



مدرسة ديرة الدولية  
DEIRA INTERNATIONAL SCHOOL

**IB**

**Handbook**



## PAGE

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**Contact Information**

I would like to take this opportunity to briefly introduce myself, my name is Lianne Knibb, I am the IB Coordinator at Deira International School.

I am very passionate about education and intend to support the DIS motto, '*Forever Learning, forever achieving.*'

The IB programmes are both challenging and rigorous and I will do all I can to offer support alongside the fantastic IB team. It is essential that the right programme is selected to suit individual learning needs and future desires. With everyone working together we will strive for success and cope with the hurdles we may face.



Lianne Knibb, Assistant Principal & IB Coordinator

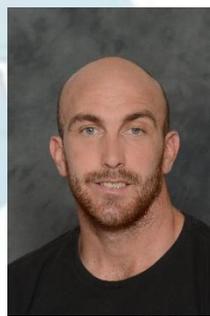
### IB Leadership Team



Brian Cleary  
IBCP  
Coordinator



Stacey Lambert  
Head of Year



Nick Taylor  
Head of Year



Chantelle Thomasson  
Careers &  
Universities  
Counsellor



Mary Assaad  
Careers &  
Universities  
Counsellor



Sajini Antony  
Training and  
Work  
Placement  
Coordinator



Veronica  
Scheepers  
Reflective  
Project



Rachel Thorpe  
CAS  
Coordinator



Joseph Fuller  
Theory of Knowledge  
Coordinator &  
Language  
Development



Alistair Clarke  
Extended Essay  
Coordinator



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing 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 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.



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## Admission Requirements

After the application has been submitted online, the following documentation should be emailed to the school's Registrar or handed in at the Admissions Office:

- Official transcripts/reports for the last three academic years translated into English
- Medical forms and child's immunization records
- 6 passport size pictures of applicant
- Copy of birth certificate
- Passport copy of applicant
- Passport copy of applicant's father or sponsor of applicant
- Copy of residency visa of parents/sponsor and applicant
- Copy of Emirates ID

Parents pay a deposit fee of AED 3,000 to book the space for the child before testing.

When child is invited for an admission test, an admission test fee of **AED 840** is payable to the school. VAT is inclusive

Students who are applying for IB Diploma Programme are required to have 6 iGCSE Grades A\*- C. IBDP students are required to have a minimum of 3 Grade A\*- B in at least 3 different subjects to qualify for Higher Level, and 3 Grade A\* - C to qualify for 3 Standard Level subjects. Please note, Dual Award Science will be seen as one subject area and Dual English will be seen as one subject area.

Students who are applying for IB Career-Related Programme are required to have a minimum of 2 iGCSE Grades A\* - C (one in English is preferable).

IB entry requirements for the students with previous results from other curriculums - MYP, Indian, American etc. will be considered alongside internal testing and CAT4 tests on entry. All students will have an interview with the IB Coordinator and Careers & Universities Counsellor.

We do not normally accept students for entry to Year 11 or Year 13; both these year groups are already half way through IGCSE or IB Diploma courses respectively, and achieving compatibility with other school's subject choices, specifications and modules usually makes it extremely difficult for students to fit into these years successfully.

A student is admitted or declined depending on the result of the interview or assessments. If ESL and/or Special Educational Needs are identified, the decision is based on the school's ability to cater effectively for such needs and the threshold capacity we can take into each year group.

Once a student is accepted, a 50% of the 1<sup>st</sup> Term's tuition fee should be paid in advance. The booking fee of AED 3,000 will be deducted from the 50% advanced payment.

*Note\*: the booking fee will not be refunded if the student chooses not to take the offered place. Refunds under special circumstances will be in accordance with the [KHDA's School Fees Framework](#).*

Once a place is offered to a child, a Transfer Certificate should be provided from the previous school and stamped by the relevant authorities listed below. This is a requirement by the Ministry of Education in UAE to allow students to complete the official registration process at DIS.

If a student is being transferred from another school in Dubai, internal transfer will be done via KHDA online system. If a student is being transferred from another Emirate of the UAE or from any other school located outside the UAE, a Transfer Certificate should be stamped by the relevant authorities listed below.

|   |   |
|---|---|
| <p><b>If a student is being transferred from another school in Dubai:</b></p> <ul style="list-style-type: none"><li>• internal transfer will be done via KHDA online system</li></ul> <p><b>If a student is being transferred from another Emirate of the UAE:</b></p> <ul style="list-style-type: none"><li>• a transfer certificate in Arabic is required with a school stamp and a stamp of the Ministry of Education of the Emirate where school is located</li></ul> | <p><b>If a student is being transferred from the school located outside the UAE, a transfer certificate should be authorised and stamped by the following authorities:</b></p> <ul style="list-style-type: none"><li>• Ministry of Education</li><li>• Ministry of Foreign Affairs</li><li>• UAE Embassy pertaining to the country the school is in</li></ul> |
|---|---|

Failure to provide accurate information and academic reports may result in the annulment of the school's acceptance offer.

The Ministry of Education requires all families to submit the above mentioned documents for each child entering education in Dubai, without these documents entry for your child may be refused.

Note: Transportation form must be completed for those students who require bus transportation. Parents should check that we offer a bus service to the child's living location before they start the application process.

# IB Career-related Programme (IBCP)

## Core Components

|   |   |
|---|---|
| <b>BTEC (12 Units)</b>                    | <ul style="list-style-type: none"> <li>• <b>Travel &amp; Tourism Level 3 (Business and Technology Education Council)</b></li> <li>or</li> <li>• <b>Business Level 3 (Business and Technology Education Council)</b></li> </ul>  |
| <b>Language Development</b>               | Students are expected to learn how to communicate appropriately, accurately and effectively in an increasing range of social, cultural and academic contexts, and for a variety of purposes. Students explore Oral communication, Visual interpretation, Reading comprehension and Writing, to create a Language Portfolio.   |
| <b>Reflective Project</b>                 | An in-depth body of work produced over an extended period of time and submitted towards the end of the CP. It is the product of the students' own initiative and should reflect their personal experience of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches. The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study. |
| <b>Personal &amp; Professional Skills</b> | Students develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the work place, as these are transferable and can applied in a range of situations. Other qualities the course also encourages responsibility, perseverance, resilience, self-esteem and academic honesty.   |
| <b>Service Learning</b>                   | Students must be engaged in service learning for a period of at least 18 months from the start of the CP. Apart from verbal discussions, students are responsible for showing evidence of their participation through their service learning portfolio. Evidence can take many forms including, but not limited to, reflections and other forms of documentation such as photos, files, planning documents, emails, meeting minutes, certificates, videos, art, music and journals.   |
| <b>Work Placement</b>                     | Work Placements are invaluable for providing experience, training and giving an insight into different business areas. There are a significant number of work placement opportunities offered. Students will be off site for almost a full day once a week.   |

| <b>2 SL Subjects</b>                        | <b>Standard Level (SL) 3 periods only of each IB Subject</b>   |
|---|--|
| <b>Group 3</b><br>Individuals and Societies | <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Business &amp; Management (Only available for Travel &amp; Tourism students)</li> <li>• Geography</li> <li>• History</li> <li>• ITGS</li> <li>• Psychology</li> <li>• Economics</li> </ul>   |
| <b>Group 6</b><br>Arts and Electives        | <ul style="list-style-type: none"> <li>• English Language &amp; Literature</li> <li>• Business &amp; Management (Only available for Travel &amp; Tourism students)</li> <li>• Computer Science</li> <li>• Economics</li> <li>• Film</li> <li>• Music</li> <li>• Sports, Exercise &amp; Health Science</li> <li>• Dance Theatre</li> <li>• Visual Arts</li> </ul> |

**Entry Requirements – IGCSEs If you have between 2-5 A to D**

# IB Diploma Programme (IBDP)

## Core Components

|   |   |   |
|---|---|---|
| <b>Theory of Knowledge</b>  | Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share.  |   |
| <b>Extended Essay</b>   | The extended essay provides practical preparation for undergraduate research an opportunity for students to investigate a topic of special interest to them, which is also related to one of the student's six DP subjects. Through the research process for the extended essay, students develop skills in formulating an appropriate research question, engaging in a personal exploration of the topic, communicating ideas and developing an argument. Participation in this process develops the capacity to analyse, synthesize and evaluate knowledge.           |   |
| <b>Creativity, Activity &amp; Service</b>                             | The three strands of CAS, which are often interwoven with particular activities, are characterized as follows: <ul style="list-style-type: none"> <li>• <b>Creativity</b> – arts, and other experiences that involve creative thinking.</li> <li>• <b>Activity</b> – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.</li> <li>• <b>Service</b> – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.</li> </ul> |   |
| Select 1 subject from each group - 3 HL and 3 SL. Core is compulsory. | <b>Standard Level (SL)</b>  | <b>Higher Level (HL)</b>  |
| <b>Group 1</b><br>Language & Literature                               | <ul style="list-style-type: none"> <li>• English A: Language &amp; Literature</li> <li>• English A: Literature</li> </ul>   | <ul style="list-style-type: none"> <li>• English A: Language &amp; Literature</li> <li>• English A: Literature</li> </ul>   |
| <b>Group 2</b><br>Language Acquisition                                | <ul style="list-style-type: none"> <li>• Arabic ab initio</li> <li>• French ab initio</li> <li>• Spanish ab initio</li> <li>• Arabic B</li> <li>• French B</li> <li>• Spanish B</li> </ul>  | <ul style="list-style-type: none"> <li>• Arabic B</li> <li>• French B</li> <li>• Spanish B</li> </ul>   |
| <b>Group 3</b><br>Individuals and Societies                           | <ul style="list-style-type: none"> <li>• Business &amp; Management</li> <li>• Economics</li> <li>• Geography</li> <li>• History</li> <li>• ITGS</li> <li>• Psychology</li> </ul>  | <ul style="list-style-type: none"> <li>• Business &amp; Management</li> <li>• Economics</li> <li>• Geography</li> <li>• History</li> <li>• ITGS</li> <li>• Psychology</li> </ul>  |
| <b>Group 4</b><br>Experimental Sciences                               | <ul style="list-style-type: none"> <li>• Biology</li> <li>• Design Technology</li> <li>• Environmental Systems &amp; Societies</li> <li>• Physics</li> </ul>  | <ul style="list-style-type: none"> <li>• Biology</li> <li>• Design Technology</li> <li>• Physics</li> </ul>   |
| <b>Group 5</b><br>Mathematics   | <ul style="list-style-type: none"> <li>• Mathematical Studies</li> <li>• Mathematics SL</li> </ul>  | <ul style="list-style-type: none"> <li>• Mathematics HL</li> </ul>  |
| <b>Group 6</b><br>Arts and Electives                                  | <ul style="list-style-type: none"> <li>• Business &amp; Management</li> <li>• Chemistry</li> <li>• Computer Science</li> <li>• Economics</li> <li>• Film</li> <li>• Music</li> <li>• Sports, Exercise &amp; Health Science</li> <li>• Dance Theatre</li> <li>• Visual Arts</li> </ul>   | <ul style="list-style-type: none"> <li>• Business &amp; Management</li> <li>• Chemistry</li> <li>• Computer Science</li> <li>• Economics</li> <li>• Film</li> <li>• Music</li> <li>• Sports, Exercise &amp; Health Science</li> <li>• Dance Theatre</li> <li>• Visual Arts</li> </ul> |

**Entry Requirements minimum of 6 IGCSE grade A\*-B in at least 4 different subjects**



# Group 1

## Language & Literature

# English Literature

## Standard Level

## Higher Level

The language A: literature course introduces students to the analysis of literary texts. The course is organized into four parts, each focused on a group of literary works. Together, the four parts of the course add up to a comprehensive exploration of literature from a variety of cultures, genres and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. Students develop the ability to engage in close, detailed analysis of literary works, building understanding of the techniques involved in literary criticism

- The study of literary works in context is emphasised, and through the study of literature in translation the student is challenged to reflect on the role of cultural assumptions in interpretation.
- Students are assessed through a combination of formal examinations, written coursework and oral activities.
- The formal examination comprises two essay papers, one requiring the analysis of a passage of unseen literary text, and the other a response to a question based on the works studied.
- Students also produce a written assignment based on the works studied in translation, and perform two oral activities presenting their analysis of works read.

Texts studied at DIS in 2017-2018 (subject to change – final choice of texts made at the start of every year by individual class teachers): A selection of poetry by John Keats, *A Streetcar Named Desire* by Tennessee Williams, *Into Thin Air* by Jon Krakauer, *The Great Gatsby* by F.Scott Fitzgerald, a selection of World War One Poetry by Wilfred Owen, *A Doll's House* by Henrik Ibsen, a selection of poetry by Pablo Neruda, Carol Ann Duffy, Sylvia Plath and Ted Hughes (a total of 10 texts for SL students).

## Additional components for HL:

Additional texts studied include *Othello* by William Shakespeare, *Blood Wedding* by Federico Garcia Lorca and poetry by Robert Browning (a total of 13 texts – students complete the 10 texts also studied by SL students).

## Recommended Entry Requirements

Aside from entry grades, students need to be regular readers of a wide range of literature. Pre-reading of texts for the course before entry to Year 12 is highly encouraged. It is recommended for students to achieve a B or better in IGCSE English Language (First Language course) **and** IGCSE English Literature for success on the programme. Ideally, those wishing to study at Higher Level will have an aptitude for literary analysis, and a passion for reading. An A or better in IGCSE English Literature is desirable, but not essential, for Higher Level.

# English Language Literature

## Standard Level

## Higher Level

The language A: language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organised into four parts, each focussed on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the English language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

- Students study 6 works at Higher Level and 4 works at Standard Level from a representative selection of genres, periods and places
- Students develop the techniques needed for the critical analysis of communication, becoming alert to interactions between text, audience and purpose
- An understanding of how language, culture and context determine the construction of meaning is developed through the exploration of texts, some of which are studied in translation, from a variety of cultures, periods and genres
- Students are assessed through a combination of formal examinations, written coursework and oral activities
- The formal examination comprises two essay papers, one requiring the analysis of unseen literary and non-literary texts, and the other a response to a question based on the literary works studied
- Students also produce written tasks in a variety of genres, and perform two oral activities presenting their analysis of works read

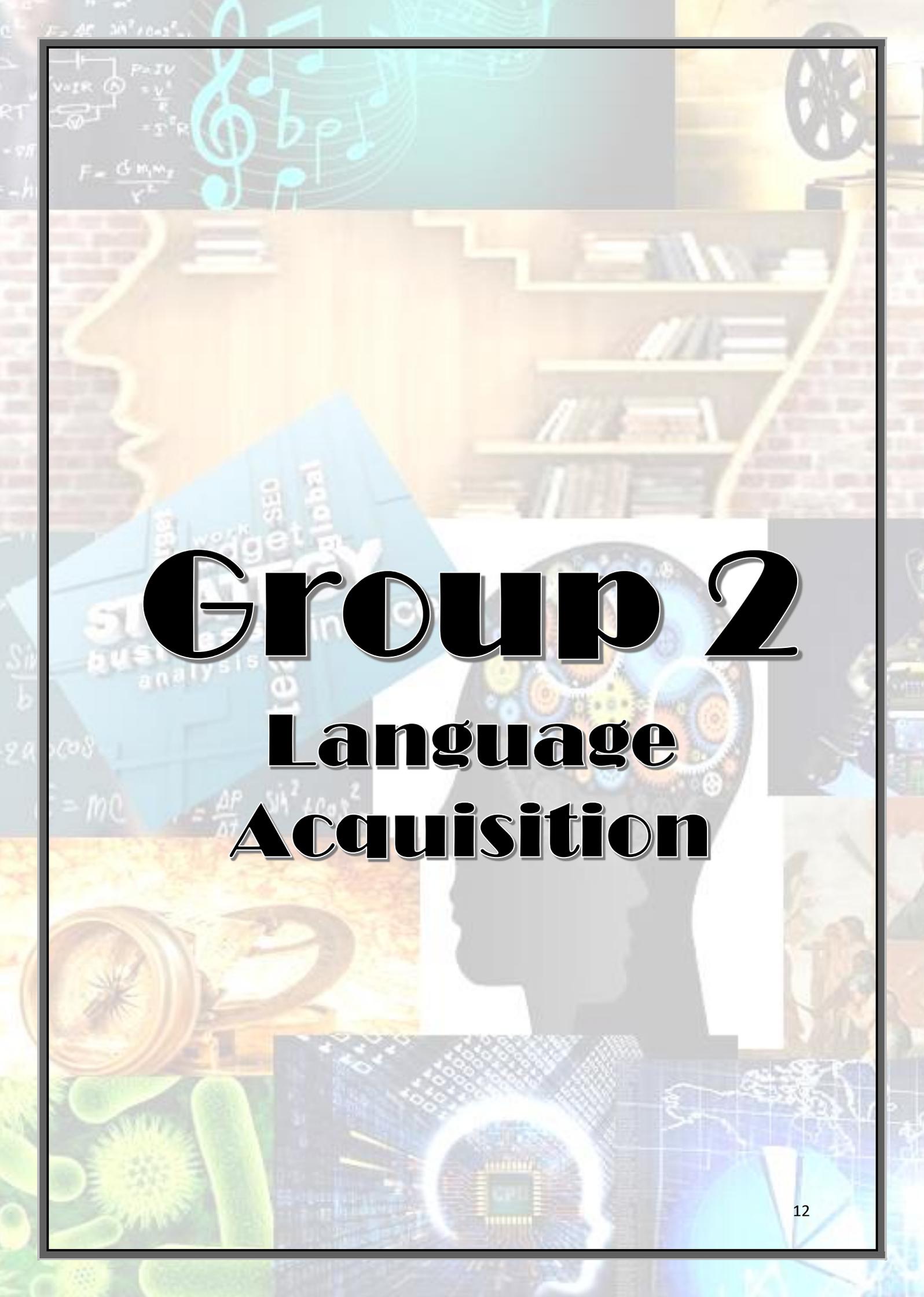
Texts studied at DIS in 2017-2018 (subject to change – final choice of texts made at the start of every year by individual class teachers): *A View from the Bridge* by Arthur Miller, *The Great Gatsby* by F.Scott Fitzgerald, a selection of World War One Poetry by Wilfred Owen, *A Doll's House* by Henrik Ibsen. Language texts include: McDonald's advertisements from around the world, Nike advertisements, Campaigns (Stop Smoking) Cartoons for change (Liza Donnelly), Speeches (Obama, Trump, Martin Luther King).

## Additional components for HL:

*A Bell Jar* by Sylvia Plath and *Othello* by William Shakespeare

## Recommended Entry Requirements

Aside from entry grades, students need to be regular readers of a wide range of literature and non-fiction texts such as quality newspapers. Pre-reading of texts for the course before entry to Year 12 is highly encouraged. It is recommended for students to achieve a B or better in IGCSE English Language (First Language course) **and** IGCSE English Literature for success on the programme. Ideally, those wishing to study at Higher Level will have an aptitude for literary analysis, and a passion for reading. An A or better in IGCSE English Literature is desirable, but not essential, for Higher Level.



# Group 2

## Language Acquisition

# French B

## Standard Level

## Higher Level

The Language B course is taught over the 2 years and is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This course may be studied at either SL or HL. There are exams in Listening, Reading and Writing, sat at the end of the course with the rest of the IB exams. There is also a 12 -15 minutes Speaking exam which is sat a little earlier, usually in March. The Speaking component is internally assessed and externally moderated.

### Additional components for HL:

The differences between levels are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment content and criteria, literature coverage and suggested teaching hours.

## Recommended Entry Requirements

Language B (SL: Standard Level)

Requirements: IGCSE A\*-B

150 hours

Language B (HL: Higher Level)

Requirements: IGCSE A\*-A.

240 hours

## Group Two: Language Acquisition



Students are able to study Arabic, French or Spanish at two different levels:

Language Ab  
Initio

Language Ab Initio  
Standard Level  
**Requirements:** little  
(Arabic) or no prior  
knowledge  
**150 hours**

Language B

Language B  
Standard Level (SL)  
**Requirements:** IGCSE  
A\*-B or equivalent year of  
study  
**150 hours**

Language B  
Higher Level (HL)  
**Requirements:** IGCSE  
A\*-A or equivalent year of  
study  
**240 hours**

# French Ab Initio

## Standard Level

## Higher Level

The Language Ab Initio course is taught over the 2 years and is designed to help students learning a language for the first time gain a proficiency in Listening, Speaking, Reading and Writing in the Language. This is an SL-only course. There are exams in Listening, Reading and Writing, sat at the end of the course with the rest of the IB exams. There is also a 10-minute Speaking exam with your teacher which is sat a little earlier, usually in March. The course covers a range of vocabulary topics encompassing the most common and useful vocabulary, and a wide range of grammar is also covered, giving you everything you need to converse in the language in a variety of tenses and contexts.

## Recommended Entry Requirements

The Language Ab Initio course is for students who have little (Arabic) or no previous experience of the language. As such, there are no formal entry requirements. However, a knowledge of the culture, or a motivation to study a particular language is always beneficial!

### Group Two: Language Acquisition



Students are able to study Arabic, French or Spanish at two different levels:

Language Ab  
Initio

Language Ab Initio  
Standard Level  
**Requirements:** little  
(Arabic) or no prior  
knowledge  
**150 hours**

Language B

Language B  
Standard Level (SL)  
**Requirements:** IGCSE  
A\*-B or equivalent year of  
study  
**150 hours**

Language B  
Higher Level (HL)  
**Requirements:** IGCSE  
A\*-A or equivalent year of  
study  
**240 hours**

# Spanish B

## Standard Level

## Higher Level

The Language B course is taught over the 2 years and is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This course may be studied at either SL or HL. There are exams in Listening, Reading and Writing, sat at the end of the course with the rest of the IB exams. There is also a 12 -15 minutes Speaking exam which is sat a little earlier, usually in March. The Speaking component is internally assessed and externally moderated.

## Additional components for HL:

The differences between levels are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment content and criteria, literature coverage and suggested teaching hours.

## Recommended Entry Requirements

Language B (SL: Standard Level)

Requirements: IGCSE A\*-B

150 hours

Language B (HL: Higher Level)

Requirements: IGCSE A\*-A.

240 hours

### Group Two: Language Acquisition



Students are able to study Arabic, French or Spanish at two different levels:

Language Ab  
Initio

Language Ab Initio  
Standard Level  
**Requirements:** little  
(Arabic) or no prior  
knowledge  
**150 hours**

Language B

Language B  
Standard Level (SL)  
**Requirements:** IGCSE  
A\*-B or equivalent year of  
study  
**150 hours**

Language B  
Higher Level (HL)  
**Requirements:** IGCSE  
A\*-A or equivalent year of  
study  
**240 hours**

# Spanish Ab Initio

## Standard Level

## Higher Level

The Language Ab Initio course is taught over the 2 years and is designed to help students learning a language for the first time gain a proficiency in Listening, Speaking, Reading and Writing in the Language. This is an SL-only course. There are exams in Listening, Reading and Writing, sat at the end of the course with the rest of the IB exams. There is also a 10-minute Speaking exam with your teacher which is sat a little earlier, usually in March. The course covers a range of vocabulary topics encompassing the most common and useful vocabulary, and a wide range of grammar is also covered, giving you everything you need to converse in the language in a variety of tenses and contexts.

## Recommended Entry Requirements

The Language Ab Initio course is for students who have little (Arabic) or no previous experience of the language. As such, there are no formal entry requirements. However, a knowledge of the culture, or a motivation to study a particular language is always beneficial!

### Group Two: Language Acquisition



Students are able to study Arabic, French or Spanish at two different levels:

Language Ab Initio

Language Ab Initio  
Standard Level  
**Requirements:** little (Arabic) or no prior knowledge  
**150 hours**

Language B

Language B  
Standard Level (SL)  
**Requirements:** IGCSE A\*-B or equivalent year of study  
**150 hours**

Language B  
Higher Level (HL)  
**Requirements:** IGCSE A\*-A or equivalent year of study  
**240 hours**

# Arabic B

## Standard Level

## Higher Level

The Language B course is taught over the 2 years and is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This course may be studied at either SL or HL. There are exams in Listening, Reading and Writing, sat at the end of the course with the rest of the IB exams. There is also a 12 -15 minutes Speaking exam which is sat a little earlier, usually in March. The Speaking component is internally assessed and externally moderated.

## Additional components for HL:

The differences between levels are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment content and criteria, literature coverage and suggested teaching hours.

## Recommended Entry Requirements

Language B (SL: Standard Level)

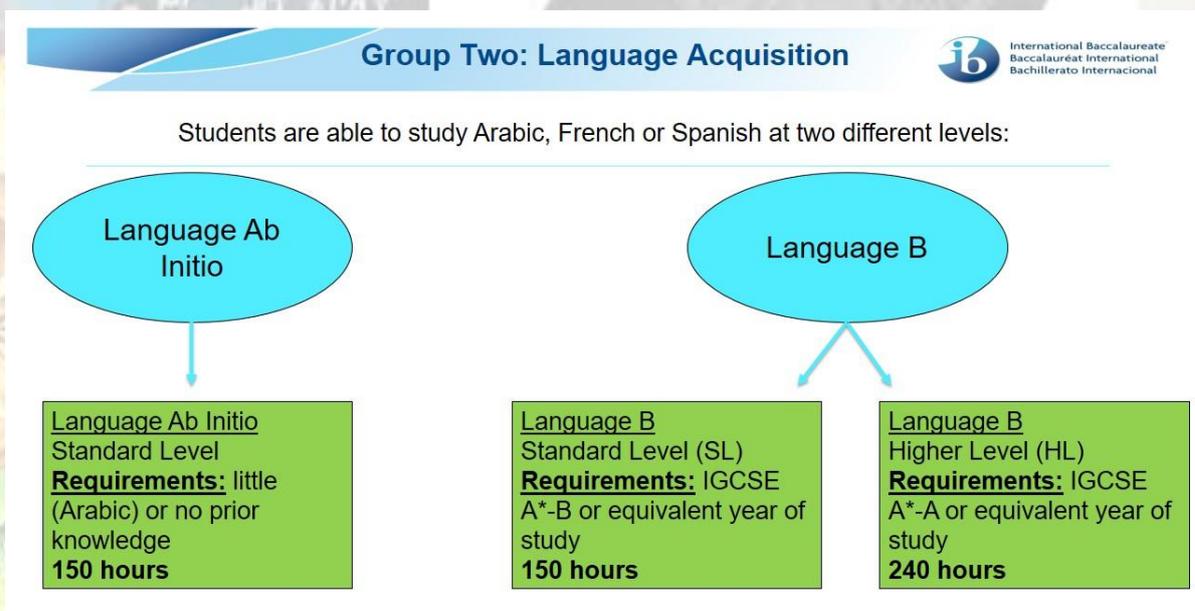
Requirements: IGCSE A\*-B

150 hours

Language B (HL: Higher Level)

Requirements: IGCSE A\*-A.

240 hours



# Arabic Ab Initio

## Standard Level

## Higher Level

The Language Ab Initio course is taught over the 2 years and is designed to help students learning a language for the first time gain a proficiency in Listening, Speaking, Reading and Writing in the Language. This is an SL-only course. There are exams in Listening, Reading and Writing, sat at the end of the course with the rest of the IB exams. There is also a 10-minute Speaking exam with your teacher which is sat a little earlier, usually in March. The course covers a range of vocabulary topics encompassing the most common and useful vocabulary, and a wide range of grammar is also covered, giving you everything you need to converse in the language in a variety of tenses and contexts.

## Recommended Entry Requirements

The Language Ab Initio course is for students who have little (Arabic) or no previous experience of the language. As such, there are no formal entry requirements. However, a knowledge of the culture, or a motivation to study a particular language is always beneficial!

### Group Two: Language Acquisition



Students are able to study Arabic, French or Spanish at two different levels:

Language Ab  
Initio

Language Ab Initio  
Standard Level  
**Requirements:** little  
(Arabic) or no prior  
knowledge  
**150 hours**

Language B

Language B  
Standard Level (SL)  
**Requirements:** IGCSE  
A\*-B or equivalent year of  
study  
**150 hours**

Language B  
Higher Level (HL)  
**Requirements:** IGCSE  
A\*-A or equivalent year of  
study  
**240 hours**



# Group 3

## Individuals & Societies

# Business Management

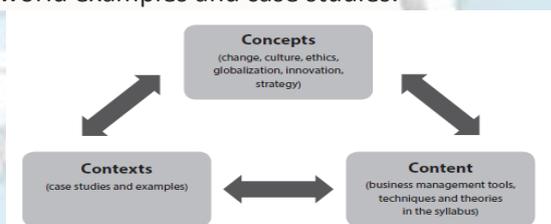
(Also offered in G6 - not available if taking BTEC Business)

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

## Standard Level

Paper 1 (1 hour and 15 minutes) – 30%  
Paper 2 (1 hour and 45 minutes) – 45%  
Internal Assessment (Written Commentary) – 25 %

Through the exploration of six underpinning concepts (**change, culture, ethics, globalization, innovation and strategy**), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.



## Unit 1: Business organization and environment

- 1.1 Introduction to business management
- 1.2 Types of organizations
- 1.3 Organizational objectives
- 1.4 Stakeholders
- 1.5 External environment
- 1.6 Growth and evolution
- 1.7 Organizational planning tools (HL only)

## Unit 2: Human resource management

- 2.1 Functions and evolution of human resource management
- 2.2 Organizational structure
- 2.3 Leadership and management
- 2.4 Motivation
- 2.5 Organizational (corporate) culture (HL only)
- 2.6 Industrial/employee relations (HL only)

## Recommended Entry Requirements

Students should only choose Business Management if they have completed IGCSE Business Studies course.  
HL Business Management – minimum B Grade (IGCSE)

## Higher Level

Paper 1 (2 hour and 15 minutes) – 35%  
Paper 2 (2 hour and 15 minutes) – 40%  
Internal Assessment (Research Project) – 25 %

## Unit 3: Finance and accounts

- 3.1 Sources of finance
- 3.2 Cost and revenues
- 3.3 Break – even analysis
- 3.5 Profitability and liquidity ratio analysis
- 3.6 Efficiency ratio analysis (HL only)
- 3.7 Cash flow
- 3.8 Investment appraisal (some HL only)
- 3.9 Budgets (HL only)

## Unit 4: Marketing

- 4.1 The role of marketing
- 4.2 Marketing planning (including introduction to the four Ps)
- 4.3 Sales forecasting (HL only)
- 4.4 Market research
- 4.5 The four Ps (product, price, promotion, place)
- 4.6 The extended marketing mix of seven Ps (HL only)
- 4.7 International marketing (HL only)
- 4.8 E-commerce

## Unit 5: Operations management

- 5.1 The role of operations management
- 5.2 Production methods
- 5.3 Lean production and quality management (HL only)
- 5.4 Location
- 5.5 Production planning (HL only)
- 5.6 Research and development (HL only)
- 5.7 Crisis management and contingency planning (HL only)

# ECONOMICS

Also offered in G6

Economics is a dynamic social science, forming part of group 3—individuals and societies. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

## Standard Level

Paper 1 (1 hour and 30 minutes) – 40%

Paper 2 (1 hour and 30 minutes) – 40%

Internal Assessment – 20 %

### Section 1: Microeconomics

1.1 Competitive markets: demand and supply  
(some topics HL only)

1.2 Elasticity

1.3 Government intervention (some topics HL extension, plus one topic HL only)

1.4 Market failure (some topics HL only)

1.5 Theory of the firm and market structures (HL only)

### Section 2: Macroeconomics

2.1 The level of overall economic activity (one topic HL extension)

2.2 Aggregate demand and aggregate supply (one topic HL only)

2.3 Macroeconomic objectives (some topics HL extension, plus one topic HL only)

2.4 Fiscal policy

2.5 Monetary policy

2.6 Supply-side policies

## Higher Level

Paper 1 (1 hour and 30 minutes) – 30%

Paper 2 (1 hour and 30 minutes) – 30%

Paper 3 (1 hour and 30 minutes) – 20%

Internal Assessment – 20 %

### Section 3: International economics

3.1 International trade (one topic HL extension, plus one topic HL only)

3.2 Exchange rates (some topics HL extension)

3.3 The balance of payments (one topic HL extension, plus some topics HL only)

3.4 Economic integration (one topic HL extension)

3.5 Terms of trade (HL only)

### Section 4: Development economics

4.1 Economic development

4.2 Measuring development

4.3 The role of domestic factors

4.4 The role of international trade (one topic HL extension)

4.5 The role of foreign direct investment (FDI)

4.6 The roles of foreign aid and multilateral development assistance

4.7 The role of international debt

4.8 The balance between markets and intervention

## Recommended Entry Requirements

- Students should only choose Economics if they have completed IGCSE Economics course.

# Geography

## Standard Level

## Higher Level

Paper 1 – Urban Environments. The Geography of Food and Health  
 Paper 2 – Changing Populations. Global Climate – Vulnerability and Resilience. Global Resource Consumption

IA – Investigating Urban Environments

| Assessment component   | Weighting  |
|--|------------|
| <b>External assessment (2 hours 45 minutes)</b>  | <b>75%</b> |
| <b>Paper 1 (1 hour 30 minutes)</b><br>Geographic themes—two options (40 marks)   | 35%        |
| <b>Paper 2 (1 hour 15 minutes)</b><br>Geographic perspectives—global change (50 marks)   | 40%        |
| <b>Internal assessment (20 hours)</b><br>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. | 25%        |
| <b>Fieldwork (20 hours)</b><br>Written report (25 marks)   |            |

## Additional components for HL:

Paper 1 – Leisure, tourism & Sport  
 Paper 3 – Power, Places & Networks. Human Development & Diversity. Global Risks and Resilience

| Assessment component   | Weighting  |
|--|------------|
| <b>External assessment (4 hours 30 minutes)</b>  | <b>80%</b> |
| <b>Paper 1 (2 hours 15 minutes)</b><br>Geographic themes—three options (60 marks)  | 35%        |
| <b>Paper 2 (1 hour 15 minutes)</b><br>Geographic perspectives—global change (50 marks)   | 25%        |
| <b>Paper 3 (1 hour)</b><br>Geographic perspectives—global interactions (28 marks)  | 20%        |
| <b>Internal assessment (20 hours)</b><br>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. | 20%        |
| <b>Fieldwork (20 hours)</b><br>Written report (25 marks)   |            |

## Recommended Entry Requirements

Taking the subject at IGCSE is preferred but not essential.  
 Any students who wish to select Geography but did not take the subject at IGCSE level will be requested to read up on the topics prior to the start of the IB course

# History

## Standard Level

## Higher Level

Paper 1 – Move to Global War (source based paper)

Paper 2 – Essay based questions on the Cold War and Authoritarian States

IA – Students write an Investigation linked to the core content – an essay, source analysis and reflection

| Assessment component  | Weighting  |
|---|------------|
| <b>External assessment (2 hours 30 minutes)</b>   | <b>75%</b> |
| <b>Paper 1 (1 hour)</b><br>Source-based paper based on the five prescribed subjects. Choose <b>one</b> prescribed subject from a choice of five. Answer four structured questions. (24 marks) | <b>30%</b> |
| <b>Paper 2 (1 hour 30 minutes)</b><br>Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)  | <b>45%</b> |
| <b>Internal assessment (20 hours)</b><br>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.                                    | <b>25%</b> |
| <b>Historical investigation</b><br>Students are required to complete a historical investigation into a topic of their choice. (25 marks)  |            |

## Additional components for HL:

Paper 3 – Essay based questions on Europe (the French Revolution), WW1, Inter-War States

| Assessment component  | Weighting  |
|---|------------|
| <b>External assessment (5 hours)</b>  | <b>80%</b> |
| <b>Paper 1 (1 hour)</b><br>Source-based paper based on the five prescribed subjects. Choose <b>one</b> prescribed subject from a choice of five. Answer four structured questions. (24 marks) | <b>20%</b> |
| <b>Paper 2 (1 hour 30 minutes)</b><br>Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)  | <b>25%</b> |
| <b>Paper 3 (2 hours 30 minutes)</b><br>Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)                               | <b>35%</b> |
| <b>Internal assessment (20 hours)</b><br>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.                                    | <b>20%</b> |
| <b>Historical investigation</b><br>Students are required to complete a historical investigation into a topic of their choice. (25 marks)  |            |

## Recommended Entry Requirements

Taking the subject at IGCSE is preferred but not essential.

Any students who wish to select History but did not take the subject at IGCSE level will be requested to read up on the topics prior to the start of the IB course

# ITGS

## Standard Level

## Higher Level

The IB DP information technology in a global society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts. *The aims of the ITGS standard level courses are to:*

- Enable the student to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organizations and societies at the local and global level
- Develop the student's understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders
- Enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on them

Encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user

## Additional components for HL:

**Strand 1:** Social and ethical considerations linked to the two HL extension topics and annually issued case study.

**Strand 2:** Scenarios based on real-life situations used to address specified IT developments in the two HL extension topics and annually issued case study.

**Strand 3:** *Additional topics as part of the HL Extension include:*

- IT systems in organizations
- Robotics, artificial intelligence and expert systems

Information systems specific to the annually issued case study

## Recommended Entry Requirements

| Essential   | Desirable   |
|---|---|
| <ul style="list-style-type: none"><li>• Have an interest in technology (hardware / software, old /current and new)</li><li>• Enjoy learning about how technology works</li><li>• Enjoy discussing the impact of technology on our day to day life</li><li>• Keep up to date with technological advances</li></ul> | <ul style="list-style-type: none"><li>• IGCSE ICT, CS at C or above</li><li>• IGCSE Economics or Business Studies at B or above</li><li>• Be able to communicate verbally and in written form</li><li>• Read about technology related news from around the world through:</li></ul> |

# Psychology

## Standard Level

## Higher Level

Students will cover 3 'levels of analysis', which are:

- Biological- the brain, hormones, genetics and behaviour.
- Cognitive- cognitive processing, reliability and emotion and cognition.
- Socio-cultural- the individual and the group, cultural origins and influences on attitudes, identities and behaviour.

In addition, students will study 1 optional topic from:

- Abnormal psychology-factors influencing diagnosis, etiology and treatments.
- Psychology of relationships- personal relationships, group dynamics, social responsibility.

All students will be required to complete an Internal Assessment which will involve conducting an experimental study.

## Additional components for HL:

1. Extensions to the core approaches for HL:
  - Role of animal research
  - Cognitive processing in the digital world
  - The influence of globalization
2. HL students are required to study 2 option for paper 2, SL students only 1. HL will sit an additional paper 3 that will cover research methods both qualitative and quantitative.

## Recommended Entry Requirements

Students should have passed GCSE Psychology.

# **Group 4**

## **Experimental Sciences**

# Biology

## Standard Level

## Higher Level

Biologists investigate the living world at all levels using many different approaches and techniques.

At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Many discoveries remain to be made and great progress is expected in the 21st century.

The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

The biology syllabus includes at both SL and HL, Internal assessment of 20% and External assessment accounting for 80%.

A practical approach to the course delivery is emphasised through the interdisciplinary group 4 project and a mixture of both short-term and long-term experiments and investigations.

The external assessment of Biology consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 contains short-answer and extended-response questions on the core (and Additional Higher Level (AHL) material at HL). Paper 3 has two sections; Section A contains one data-based question and several short-answer questions on experimental work on the core (and AHL material at HL). Section B contains short-answer and extended-response questions from each of the four options.

## Additional components for HL:

While there are core skills and activities common to both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the options. The distinction between SL and HL is one of breadth **and** depth. Specifics of the topic and content can be located in the IB specification.

## Recommended Entry Requirements

HL/SL

- two grade Bs at triple science (Biology and one other B) OR two grade As at double science
- B in mathematics

If you wish to take this alongside chemistry in Group 6, of which both are HL, we would require two grade As at triple and B in mathematics.

# Design & Technology

## Standard Level

## Higher Level

 The **Design & Technology** course at IB sets students up to have a full immersive experience of what **Design** is and how to Design. Students are taught how to identify, research and analyse **problems**. They develop **skills** to generate and communicate their ideas effectively. They use hands on testing, evaluation and modeling to validate these ideas towards **solutions**.

Students achieve **Design Capability** through the study of:

- Design in History,
- Ergonomics,
- Innovation & Markets,
- Ethics,
- Green Design,
- Material Science,
- Technology,
- Sustainability.

**Assessment**

**Syllabus Components:**

**Core**

1. Human factors and ergonomics
2. Resource management and sustainable production
3. Modelling
4. Final production
5. Innovation and design
6. Classic design

**Additional higher level (AHL)**

7. User-centred design (UCD)
8. Sustainability
9. Innovation and markets
10. Commercial production

**Practical work**

Design project  
Group 4 project  
Teacher-directed activities

**Requirements:** Students to have past experience in D&T subject at IGCSE or equivalent. We prefer B - A\* preferable.








### SL

| Component           | Overall weighting (%) | Approximate weighting of objectives (%)      |    | Duration (hours) |
|---------------------|-----------------------|--|----|------------------|
|                     |                       | 1+2  | 3  |                  |
| Paper 1             | 30                    | 30   |    | ¾                |
| Paper 2             | 30                    | 12   | 18 | 1½               |
| Internal assessment | 40                    | All assessment objectives are tested equally |    | 40               |
| Design project      |                       |  |    |                  |

### HL

| Component           | Overall weighting (%) | Approximate weighting of objectives (%)      |    | Duration (hours) |
|---------------------|-----------------------|--|----|------------------|
|                     |                       | 1+2  | 3  |                  |
| Paper 1             | 20                    | 20   |    | 1                |
| Paper 2             | 20                    | 8  | 12 | 1½               |
| Paper 3             | 20                    | 10   | 10 | 1½               |
| Internal assessment | 40                    | All assessment objectives are tested equally |    | 60               |
| Design project      |                       |  |    |                  |

# Environmental Systems & Societies

## Standard Level

### Syllabus components and teaching hours

#### **Topic 1: Foundations of environmental systems and societies (16 Hours)**

- 1.1 Environmental value systems
- 1.2 Systems and models
- 1.3 Energy and equilibria
- 1.4 Sustainability
- 1.5 Humans and pollution

#### **Topic 2: Ecosystems and ecology (25 Hours)**

- 2.1 Species and populations
- 2.2 Communities and ecosystems
- 2.3 Flows of energy and matter
- 2.4 Biomes, zonation and succession
- 2.5 Investigating ecosystems

#### **Topic 3: Biodiversity and conservation (13 Hours)**

- 3.1 An introduction to biodiversity
- 3.2 Origins of biodiversity
- 3.3 Threats to biodiversity
- 3.4 Conservation of biodiversity

#### **Topic 4: Water and aquatic food production systems and societies (15 Hours)**

- 4.1 Introduction to water systems
- 4.2 Access to fresh water
- 4.3 Aquatic food production systems
- 4.4 Water pollution

#### **Topic 5: Soil systems and terrestrial food production systems and societies (12 Hours)**

- 5.1 Introduction to soil systems
- 5.2 Terrestrial food production systems and food choices
- 5.3 Soil degradation and conservation

#### **Topic 6: Atmospheric systems and societies (10 Hours)**

- 6.1 Introduction to the atmosphere
- 6.2 Stratospheric ozone
- 6.3 Photochemical smog
- 6.4 Acid deposition

#### **Topic 7: Climate change and energy production (13 Hours)**

- 7.1 Energy choices and security
- 7.2 Climate change—causes and impacts
- 7.3 Climate change—mitigation and adaptation

#### **Topic 8: Human systems and resource use (16 Hours)**

- 8.1 Human population dynamics
- 8.2 Resource use in society
- 8.3 Solid domestic waste
- 8.4 Human population carrying capacity

**Total teaching hours 120**

## **Additional components for HL:**

N/A ESS is not offered as a HL Subject

## **Recommended Entry Requirements**

There are no formal entry requirements however students must recognize that without a basic understanding of IGCSE Science (Minimum grade C) the course will be a challenge to them.

# Physics

## Standard Level

## Higher Level

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community. The physics syllabus includes at both SL and HL, Internal assessment of 20% and External assessment accounting for 80%.

A practical approach to the course delivery is emphasised through the interdisciplinary group 4 project and a mixture of both short-term and long-term experiments and investigations.

The external assessment of physics consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 contains short-answer and extended-response questions on the core (and Additional Higher Level (AHL) material at HL). Paper 3 has two sections; Section A contains one data-based question and several short-answer questions on experimental work on the core (and AHL material at HL). Section B contains short-answer and extended-response questions from each of the four options.

## Additional components for HL:

While there are core skills and activities common to both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the options. The distinction between SL and HL is one of breadth and depth. Specifics of the topic and content can be located in the IB specification.

## Recommended Entry Requirements

HL/SL

- two grade Bs at triple science (Physics and one other B) OR two grade As at double science
- B in mathematics

If you wish to take this alongside chemistry in Group 6, of which both are HL, we would require two grade As at triple and B in mathematics.

# Group 5

## Mathematics

# Mathematics

## Studies Level

- Number and Algebra
- Geometry and Trigonometry
- Statistics and probability
- Mathematical Models
- Logic

### 2 calculator assessments

Paper 1; 40% short answer questions

Paper 2; 40% long answer questions

*Contains challenging A/A\* iGCSE topics and some A level content*

## Standard Level

- Algebra
- Functions and Equations
- Circular functions and trigonometry
- Vectors
- Statistics and Probability
- Calculus

### 2 Assessments

Paper 1; 40% non- calculator, made up of short and long answer questions

Paper 2; 40% calculator, made up of short and long answer questions

*Contains mostly A level content including some further mathematics concepts*

## Higher Level

- Algebra
- Functions and Equations
- Circular functions and trigonometry
- Vectors
- Statistics and Probability
- Calculus

### 3 Assessments

Paper 1; 30% non- calculator, made up of short and long answer questions

Paper 2; 30% calculator, made up of short and long answer questions

Paper 3; 20% Long answer questions only.

*Contains further mathematics concepts, with additional university level ideas*

All IB Mathematics course contain an internal assessment worth 20% of the final grade.

## Additional components for HL:

Students take an additional calculus module which further their knowledge on the topic

## Recommended Entry Requirements

Standard studies level requires minimum of a C grade at iGCSE level or equivalent

Standard Level requires minimum of a B grade at iGCSE level or equivalent

Higher Level requires minimum of an A grade at iGCSE level, it is also recommended that you choose 3 additional higher level IB subjects if Mathematics is in your higher options.

# Group 6

## Arts & Electives

# Business Management

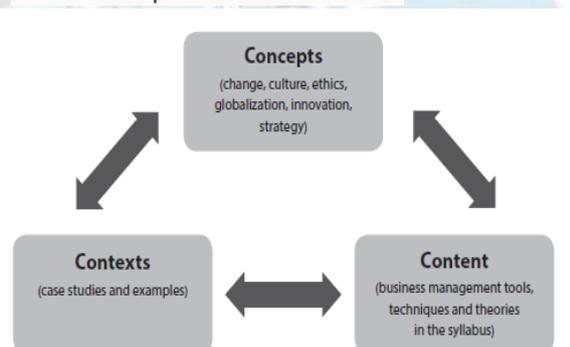
**(Also offered in G3 - not available if taking BTEC Business)**

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

## Standard Level

Paper 1 (1 hour and 15 minutes) – 30%  
Paper 2 (1 hour and 45 minutes) – 45%  
Internal Assessment (Written Commentary) – 25 %

Through the exploration of six underpinning concepts (**change, culture, ethics, globalization, innovation and strategy**), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies



## Unit 1: Business organization and environment

- 1.1 Introduction to business management
- 1.2 Types of organizations
- 1.3 Organizational objectives
- 1.4 Stakeholders
- 1.5 External environment
- 1.6 Growth and evolution
- 1.7 Organizational planning tools (HL only)

## Unit 2: Human resource management

- 2.1 Functions and evolution of human resource management
- 2.2 Organizational structure
- 2.3 Leadership and management
- 2.4 Motivation
- 2.5 Organizational (corporate) culture (HL only)
- 2.6 Industrial/employee relations (HL only)

- HL Business Management – minimum B Grade (IGCSE)

SL Business Management – minimum C Grade (IGCSE)

## Higher Level

Paper 1 (2 hour and 15 minutes) – 35%  
Paper 2 (2 hour and 15 minutes) – 40%  
Internal Assessment (Research Project) – 25 %

## Unit 3: Finance and accounts

- 3.1 Sources of finance
- 3.2 Cost and revenues
- 3.3 Break – even analysis
- 3.4 Final accounts (some HL only)
- 3.5 Profitability and liquidity ratio analysis
- 3.6 Efficiency ratio analysis (HL only)
- 3.7 Cash flow
- 3.8 Investment appraisal (some HL only)
- 3.9 Budgets (HL only)
- 4.1 The role of marketing
- 4.2 Marketing planning (including introduction to the four Ps)
- 4.3 Sales forecasting (HL only)
- 4.4 Market research
- 4.5 The four Ps (product, price, promotion, place)
- 4.6 The extended marketing mix of seven Ps (HL only)
- 4.7 International marketing (HL only)
- 4.8 E-commerce
- 5.1 The role of operations management
- 5.2 Production methods
- 5.3 Lean production and quality management (HL only)
- 5.4 Location
- 5.5 Production planning (HL only)
- 5.6 Research and development (HL only)
- 5.7 Crisis management and contingency planning (HL only)

## Recommended Entry Requirements

- Students should only choose Business Management if they have completed IGCSE Business Studies course.

# ECONOMICS Also offered in G3

Economics is a dynamic social science, forming part of group 3—individuals and societies. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

## Standard Level

Paper 1 (1 hour and 30 minutes) – 40%  
Paper 2 (1 hour and 30 minutes) – 40%  
Internal Assessment – 20 %

### Section 1: Microeconomics

- 1.1 Competitive markets: demand and supply (some topics HL only)
- 1.2 Elasticity
- 1.3 Government intervention (some topics HL extension, plus one topic HL only)
- 1.4 Market failure (some topics HL only)
- 1.5 Theory of the firm and market structures (HL only)

### Section 2: Macroeconomics

- 2.1 The level of overall economic activity (one topic HL extension)
- 2.2 Aggregate demand and aggregate supply (one topic HL only)
- 2.3 Macroeconomic objectives (some topics HL extension, plus one topic HL only)
- 2.4 Fiscal policy
- 2.5 Monetary policy
- 2.6 Supply-side policies

## Higher Level

Paper 1 (1 hour and 30 minutes) – 30%  
Paper 2 (1 hour and 30 minutes) – 30%  
Paper 3 (1 hour and 30 minutes) – 20%  
Internal Assessment – 20 %

### Section 3: International economics

- 3.1 International trade (one topic HL extension, plus one topic HL only)
- 3.2 Exchange rates (some topics HL extension)
- 3.3 The balance of payments (one topic HL extension, plus some topics HL only)
- 3.4 Economic integration (one topic HL extension)
- 3.5 Terms of trade (HL only)

### Section 4: Development economics

- 4.1 Economic development
- 4.2 Measuring development
- 4.3 The role of domestic factors
- 4.4 The role of international trade (one topic HL extension)
- 4.5 The role of foreign direct investment (FDI)
- 4.6 The roles of foreign aid and multilateral development assistance
- 4.7 The role of international debt
- 4.8 The balance between markets and intervention

## Recommended Entry Requirements

- Students should only choose Economics if they have completed IGCSE Economics course.

# CHEMISTRY

## Standard Level

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. With the emphasis on a practical approach with the overarching theme of the “Nature of Science”, knowledge and skills will be put into context and link to everyday life.

The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

The chemistry syllabus includes at both SL and HL, Internal assessment of 20% and External assessment accounting for 80%.

A practical approach to the course delivery is emphasised through the interdisciplinary group 4 project and a mixture of both short-term and long-term experiments and investigations.

The external assessment of chemistry consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 contains short-answer and extended-response questions on the core (and Additional Higher Level (AHL) material at HL). Paper 3 has two sections; Section A contains one data-based question and several short-answer questions on experimental work on the core (and AHL material at HL). Section B contains short-answer and extended-response questions from each of the four options.

## Additional components for HL:

While there are core skills and activities common to both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the options. The distinction between SL and HL is one of breadth and depth. Specifics of the topic and content can be located in the IB specification.

## Recommended Entry Requirements

HL/SL

- two grade Bs at triple science (chemistry and one other B) OR two grade As at double science
- B in mathematics

If you wish to take this alongside another science in Group 4, of which both are HL, we would require two As at triple and B in mathematics.

# Computer Science

## Standard Level

## Higher Level

The IB DP computer science HL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions. *This will involve the ability to:*

identify a problem or unanswered question  
design, prototype and test a proposed solution  
liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

The aims of the computer science HL courses are to:

provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning

provide a body of knowledge, methods and techniques that characterize computer science

enable students to apply and use a body of knowledge, methods and techniques that characterize computer science

demonstrate initiative in applying thinking skills critically to identify and resolve complex problems

engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems develop logical and critical thinking as well as experimental, investigative and problem-solving skills

develop and apply the students' information and communication

technology skills in the study of computer science to communicate information confidently and

effectively raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology

develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

### Additional components for HL:

**HL extension:** *Additional topics as part of the HL include:*

- Topic 5: Abstract data structures
- Topic 6: Resource management
- Topic 7: Control

### Case study: Paper 3

Additional subject content introduced by the annually issued case study

### Recommended Entry Requirements

#### Essential

- IGCSE C or above in CS or ICT for SL.
- IGCSE B or above in CS for HL option.
- Demonstrate the personal skills of cooperation and perseverance as well as appropriate technical skills for effective problem-solving in developing a product.
- Passionate about and enjoys programming

#### Desirable

- IGCSE ICT, CS at B or above for
- Programming experience in Java or similar OOP language.
- Good at Maths or working with numbers to solve problems.

# Film

## Standard Level

## Higher Level

The DP film course aims to develop students to be able to interpret and analyse film text, while also being able to create their own films through a range of different roles. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others. Students submit the following.

### **A textual analysis (1,750 words maximum) and a list of all sources used.**

- Students at SL and HL demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract

### **A recorded multimedia comparative study (10 minutes' maximum).**

- Students at SL and HL carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study.

### **Portfolio pages and film reel showcasing the different production role**

- Students at SL and HL undertake a variety of film-making exercises in three film production roles.

## **Additional components for HL:**

### **Collaborative film project**

A completed film (7 minutes' maximum) and a project report.

## **Recommended Entry Requirements**

You must love film. You will be watching films from different countries, languages and themes

# Music

## Standard Level

## Higher Level

- The Music programme will advance your knowledge and potential as a musician, becoming an informed, reflective and critical practitioner in the arts.
- You will continue to develop practical skills required for solo or group performance, or you may choose to specialise in composing your own music (HL students are required to perform and compose music, see below).
- Working independently and collaboratively, you will learn to skillfully analyse a wide range of music from different parts of the world.
- Through a Musical Links Investigation, you will learn to explore diversity in the arts as part of your own research project.

Coursework requirements include a musical performance and/or completion of compositions. You will also sit a Musical Perception examination.

## Additional components for HL:

At higher level you are required to do both performing and composing of music (standard level students choose either performing or composing).

## Recommended Entry Requirements

It is strongly recommended that students taking IB Music will have studied music at GCSE or can play an instrument or sing to ABRSM/Trinity Grade 5 standard.

# Sports, Exercise & Health Science

## Standard Level

## Higher Level

### Who is it for?

Any student who is interested in science and sport or would like to pursue a career in sport, or is interested in the subjects covered in the course units. Oxford, Cambridge and the top Sport Science universities recognise Sport, Exercise and Health Science as a legitimate subject within the IB Diploma.

### The course

This Standard Level and Higher Level IB Diploma course is taught by members of the PE department, which gives the pupils a distinct advantage from a sport and scientific standpoint. It was introduced to the Diploma in 2012 and has flourished at DIS, bringing about an excellent set of results.

### The course content for **Standard Level (SL)** is split into six core units:

Anatomy; Exercise Physiology; Energy Systems; Movement Analysis and Biomechanics; Skill in Sport; Measurement of Human Performance, and two of four option units, Psychology of Sport and Nutrition.

### The course content for **Higher Level (HL)** is split into an additional seven units:

Further Anatomy, Genetics and Athletic Performance, Skill acquisition and Analysis, Friction and Drag, Fatigue and The Endocrine system

## Additional components for HL:

### Students then choose either two option for Standard Level and Higher Level:

Optimizing physiological performance, Psychology of sports, Physical activity and health and Nutrition for sports, exercise and Health

## Recommended Entry Requirements

The Standard Level and Higher Level assessment consists of 150 hours and 240 respectively. As with the other Group 4 Sciences, the Internal Assessment (twenty per cent) is based upon practical investigations

# Visual Arts

## Standard Level Higher Level



This course promises to be a very challenging and rewarding experience for those of you who can match it with the effort and time required for

### **Comparative study (external assessment task) 20%**

Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

### **Process portfolio (external assessment task) 40%**

Students submit carefully selected materials, which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

### **Exhibition (internal assessment task) 40% success.**

Students submit for assessment a selection of resolved artworks from their exhibition.

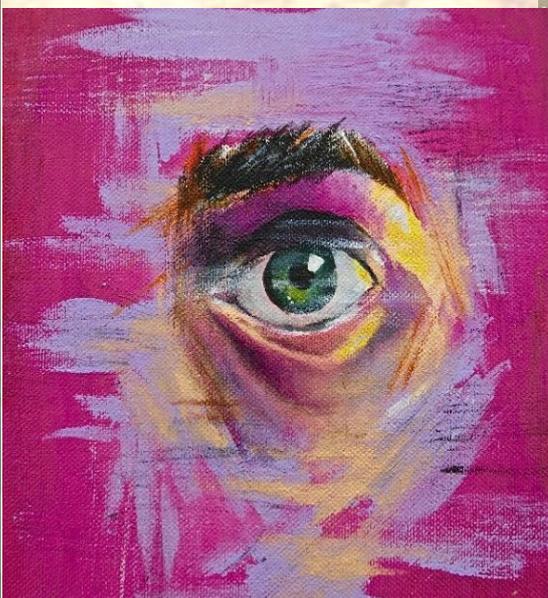
### **Additional components for HL:**

#### **Comparative study (external assessment task) 20%**

Students also submit a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3–5 screens).

#### **Recommended Entry Requirements**

You must be willing to step outside the box and take chances.



# Dance Theatre

## Standard Level

## Higher Level

- You will complete units that ask you to direct/choreograph pieces of theatre that are influenced by world theatre practices and practitioners of dance and drama.
- You will develop a theatre journal, demonstrating your learning and understanding of Theatre, from a dance or drama perspective.
- You will independently create a presentation or an enquiry based research essay into one style of theatre that is unfamiliar to you.
- You will perform a professional piece of theatre and a self-devised/choreographed piece of work that is influenced by a particular style or practitioner (solo and in a group/ensemble).



## Additional components for HL:

Higher level students will focus on the above, yet more depth will be required.

E.g. - a 5-minute solo becomes 8 minutes.

- a 2000 words inquiry becomes 2500.

\*Dependent on your experience, SL may be suggested.

## Recommended Entry Requirements

It is a strong recommendation that you have studied Dance, Drama or Theatre before.

E.g. iGCSE Drama, Dance technique (ballet or contemporary) and/or performed in a theatre/on stage to a live audience.

# Ministry Arabic

Compulsory in IB1

Year 12 Arabic Ministry requirement

All students holding an Arabic Passport must complete 12 years of study of Ministry Arabic.

This is a compulsory requirement from the Ministry of Education and the KHDA.

If your child (the student) would like to choose the Arabic B course (At Standard or Higher Level) within the Group 2 options, please be aware they will **still have to fulfil the Ministry requirement with 3 additional Arabic lessons.**

For students who are holding a foreign passport a requirement of **ONE Arabic lesson per week** has to be fulfilled.

If you need any further information or clarification about this, please contact Mrs Nadia Guerid  
[nguerid@disdubai.ae](mailto:nguerid@disdubai.ae)



# DP CORE

## Creativity Activity and Service

Creativity, Action, Service (CAS) is one of the three core elements of the IB diploma program which DP students are required to complete to achieve the award.

It is organized around three main strands which are set out below:

**Creativity** – exploring and extending ideas leading to an original and interpretative product or performance.

**Activity** – physical exertion and healthy habits contributing to a healthy lifestyle

**Service** – engagement with the school, local and global community to support an identified need.

The CAS program begins at the start of the first term in IB1 and runs for 18 months until March of IB2 when students can sign off their portfolios in order to focus on their upcoming exams.

All CAS students are expected to develop and maintain a portfolio on managebac which involves updating their reflections and evidence bi-weekly.

Students create a personalized plan for CAS at the beginning of IB1 which identifies their strengths, areas for development and areas of interest in the fields of creativity, action and service.

Students are encouraged to engage in interests and activities that are new and challenging in order to make the most out of the program. Moreover, their CAS supervisor will help them to link their university and careers applications to CAS by considering the range of skills the experience that might benefit their career in the future.

CAS activities and projects can be undertaken individually or collaboratively and each student should have examples of both for their portfolio. In addition, in order to make the most out of CAS, students should plan to engage in single activities over the course of at least a whole half term (e.g. new piano lessons for one half term) or projects that last at least two weeks from planning to action stage.

Students are also expected to engage in a CAS project of at least one-month duration which can address any single strand of CAS, or combine two or all three strands.

There are three documented interviews between students and their CAS co-ordinator. The first interview is at the beginning of the program, the second at the end of the first year, the third at the end of the CAS program.



Completion of CAS is based on student achievement of the seven CAS learning objectives which are evident in the completion of their CAS portfolio on managebac.



# DP CORE

## Extended Essay

### **What is the Extended Essay?**

The extended essay is a required component of the International Baccalaureate® (IB) Diploma Programme (DP).

It is an independent, self-directed piece of research, finishing with a 4,000-word paper.

### **What is the significance of the extended essay?**

The extended essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of special interest to them, which is also related to one of the student's six DP subjects.

Through the research process for the extended essay, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to analyse, synthesise and evaluate knowledge.

An extended essay can also be undertaken in world studies, where students carry out an in-depth interdisciplinary study of an issue of contemporary global significance, across two IB diploma disciplines.

### **How is study of the extended essay structured?**

Students are supported throughout the process of researching and writing the extended essay, with advice and guidance from a supervisor who is usually a teacher at the school.

The IB recommends that students follow the completion of the written essay with a short, concluding interview with their supervisor. This is known as *viva voce*.

The extended essay and interview can be a valuable stimulus for discussion in countries where interviews are required prior to acceptance for employment or for a place at university.

### **How is the extended essay assessed?**

All extended essays are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 36.

The score student receives relates to a grade A-E

# DP CORE

## Theory of Knowledge

### TOK Course Overview

The Theory of Knowledge (TOK) course is a compulsory course for all IB diploma candidates. Along with the Extended Essay, all students need to receive a passing score in this class in order to obtain the diploma.

TOK's primary function is to develop critical thinking skills. The course aims to develop the IB learner attributes in each student. Being principled, knowledgeable, reflective and open-minded, amongst others, are all honed through classroom activities and debate, as well as through formal written assessments and presentations.

As the course is cross curricular in nature, TOK is relevant to all subject areas and life outside of the classroom. Through close analysis and dialogue, students learn how to apply critical thinking skills in order to dissect complex questions and arrive at a more holistic understanding of what truth is.

|                |                          | Theory of knowledge    |                    |                          |                      |                        |               |
|----------------|--------------------------|------------------------|--------------------|--------------------------|----------------------|------------------------|---------------|
|                |                          | Excellent<br><b>A</b>  | Good<br><b>B</b>   | Satisfactory<br><b>C</b> | Mediocre<br><b>D</b> | Elementary<br><b>E</b> | Not submitted |
| Extended essay | Excellent<br><b>A</b>    | 3                      | 3                  | 2                        | 2                    | 1 + Failing condition* | N             |
|                | Good<br><b>B</b>         | 3                      | 2                  | 1                        | 1                    | Failing condition*     | N             |
|                | Satisfactory<br><b>C</b> | 2                      | 1                  | 1                        | 0                    | Failing condition*     | N             |
|                | Mediocre<br><b>D</b>     | 2                      | 1                  | 0                        | 0                    | Failing condition*     | N             |
|                | Elementary<br><b>E</b>   | 1 + Failing condition* | Failing condition* | Failing condition*       | Failing condition*   | Failing condition*     | N             |
|                | Not submitted            | N                      | N                  | N                        | N                    | N                      | N             |

# CP CORE

## Service Learning

Service learning is a component of the Career-related Programme core.

Service learning provide opportunities for students to understand their capacity to a make a meaningful contribution to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in real life situations involving decision –making, problem-solving, initiative, responsibility and accountability for their actions. The purpose is for students to contribute to society by improving the lives of people or assisting the environment or animals.

The aims of the service learning are for students to:

- develop and apply knowledge and skills towards meeting an authentic community need
- develop as leaders who take initiative, solve problems and work collaboratively with others
- enjoy the experiences of both learning and service
- develop a sense of caring about, and a responsibility for, others
- gain a deeper understanding of themselves, their community and society through meaningful reflection
- enhance and strengthen their experience with the existing school curriculum

The five service learning outcomes are:

LO1: Identify own strengths and develop areas for growth

LO2: Demonstrate participation with service learning experiences

LO3: Demonstrate the skills and recognize the benefits of working collaboratively

LO4: Demonstrate engagement with the issues of global significance

LO5: Recognise and consider the ethics of choices and actions

Requirements:

Students must complete 50 hours of service learning. Completion of service learning is based on student achievement of the five service learning outcomes. All students are required to maintain and complete a service learning portfolio as evidence of their engagement with service learning. Students must engage with three interviews with their service learning coordinator.

# CP CORE

## Reflective Project

### Aims:

The reflective project provides students the opportunity to explore an issue which particularly interests them, and to develop skills which will be of value to them in the future.

The reflective project is designed to draw together key elements of students wider scheme of study:

1. Their career – related study
2. The other components of the CP core (language development, service learning, personal and professional skills)
3. Their Diploma Programme courses

Students are required to identify and explore an ethical dilemma associated with an issue that arises from their career – related studies and then develop a well – reasoned argument based on appropriate supporting evidence.

### Presenting the Reflective Project

Students can choose to present their reflective project in two different ways:

| Option 1:                      | A written essay ( maximum 3,000 words) plus reflections ( maximum 1,000 words) on the <i>Reflections on planning and progress form</i> .  |          |
|--------------------------------|---|----------|
| Option 2:                      | A written essay (1,500 – 2,000 words) accompanied by an additional format (film, oral presentation, interview, play, or display), plus reflections (maximum 1000 words) on the <i>Reflections on planning and progress form</i> . |          |
| Criterion                      | Overview  | Marks    |
| A: Focus and method            | <ul style="list-style-type: none"> <li>• Ethical dilemma and issue</li> <li>• Research question</li> <li>• Methodology</li> </ul>   | 6 marks  |
| B: Knowledge and understanding | <ul style="list-style-type: none"> <li>• Context</li> <li>• Local and global example</li> <li>• Alternative perspectives and perceptions of dilemma</li> </ul>  | 9 marks  |
| C: Critical thinking           | <ul style="list-style-type: none"> <li>• Research</li> <li>• Analysis</li> <li>• Discussion and evaluation</li> </ul>   | 12 marks |
| D: Communication               | <ul style="list-style-type: none"> <li>• Structure</li> <li>• Layout</li> </ul>   | 3 marks  |
| E: Engagement and reflection   | <ul style="list-style-type: none"> <li>• Process</li> <li>• Engagement</li> <li>• Research focus</li> </ul>   | 6 marks  |
| Total marks                    |   | 36       |

The candidate has been awarded a grade of at least D for the reflective project

# CP CORE

## Personal Professional Skills

### Aims

The overall aims of personal and professional skills are for the students to:

- develop as reflective and lifelong learners who can adapt to diverse situations
- recognise personal strengths and identify ways to overcome challenges
- be aware of and respond effectively to ethical dilemmas
- value diversity of cultures and perspectives
- demonstrate the ten attributes of the IB learner profile

### Key Themes

There are five themes in personal and professional skills

1. Personal development
2. Intercultural understanding
3. Effective communication
4. Thinking process
5. Applied ethics

### Learning Outcomes

The focus on learning outcomes emphasises that it is the quality of the course and its contribution to the student's development that is the most important.

LO1: identify their own strengths and develop areas for growth

LO2: Demonstrate the ability to apply thinking processes to personal and professional situations

LO3: Recognise and be able to articulate the value of cultural understanding and appreciation for diversity

LO4: Demonstrate the skills and recognise the benefits of communication effectively and working collaboratively

LO5: Recognise and consider the ethics of choices and actions

### Requirements:

Students must complete 90 hours of personal and professional skills. Completion of personal and professional skills is based on student achievement of the five learning outcomes. All students are required to maintain and complete a personal and professional skills portfolio as evidence of their engagement.

# CP CORE

## Language Development

### Overview

Language development ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education. Language development encourages students to improve their proficiency in a language other than their best language

### Aims

The aim of language development is to:

- Enable students to understand and use the language they have studied in context
- Encourage an awareness and appreciation of the different perspectives of people from other countries
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Provide an opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language

### Key Processes

In language development, the objectives are organised into four communicative processes:

1. Oral communication
2. Visual interpretation
3. Reading comprehension
4. Writing

### Requirements

Students must complete 50 hours of language development. Completion of language development is based on student completion of a language development portfolio.

# CP CORE

## Work Placement

### Work Experience

All students gain experience at the Al Futtaim Training College as part of their work experience and complete valuable 'hands-on' experience in many venues around Dubai.

- All students prepare for their work placements by training at the Al Futtaim Learning Center and complete valuable 'hands-on' experience with various companies in Dubai, including those under the Al Futtaim Group.



# CP CORE

## BTEC Business

### Pearson BTEC Level 3 National Diploma in Business

#### Overview:

The Diploma is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study. BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.

#### Size and Structure:

The programme is 120 – credit and approximately 720 guided learning hours. This is equivalent in size to two A Levels. Students complete 12 units of which 4 are mandatory.

| Pearson BTEC Level 3 Diploma in Travel and Tourism |  |        |       |
|--|--|--------|-------|
| Unit   | Mandatory units  | Credit | Level |
| 1  | Investigating the Travel and Tourism Sector  | 10     | 3     |
| 2  | The Business of Travel and Tourism   | 10     | 3     |
| 3  | The UK as a Destination  | 10     | 3     |
| 4  | Customer Service in Travel and Tourism   | 10     | 3     |
| <b>Optional units</b>                              |  |        |       |
| 5  | Marketing Travel and Tourism Products and Services   | 10     | 3     |
| 6  | Preparing for Employment in Travel and Tourism   | 10     | 3     |
| 7  | European Destinations  | 10     | 3     |
| 8  | Long-haul Travel Destinations  | 10     | 3     |
| 9  | Retail Travel Operations   | 10     | 3     |
| 10   | Business Travel Operations   | 10     | 3     |
| 11   | Investigating the Cruise Industry  | 5      | 3     |
| 12   | Responsible Tourism  | 10     | 3     |
| 13   | Tour Operations  | 10     | 3     |
| 14   | Specialist Tourism   | 10     | 3     |
| 15   | Working as a Holiday Representative  | 10     | 3     |
| 16   | Passenger Transport for Travel and Tourism   | 10     | 3     |
| 17   | Events, Conferences and Exhibitions  | 5      | 3     |
| 18   | Tourism in Rural Areas   | 10     | 3     |
| 19   | UK Visitor Attractions   | 5      | 3     |
| 20   | Hospitality Operations in Travel and Tourism   | 5      | 3     |
| 21   | Entertainment for Holidaymakers  | 10     | 3     |
| 22   | Work Experience in the Travel and Tourism Sector   | 10     | 3     |
| 23   | Residential Study Visit in Travel and Tourism*   | 5      | 3     |
| 24   | Airfares and Ticketing 1   | 10     | 2     |
| 25   | Working as a Children's Representative in Travel and Tourism                                       | 10     | 3     |
| 26   | Researching Current Issues in Travel and Tourism   | 10     | 4     |
| 27   | Organising a Travel and Tourism Study Visit*   | 5      | 2     |
| 28   | Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism | 2      | 3     |
| 29   | Airfares and Ticketing 2   | 10     | 3     |

Assessment: All units are internally assessed through assignments.

# CP CORE

## BTEC Travel & Tourism

### Overview:

The Diploma is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study. BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.

### Size and Structure:

The programme is 120 – credit and approximately 720 guided learning hours. This is equivalent in size to two A Levels. Students complete 12 units of which 4 are mandatory

| Pearson BTEC Level 3 Diploma in Business                         |   | Unit | Retail Pathway Optional units                       |
|--|---|------|---|
| <b>Unit</b>  | <b>Mandatory units</b>                                    |      |   |
| 1  | The Business Environment                                  | 29   | Understanding Retailing                             |
| 2  | Business Resources  | 30   | Visual Merchandising in Retail                      |
| 3  | Introduction to Marketing                                 | 31   | Fashion Retailing                                   |
| 4  | Business Communication                                    | 32   | Food Retailing                                      |
| <b>Optional units – choose any eight units from those below*</b> |   |      |   |
| <b>Accounting Pathway Optional units</b>                         |   |      | <b>General Optional units</b>                       |
| 5  | Business Accounting                                       | 33   | The Impact of Communications Technology on Business |
| 6  | Financial Accounting                                      | 34   | Website Design Strategy                             |
| 7  | Management Accounting                                     | 35   | Supply Chain and Stock Management                   |
| 8  | Accounting Systems  | 36   | Starting a Small Business                           |
| <b>Marketing Pathway Optional units</b>                          |   |      |   |
| 9  | Creative Product Promotion                                | 37   | Understanding Business Ethics                       |
| 10   | Market Research in Business                               | 38   | Business and the Economic Environment               |
| 11   | Relationship Marketing                                    | 39   | International Business                              |
| 12   | Internet Marketing in Business                            | 40   | Computer Applications for Financial Management      |
| <b>Human Resources Pathway Optional units</b>                    |   |      |   |
| 13   | Recruitment and Selection in Business                     | 41   | Business Markets and the Economy                    |
| 14   | Aspects of Employment Law                                 | 42   | Quality Management Systems in Logistics             |
| 15   | Development Planning for a Career in Business             |      | <b>Logistics Pathway Optional units</b>             |
| 16   | Human Resource Management in Business                     |      |   |
| <b>Management Pathway Optional units</b>                         |   |      |   |
| 17   | Training in the Business Workplace                        | 43   | Transport Planning                                  |
| 18   | Managing a Business Event                                 | 44   | Operational Management of Road Transport            |
| 19   | Developing Teams in Business                              | 45   | Transport Systems and the Environment               |
| 20   | Managing Physical Resources in a Business Environment     | 46   | Supply Chain Organisation                           |
| <b>Law Pathway Optional units</b>                                |   |      |   |
| 21   | Aspects of Contract and Business Law                      |      |   |
| 22   | Aspects of Civil Liability for Business                   |      |   |
| 23   | Aspects of the Legal System and Law-making Process        |      |   |
| 24   | Aspects of Criminal Law Relating to Business              |      |   |
| <b>Administration Pathway Optional units</b>                     |   |      |   |
| 25   | Supporting Business Activities                            |      |   |
| 26   | Managing Business Information                             |      |   |
| 27   | Understanding Health and Safety in the Business Workplace |      |   |
| 28   | Business Project Management                               |      |   |

Assessment: All units are internally assessed through assignments.

# Careers and University Guidance

The International Baccalaureate programme at Deira International School marks a time of significant change in a student's academic career. Student's will graduate from school, an environment they feel comfortable in and in which they have developed strong relationships and will embark on new challenges within further education or the workplace. This period of transition needs careful planning and preparation in order for students to make considered decision regarding their future. With a wide range of options open to both the IBDP and IBCP students we ensure students are thoroughly informed of all of their choices and match their ambitions, abilities and preferences to the right future pathway.

Experienced university and careers counsellors spend dedicated individual time with all students during IB1 and IB2 to provide guidance on the choices available and the application process.

To support and guide students on the choice available, we encourage students to participate in workshops and fairs hosted by the school and universities from the UK, USA, Canada and Europe. The universities also provide invaluable and insightful information on the application process and how students can make themselves stand out.

Deira International's alumni is global with more and more students choosing alternative destinations to the traditional choice of the UK, USA and Canada. There is no universal application process, each destination has its own application systems with different requirements. We assist students as they navigate their way through the application. We do encourage students to investigate the opportunities available to the them so we can provide appropriate support to them to secure a place at university.

## Bridge U

To provide up to date information and a seamless application process, the school utilizes the platform Bridge U. This allows students to research into universities in the UK, USA, Canada, Netherlands, Hong Kong and Australia to make well informed decisions about their futures. Students can create a personalised profile which will provide university matches. The platform also supports students in their application writing, whether this be their UCAS personal statement or their common app essays. Documentation sending to the USA, Canada, Netherlands and Australia is provided through Bridge U in order to provide a simpler application process for both students and teachers.

choice for their future.

PLATFORM DATA INTELLIGENCE

PLATFORM

### Thoughtful design

BridgeU enables schools to help young people make well-informed decisions about their futures. As the higher education and early career landscape evolves at a rapid pace, we continually improve and develop our platform to stay ahead of current trends, and to adapt to the evolving needs of our schools.

| University              | Score | Rank | Location    | Application Deadline |
|-------------------------|-------|------|-------------|----------------------|
| University of London    | 3.19  | 18   | UK          | 15 Oct 2023          |
| University of Toronto   | 3.19  | 18   | Canada      | 15 Oct 2023          |
| University of Amsterdam | 3.19  | 18   | Netherlands | 15 Oct 2023          |
| University of Melbourne | 3.19  | 18   | Australia   | 15 Oct 2023          |
| University of Sydney    | 3.19  | 18   | Australia   | 15 Oct 2023          |
| University of Hong Kong | 3.19  | 18   | Hong Kong   | 15 Oct 2023          |

**Simple**  
BridgeU is designed to be simple to use. We do the heavy lifting so that time spent on the platform directly impacts results for teachers, students, & senior leaders.

**Comprehensive**  
Our end-to-end platform covers your school's full range of needs, from personalised course recommendations, to enabling teacher collaboration & submitting global applications.

**Integrated**  
BridgeU integrates with leading school and curriculum management systems to enable efficient data transfer and to reduce task duplication among teachers.

## **Application Process Guidance**

### **Applying to the UK**

Students are required to write a 4000-character personal statement. Students should focus upon the question '*Why do **you** want to study this subject, and what makes **you** the right person for the course?*'. A teacher reference and predicted grades are also required. The application is completed through UCAS, students should create an account in school during term 3 of IB1. All IB2 medicine/veterinary/Oxbridge applicants must send and complete their applications by October 15<sup>th</sup>. The regular deadline for all other applicants is the 15<sup>th</sup> of January. Students will receive workshops on application writing, mock MMI's for medicine applicants and mock interviews will also be held to prepare students for their Skype or face to face interviews.

Work experience is essential for Medicine applicants. All applicants are encouraged to seek work experience or attend summer courses to strengthen their application.

### **Applying to the USA**

Students are required to complete the SAT or ACT in order to apply the USA. Students can apply to some universities that do not require the SAT or ACTS, more information can be found at <https://www.fairtest.org/university/optional>.

All students should register and create an account on Common app <http://www.commonapp.org/>. Students are required to select one essay prompt and write an essay. We encourage students to root around for their most meaningful stories first and consider the prompts later. This is the student's opportunity to reflect on their events, opinions, ideas and share this with the admissions officer so they get an into each student.

Students may also be required to complete supplementary essays for universities.

For non-common app universities, students must research into their chosen university to investigate whether an essay or other material is needed.

Teachers and counsellors will complete recommendations for all students that provide a holistic overview of the students. Transcripts with data from year 10 onwards will be sent to the universities. All documents will be sent through the platform Bridge U.

CAS, work experience and summer programmes are extremely important and highly regarded on a USA application. We encourage students to select meaningful activities and experiences to support their application.

For all other destinations comprehensive guidance and workshops will be provided through the university and careers counselling team.

# IB Inclusive Assessment Arrangements (IAA)

Exam Session Date - **May/November and Year:**

**Category:**

**Sub-category:**

|   |   |
|---|---|
| Additional Language Learners (A.L.L)        | English ALL<br>French ALL<br>Spanish ALL  |
| Specific Learning Difficulties/Disabilities | Dyslexia<br>Dysgraphia<br>Dyscalculia<br>Dyspraxia<br>Information Processing Difficulties<br>Other  |
| Physical Challenge                          | Fine Motor Challenges<br>Cerebral Palsy<br>Muscular Dystrophy<br>Other  |
| Communication & Speech Difficulties         | Specific Language Impairment – Receptive<br>Specific Language Impairment – Expressive<br>Auditory Processing Difficulties<br>Fluency Disorders (Stuttering/Stammering)<br>Verbal Dyspraxia/Apraxia<br>Other |
| Sensory Challenges                          | Visual<br>Hearing<br>Other  |
| Social Emotional & Behaviour Difficulties   | Attention Deficit/ Attention Deficit Hyperactive Disorder<br>Personality Disturbances<br>Emotional Disturbances (Eating disorders, depression, Excessive Stress Reaction)<br>Other                          |
| Mental Health Challenges                    | Depression<br>Anxiety<br>Obsessive Compulsive<br>Post-Traumatic Stress<br>Other   |
| Autism Spectrum/Asperger's Syndrome         | Autism<br>Asperger's Syndrome<br>Pervasive Developmental Disorders<br>Other   |
| Medical Challenges                          | Diabetes<br>Cancer<br>Accident resulting in injury<br>Asthma<br>Cystic Fibrosis<br>Epilepsy<br>Rheumatoid Conditions<br>Other   |
| Other                                       | Other   |

## **Additional**

(All information is required that supports the student)

### **Support:**

Modified papers

- 18 point on A3 enlargement
- 24 point on A3 enlargement
- 16 point on A4
- Braille Grade 1 (Uncontracted)
- Braille Grade 2 (Contracted)
- Electronic (PDF) version for use with Reading Software
- Standard Examination on Coloured Paper

Access to additional Time

\*A Standard Score 90-100 on cognitive processing measures that affect speed of Working (working memory, long term, short term retrieval, visual-motor coordination etc)

10%

\*A Standard Score 90-100 on assessment reading (fluency/Comprehension)

\*A Standard Score 90-100 of writing (Fluency/expression)

\*A physical, sensory, psychological or medical challenge

\*A Standard Score 90 or less on cognitive processing measures that affect speed of Working (working memory, long term, short term retrieval, visual-motor coordination etc)

25%

\*A Standard Score 90 or less on assessment reading (fluency/Comprehension)

\*A Standard Score 90 or less of writing (Fluency/expression)

\*A physical, sensory, psychological or medical challenge

\*A Standard Score 75 or less on cognitive processing measures that affect speed of Working (working memory, long term, short term retrieval, visual-motor coordination etc)

50%

\*A Standard Score 75 or less on assessment reading (fluency/Comprehension)

\*A Standard Score 75 or less of writing (Fluency/expression)

\*A physical, sensory, psychological or medical challenge

25% Math's

\*Below 90 for Mathematical fluency

25% Orals

\*Standard score 90 or below in processing speed affecting expressive and/or receptive speech  
\*Speech and Communication challenges (Stuttering) psychological challenges (Social Phobia, anxiety etc)

Access to writing

- Word Processor
- Word Processor with Spell checker
- Speech Recognition Software
- Scribe

Access to Reading

- Graphic Organizer
- Transcriptions
- Reader
- Reading Software
- Exam (reading) pen
- Augmentative communication device
- Communicators

Calculators

Standard Score of 90 or below of mathematical fluency

Other

(Explain)

Candidate Documentation required (Minimum 2 reports):

Psychological or Medical report **and** Educational report

- If appropriate provide a third report including a Language report

Include specific details regarding the Inclusive Arrangements made within school/Class/Tests/Mock Exams etc

**\*Parental Consent:**

The school has obtained consent from the candidate/the candidate's parents/legal guardians to submit this request with the supporting documents to the IB solely for the purpose of evaluation of the assessment arrangement request.

The school has informed individual(s) who have given consent that if the candidate transfers to another school, this application with the supporting documents, including authorization (if applicable) will be visible to the coordinator of the new school and that if they wish to withdraw this request before a transfer they must inform the school of this at the time of transfer.

The IB coordinator must then immediately inform the IB Assessment centre of this request in writing.

**Stages:**

1. Exam Session
2. Category
3. Sub-Category
4. Additional Support – Papers, Time, Reading, Writing, Calculator, Other
5. Standard Score and specific related information or Reading and Writing Support
6. Minimum of 2 reports – If a Language need, a third report is required
7. Specific Details of support provided within School
8. Parental Consent

# Gifted and Talented IB Students

When selecting subjects for the IB Diploma Programme there are the following two options

- candidates may take two subjects at standard level (SL) and four subjects at higher level (HL)
- or
- candidates may take three subjects at SL and three subjects at HL

All higher level subjects must be taught over the two years of the programme and requirements of the core also met over the same two-year period

Suitable candidates will be identified by the IB Coordinator in advance and given the option of 3 or 4 Higher level subjects.

Students eligible for the 4 Higher level option would need to meet the following criteria:

iGCSE Grades A\* in Group 1-6 subjects selected at IB  
(In the event an IB Subject is selected that has not been studied previously, iGCSE Grades from other subjects will be considered that may support the choice of study)

Predictions are 40 points and above according to CEMS Data

At the end of IB1 all subjects are at a minimum of level 6 as well as Theory of Knowledge and Extended Essay have 2-3 points predicted – Grade AB. Creativity, Activity Service is up to date and reflections completed. It is also important that G&T students engage in Super Curricular to support their studies at a greater level.

Students who select the 4 Higher level options need to consider the additional work load and if it will give them advantages at Higher Education.

In the event the fourth Higher Level subject is hindering point score and or academic achievement there may be a recommendation to drop one to Standard Level. The discussion would take place with the student, parents and the IB Coordinator.

# Advantages of 4 Higher Level Subjects

- **You are interested in four subjects**

If you are really interested in four subjects and have the academic skill to cope with 4 without disadvantaging your overall point score

- **You are keeping your options open**

Perhaps you do not know exactly what you want to study in university? This advantage applies mostly to people who are applying to universities overseas, where you need to take specific subjects in order to study a course.

- **Getting the grades for your offer**

Again, this advantage applies to those applying to UK universities. Sometimes, you may need to get 7, 7, 6 in your higher level subjects in order to be accepted into a university. Notice how there are only three grades there? If you take four higher level subjects, some universities say that they will take the three best grades. (Not ALL universities may do this – always check with your university.)

- **You learn time management**

Doing four HL subjects is not the easiest thing to do. You will probably have to manage more work than the average IB student. So it is perfect to learn how to manage your time!

- **Increased opportunities**

In the event you get 40 points or higher you will have your pick of top universities, however with a score of 4-+ points and 4 Higher Level subjects you would have a distinct advantage.

- **University Interviews**

Students can discuss their academic choices and give reasoning behind taking 4 Higher Levels to show academic interest and commitment. Contact the universities you intend to apply for to find out if taking the fourth HL is advantageous. Do your research.

## Items to consider selecting 4 Higher Level Subjects

- **It makes the IB a little bit harder**

The IB can make you stressed sometimes, and taking four higher level adds to the workload. Ask yourself: Do I need to take four HL subjects? Do I have the motivation to take four HL subjects, even if I don't need to take them all?

- **It may affect your grades in your other subjects**

If you take four HL subjects, you will have more work, and hence less time to study per subject. This could adversely affect your performance in the other subjects. Disadvantage during studying for the real IB exams – additional study and length of examination time.

Those considering applications to America will also need to do SATS/ACT and this adds to the workload even more and should not be taken lightly.

- **Taking an extra HL subject does not get you an extra point**

This point intertwines with the point above. Taking four HL subjects is not advantageous in terms of the overall points in the IB. 45 is still the maximum number of points! So, taking four HL subjects could result in a lower overall grade in the IB.

- There is no point taking a 4<sup>th</sup> HL if it reduces the time you are able to spend on your TOK and EE. Gaining 2-3 core points



مدرسة ديرة الدولية  
DEIRA INTERNATIONAL SCHOOL

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