richardw@diadubai.com](mailto:richardw@diadubai.com) for more details**

## **Biology HL/SL**

The course aims to develop in the students a body of knowledge about living organisms as well as a broad general understanding of the subject. The course is divided into two parts: a compulsory core and an option. Four basic unifying themes run throughout the programme. Internally assessed practical work makes up 20% of the course.

**Contact subject leader – Barbara Timlin [barbarat@diadubai.com](mailto:barbarat@diadubai.com) for more details**

## **Chemistry HL/SL**

As well as being the central science essential to the understanding of all biological phenomena and underpinning the physical environment in which we live, chemistry is very much an experimental science. Internally assessed practical work makes up 20% of the course.

**Contact HOD – Mr. George Adel [georgea@diadubai.com](mailto:georgea@diadubai.com) for more details**

## Geography HL/SL

Geography, through the study of the dynamic relationship between Man and his natural and social environment, attempts to explain the spatial organisation of the world. It aims, through a continuing process of critical evaluation, to enlighten those who are responsible for decisions concerning the use of the environment.

**Contact HOD – Mrs. Reena Tikku [reenat@diadubai.com](mailto:reenat@diadubai.com) for more details**

## Psychology HL/ SL

Psychology is the scientific study of the behaviour in humans (animals). Its goals are to describe, understand, predict and control behaviour. Students can specialise in one or more of several technical areas: clinical and counseling, industrial psychology, educational psychology and research.

**Contact HOD – Mrs. Reena Tikku [reenat@diadubai.com](mailto:reenat@diadubai.com) for more details**

## Economics HL/SL

The study of Economics is essentially about the concept of scarcity and the problem of resource allocation. Economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study. It does not exist in a vacuum, because it naturally must consider how economic theory is to be applied in an international context.

The scientific approach characterises the standard methodology of Economics. This methodology can be summarized as a progression from problem identification, through hypothesis formulation and testing, arriving finally at a conclusion.

**Contact HOD – Mrs. Reena Tikku [reenat@diadubai.com](mailto:reenat@diadubai.com) for more details**

## Creating the best IBCP Programme for you

Read this booklet carefully and take time to discuss it with your parents, tutor and teachers. Make your decisions on your options only when you are fully informed.

Whilst we will endeavour to ensure all selections are possible, courses may not be viable if insufficient students make that option choice. If this is the case then it may be withdrawn. We will advise students whether a course is able to run or not as soon as possible as the timetable is constructed.

Remember that you are creating an overall Programme of subjects which support your university and careers aspirations. Do, however, ensure that the overall programme is manageable and represents realistic challenge. Make the perfect programme for your strengths and then base your careers and university choices on this, rather than the other way around.

Don't make choices based on your friends' choices, which teachers you like or on which subjects you think one ought to take – make the perfect programme for you.

**If you require any further information on any aspect of the IBCP Programme, please contact our IBCP coordinator, Mr. Robert Bunyan on [robertb@diadubai.com](mailto:robertb@diadubai.com)**