



**BATEEN**  
WORLD ACADEMY

# IB Options Prospectus



Academic Year 2024-2025

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## BWA Secondary Principal Welcome Message – Paul Ede



Bateen World Academy (BWA) is proud to offer the International Baccalaureate Diploma Program (IBDP) to its students. The IBDP is a comprehensive and challenging program that provides students with a well-rounded education that prepares them for university and beyond. By choosing to participate in the IBDP, students will have the opportunity to develop important skills such as critical thinking, problem solving, and independent learning. These skills are essential for success in university and in the workforce.

One of the key benefits of the IBDP is that it fosters independent learning. The program encourages students to take ownership of their own education and to become active participants in the learning process. Through a combination of classroom instruction and self-directed study, students will have the opportunity to develop the skills they need to succeed in university and beyond. This approach to education helps student to become confident and self-reliant learners who are able to control their own future.

The IBDP is also an excellent means of preparing students for university. The program is recognized by universities around the world as an indicator of academic excellence and it is often used as a factor for admissions decisions. Additionally, the skills and knowledge that students acquire through the program are directly applicable to the demands of university study. This makes the IBDP a great choice for students who are looking to set themselves up for success in higher education.

The IBDP program at Bateen World Academy offers students and exceptional opportunity to develop the skills they need to a successful future. The program's focus on independent learning and its recognition by universities around the world make it an excellent choice for students who are looking to prepare themselves for future challenges and opportunities. With its comprehensive curriculum and commitment to academic excellence, the IBDP at Bateen World Academy is the perfect choice for students who want to achieve their full potential.

## Meet Bateen World Academy Senior School Team

### IB DP Coordinator – Samantha Marsden



It is my great pleasure to welcome you to our International Baccalaureate Programmes of study. As the IB DP Coordinator, with over twenty years of IB teaching experience, I am excited to introduce you to our exceptional programmes that are designed to develop students into lifelong learners and globally minded individuals.

At Bateen World Academy, we believe in providing our students with a challenging and rewarding academic experience that prepares them for success at university level and beyond. The IB curriculum is recognised as one of the most rigorous and well-respected programmes in the world, and we are proud to offer this outstanding educational opportunity to our students. Our team of dedicated and experienced IB teachers are committed to providing a supportive and engaging learning environment that fosters critical thinking, creative and a passion for learning. Our students are encouraged to explore a wide range of subjects and develop their unique strengths and talents.

I invite you to learn more about our IB programmes and our Senior School community. Our experienced team is here to answer any questions you may have and guide you through the application process. I look forward to the opportunity to work with you as you begin this exciting and important chapter of your academic journey.

### Senior School Heads of Year – James Smith & Caroline Pass



Head of Year 13



Head of Year 12

The Senior School pastoral system sees the Year 12 and Year 13 Heads of Year, Caroline Pass and Jessica Murray lead a team of specialised and supportive tutors who guide our IB students through their daily pathway. Caroline and Jessica have over 30 years of high-quality educational leadership experience between them, which enables them to work closely with our IB students and parents via initiatives such as a close monitoring of attendance and punctuality, celebration events, a very successful academic and pastoral mentoring programme, and personalised action plans which support student learning and success.

## TOK Coordinator - Jessica Murray



My role in TOK is to provide students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is my hope that students are awarded the opportunity in lessons to reflect on the knowledge, belief, and opinions that they have built up from their years of academic studies and their lives outside of the classroom. What I find unique about TOK is that it also allows myself as a teacher to move outside of my own subject knowledge and affords the students the freedom to educate me and their peers on different perspectives, thoughts, and ideas. Every class brings a different experience of TOK, and I look forward to seeing them flourish as TOK thinkers in the future.

## CAS Coordinator – Caroline Pass



Coordinating CAS programmes with IB Students is one of the most rewarding jobs within the IB sphere. Having led a Duke of Edinburgh unit in the UK for 8 years, moving into the role of CAS Coordinator is a natural transition. The role sees me working alongside IB students to enhance their studies through Creativity, Activity and Service, and find ways for them to develop as IB Learners, and young adults. Through collaborative projects, students develop a huge variety of skills and create amazing opportunities for the local communities. Lastly, students learn to reflect on their performance, contributions, and use of skills in the future; something that is vital in today's professional world of work.

### Extended Essay Coordinator - Amir Dodhy



The extended essay is the single most challenging piece of work students will undertake in their IB course. A research paper based on a topic of their choice. As the extended essay coordinator, my aim is to guide and support them throughout this journey. Academic writing is arguably the most important skill in academic contexts since writing is the main method of academic communication. Academic writing includes researching, referencing, communicating ideas, adhering to standards, and most importantly working independently. Through workshops and guided sessions, we aim to equip students with these vital skills they will need for university.

My priority initially is to help students define their research question which will form the foundation of their extended essay and then allocate a suitable supervisor who can guide and support them throughout the process. I have developed a clear timeline for both students and supervisors, with online guides and workshops at the various stages. My aim is to make the EE journey an enjoyable and fruitful one.

### Career Guidance Counsellor – Safa Chaalal



As career guidance counsellor, I provide guidance & support to the IB students in their transition to university. Career and university planning is essential for IB students, understanding university admission requirements and choosing the right career path might be a challenge for some students.

University application planning starts in year 12, by term 2 students are introduced to the university application timeline, test requirements and university entry requirements, year 12 students are expected to plan for their university accordingly. By term 1 of year 13, students start applying to universities and are expected to complete their personal statement, standardized test, or university entrance exams by that time.

Because of the high demand for the IB programme at universities, our students are not confined to a single destination; an IB student may apply to universities in the United Kingdom, the United States, Canada, and the Netherlands or a local university in the UAE.

## The IB Programme at Bateen World Academy

### Vision

Empowering the next generation to shape our future.

### Mission

Delivering the highest standard of education and inspiring a love of learning.

### Vision for Learning

BWA strives to empower a passionate learning community which nurtures innovative learning skills in preparation for an increasing globalized world.

### The IB Mission Statement

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

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

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

### The IB Learner Profile

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

**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.

**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.

**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.

**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.

**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.

**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.

**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 experience.

**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.

**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.

## IB Pathways at Bateen World Academy

### Pathway 1: IB Diploma Program

The IB Diploma Programme (IBDP) is a two-year programme for students aged 16-19. It is recognised and respected internationally by leading universities as a qualification for entrance. It also allows students to fulfil the requirements of their national education system.

The IBDP not only fosters critical thinking skills in our students but provides a broad and balanced curriculum which promotes a culture of lifelong learning.

Students study six courses selected from the six subject groups below:

- STUDIES IN LANGUAGE & LITERATURE
- LANGUAGE ACQUISITION
- INDIVIDUALS & SOCIETIES
- SCIENCES
- MATHEMATICS
- THE ARTS

### DP Core

Diploma students will also be required to study the DP Core which is made up of three components: Theory of Knowledge (TOK), Creativity, Activity, Service (CAS), and the Extended Essay.

- TOK is a course that explores the nature of knowledge and how we acquire it and encourages students to reflect on the ways in which knowledge is constructed, shared, and validated. It is designed to develop critical thinking skills, and to help students understand the relationship between knowledge, personal experience, and cultural context. The TOK course is assessed through an exhibition that explores how TOK manifests in the world around us. In addition, students are required to write an essay based on a prescribed title.
- CAS is a programme that requires students to engage in creative pursuits, physical activities, and community service projects. Its aim is to develop students' creativity, physical fitness, and commitment to social responsibility.
- The Extended essay is an independent research project that requires students to investigate a topic of their choice in depth. It provides an opportunity for students to develop their research and writing skills, and to explore a topic that interests them.



## IB Subjects Offered at Bateen World Academy

The following courses are planned to be offered at Bateen World Academy for the academic year 2024 – 2025.

GROUPS	HIGHER LEVEL	STANDARD LEVEL
<b>Group 1: Language A</b>	English A: Language & Literature	English A: Language & Literature
<b>Group 2: Language B</b>	Arabic Language B	Arabic Language B French Ab Initio Spanish AB Initio
<b>Group 3: Individuals &amp; Societies</b>	Business & Management Economics Geography Global Politics History Psychology	Business & Management Economics Geography Global Politics History Psychology
<b>Group 4: Experimental Sciences</b>	Computer Science Biology Chemistry Design Technology Physics Sports Exercise & Health Science	Computer Science Biology Chemistry Design Technology Physics Sports Exercise & Health Science Environmental Systems & Societies
<b>Group 5: Mathematics</b>	Mathematics Analysis & Approaches	Mathematics Analysis & Approaches Mathematics Applications & Interpretations
<b>Group 6: Arts &amp; Electives</b>	Music Visual Arts Theatre Arts	Music Visual Arts Theatre Arts

## Pathway 2: IB Certificate Course

The IB Certificate Course is a programme offered by the IB that allows students to take individual IB courses without pursuing the IIB Diploma. At BWA, students will still study six subjects, one from each of the groups in the table above, but all the subjects will be studied at Standard Level. Unlike the full IB Diploma, the IB Certificate Course does not require students to complete the IB Core Components, which include the Theory of Knowledge (TOK), Extended Essay and Creativity, Activity, Service (CAS) requirements. However, students who successfully complete the IB Certificate will receive a certificate that recognises their achievement and mastery of each subject they complete.

### Pathway 3: IB Career-related Programme Pathway at Bateen World Academy \*

*Bateen World Academy is a Candidate School\* for the IB Careers-related Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Bateen World Academy believes is important for our students.*

*\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org).*

The International Baccalaureate Career-related Programme (IBCP) is an internationally recognised qualification designed to help students develop the skills and knowledge needed to succeed in higher education and the workforce. The IBCP at BWA offers a unique combination of academic study and practical career-related learning, allowing students to develop both theoretical and applied skills. Students will be required to study two Standard Level IB subjects and a BTEC Level 3 International Diploma in either Enterprise & Entrepreneurship or Art & Design. The IBCP includes a core curriculum that aims to develop key career skills that emphasises personal and professional development, community service and language learning.

#### IBCP Core

The core of the IBCP consist of the Reflective Project (RP), Personal and Professional Skills (PPS), Language Development (LD) and Service Learning (SL):

- The Reflective Project (RP) is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP course. Through the RP, students identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies (BTEC Art & Design or Enterprise & Entrepreneurship).
- Personal and Professional Skills (PPS) is course that equips students with lifelong skills, such as critical thinking, self-awareness, and leadership abilities. These skills are crucial for personal growth and success in higher education and the workplace.
- The Language Development component of the IBCP focuses on enhancing students' language skills and intercultural awareness enabling them to communicate using the chosen language in a range of contexts.
- The service-learning aspect of the IBCP encourages students to actively engage in their communities and make a positive impact. By participating in community service projects, students develop a sense of social responsibility and empathy.

#### IB Career-related Programme – Enterprise and Entrepreneurship Pathway

##### International BTEC Level 3 Diploma in Enterprise and Entrepreneurship

This is a vocational qualification that provides students with the knowledge, skills and understanding needed to develop and run a successful business. This diploma is designed to help students gain a deeper understanding of the world of business and entrepreneurship, as well as develop practical skills that can be applied to real-world situations. The course is over a period of two years, with a combination of classroom-based learning, practical exercises, and independent study. The qualification is assessed through 100% coursework, there are no external examinations in this qualification. Some of the key topics covered in this course include Business Planning and Management, Marketing, Sales, Entrepreneurship, Finance and Human Resources.

BTEC International Level 3 Diploma in Enterprise and Entrepreneurship	IB Option 1	IB Option 2	IB Option 3
	Design Technology (SL)	Business Management (SL)  Geography (SL)  History (SL)  Psychology (SL)	Economics (SL)  Global Politics (SL)  Computer Science (SL)  Sports Exercise and Health Science (SL)  Chemistry (SL)  Visual Arts (SL)  Theatre Arts (SL)  Music (SL)

### IB Career-related Programme – Art and Design Pathway

#### International BTEC Level 3 Diploma in Art & Design

The BTEC Level 3 Diploma in Art and Design is a vocational qualification that provides students with practical and theoretical knowledge of various areas of art and design. This course is designed to develop the skills and creativity of students who wish to pursue a career in the creative industries, such as graphic design, fine art, illustration, or fashion. The course is a two-year program that includes a mix of theoretical and practical modules. The modules cover a wide range of subjects, including drawing, painting, 3D design, digital photography, graphic design, and art history. Students will complete a series of projects and assignments, which will be assessed through a combination of coursework, practical assignments. There are no formal examinations in this qualification.

BTEC International Level 3 Diploma in Art and Design	IB Option 1	IB Option 2	IB Option 3
	Design Technology (SL)	Business Management (SL)  Geography (SL)  History (SL)  Psychology (SL)	Economics (SL)  Global Politics (SL)  Computer Science (SL)  Sports Exercise and Health Science (SL)  Chemistry (SL)  Visual Arts (SL)  Theatre Arts (SL)  Music (SL)

## IB Programmes Entry Criteria

IB Pathways	Entry GRADE REQUIREMENTS*	NOTE
IB Diploma Programme (DP)	<p>Minimum of five (5) I/GCSE subjects at 5-9 points (or A* to C grade) including Mathematics, English (Not English as a Second Language) and Science with a Grade 5 (or Grade C) or above.</p> <p><b>Conditional Acceptance onto IB DP:</b></p> <p>Four (4) I/GCSE subjects at 5-9 points (or A* to C grade) including Mathematics, English (Not English as a Second Language) and Science with a Grade 5 (or Grade C) or above.</p>	<p><b>Note for the Conditional Admission:</b> Student is required to re-sit one or more IGCSE subject examinations in November to achieve a minimum of five (5) including Mathematics, English (Not English as a Second Language) and Science with a Grade 5 (or Grade C) or above.</p> <p>If a student fails to achieve five (5) IGCSE with a grade 5 the student will be enrolled onto the IB Certificate course</p>
IB Certificate Course	<p>Accepted onto the IB Certificate course or a</p> <p>Four (4) I/GCSE subjects at 5-9 points (or A* to C grade) including Mathematics, English (Not English as a Second Language) and Science with a Grade 5 (or Grade C) or above.</p>	.
IB Career-related Programme (IBCP)	IGCSE Equivalency and IGCSE Level 4+ in IB Subjects selected	

### Application Process

All students who apply to enter Senior School (Post 16) will:

- 1- Complete an application form.
- 2- Have a meeting with a school leader to discuss options and academic entry requirements. Following application evaluation and meeting with school leader, students will either receive a written conditional offer, subject to I/GCSE examination results published during the summer (See Table A), or letter of rejection outlining reason/s for the decision.
- 3- Within 10 days of the offer being made, all successful applicants must confirm their acceptance of a place. If the acceptance is not received within 10 days, the school reserves the right to withdraw the offer.
- 4- The Senior School Team, Head of Year and Head of School, will actively work with Year 11 students to ensure they are able to continue their education post-16 level, but the criteria laid out in the Admissions Policy are strictly adhered to as they are in place to ensure students do not begin courses in which they are unlikely to be successful.
- 5- Careers, Advice and Guidance interviews will be conducted to fully support students and the Senior School Team will evaluate subject choices, and offer further guidance, should the need arise.
- 6- Students entering the Senior School will be expected to read and sign a Home-School Learning Agreement which outlines the commitment required by all parties to be a part of Aldar Academies' Post 16 education.

- 7- In addition, Senior School students must recognise that they are a part of a large community and have a responsibility to abide by our dress code and conduct themselves in a manner that supports the school's ethos.
- 8- As per Ministry of Education requirements, all students must study Arabic, with all Muslim students also studying Islamic Studies.

## MOE Equivalency Requirements

Ministry of Education (MOE) Equivalency Requirements for IB Schools

Ministerial Resolution No. (199) in 2019

### Article Seven

The equivalency of the secondary school completion certificates of private schools that are applying The International Baccalaureate System shall be made pursuant to the following terms:

- 1-The general terms stated in Article Four of this decree shall prevail.
- 2-The school shall be recognized by an International Baccalaureate organization.
- 3-The student shall successfully complete the 12th Grade or its equivalent.
- 4-The student shall choose the subjects stated for studying from the subjects included in the authenticated lists of the International Baccalaureate organization.
- 5-The student shall pass one of the two approaches in the clauses 6 and 7 of this Article.
- 6-First Approach: The student shall hold the certificate of International Baccalaureate whereas the Islamic Education subject shall not be included within the subjects required for the diploma.
- 7-Or Second Approach: The student shall pass successfully six (6) of the IB Subjects Certificates according to the following terms:
  - a.Any of the subjects' points shall not be less than 3 points.
  - b. The student total points shall be at least 21 points.
  - c. The student shall pass the following compulsory subjects within the six (6) subjects required for equivalency: English Language, Mathematics and one of the Science subjects and those subjects can be taught in the Standard Level or the High Level.
  - d. Islamic Education shall not be included within the six (6) subjects required for the equivalency.

## Ministerial Decree No. (40) of 2023

### Article 3

BTEC Level 3 Diploma shall be equivalent to the Vocational Secondary School certificate under the following conditions:

- 1.Application of the provisions stipulated in Article (2) herein.
- 2.The student must meet one of the following conditions:

a) Pass five (5) subjects in GCSE or IGCSE level with grades: (A\*, A, B, C, D, E) or (3, 4, 5, 6, 7, 8, 9). The subjects should be amongst the identified by the Ministry with regards to the relevant decrees and regulations. Islamic Studies and Arabic Language are excluded from these subjects.

OR

b) Pass the IB Middle Years Programme (IB MYP) Certificate

3. The student must successfully pass the “BTEC Level 3 Diploma” certificate (with grades no less than PP), completing a minimum of 120 credit hours (credit points) of the subjects identified by the Ministry through relevant rules and regulations.

#### Article 4

**IB Career-Related Programme (IB CP) shall be equivalent to the Vocational Secondary School certificate under the following conditions:**

1. Application of the provisions stipulated in Article (2) herein.
2. The student must obtain a certificate of passing IB Career-related Programme
3. The student must pass two (IB) subjects with a grade no less than (3). These subjects can be taught at SL or HL. The subjects should be selected from the list approved by the International Baccalaureate Organization. Islamic Education is not considered one of the 2 subjects required for equivalency.
4. The student must successfully pass the “BTEC Level 3 Diploma” certificate with grades no less than (PP), completing a minimum of 90 credit hours (credit points) of the subjects identified by the Ministry through relevant decrees and regulations.

# Subjects Overview

## GROUP 1: Studies in Language and Literature

### English A Language & Literature Standard Level and Higher Level

#### Course Description

Students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by external factors. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others, focusing on seven core concepts – identity, culture, creativity, communication, perspective, transformation, and representation.

The course is divided into three areas for both Standard Level and Higher Level. Those are:

- **Readers, writers, and texts**
- **Intertextuality**
- **Time and Space**

#### Entry Requirements

A pass equivalent in English Language at 5 or above would represent the minimum standard to allow progression in this subject at Standard Level. For Higher Level, 5 or above in English Literature is also needed.

#### Future Careers

On successful completion of the English A course, students may go on to study a variety of disciplines at university such as journalism, creative writing, secondary and tertiary teaching, and lecturing positions as well as government and international relations career pathways.

#### Assessment

Exam weighting 70% (60% for HL)

- **Paper 1** – guided textual analysis: consists of two non-literary passages, from two different text types, each accompanied by a question. SL students choose one passage and write an analysis of it, HL students complete both.
- **Paper 2** – Comparative essay: choice of 6 questions, students write one response based on two of the works they have studied.

Higher Level Essay 20%

HL students submit an essay on one of the works studied. 1200-1500 words.

**INTERNAL ASSESSMENT** – SL 30% HL 20%

Individual Oral – 15-minute oral assessment, internally assessed and externally moderated by the IB at the end of the course.



#### How will I study?

Students will be introduced to a range of different text type that are from different time periods and contexts, both written and visual. Students will be required to become accustomed to understanding the differences between text types and understanding how to analyse them from different perspectives. Public speaking and thinking critically are other key skills needed and seminar-styled discussions will encourage students to develop their own perspectives on the key analytical elements of texts, whilst independent reading and essay writing beyond the classroom will further.

## Group 2: Language Acquisition

### Arabic Language B Standard level & Higher level

#### Course Description

Language B is a language acquisition course designed for students with some previous learning of that language. The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts for a variety of purposes, while promoting an understanding of another culture through the study of its language. There are five themes that will be studied: Identities, Experiences, Human Ingenuity, Social Organisation and Sharing the Planet

#### Entry Requirements

Arabic B Standard Level, GCSE Grade 7 / Higher Level, GCSE Grades 8-9

#### Assessment

- All Higher and Standard Level students complete an Individual Oral assessment which contributes to 25% of the final grade.
- The remainder of the formal assessment is from the external exams (75%) which assess writing, reading, and listening skills.

#### How will I study?

The language B uses a balance between teacher centred and learner centred approaches to language learning. In order for students to achieve communicative competence in a variety of everyday situations, they are exposed to a range of learning techniques. Both independent and collaborative learning techniques are used: individual work, pair work, small-group work, whole- class work. Students are also strongly encouraged to seek opportunities to use and be exposed to the target language in situations away from the classroom (reading authentic materials such as magazines and newspapers, watching the news in the target language).

#### Future careers

A thorough knowledge of Arabic can help gain access to jobs in business, banking/finance, journalism, law, public relations, travel, and the civil service of many countries. Knowledge of one of these key languages develops confidence and social skills and can increase career prospects in the global marketplaces.



## GROUP 2: LANGUAGE ACQUISITION

### French/Spanish Ab Initio SL

#### Course Description

In the language ab initio course, students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language ab initio students must study authentic texts that explore the culture(s) of the target language.

This course is only offered at Standard Level.

#### How will I study?

The language ab initio course uses a balance between teacher-centred and learner-centred approaches to language learning. In order for students to achieve communicative competence in a variety of everyday situations they must be exposed to a range of independent and collaborative learning techniques and resources. Within the classroom, the use of the target language is always encouraged, and students should also seek opportunities to use and be exposed to the target language in situations away from the classroom. Independent learning/reading and daily vocabulary practice are essential to be a successful language learner and is an expectation of the course.



#### Entry Requirements

The language ab initio course is designed for students with little or no prior experience of the language they wish to study. Please note that if you are a French or Spanish native speaker, you will not be allowed to take the Ab Initio course in your mother tongue. You may opt for another Ab Initio Language or Self-Taught SL- Group 1 instead.

#### Assessment

##### External assessment

- Paper 1 Writing (25%)
- Paper 2 Listening (25%) + Reading (25%)

##### Internal assessment

- Paper 3 Individual Oral (25%)

#### Future careers

Knowledge of Spanish or French can help gain access to jobs in business, banking/finance, journalism, law, public relations, travel, and the civil service of many countries. Knowledge of one of these key languages develops confidence and social skills and can increase career prospects in the global marketplace.

## Group 3: Individual and Societies

### Business & Management Standard level & Higher level

#### Course Description

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts, and tools to assist with business decision-making.

Students examine how business decisions are influenced by factors that are internal and external to an organisation and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

The course is divided into four parts for both Standard Level and Higher Level. Those topics are:

- Introduction to Business Management
- Human Resource Management
- Finance and Accounts.
- Marketing
- Operations Management

#### Entry Requirements

- For Higher Level a minimum of a Grade 6 in IGCSE English Language and Mathematics.
- No prior knowledge of Business is necessary.

#### Assessment

All Students complete an Internal assessment

(**20% HL and 30% SL of final grade**) and produce a business research project that does not exceed 1,800 words based on a real business or industry wide issue backed up by primary and/secondary research. The remainder of the formal assessment is from the external exams (**80% HL and 70% SL of final grade**) which are taken at the end of the course.

#### How will I study?

Conceptually focused and contextualised teaching and learning is important for business management. Case studies and real-world examples help to keep the right focus within the course.



The business management course is focused on inquiry-based teaching and learning, where students are given the opportunity to explore business tools and theories using case studies and create their own questions and formulate their own solutions to problems or issues facing an organization.

#### Future Careers

Business management is an ideal choice for students considering careers in Investment Banking, Chartered Accounting, Finance, Corporate Law, Research, Leisure and Tourism, Government and Non-Governmental Organisations and Project Management.

## Group 3: Individual and Societies

### Economics: Standard Level and Higher Level

#### Course Description

The study of economics is essentially about dealing with scarcity, resource allocation and the processes by which choices are made in the satisfaction of human wants. As a social science, economics is a study of people in society and how they interact with each other. Economics not only involves the development of theories but also how these theories can be applied to real-world examples.

The course is divided into four parts for both Standard Level and Higher Level. Those topics are:

- Introduction to Economics
- Microeconomics
- Macroeconomics
- The Global Economy.

#### Entry Requirements

For Higher Level a minimum of a Grade 6 in IGCSE English Language and Mathematics. No prior knowledge of Economics is necessary.

#### Future Careers

The economics course is suitable for students interested in studying an economics, business, or a finance degree at university. Studying economics can typically lead to careers in banking, government departments, politics, and commerce.

#### Assessment

All Students complete an Internal assessment (20% of final grade) and produce a portfolio of three commentaries, based on news articles relating to real-world application of economic theory. The remainder of the formal assessment is from the external exams (80% of final grade) which are taken at the end of the course.



#### How will I study?

The economics course encourages students to nurture international perspectives and places an emphasis on students developing skills on evaluating current events.

As economics is a dynamic subject in an everchanging global economy, students will need to be prepared to be independent researchers to source the latest news articles and statistics surrounding the topic of study.

## Group 3: Individual and Societies

### Geography Standard Level & Higher Level

#### Course Description

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It investigates the way in which people adapt and respond to change and evaluates actual and possible management strategies associated with such change.

#### Entry Requirements

For Higher Level a minimum of a Grade 6 in IGCSE English Language and Science. No prior knowledge of Geography is necessary at SL Level. For HL level it is strongly advised.

#### How will I study?

Much of the course is delivered and shared using Microsoft's One Note, which allows for students to access work and for teachers to track and monitor student progress. The course looks at a wide range of case studies, analysing the impact of numerous processes on places at various scales, which is done through viewing reports, the course book, and online videos. Students are often required to work in small groups to collaborate and create presentations, which are delivered to the class.



#### Assessment

Paper 1: Geographic themes

SL: 2 options (Geophysical Hazards, Leisure, Tourism and Sport)

HL: 3 options (Geophysical Hazards, Leisure, Tourism and Sport and Food & Health)

(Weighting - SL and HL: 30%)

Paper 2: Geographic Perspectives (SL/HL)

Core 1: Population Distribution, Core 2: Global Climate and Core 3: Global Resource Consumption.

(Weighting - SL:40% and HL:25)

Paper 3: Geographic perspectives

(HL ONLY) (Weighting - 20%)

#### Future Careers

Geography is a subject that equips you with a range of skills that can be applied to a wide range of career paths. It opens up careers in a range of fields, including those in the education, commerce, industry, transport, tourism, and public sectors. You'll also have many transferable skills, attracting employers from the business, law, and finance sectors.

## Group 3: Individual and Societies

### Global Politics Standard Level & Higher Level



#### Course Description

The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways, and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues.

#### Entry Requirements

A minimum of a Grade 5 in IGCSE English Language is required.

#### How will I study?

The course looks at a wide range of case studies, analysing the impact of numerous processes on places at various scales, which is done through viewing reports, the course book, and online videos. Students are often required to work in small groups to collaborate and create presentations, which are delivered to the class. At HL level they have opportunity to work alongside IRENA and strongly advise to get involved with Model United Nations.

#### Assessment

**Paper 1:** Stimulus-based paper based on a topic from one of four core units. Four compulsory short answer/structured questions.

- Power, Sovereignty, and international relations.
- Human Rights
- Development
- Peace and conflict.

(Weighting – SL:30% and HL: 20%)

**Paper 2:** Extended response paper based on the four core units. Must write 3 essays from choice of 8.

(Weighting - SL:45% and HL:40)

#### Future Careers

Global Politics shape students into global citizens and allow them to develop core skills such as empathy and critical thinking skills. Natural career path for this subject would be in International Relations or in the Development sectors.

## Group 3: Individual and Societies

### History Standard Level & Higher Level

#### Course Description

History aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods, and interpretations. Students will be encouraged to develop an understanding of the present through critical reflection upon the past. As well as this, they will reflect on the impact of historical developments at national, regional, and international levels.

#### Entry Requirements

- A minimum of a Grade 6 in IGCSE English Language is required
- History study at IGCSE is desirable for SL, suggested for HL.

#### How will I study?

The course looks at a wide range of case studies, analysing the impact of numerous processes on places at various scales, which is done through viewing reports, the course book, and online videos.

#### Assessment

**Paper 1: Source-based paper based on 5 prescribed topics. Students select 1.**

1. Military Leaders, 2. Conquest and its Impact, 3. The move to global war, 4. Rights and protest and 5. Conflict and intervention.

**(Weighting – SL:30% and HL: 20%)**

**Paper 2: Essay paper based on the 12 World History Topics. Answer 2 essays on 2 different topics.**

10. Authoritarian states (20<sup>th</sup> Century)

11. Cause and effects of 20<sup>th</sup>-century wars

**(Weighting - SL:45% and HL:25%)**

**Paper 3: Answer 3 essay questions on selected regional option topic.**

**(Weighting - HL:35%)**



#### Future Careers

History graduates can go into roles such as museum curators or history teachers, the legal profession (lawyers and judges), library, information, and archivist careers. Politics, publishing, journalism, media and writing in all its forms are similarly suitable, alongside business and commerce, public sector administration and the charity and voluntary sectors.

## GROUP 3: INDIVIDUAL AND SOCIETIES

### Psychology Standard Level and Higher Level

#### Course Description

The study of Psychology has become a highly valued and sought after subject over the recent years. It is a study of human behaviour, looking to examine the different human behaviours from multiple perspectives and approaches. It takes an analytical and critical view of different theories and models and examines psychological research to support arguments.

HL Students will study the following:

- Biopsychology
- Cognitive Psychology
- Sociocultural Psychology
- Abnormality
- Human Relationships
- Research Methods

SL Students will only cover topics 1-4 in their studies.

#### Entry Requirements

For Higher Level a minimum of a Grade 6 in IGCSE English Language and Mathematics. No prior knowledge of Psychology is necessary.

#### Future Careers

Psychology is a great subject to study as it links to so many career opportunities. Some examples include clinical psychologist, sports psychologist, educational psychologist, teacher, marketing/business/Human Resources. It has become highly valued in the medical profession as well, so it is a good subject for doctors, nurses, neurosurgeons. There are many other jobs Psychology would also benefit.

#### Assessment

All Students complete an Internal assessment (20% of final grade for HL students and 25% for SL students).

There are 3 external exams for HL students – Paper 1 worth 40% and Paper 2 and Paper 3 worth 20% each.

For SL students there are two external exam papers – Paper 1 is worth 50% of the overall mark and paper 2 is worth 25% of the overall mark.



#### How will I study?

The Psychology course utilises a variety of approaches in the studying of the subject. It requires students to take a mature attitude, as there are often group/class discussions that explore psychological issues. The student will also need to be highly organised, as the course is content heavy and relies on students remembering a lot of key research studies and theories. Paper 1 and Paper 2 focus on longer, extended writing skills with 9 mark and 22-mark questions only. Paper 3 requires shorter answer questions to be answered.

## Group 4: Experimental Sciences

### Physics Standard Level and Higher Level

#### Course Description

Diploma Programme physics higher level course exposes students to this most fundamental experimental science, which seeks to explain the universe itself— from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of physics.

The course is divided into five parts for both Standard Level and Higher Level. Those topics are:

- Space, time, and motion
- The particulate nature of matter
- Wave behaviour
- Fields
- Nuclear and quantum physics

#### Entry Requirements

For Higher Level a minimum of a Grade 8 in Physics and Maths. For Standard Level a minimum of Grade 7 in Physics and Maths

#### Assessment

All Students complete an internally assessed Scientific Investigation assessment (20% of final grade) and sit two external papers at the end of the course. Paper 1 has a weighting of 36%, consisting of multiple choice and data-based questions. Paper 2 has a weighting of 44%, consisting of short and long answer questions.

#### How will I study?

The skills and techniques students must experience through the course are encompassed within the tools. These support the application and development of the inquiry process in the delivery of the physics course.

Tools

- Experimental techniques
- Technology
- Mathematics

Inquiry process •

- Exploring and designing
- Collecting and processing data
- Concluding and evaluating

#### Future Careers

From curing cancer to tackling climate change, from gaming to robotics and artificial intelligence, physical scientists and physicists are on the front lines, helping to shape the future. As careers change, physics offers a wide and expanding range of career paths.

This is not limited to science and technology only. What many people don't realize is how much physics skills and ways of thinking are valued and respected in other, often well-paying, industries – such as finance and law.



## Biology: Standard Level and Higher Level

### Course Description



Biology is the study of living organisms. Students are given the opportunity to develop their knowledge of the living world from the cell – its molecular structure and complex metabolic reactions to the interactions that make whole organisms and ecosystems function. The course can be studied at SL and HL, with the difference being additional depth and content at HL.

The course is divided into four parts for both Standard Level and Higher Level. Those topics are:

Core (SL & HL)	Additional HL Topics
Cell biology	Nucleic acids
Molecular Biology	Metabolism, cell respiration and photosynthesis
Genetics	Plant biology
Ecology	Genetics and evolution
Evolution and biodiversity	Animal physiology
Human physiology	

### Entry Requirements

- Grade 5 in IGCSE Biology (SL),
- Grade 7 in IGCSE Biology (HL)
- Also normally required are grades 5 in IGCSE English Language and Mathematics.

### Assessment

- All Students complete an Internal assessment (20% of final grade). The remainder of the formal assessment is from the external exams (80% of final grade) which are taken at the end of the course.

### How will I study?

Students will have opportunities for creativity, analysis, evaluation, and problem solving throughout the course, having to call upon a wide range of knowledge and apply this to unfamiliar situations.

Students will be required to answer questions concisely and express their understanding of topics in a short-essay format with supporting diagrams. Skills in ICT and data handling will be developed, in addition to data collection. Practical work will be carried out individually and within small groups using modern, high-quality equipment.

### Future Careers

The biology course will lead to Medicine, Dentistry, Veterinary Science, Environmental Science, Biological/Biomedical Sciences, Nursing, Ecology, Conservation, Teaching, Management, Biotechnology, Sports Science and Physiotherapy

## Chemistry: Standard level & Higher level

### Course Description

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level.



The course is divided into six parts for both Standard Level and Higher Level. Those topics are:

- Models of the particulate nature of matter
- Models of bonding and structure
- Classification of matter
- What drives chemical reactions?
- How much, how fast, and how far?
- What are the mechanisms of chemical change?

### Entry Requirements

- For Higher Level a minimum of a Grade 8 in Chemistry.

### Assessment

All Students complete an internally assessed Scientific Investigation assessment (20% of final grade) and sit two external papers at the end of the course.

- Paper 1 has a weighting of 36%, consisting of multiple choice and data-based questions.
- Paper 2 has a weighting of 44%, consisting of short and long answer questions.

### How will I study?

The DP chemistry course promotes concept-based teaching and learning to foster critical thinking. The DP chemistry course is built on:

- approaches to learning
- nature of science
- skills in the study of chemistry

These three pillars support a broad and balanced experimental programme. As students' progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology.

### Future Careers

You could help develop a life-saving vaccine. Or invent a new way to cut air pollution. Or create a new type of biodegradable plastic. Chemical scientists all over the world are working on climate change, human health, sustainable energy...issues that impact us all.

## Group 4: Experimental Sciences

### Environmental Systems and Societies Standard Level

#### Course Description

ESS is a course that is focused on the scientific exploration of environmental systems and the cultural, economic, ethical, political, and social interactions of societies with the environment. The ESS course requires students to think holistically about environmental issues and to suggest suitable management solutions that can be applicable to problems on a personal, community or global scale

The course is divided into 8 topics:

- Foundations of environmental systems and societies
- Ecosystems and ecology
- Biodiversity and conservation
- Water and aquatic food production systems and societies
- Soil systems and terrestrial food production systems and societies
- Atmospheric systems and societies
- Climate change and energy production
- Human systems and resource use

#### Entry Requirements

- A grade 6 in IGCSE English Language.
- IGCSE Biology or IGCSE Geography would be an advantage.

#### How will I study?

Students will have opportunities for creativity, analysis, evaluation, and problem solving throughout the course, particularly in respect to case studies. Students will be required to answer questions concisely and express their understanding of topics in a short-essay format. Skills in ICT and data handling will be developed, in addition to data collection. Practical work will be carried out individually and within small groups.

#### Assessment

##### External Assessment – (75 %)

- Paper 1(25%): short answer questions based on unseen case study.
- Paper 2 (50%): short answer and data based questions along with two structured essay questions

##### Internal Assessment (25 %)

Students will carry out an individual investigation focused on a particular aspect of an ESS issue applied to the broader environmental and / or societal context and write 1500 to 2250 word **report**.



#### Future Careers

Conservation, Ecology, Environmental Sciences, Journalism, Research & Development, Management

## Group 4: Experimental Sciences

### Design Technology Standard level & Higher level

#### Course Description

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.

SL and HL students will study six core topics:

- Human factors and ergonomics
- Resource management and sustainable production
- Modelling
- Final production
- Innovation and design
- Classic design

HL students will study the following additional topics:

- User-centred design (UCD)
- Sustainability
- Innovation and markets
- Commercial production

#### Entry Requirements

- Grade 5 in GCSE Design Technology is preferred, although we will take students who have a passion and aptitude for the subject but did not study at GCSE.
- Also required are grades 4 in IGCSE English Language and Mathematics

#### Future Careers

This course prepares students for a career in Architecture, Interior Design, Product Design, Industrial Design, Mechanical Engineering, Interior Architecture, Graphic Design, Fashion Design, Advertising, Marketing and PR .

#### Assessment

- The internal assessment (IA) requirement is worth 40% of the grade and consists of one design project.
- The remaining 60% of the final grade is examination based.

#### How will I study?



Students will experience collaborative style learning to provide the ability to understand and apply the rich curriculum content that the Design Technology course possess alongside the knowledge of key design theories. To help embed this theory and knowledge various mini projects have been designed to develop key understandings of elements within the design process. At the end of year 12 students will begin their Independent Assessment, an individual project to solve a problem within product design that they have found. Design trips are also organized to expose students to the wider reach of design and its effect on the wider community.

## Group 4: Experimental Sciences

### Computer Science Standard Level & Higher Level

#### Course Description

Computer science aims to develop an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. It explores a wide spectrum of topics from the systems life cycle to practical programming using python.

There are four core topics for both Standard and Higher level. Those topics are:

- System Fundamentals
- Computer Organisation
- Networks
- Computational thinking

In addition to this, Higher-level students will also study:

- Abstract Data Structures
- Resource Management
- Control

#### Entry Requirements

For Higher Level a minimum of a Grade 7 in IGCSE Mathematics and Computer Science.

#### Future Careers

Coupled with maths and physics, computer science can open many doors at university and beyond. Some of the common courses our students go on to study are, computer science, information science, systems & network administration, cyber security, artificial intelligence.



#### Assessment

	SL	HL
Paper 1	45 %	40%
Paper 2	25 %	20 %
Paper 3	NA	20 %
Internal Assessment	30 %	20 %

#### How will I study?

As with all courses at this level, computer science encourages students to become independent researchers, especially for the internal assessment which requires them to approach an individual/company and create a computer-based system from start to finish.

Higher level paper 3 is always based on new technology such as AI, therefore, it will be beneficial for students to keep up to date with the latest technological developments.

A significant part of the course requires the student to program using python, which for some will be challenging. It is therefore recommended for students to have prior knowledge and also independently build upon the skills learnt in the classroom.

## Group 4: Experimental Sciences

### Sports, Exercise and Health Science

#### Standard Level and Higher Level

#### Course Description

Sports, Exercise, and Health Science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise, and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise, and health in the 21st century. Apart from being worthy of study, SEHS is a good preparation for courses in higher or further education related to sports fitness and health and serves as useful preparation for employment in sports and leisure industries.

#### Entry Requirements

- Minimum 5 points in I/GCSE English Language and/or English Literature.
- I/GCSE Biology and/or GCSE PE would be an advantage.



#### Assessment

Standard level (80 %)		
Paper	Content	Weighting
1	30 multiple choice questions on the core syllabus	20%
2	<b>Section A:</b> once data-based question and several short answer questions on the core all compulsory <b>Section B:</b> one extended response question on the core (from the choice of three)	35%
3	Several short answer questions all compulsory in each of the two options studied	25 %

Higher level (80 %)		
Paper	Content	Weighting
1	40 multiple choice questions on the core syllabus + HL material.	20%
2	<b>Section A:</b> one data-based question and several short answer questions on core and HL topics (all compulsory) <b>Section B:</b> two extended response questions on the core & AHL	35%
3	Several short answer & extended response questions all compulsory in each of the two options studied	25 %

#### Internal Study

The internal assessment requirements are the same for Biology, Chemistry, Physics and SEHS. The internal assessment, worth 20% of the final assessment, consist of one Scientifics investigation.

#### How will I Study?

The programme is divided into different sections which cover a broad range of content:

#### Core (SL & HL)

- Anatomy
- Exercise physiology
- Energy systems
- Movement Analysis
- Measurements & evaluations of human performance

#### Additional HL

- Further anatomy
- The endocrine system
- Fatigue
- Friction and drag.
- Skill acquisition & analysis
- Genetics & athletic performance
- Exercise & immunity

Options (choice of 2 from 4, SL & HL)

- Optimizing physiological performance
- Psychology of sports
- Physical activity & health
- Nutrition for sports, exercise & health

#### Future Careers

- Athletic Trainer • Clinical Exercise Physiologist • Dietician/Sports Dietician • Exercise and Sport Psychologist • Medical Doctor • Occupational Therapist • Personal Trainer • Physical Therapist • Physician Assistant • Strength and Conditioning Coach •

## Group 5: Mathematics

### Mathematics: Analysis & Approaches Higher Level

#### Course Description

Mathematics: analysis and approaches at HL is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics AA will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, or economics for example.

#### HL Entry Requirements

- A minimum grade 8/9 in IGCSE Mathematics
- A minimum Grade 5 in IGCSE Pure Maths
- **Additional 3 grades of 8/9 in other IGCSE subjects**

#### How do I study?

Students who choose this subject at SL or HL should be actively developing their skills in thinking, social, communication, self-management, and research. They learn to enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students will develop strong algebraic skills and the ability to understand simple proof. They will need to spend significant amount of time on the subject in addition to lessons and enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

#### Assessment

##### External Assessment

- Higher level 80%

Paper	Content	Weighting
<b>1</b>	<b>Section A</b> Compulsory short-response questions based on the syllabus.  <b>Section B</b> Compulsory extended-response questions based on the syllabus.	<b>30%</b>
<b>2</b>	<b>Section A</b> Compulsory short-response questions based on the syllabus.  <b>Section B</b> Compulsory extended-response questions based on the syllabus.	<b>30%</b>
<b>3</b>	Two compulsory extended response problem-solving questions.	<b>20%</b>

##### Internal Assessment

- Higher level 20%

#### Future Careers

This course prepares students for a career in Mathematics, Engineering, Economics, Computer Science, Medicine, and various science fields.

## Group 5: Mathematics

### Mathematics: Analysis & Approaches Standard Level

#### Course Description

Mathematics: analysis and approaches at SL is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology.

#### Entry Requirements

A minimum grade 6 at IGCSE Mathematics will ensure they are able to cope with the demands of the course at Standard Level.

#### How do I study?

Students who choose this subject at SL should be actively developing their skills in thinking, social, communication, self-management, and research. They learn to enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students will develop strong algebraic skills and the ability to understand simple proof and solve challenging questions.

#### Assessment

##### External Assessment

- Standard level 80%

Paper	Content	Weighting
1	<b>Section A</b> Compulsory short-response questions based on the syllabus. <b>Section B</b> Compulsory extended-response questions based on the syllabus.	40 %
2	<b>Section A</b> Compulsory short-response questions based on the syllabus. <b>Section B</b> Compulsory extended-response questions based on the syllabus.	40 %

##### Internal Assessment

- Standard level 20%

Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

#### Future Careers

This course prepares students for a career in Mathematics, Engineering, Economics, Computer Science, Medicine, and various science fields.



## Group 5: Mathematics

Mathematics: Application & Interpretation Standard Level Only

### Course Description

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. It will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

### Entry Requirements

For SL a minimum of a Grade 5 in IGCSE Mathematics.

### How will I Study?

Students who choose this subject at standard level (AISL) should enjoy mathematics used in real – world contexts and to solve real world problems. they will be undertaking exploration of real-life problems using technology extensively. Additional hours of study at home is a must in order to succeed at an above average level .

### Assessment

#### External assessment

- Standard level 80%

Paper	Content	Weighting
1	Compulsory short-response questions based on the syllabus	40%
2	Compulsory extended response questions based on the syllabus	40 %

#### Internal Assessment

- Standard level 20%

Internal assessment in mathematics is an individual exploration. this piece of written work that involves investigating an area of mathematics.

#### Future Careers

AISL students will typically take on future careers in subjects such as Art and Design, Psychology and business administration, various science field, some economics and other humanity subjects.

## Group 6 Arts

### Music Higher level & Standard level

#### Course Description

Music is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP Music course is multifaceted and gives students the opportunity to actively engage in music as **creators, performers,** and **researchers**. It emphasises working both individually and collaboratively.

#### Entry Requirements

The music course at both SL and HL requires no formal prior training in music. The course is designed to allow students to experience music on a personal level while expanding their musical identity. The individual student's prior experiences will determine the students' pathways through, and engagement with, the course. Although students are not required to have formal training in music, they will need to be actively learning an instrument/voice or engage in performing, and to have secure understanding of some form of notation to access the performing and composing areas of the course.

#### How will I Study?

Completing the new DP Music program will enrich your appreciation and understanding of Music- as a listener, creator and as a player or singer. Students experience the course from contrasting artistic and cultural perspectives from across 4 'Areas of Inquiry'. They learn about music from around the world, the importance that music can have on the world. It enables you to discover and engage with different forms of music across time, place, and culture, promoting international-mindedness and an appreciation of the diversity of music.



Through its integrated approach, the course will equip students with strongly developed creative thinking skills, holistic mindsets and flexible design and project-based skills, all of which are highly sought after by universities and employers. Completing DP Music program will show future employers and university entrance board staff:

- you are a creative thinker who can problem solve and innovate.
- you can collaborate with others.
- you have depth and breadth. Music by its very nature, encompasses so many aspects of the human condition and areas of human endeavor.

#### Assessment

Students will, they research, create, perform, and reflect on the course's four musical processes:

- **Exploring music in context** – Externally marked – 30% for SL, 20% for HL.
- **Experimenting with music** – Internally marked - 30% for SL, 20% for HL.
- **Presenting music** – Externally marked - 40% for SL, 20% for HL.
- **The Contemporary Music Maker** (For HL Students) – Internally marked – 30% for HL.

#### Future Careers

Some possible future careers could include Musician, Performer, Composer, Music Therapist, Music Producer, Session Musician, Teacher, Sound Designer, Sound Engineer, Sound Technician.

## Group 6 Arts

### Theatre Studies Standard Level and Higher Level

#### Course Description

Theatre Studies allows students to develop their creativity independently and through group collaboration. Knowledge is developed of Theatre Practitioners, allowing pupils to practically and theoretically explore a range of styles and Theatre traditions. Pupils communicate their Theatre Making Intentions (TMI's) by performing, directing, and designing during this two-year course.



The course is divided into four parts for both Standard Level and Higher Level. Those topics are:

- Staging play texts
- Exploring World Theatre traditions
- Collaboratively creating original theatre
- Performing theatre theory (HL only)

#### Entry Requirements

For Higher Level a minimum of a Grade 6 in GCSE Drama would be required. For Standard level, previous Drama experience is desired.

#### Assessment

Assessment Task	External / Internal	SL	HL
Production Proposal	Internal	30%	20%
Research Presentation	External	30%	20%
Collaborative Project	External	40%	25%
Solo Theatre Piece	External		35%

#### How will I study?

Theatre Studies encourages students to engage practically with different theatre styles and practitioners. Pupils will need to be prepared to be independent researchers and risk takers, as they practically explore the world of theatre. Pupils will also collaborate and work as part of an ensemble, following the Theatre-making process.

Inquiring – Developing – Presenting - Evaluating

#### Future Careers

Theatre Studies develops creative and collaborative skills and is suitable for students interested in studying Theatre, English, or Media at degree level at university. Theatre Studies can typically lead to careers in Theatre, Television and Radio.

## Group 6 Arts

### Visual Arts Standard level & Higher Level

#### Course Description

IB Visual Arts embraces a wide variety of expressive approaches. Students learn to investigate deeply and locate themselves within a historical/cultural context and to extend their use of materials and concepts beyond traditional boundaries. While students are introduced to advanced processes and materials, the media they choose to use throughout the two years of the course is at their discretion. Through the investigation and experimental phases students discover the most appropriate media and approach. The course rapidly becomes very personal.

#### Entry Requirements

- Grade 5 at IGCSE Art

#### How will I study?

We have a dedicated art making studios to enable students to work independently on creative ideas any time of the day this is in addition to the fully furnished ceramics room and photography room. Students on the IB Visual Arts course have the opportunity to develop and work in several different art making media at one time, leading to innovative and creative artistic work.



#### Assessment

##### External Assessment

###### ▪ Paper 1 (20%)

Comparative study: SL and HL students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and

artefacts from different cultural contexts

###### ▪ Paper 2 (40%)

Process Portfolio: SL and HL 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.

##### Internal Assessment (40%)

Exhibition: SL and HL students submit for assessment a selection of resolved artworks from their exhibition.

Students submit:

- Curatorial rationale, SL 400 words, HL 700 words
- SL 4-7 artworks, HL 8-11 artworks
- Exhibition text for each artwork
- Two exhibition photographs

#### Future Careers

Fine Art, Art History, Arts Administration / Management / Marketing, Arts Journalism / Promotion, Architecture, Curatorial / Gallery / Museum practice, Interior and Furniture Design, Product Design, Theatre, Costume and Stage Design, Graphic Design, Photography, Fashion Design, Fashion Marketing, Textiles, Jewellery and Accessories Design, Ceramics, Sculpture.

## University & Careers Guidance

Our Senior School Team is here to help our students consider life beyond the senior school. Staff will offer full and comprehensive support in preparation for university or college application whether this be local, regional, or overseas universities. University prospectuses are available in the Career Guidance Counsellor office in the Senior school office. All students are entitled to careers and higher education support from the IB coordinator and Career Guidance Counsellor.

During the academic year, senior school hosts universities and delivers workshops on the university application. Students are encouraged to seek out work experience opportunities during the Year 12 summer break, this not only provides a real world experience of working life but acts as an opportunity to gauge the typical demand of a job they are interested in, at the same time, it will help to enrich the university application of the students.

Each student will be guided and advised at each step of the application process, and we will work with families to ensure that they are kept up to date with higher education and careers opportunities arising from successful participation in the IB Diploma Programme, IB Course Certificate and IB Career-related Programme.



## University Destinations

Our students have been successful in obtaining undergraduate places at the following universities.

### United Kingdom

- University of Oxford
- University of Edinburgh
- University of Central Lancashire
- Queen Mary university, London
- University of Bristol
- University of Surrey
- University of Manchester
- University of Bath
- University of Buckingham
- University of Liverpool
- University of Bath
- University of Leeds
- University of Warwick
- Kings College London
- Imperial College London
- Middlesex University
- University of Essex
- Cardiff University

### United Arab Emirates

- Zayed University
- Khalifa University
- American University of Sharjah
- American University of Dubai
- New York University – Abu Dhabi
- Abu Dhabi University

### Ireland

- Queen's University Belfast
- Cork Institute of Technology

### Netherlands

- University of Amsterdam
- University of Groningen
- Eindhoven University
- University of Rotterdam
- Twente University

### United States of America

- Princeton University
- Stanford University
- New York University
- Baker College
- University of California – LA
- University of California – San Diego
- Purdue University
- University of Tampa
- Hating's College
- Virginia Tech
- Arizona State University
- University of California irvine

### Canada

- University of Toronto
- University of Magill

### Australia

- Deakin University
- University of Melbourne

### Italy

- Istituto Europeo di Design – Milan