



 **BTEC**

## **SIXTH FORM IB OPTIONS GUIDE**

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ACADEMIC YEAR 2024-2025







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## WELCOME



**Alex Harrison**

Head of IB Strategy & Partnerships

Dear Parents,

Welcome to the International Baccalaureate Diploma Programme (IBDP), Diploma Courses and Career-related Programme (IBCP) at GEMS Wellington International School (WIS). The purpose of this Curriculum Booklet is to provide you with enough information regarding the IB Programmes on offer so as to arrive at the best possible combination of studies for your child. It is our absolute belief that an IB education will grant them access to the skills required for success for all as 'life-long learners' and our impressive array of university destinations are testament to this.

'The IB Programmes present a combination of academically rigorous, yet holistic curricula that aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect' (IBO Mission Statement). This booklet will outline the courses of study on offer at WIS and explain the application process for securing a place in the programmes offered.

WIS has a fully resourced library that boasts hundreds of academic calibre titles, subscriptions for journals and academic websites and a plethora of resources suitable for the courses of study offered at our school. The new Falcon Centre, complete with a study area specifically designated for IB students, is a world class learning space that encourages independence and fosters collaborative learning.

The selection of pathways are;

- 1) IB Diploma Programme
- 2) IB Career-related Programme
- 3) IB Courses Programme

The 3 programmes encourage students to participate in creative and service-oriented activities, while at the same time emphasizes the importance of reflection on a personal and academic level along with developing an academic rigour in students essential for higher education. All IB Programmes offer an exciting and challenging curriculum that requires students to have an excellent work ethic along with an extremely resilient approach to learning in order to succeed. If your child wishes to become an independent lifelong learner who is knowledgeable, principled, open-minded, caring and balanced with an inquiring mind and the ability to take risks and communicate effectively, then the IB is right for them.

Alex Harrison

Head of IB Strategy & Partnerships





## MEET THE TEAM



Ben Parkes  
Head of Upper School  
b.parkes\_wis@gemsedu.com



Clair Knowland  
IBCP Coordinator  
c.knowland\_wis@gemsedu.com



Michael McLaughlin  
Assistant Headteacher  
Year 12 & 13  
m.mclaughlin\_wis@gemsedu.com



Kavita Bedi  
IBDP & IB Courses Coordinator  
k.bedi\_wis@gemsedu.com



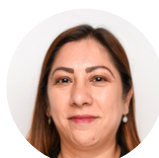
Ciara Watson  
Head of Year 13  
c.watson\_wis@gemsedu.com



Nadia Seaborne  
IB Learning & Teaching  
n.seaborne\_wis@gemsedu.com



Ruth Dunn  
Head of Year 12 and CAS/Service Learning  
Coordinator  
r.dunn\_wis@gemsedu.com



Arjumand Rafiq  
University & Careers Counsellor  
a.rafiq\_wis@gemsedu.com



Bhawna Egbert  
EE/RP Coordinator  
b.egbert\_wis@gemsedu.com



Mai Raafat  
TOK Coordinator  
m-raafat\_wis@gemsedu.com

Please feel free to email us at the above email addresses for any further questions you may have about the 3 pathways here at WIS, for pastoral guidance about life as a Sixth Form student, or for university and careers advice

LAST YEAR, OUR GRADUATING COHORT WENT TO VARIOUS UNIVERSITIES ACROSS THE GLOBE. HERE IS A SNAPSHOT OF WHERE OUR STUDENTS ARE NOW STUDYING:

## CLASS OF 2023 UNIVERSITY DESTINATIONS

**UK**

Warwick University  
University of Liverpool  
UCL  
University of Central Lancashire  
Loughborough  
St Andrews  
The University of Edinburgh  
University of Bath  
University of Leeds  
University of Bristol  
University of Surrey  
King's College London, University of London  
Cardiff University  
University of Buckingham  
University of Westminster, London  
University of Exeter  
University of Manchester  
Aston University, Birmingham  
Queen Mary University

**USA**

UC Davis  
UC Riverside  
Cornell  
University of Washington  
Texas A&M  
Indiana University Bloomington  
Parsons the New School  
Rhode Island School of Design  
University of Charleston

**CANADA**

UBC  
Toronto  
Waterloo  
Huron  
Wilfrid Laurier University  
Toronto  
Metropolitan University  
Simon Fraser University (SFU)

**UAE**

American University in Dubai  
American University in Sharjah  
Heriot-Watt  
Zayed University  
University of Birmingham in Dubai

**NETHERLANDS**

Leiden University  
Maastricht University

**IRELAND**

Trinity College Dublin

**CZECHIA**

Charles University

**PORTUGAL**

Nova School of Business and Economics

**SINGAPORE**

National University of Singapore (NUS)  
Nanyang Technological University (NTU)

**HUNGARY**

University of Szeged

**SPAIN**

Universidad Europea de Madrid  
IE University

**GERMANY**

Arden University

**FRANCE**

ESCP Business School

**ROMANIA**

Grigore T. Popa University of Medicine and Pharmacy Iasi



# WHAT IS THE INTERNATIONAL BACCALAUREATE?



The International Baccalaureate Organisation was established in 1968 to meet the educational needs of students in International Schools. From these early days it has grown to an organisation that teaches over 1 million students in over 4000 schools in 146 countries. The IB is now taught in both International Schools and State sector schools across the globe, with the highest number of schools being in the United States

The IB offers four programmes, the Primary Years Programme (PYP); the Middle Years Programme (MYP); the Career Related Programme (CP) and the Diploma Programme (DP). GEMS Wellington International School, implements the Diploma and Career Related Programme into its Post-16 cohort at Year 12 and 13. GEMS Wellington International School intends to maintain the current curriculum arrangements at Year 7-9 where a broad curriculum based on the English National Curriculum is taught and at Year 10 and 11 where the GCSE and IGCSE programmes will continue to run. Both of these programmes are seen as very good groundings for the IB, and prepare students adequately for the rigours of an IB programme at Post-16.

The IB programmes empower students to take ownership in their own learning and help them develop future-ready skills to make a difference and thrive in a world that changes fast. IB students are well-rounded individuals who can respond to today's challenges with optimism and an open mind.

## IBO 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.





# OUR STUDENT LEADERS AT GEMS WELLINGTON INTERNATIONAL SCHOOL



Wiann Wilson  
Head Girl

"Being at GEMS Wellington International School for my entire secondary school career, I have flourished, grown and thrived in the corridors that will permanently hold some of my fondest memories. AS Head Girl, I strive to empower the community and inspire the next generation of students at WIS to follow their aspirations. One of my greatest strengths is acknowledging that with the right team, all our strengths are amplified. Therefore, I strive to achieve all of WIS's aspirations as a team leader with the support and guidance of the SSLT, so that we can fulfil your aspirations for WIS together. Therefore, in this position, I hope to empower you to create your own opportunities and take ownership of your own future. Whether it be a budding extracurricular idea or a way to implement change, I am always here to listen.

Over the last six years my WIS peers and I have watched each other mature and grow, we have helped each other through the hardships and had laughs together. I am beyond excited to have this opportunity to give back to WIS just a little bit of all it has given to me. It is an honour and a privilege to serve in this position and a duty that I intend to fulfil to my absolute best ability. I look forward to working with my fellow members of the SSLT, and of course the students, to make WIS the best it can be. As Head Boy, it will be my pleasure to work with all students to tailor WIS to your needs. Acting on feedback, developing new ideas, and accounting for your life as a student. Making WIS a school for you.



Ujjwal Aggarwal  
Head Boy



Anya Kumar  
Deputy Head Girl

I am grateful to have been selected as your Deputy Head Girl for the academic year 2023-2024. Entering my sixth year at WIS, I believe my role provides me with an excellent opportunity to give back to the WIS community. My leadership centres around the ideas of inclusivity and respect, and as one who likes to lead by example. I wish to promote excellence and inspire students. I aim to effectuate a discernible difference at WIS where students' voices are heard and a collaborative culture that evolves to leverage our strengths and navigate emerging challenges. I am excited to work with the SSLT, student body and staff to make WIS a great place to learn where each student can build a solid foundation to achieve their dream. I hope we can take our school to a new zenith of excellence together.

As your Deputy Head Boy for the upcoming academic year, it is my sincere honour and privilege to serve you, our esteemed school community. My vision for this role is to create a supportive and inclusive environment that empowers every student to thrive and realise their full potential. I am committed to three key pillars: collaboration, communication, and community. By working closely with the student needs and improve the school experience. Open communication will be a priority, ensuring all voices are heard. Together, we will create an inclusive and supportive environment for every student to thrive, where we will embark on a transformative journey.



Paarth Trehan  
Deputy Head Boy

## WHAT IS THE IB?

**University Recognition – IBDP**

The International Baccalaureate Diploma Programme is globally recognised and seen by universities around the world as a qualification of excellence. In many cases IB graduates are often preferred over other qualifications because of the breadth of their prior studies, alongside the development of lifelong learners and well-rounded individuals. Even a modest Diploma pass fares favourably with other qualifications like the British A level. Students wishing to study in the UK are given very generous UCAS tariff points with an IBDP pass. Many Universities in the United States even give advanced credit for IBDP graduates. Nevertheless, like all High School qualifications, it is important to check your target university to see specific university and course requirements. GEMS Wellington International School will offer clear, informed guidance on university selection and tertiary options over the course of the Diploma Programme.

**University Recognition – IBCP**

The International Baccalaureate Career-related Programme (IBCP) is a globally recognised programme that combines academic rigour with professionally focused skill development. IBCP students have the opportunity to engage in a specialised, career-focused pathway that genuinely interests them. The IBCP in Sport, Business or Creative Media consists of the IBCP core, two to three IB Diploma courses and a Level 3 BTEC. The BTEC provides a practical, real-world approach to learning and is designed to accommodate the needs of employers and allow progression to university and is a truly global qualification, currently available in over 100 countries worldwide.



Students applying for further education should enquire directly with their chosen universities to discuss specific entry requirements; namely whether their acceptance is on their overall IBCP qualification, or whether their BTEC will be the main point of entry.

Students performing well in their BTEC pathway of the IBCP can gain the equivalent of 3 A Levels in UCAS points, alongside additional points for each IB subject they undertake. It is possible for an IBCP student who performs well to gain more UCAS points than a mid range IBDP student.

**University Recognition – IB Courses**

IB Courses provides a more flexible approach for students who may not wish to study 6 subjects from different groups.

For UK Universities, UCAS points can be determined by the level achieved at individual subjects rather than the qualification overall. So a student can still attain a high number of UCAS points for university entry without gaining the full diploma. In universities in other countries students may take a foundation year, or simply gain entry via 1-2 subjects that align with their chosen university course.

It's best to check course admission requirements and pre-requisites directly with your universities of choice.





# 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. The IB Learner Profile is embedded in all aspects of the IB pathways and as such constitutes the beating heart of the programme.

## **IB learners strive to be:**

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

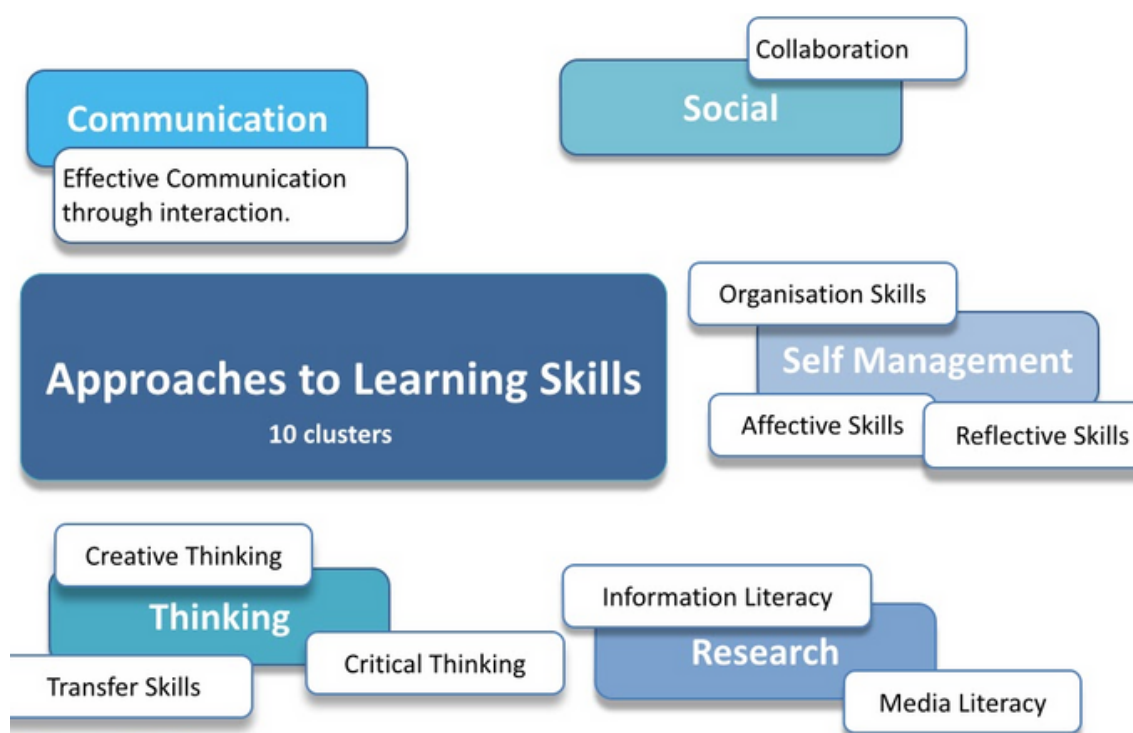
Balanced - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

# IB APPROACHES TO LEARNING

## LIFELONG SKILL DEVELOPMENT

The importance of the Approaches to Learning at IB Level and how they support student outcomes



At IB Level, all IB students experience their lessons and course content with the Approaches to learning in mind. The approaches to Learning are skills that are strategically designed by the IB in order to assist the students to become better learners.

The Approaches to Learning consists of 5 key areas which are broken down into smaller clusters; Self Management skills, Social skills, Communication skills, Research skills and Thinking skills.

Ultimately the Approaches to Learning provide a common language for the students and teachers and these 5 key areas are taught to students both explicitly and implicitly in order for them to develop in these 5 key areas. Developing their behaviours and skills in alignment with the five key areas above allows the students to have greater depth of learning in their subject areas and they are also vital for empowering our students to be at the center of their own learning experiences.

Throughout the day to day teaching of IB, students will attend their lessons, learn new course content and experience a wider range of learning activities that develop each of the five skills/ key areas. Staff at GEMS Wellington International School, strategically design lessons with the Approaches to learning in mind so that every opportunity is taken to develop students in these five key areas, this in turn also allows them to transfer these skills throughout their curriculum subjects and ultimately enable them to achieve better outcomes both at IB level and at University and beyond.



## Transitioning from High Performance Learning to ATLs in the IB

When students enter their IB chosen Pathway in Year 12, they are encouraged to consider the intrinsic links that their previous knowledge of High performance Learning has with the IB Learner Profile. In March 2021, a visual document was designed for students so that they could build on prior knowledge and visibly see that the skills they engaged with through HPL will actually support them with their new exposure to the IB Learner Profile.

Since March this year, several student surveys have taken place and the data is showing us that our current Year 12 students have often referred back to this document in order to support them with current learning. By realising that there are intrinsic links from High Performance Learning to the IB Learner Profile, students have received an even smoother transition and it has allowed them to build confidence and in turn build on the skills that they have embedded at Key stage 4.



## HPL AND IB LEARNER PROFILE CHARACTERISTICS AND CONNECTIONS



### HIGH PERFORMANCE PRACTICE

### IB LEARNER PROFILE

|  |  |  |  |  |                      |  |
|--|--|--|--|--|----------------------|--|
|  | <b>META THINKING ACP</b><br><b>REALISING ACP</b><br><b>AGILE VAA</b> | METACOGNITION STRATEGY & AUTOMATICITY<br>ENQUIRING                   |  | AUTOMATICITY SPEED AND ACCURACY                                  | <b>INQUIRERS</b>     |  |
|  | <b>ANALYSING ACP</b>   | CRITICAL OR LOGICAL THINKING<br>COMPLEX & MULTI-STEP PROBLEM SOLVING |  | CRITICAL THINKING TO MAKE REASONED<br>ETHICAL DECISIONS          | <b>THINKERS</b>      |  |
|  | <b>EMPATHETIC VAA</b><br><b>LINKING ACP</b>                          | COLLABORATIVE<br>CONFIDENT<br>SEEING ALTERNATIVE PERSPECTIVES        |  | COLLABORATIVE; LISTEN TO<br>OTHERS PERSPECTIVES                  | <b>COMMUNICATORS</b> |  |
|  | <b>CREATING ACP</b><br><b>AGILE VAA</b><br><b>META- THINKING ACP</b> | INTELLECTUAL PLAYFULNESS<br>RISK- TAKING<br>META- COGNITION          |  | APPROACH UNCERTAINTY<br>WITH DETERMINATION                       | <b>RISK-TAKERS</b>   |  |
|  | <b>LINKING ACP</b><br><b>EMPATHETIC VAA</b>                          | CONNECTION FINDING<br>BIG PICTURE THINKING<br>CONCERNED FOR SOCIETY  |  | KNOWLEDGE OF CONCEPTS ACROSS<br>ALL DISCIPLINES                  | <b>KNOWLEDGEABLE</b> |  |
|  | <b>AGILE VAA</b>   | PERSEVERANCE<br>RESILIENCE<br>OPEN-MINDED                            |  | ACT WITH INTEGRITY AND HONESTY                                   | <b>PRINCIPLED</b>    |  |
|  | <b>EMPATHETIC VAA</b>  | CONCERN FOR SOCIETY  |  | SHOW EMPATHY AND RESPECT   | <b>CARING</b>        |  |
|  | <b>AGILE VAA</b>   | ENQUIRING & ENTERPRISING   |  | CRITICALLY APPRECIATE ALL CULTURES                               | <b>OPEN-MINDED</b>   |  |
|  | <b>REALISING ACP</b>   | AUTOMATICITY SPEED & ACCURACY  |  | ACHIEVE WELLBEING BY MAINTAINING<br>PHYSICAL & EMOTIONAL BALANCE | <b>BALANCED</b>      |  |
|  | <b>META THINKING ACP</b>   | SELF REGULATION<br>INTELLECTUAL CONFIDENCE                           |  | GIVE THOUGHTFUL CONSIDERATION TO<br>YOUR OWN LEARNING            | <b>REFLECTIVE</b>    |  |





# PATHWAY 1

## IB DIPLOMA PROGRAMME

### Curriculum

The IBDP is a comprehensive two-year pre-university course that aims to prepare students for the rigours of university but also to be caring, compassionate, global citizens with an appreciation of lifelong learning.

#### Course make-up

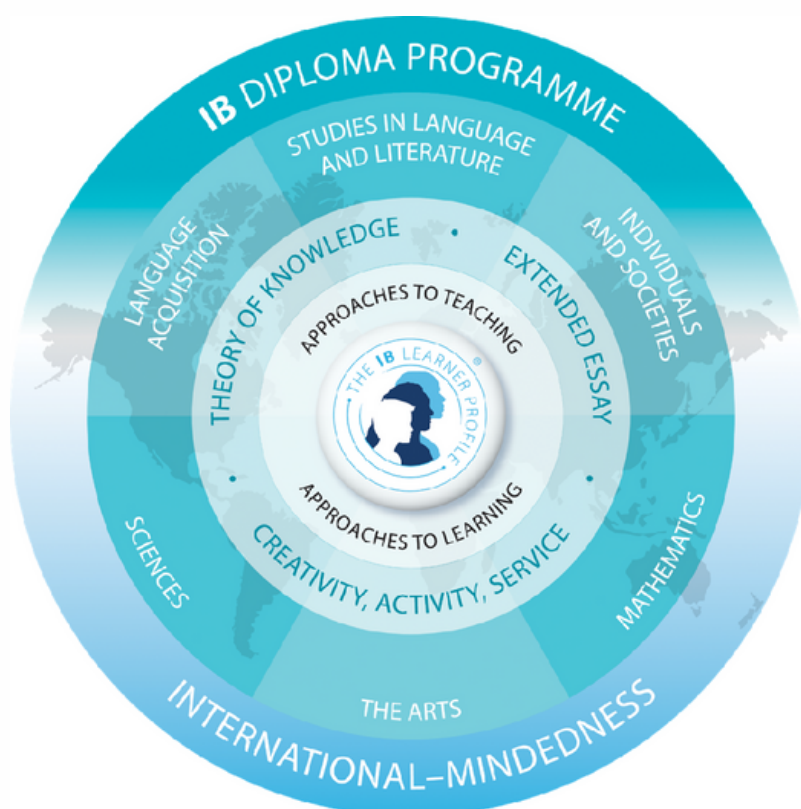
Students must do a range of subjects, one taken from each of the six groups. They choose three subjects at Higher Level and three at Standard Level which are all completed over two years. Standard Level subjects are delivered over 150 teaching hours, and Higher Level over 240 hours. If students do not wish to take a Group 6 Arts subject, they can choose a second subject from either Group 3 or 4.

Students opting to take Higher Level Math must start with 4 HL subjects.

Additionally students undertake compulsory studies in the IBDP Core consisting of Theory of Knowledge (TOK), Creativity, Activity and Service (CAS), and a 4000-word research-based Extended Essay (EE). Students are examined at the end of their second year on all of their 6 subjects.

In groups 1, 2, 3 and 6 HL subjects are differentiated from SL subjects by the depth and breadth of work studied as opposed to difficulty per se. In groups 4 & 5, the level of challenge is greater at HL.

Whilst subjects in the IBDP are no harder individually than traditional Sixth Form subjects, the requirements that students do a broad range of subjects including the core mean that the IB Programmes provide a curriculum of breadth. Because of this, graduates with IB qualifications are not only recognised, but are highly sought after by universities around the world.



# IBDP CORE



## The importance of reflection

Reflection is a key pillar of the IB; both as part of the Learner Profile, the Approaches to Learning and throughout all academic subjects. The ability to reflect is a vital attribute to success beyond school, at university, in the workplace, and certainly for personal growth. All three of the core elements of the IB include reflection as part of the learning journey.

## Creativity, Activity and Service (CAS)

CAS is a core requirement for all IBDP students, that requires students to take part in various experiences in creativity, activity and service. It is an important aspect of the programme as it enables students to develop their wider skills within both the school and the community. CAS not only enables students to explore new experiences, but also to reflect on these experiences and how they have developed personally throughout the course. Here at GEMS Wellington International School our students take part in various CAS experiences from Sports leaders, MUN, Internships, supporting events such as the DP Golf and Dubai Marathon. We also have opportunities for students to mentor both here at school as well as in other countries, with our students using technology to its full effect by sending tutoring videos and sessions to students around the world. CAS enables students to take their skills and knowledge and share this with others, as well as learn new skills themselves. CAS is graded on a pass/fail basis according to the quality of reflections and evidence against the 7 learning outcomes in students' Managebac portfolios. A pass in CAS is essential in gaining the IB Diploma. It is possible for a student to score a perfect score of 45 IB points and not be awarded their Diploma due to failure to meet CAS requirements.

## The Extended Essay (EE)

The Extended Essay (EE), is a compulsory part of the IB Diploma Programme, which offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. Students select an area of research from Diploma Programme subjects, or in the case of the interdisciplinary world studies essay from two subjects, and become acquainted with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. As an authentic learning experience, the extended essay provides students with an opportunity to engage in personal research on a topic of choice, fully supported by the EE Coordinator and their supervisor. EE is graded on an A-E scale. Students must receive a D or higher to pass this core component, and their Diploma overall.

## Theory of Knowledge (TOK)

Theory of knowledge (TOK) plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the core components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking as well as empowering for students. The course centres on the exploration of knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: "What counts as good evidence for a claim?", "Are some types of knowledge less open to interpretation than others?", or "What constraints should there be on the pursuit of knowledge?". While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

## Assessment of TOK:

There are two assessment tasks in the TOK course.

The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB. The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session. TOK is graded on an A-E scale. Students must receive a D or higher to pass this core component, and their Diploma overall.



# IBDP ASSESSMENT

## How Does Assessment Work in the IB Diploma?

Assessment in the IB is criterion related, and student performance is measured using a variety of different methods that reflect the aims and objectives of each subject area.

The use of command terms, assessment objectives and marks allows students to identify how they can be successful in attaining the top marks for each of their subject areas.

## Grading and Passing Requirements

- The maximum total marks available for an IBDP student is 45
- Each of the six subjects are given a final mark out of 7
- A grade of 3 is considered a pass for SL
- A grade of 4 is considered a pass for HL
- A total of 42 is available for subjects areas
- A total of 3 marks can be given for the EE and TOK combined depending on grades acquired
- Each subject area has between 20-35% coursework that is internally marked and externally moderated
- The remainder of the marks, constituting the final examinations, are externally marked
- A student needs to achieve a minimum of 24 points to receive their Diploma
- Students must score 12 points across their HL subjects
- Students must successfully complete all three elements of the core; TOK and EE being awarded an A-D grade
- CAS requirements must be passed



# 10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



## It increases academic opportunity

Research\* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



## IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



## It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



## The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



## Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



## It's an international qualification

The DP is recognized globally by universities and employers.

7



## DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



## Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



## It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



## It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

\*Based on IB research - [www.ibo.org/research](http://www.ibo.org/research)

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# PATHWAY 2

## IB COURSES

### What is IB courses?

The IB Courses pathway is an excellent option for students who would like to create a bespoke IB learning experience for themselves; this flexible programme of study really allows students to play to their strengths.

### The IB Courses Pathway

- Students can choose to study up to 6 subjects. These can be selected from each of the IB subject groups, in the same way as the IBDP, however, students are not restricted by these groupings.
- Students usually choose between 4-6 subjects
- The courses pathway allows students who may not foresee a future for example in Math and Science, to tailor a course for themselves that will allow them to be successful in subjects they enjoy and have an affinity for
- Students can opt to take the IBDP Core of TOK, Extended Essay and CAS, but they are not required to do so
- Unlike the IBDP, there is no requirement for students to study 3 subjects at Higher Level and 3 subjects at Standard Level; students can choose 6 subjects and do them all at Standard Level if this suits them

**Broad** **Rigorous Assessment**  
**Reflection** **Balanced**  
**Inquiry** **Community Service**  
**Flexible**  
**Critical Thinking**  
**Develops Research skills**  
**Choice within structure**  
**Pre-university**





# PATHWAY 3

## IB CAREER-RELATED PROGRAMME

### The IBCP Overview

The IBCP framework allows students to specialize in, and focus on, a career-related pathway. The programme's three-part framework comprises the study of two to three Diploma Programme courses alongside career-related studies and the distinctive IBCP core which is designed to create a bridge that connects each student's chosen Diploma Programme courses and career-related studies. For IBCP students, both the Diploma Programme courses and career-related study provide the theoretical underpinning and academic rigour of the programme; and the IBCP core helps them to develop skills and competencies required for lifelong learning. Students are able to take all IB subjects at SL if they require,



In addition, students undertake four core components, Personal and Professional Skills, the Reflective Project, Language Development and Service Learning. The IBCP core specifically promotes attributes of an IB education such as reflection, open-mindedness, communication and thinking.



### Career related studies

Pearson International BTEC Level 3

Alongside 2-3 IB Diploma subjects, students undertake a career related study. Here at GEMS Wellington International School we follow the Pearson International Level 3 BTECs which are globally recognized qualifications that prepare students for careers in the fields of Business, Sport and Creative Media. The career related study complements the academic subjects and allows students to learn through coursework and work experience.

### What are the benefits of a BTEC over IBDP or A Levels?

A level 3 BTEC is equivalent to 2-3 A Levels, dependent on whether they do a diploma or extended diploma and students can actually gain a significant amount of UCAS points if they perform well.

BTECs have a global reputation and can help students prepare for employment and university by developing the skills necessary to excel in each such as time management, communication, problem solving and planning.

BTEC courses are all about flexible learning and independence - this can be an excellent pathway for students who find exam pressures difficult as they are assessed mostly through coursework with the recent introduction of controlled assessments which occur under timed conditions in school. This is an excellent pathway if students have already chosen their career pathway, which is linked to one of the BTEC qualifications we offer.



# IBCP CORE

The Core of the IBCP consists of the Reflective Project (RP), Language Development (LD), Service Learning (SL) and Personal and Professional Skills (PPS).

## The Reflective Project

The Reflective Project is a structured piece of work that can take a variety of forms including an academic paper, a video documentary, a short film or a website to name but a few options. Students identify an ethical dilemma arising in their career-related study to explore and conduct academic level research to analyse different perspectives on the dilemma over the course of 50 hours. The Reflective Project is marked on an A-E scale. Students must be awarded a D to pass, and to be awarded their IBCP qualification.

## Language Development

Language Development provides the students with the necessary skills and intercultural understanding to enable them to communicate using the chosen language in a variety of contexts. A Language Portfolio is required to demonstrate students' engagement with the language over the course of 50 hours. Students opting to take a second language in Group 2 can use work from that subject for their portfolio. Language Development is marked internally on a pass/fail basis. Students must pass to be awarded their IBCP qualification.

## Service Learning

Through Service Learning students will develop working relationships with the community. Students complete 50 hours of service learning through a combination of the 4 types of service; direct, indirect, advocacy and research.

They will explore the following principles of service learning throughout their journey:

- Knowledge development
- Social development
- Civic development
- Personal development

Service Learning is graded on a pass/fail basis according to the quality of reflections and evidence against the 5 learning outcomes in students' Managebac portfolios.



## Personal and Professional Skills

Personal and Professional skills (PPS) is an ethical thinking course which explores the context of the career related study and its implications in the real world. Over 90 hours, the course aims to develop transferable skills with an emphasis on the nature of thinking critically and ethically, and being able to communicate effectively.

PPS is designed for students to develop the skills they need to be successful in both personal and professional situations. The key skills covered are transferrable and can be applied to a wide range of situations and include skills such as; Interpersonal skills, reflection, responsibility, perseverance, self-esteem and academic honesty.

The course focuses on 5 key themes:

- Personal Development
- Intercultural Understanding
- Effective Communication
- Thinking Processes
- Applied Ethics

PPS is marked internally on a pass/fail basis. Students must pass to be awarded their IBCP qualification.



# IBCP ASSESSMENT

## How Does Assessment Work in the IB Career Programme?

For the two to three IB Diploma subjects a student chooses, assessment works exactly like in the IBDP.

Assessment in the IB is criterion related, and student performance is measured using a variety of different methods that reflect the aims and objectives of each subject area.

The use of command terms, assessment objectives and marks allows students to identify how they can be successful in attaining the top marks for each of their subject areas.

## Grading and Passing Requirements for IBCP

- Each of the 2-3 subjects are given a final mark out of 7
- The student has achieved a level 3 or higher in a minimum of 2 IB Diploma subjects
- A grade of 3 is considered a pass for SL
- A grade of 4 is considered a pass for HL
- Each IBDP subject area has between 20-35% coursework that is internally marked and externally moderated
- The remainder of the marks, constituting the final examinations, are externally marked
- Students must successfully complete all four elements of the core; Reflective Project being awarded an A-D grade, and PPS/Language Development passed
- Service Learning requirements must be passed
- The career-related study is completed with a passing requirement

# BTEC ASSESSMENT

## How Does Assessment Work in BTECs?

With their focus on practical, skills-based learning, BTEC courses are designed around a number of themed units. Rather than testing everything together at the end of the course, BTECs give students the opportunity to show what they've learned in each unit, and build on their achievements as they progress through the course. That means there are plenty of chances to learn, improve and succeed. Your final qualification grade will also be awarded on the Pass, Merit and Distinction scale, and your exact grades will vary depending on the course.

## Assignments

Set and marked by the teacher or tutor, assignments involve a series of tasks designed around a work-related, real-life scenario. They give students the chance to build knowledge and skills over time and deliver a complete, integrated project using a combination of knowledge, skills and behaviours. Some BTECs are assessed completely through assignments, while the newer BTEC courses can include some units which are assessed through set tasks or tests. You'll get a grade for each unit - Pass, Merit or Distinction - so you can see how you're progressing throughout the course.

## Set tasks, performances or written tests

For selected units in some of the newer BTEC courses, students also take practical assessments set and marked by Pearson.



# 10 Reasons



Career-related Programme

why the IB Career-related Programme (CP) is the ideal study for students looking to pursue a range of pathways

1



## It encourages you to think about others

The service learning course allows you to make a positive difference to the world around you.

2



## Explore, understand and engage in real world issues

The CP requires you to explore, analyse and evaluate global issues from a local perspective.

3



## It integrates academic and practical learning

The CP combines academic rigour with practical study; and develops skills and competencies required for life-long learning.

4



## It allows you to do what you really want to do

You can combine your academic subjects with your interests and skills.

10



## Become an independent learner

Taking part in the reflective project, you learn how to research subjects and explore multiple sources of information.

6



## Learn about different cultures

Language development encourages you to engage with other cultures and increase your understanding of the wider world.

5



## It gives you more career options

With a CP, you can access further education, apprenticeships and employment in areas such as business, IT, health care, sports and many others.

9



## Develop essential life skills

Skills including critical thinking, communication and personal development are an important focus of the CP.

7



## Build friendships and connections

Collaborative projects allow you to build friendships as well as working relationships.

8



## Explore and apply your creativity in innovative ways

Personal and professional skills courses promote creative thinking techniques.



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## SUBJECT SELECTION

## Group 1 - English

- English Language & Literature HL /SL

## Group 2 - Languages

- French B HL/SL and Ab Initio SL
- Spanish B HL/SL and Ab Initio SL
- Italian Ab Initio SL
- German Ab Initio SL
- Arabic B HL/SL
- English B HL/SL

Please note: Students choosing Ab Initio courses are not expected to have any prior language study in the chosen language. Students who have studied the designated language in previous years cannot study the same language at AB Initio level.

## Group 3 - Individuals and Society

- History HL/SL
- Geography HL/ SL
- Business and Management HL/SL
- Economics HL/SL
- Digital Society (Formerly ITGS) HL/SL
- Psychology HL/ SL
- Global Politics HL/SL

## Group 4 - Experimental Sciences

- Biology HL/SL
- Chemistry HL/SL
- Physics HL/SL
- Computer Science HL/SL
- Environmental Systems and Society HL/SL can also be taken at Group 3 instead
- Sports, Health and Exercise Science HL/SL
- Design Technology HL/SL

## Group 5 - Mathematics

- Mathematics Analysis and Approaches HL/SL
- Mathematics Applications and Interpretation HL/SL

## Group 6 - The Arts

- Visual Arts HL/SL
- Film HL/SL

## BTEC

- Sport
- Creative Media
- Business

Please Note: Subjects offered will be dependent on student interest. The school however is committed to offering as many subjects as possible to maximise the opportunities for our cohort.

IBCP students choose 2-3 subjects from this list to complement their BTEC  
IB Courses students choose 4-6 subjects





# APPLICATION PROCESS IB PROGRAMMES

The procedure for application and entry into any of the IB Programmes is outlined below:

## Entrance Criteria - General Expectations

Applicants need to be able to demonstrate the following:

- Be fully committed to their IB studies
- Utilise non-contact time productively
- Become independent learners
- Take responsibility for their own learning
- Embrace all opportunities presented to them
- Undertake community service, especially within the school
- Undertake positions of responsibility and leadership
- Act as positive role models for the rest of the school
- Be approachable and available to support and assist younger students
- High level of attendance during the academic year

## Entrance Criteria - IB Diploma Programme (IBDP)

### IGCSE/GCSE Entry Requirements

All Applicants: Students require a minimum of 5 A-C at GCSE/IGCSE (including Mathematics and English Language) to be considered for the IB Diploma Programme at WIS.

MYP Entry Requirements - students should pass their MYP with a minimum of 4 in each subject undertaken alongside a 4+ in their Personal Project.

## Entrance Criteria - IB Career Programme (IBCP)

| GROUP                | SUBJECT                        | LEVEL | ENTRY REQUIREMENTS                 |
|----------------------|--------------------------------|-------|------------------------------------|
| Career Related Study | BTEC: Level 3 National Diploma | 3     | 5 C's/4s and above at GCSE         |
| IB Diploma Subjects  | A selection of 2-3 DP Subjects | HL/SL | As above course entry requirements |

## ENTRY REQUIREMENTS

Please note: due to the residual change over to the 1-9 grading criterion some subjects will retain A\*-G grading. Where this is not the case for the purposes of entry to our DP subjects the following conversion will apply;

| OLD ALPHABETICAL GRADING SYSTEM | NEW NUMERIC EQUIVALENT |
|---------------------------------|------------------------|
| A<br>*                          | 8                      |
| A                               | 7                      |
| B                               | 6                      |
| C                               | 5                      |

**NOTE:**

- Where students have failed to meet the minimum entry requirement for a particular subject, a meeting will be required with the Head of Sixth Form. A decision for a place at WIS is made on the understanding that occasionally a weakness in a particular subject can be compensated by demonstrated strengths in the other five subject chosen as part of the IB Diploma seeing as it is a programme of study as opposed to individualised examinations.
- Where a student fails to meet the minimum entry requirement for two or more subject then the alternative Diploma Courses option should be sought.

## ENTRY REQUIREMENTS

| GROUP | SUBJECT  |             | ENTRY REQUIREMENTS GCSE  | MYP   |
|-------|--|-------------|--|---|
| 1     | English Language and Literature SL   |             | 9 - 5 in Language  | 5 in English A  |
|       | English Language and Literature HL   |             | 9-7 in Literature and 9 - 7 in Language  | 6 in English A  |
| 2     | French/Spanish/German SL   |             | 5 in French/Spanish/German   | 6 for SL, 7 for HL in French, Spanish or German   |
|       | French/Spanish/German HL   |             | 8 in French/Spanish/German   |   |
|       | Ab initio courses  |             | 5 in any language  | 5 in a language   |
| 3     | Business Management SL   |             | 5/C in Business Studies or English   | 5 in Bus/I&S  |
|       | Business Management HL   |             | 6/B in Business Studies or English   | 5 in Bus/I&S  |
|       | Economics SL   |             | 5 in Maths and/or Economics  | 6 in Math   |
|       | Economics HL   |             | 6 in Maths and/ or Economics   | 7 in Math   |
|       | Digital Society  |             | C in IT or Computing   | 5 in IT/Dig Design  |
|       | Geography  |             | 5 for SL and 7 in Geography for HL   | 6 in Geo/I&S  |
|       | Psychology   |             | 6 in Psychology or English for HL, 5 for SL  | 5/6 in Psych/I&S  |
|       | History  |             | 6 in History or 7 in English for SL<br>8 in History or English for HL  | 6 in History/I&S<br>7 in History/I&S  |
|       | Global Politics  |             | 5 in History, Geography or English for SL<br>6 in History, Geography or English for HL   | 5 in I&S<br>6 in I&S  |
|       | ESS  |             | SL - Two 5 grades in any of the three Sciences or 5 5 in Combined Science<br>HL- 6 for Triple Science or 7 for Combined Science  | 5 in Science  |
| 4     | Computer Science   |             | A for HL<br>B for SL   | 6 in IT/Dig Design<br>7 in IT/Dis Design  |
|       | Biology  |             | Triple Science - 6 for SL, 7 for HL<br>Combined Science - 77 for SL, 88 for HL   | 6 in Biology<br>7 in Biology  |
|       | Chemistry  |             | Triple Science - 6 for SL, 7 for HL<br>Combined Science - 77 for SL, 88 for HL   | 6 in Chemistry<br>7 in Chemistry  |
|       | Physics  |             | Triple Science - 6 for SL + 7 in Math, 7 for HL + 8 in Math<br>Combined - 77 for SL + 7 in Math, 88 for HL + 8 in Math   | 6 in Physics&Math<br>7 in Physics&Math  |
|       | Sports Science   |             | HL- 6 for Triple Science or 7 for Combined Science<br>SL - 5 for Triple Science or 6 in Combined Science   | 5 in Science<br>6 in Science  |
|       | DT   |             | HL- 6 in DT<br>SL - 6 in Triple Science or 7 in Combined Science   | 5 in DT<br>6 in DT  |
| 5     | Mathematics: Applications & Interpretation   |             | SL - 5 in Maths<br>HL - 9 in Maths plus Further Mathematics AQA grade 8 or Edexcel Further Pure grade 6 (or discussion if an alternative pathway has been taken), IGCSE Algebra Baseline grade 8. HL Mathematics students to take 4 HLs for Year 12 for both courses | 5 in Math<br>6 in Math<br><br>7 in Math *evidence of top set  |
|       | Mathematics: Analysis & Approaches   |             | SL - 7 in Maths plus for iGCSE 7 in Algebra baseline<br>HL - 9 in Maths plus Further Mathematics AQA grade 8 or Edexcel Further Pure grade 6 (or discussion if an alternative pathway has been taken), IGCSE Algebra Baseline grade 8                                |   |
| 6     | *If Group 6 subjects have not been studied previously, a portfolio of evidence to demonstrate competence may be accepted for entry | Film        | Distinction at BTEC L2 Creative Media Production<br>6 in Media & a 6 in English  | Any Group 6 Arts SL = MYP 6<br>Any Group 6 Arts HL = MYP 7<br>Students who have not studied the subject at MYP level should be able to demonstrate competency through a portfolio of work or performance videos |
|       |  | Visual Arts | 7 in Art for HL  |   |
| BTEC  | Sport, Creative Media or Business  |             | Level 2 BTECs - pass overall + 5 GCSEs at 4+<br>If no prior BTEC - 5 GCSEs at 4+ including English   | 4 in each MYP subject + Personal Project  |



## Option Blocks

| Option 1                                     |
|--|
| Course Name                                  |
| BTEC Creative Media                          |
| BTEC Business                                |
| Biology                                      |
| Biology                                      |
| Chemistry                                    |
| Computer Science                             |
| Design Technology                            |
| ESS  |
| Physics                                      |
| Physics                                      |
| Sport, Health and Exercise<br>Health Science |

| Option 2          |
|-------------------|
| Course Name       |
| BTEC Sport        |
| Business          |
| Business          |
| Design Technology |
| Digital Society   |
| Economics         |
| Global Politics   |
| Geography         |
| History           |
| Psychology        |

| Option 3                              |
|---------------------------------------|
| Course Name                           |
| Biology                               |
| Biology                               |
| Business                              |
| Chemistry                             |
| Computer Science                      |
| Economics                             |
| Film                                  |
| Global Politics                       |
| Sport, Health and Exercise<br>Science |
| Visual Arts                           |

| Mathematics Block   |
|---------------------|
| Course Name         |
| BTEC Creative Media |
| Mathematics: AI     |
| Mathematics: AI     |
| Mathematics: AI     |
| Mathematics: AA     |
| Mathematics: AA     |
| Mathematics: AA     |
| Mathematics: AA     |

| Lang/Lit Block     |
|--------------------|
| Course Name        |
| English A Lang/Lit |
| English A Lang/Lit |
| English A Lang/Lit |
| English A Lang/Lit |
| English A Lang/Lit |
| English A Lang/Lit |
| English B          |

| Languages Block   |
|-------------------|
| Course Name       |
| BTEC Sport        |
| Arabic            |
| Arabic            |
| French            |
| French            |
| French Ab Initio  |
| German            |
| German Ab Initio  |
| German Ab Initio  |
| Italian Ab Initio |
| Spanish           |
| Spanish           |
| Spanish Ab Initio |
| Spanish Ab Initio |

# GROUP 1

## ENGLISH LANGUAGE & LITERATURE



### [Group 1] Course Description:

Language A: Language and Literature is comprised of three areas of exploration—readers, writers and texts, time and space and intertextuality. Each of these represent a different approach to the analysis and evaluation of language and literature texts.

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the Language A: Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and often ambiguous. Through detailed study, students focus closely on the language of texts and become aware of the role of each text's wider context in shaping its meaning.

The Language and Literature course is specifically designed to address the needs of students of today, particularly those of being a student in this digital age. Students will be exposed to a wide range of written, oral and visual materials in order to explore how language develops in specific cultural contexts; how it impacts on the world; and the ways in which language shapes both individual and group identity. They will examine different forms of communication within different societal contexts and develop an awareness of the potential for educational, political or ideological influence of the media and demonstrate appreciation of the way mass media use language to inform, persuade or entertain.

A significant part of this course is Literature: students will learn that literary texts are not created in a vacuum but are influenced by social context, cultural heritage and historical change. Through the close reading of literary texts, students will be able to consider the relationship of literature to issues at large such as gender, power and identity. Students will be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. The compulsory study of translated texts will encourage students to reflect on their own cultural assumptions through an examination of work produced in other languages and cultures.

### Topics:

Individual teachers within the English department have the flexibility to select works of their choice for individual classes; hence, the titles of works will be informed to students at the outset of the course.

A wide range of text types will include single and multiple images with or without text, literary and non-literary written texts and extracts from media texts, for example films, radio and television programmes. Students will have the opportunity to explore a variety of scripts and electronic literature such as video sharing websites, Web pages, SMS messages, blogs, wikis and tweets. Oral texts will include readings, speeches, broadcasts and transcripts of recorded conversation; making it a well-rounded informative yet creative study. Students will study at least four works of literary merit in total, out of which must be originally written in English and one work translated into English.

| ASSESSMENT     |                         |                      |    |
|----------------|-------------------------|----------------------|----|
| TYPE           | FORMAT                  | WEIGHTING<br>% HL/SL |    |
| EXTERNAL TOTAL |                         | 80                   | 75 |
| Paper 1        | Guided textual Analysis | 35                   | 35 |
| Paper 2        | Comparative essay       | 25                   | 35 |
| Essay          | HL essay                | 20                   | -  |
| INTERNAL       | Individual Oral         | 20                   | 30 |

# GROUP 2

FRENCH, SPANISH, ARABIC,  
GERMAN & ITALIAN



## [Group 2] Course Description:

The Ab initio language courses are language-learning courses for beginners, designed to be followed over two years by students who have no previous experience of learning the target language or have not studied this language at IGCSE/GCSE level. The main focus of the course is on the acquisition of language required for purposes and situations in everyday social interaction. Though a student does not require any previous experience with the designated language in order to access an Ab Initio course, it should be borne in mind that an Ab Initio language is just as challenging as the Standard/Higher level courses in terms of skills required to do well in the subject as students are expected to acquire a new language and develop it to a good degree of competency.

IB Standard Level is a language course designed to be followed over two years by students who have ideally 3 to 5 years experience of learning in their chosen language. The focus of this course is the reinforcement of all the basics previously learned and developed to a sophisticated degree at a Standard Level.

This course will give the students an excellent degree of competency in language skills allow them to explore the cultural context of the target language. The aim of this course is also to prepare students to be world citizens who are able to communicate fluently in a different foreign language.

Higher Level is for a language learner who has a minimum of 4 to 5 years experience of the target language and intends to study the language for a future career. These courses will give the student a high degree of competency in the language and allow them to explore the cultural context of the target language. The types of language structures needed for these purposes and situations are more refined. The IB Language course at Higher Level offers students an enriched study of language, literature, and culture with relevance to international societies.

Ability in languages opens many doors particularly in areas such as Business, Law, International Relations and Tourism.

### IB Themes:

- Identities
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the Planet

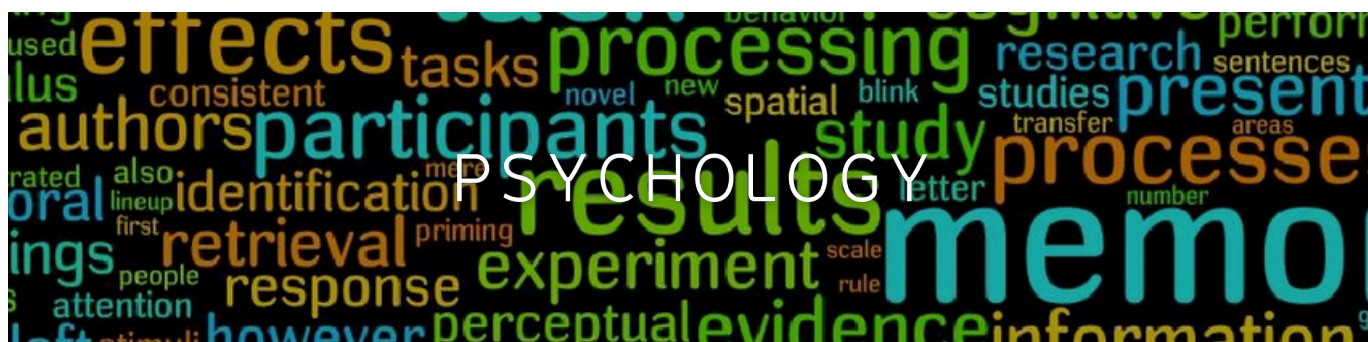
## ASSESSMENT

| TYPE            | FORMAT   | WEIGHTING |           |
|-----------------|--|-----------|-----------|
| EXTERNAL        |  | HL/SL     | Ab Initio |
|                 |  | 75%       | 75%       |
| Paper 1         | One writing task (250-400 words SL, 450-600 words HL)<br>Ab Initio—two written tasks of 70-150 words   | 25        | 25        |
| Paper 2         | Receptive skills—separate sections for:<br>Listening (1 hr HL, 45 mins SL and Ab Initio)<br>Reading (1 hr HL, SL and Ab Initio)<br>Comprehension on three audio passages and three written texts.  | 50        | 50        |
| INTERNAL        |  | 25        | 25        |
| Oral Assessment | HL—Based on an extract from one of the literary works studied in class followed by a discussion based on one or more of the themes from the syllabus.<br>SL— Based on a visual stimulus followed by a discussion on an additional theme.<br>AB— Based on a visual stimulus and at least one additional course theme. | 25        | 25        |



## GROUP 3

## PSYCHOLOGY



## [Group 3] Course Description:

The IB Diploma Programme higher level psychology course aims to develop an awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and socio-cultural influences on human behaviour and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry.

Fundamentally, Psychology is the scientific study of the mind and behaviour. It investigates the reasons why people think and act in the ways that they do. This enables better understanding of both the self and others. Psychological theories are founded on academic research and students learn about the findings of these studies. However, the validity of findings rests on the quality of the research and students learn to evaluate this in order to decide between competing theories.

The role of Psychology is to enable greater understanding of what it is to be human in order to improve the quality of human life. It is applied in a range of practical fields and is best suited to students with an interest in people and who are considering a career in which human interaction is a key factor. This course will address complex issues regarding research methodologies and the use of technology by looking at how people interpret meanings, relationships and health, both between different cultures, and across different groups within the same culture.

## TOPICS:

## Research Methodology

- Types of research and sampling
- Quantitative/Qualitative research
- Ethics

## Approaches to understanding behaviour

- Biological approach to understanding behaviour
- Cognitive approach to understanding behaviour
- Socio-cultural approach to understanding behaviour

## Options

- Health Psychology
- The Psychology of Human Relationships

| ASSESSMENT                |  |                      |    |
|---------------------------|--|----------------------|----|
| TYPE                      | FORMAT   | WEIGHTING<br>% HL/SL |    |
| EXTERNAL TOTAL            |  | 80                   | 75 |
| Paper 1                   | Three short answers and one extended response                        | 40                   | 50 |
| Paper 2                   | SL: One extended essay response<br>HL: Two extended essay responses  | 20                   | 25 |
| Paper 3                   | Answer short answer questions on previously unseen stimulus material | 20                   | -  |
| INTERNAL                  |  |                      |    |
| Experimental Study Report | A report of a simple experimental study conducted by the student     | 20                   | 25 |

## GROUP 3

## HISTORY



## [Group 3] Course Description:

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

| ASSESSMENT  |        |        |
|---|--------|--------|
| Paper One:<br>HL/SL Prescribed subjects One of the following, using two case studies, each taken from a different region of the world   |        |        |
| 1. Military Leaders<br>2. Conquests and its impact<br>3. The move to global war<br>4. Rights and protest<br>5. Conflict and intervention  | HL 20% | SL 30% |
| Paper Two:<br>HL/SL World history topics. Two of the following, using topic examples from more than one region of the world   |        |        |
| 1. Society and economy (750-1400)<br>2. Causes & effects of medieval wars (750-1500)<br>3. Dynasties and rulers (750-1500)<br>4. Societies in transition (1400-1700)<br>5. Early Modern states (1450-1789)<br>6. Causes & effects of early modern wars (1500-1750)<br>7. Origins, development & impact of industrialization (1750-2005)<br>8. Independence movements (1800-2000)<br>9. Evolution of democratic states (1848-2000)<br>10. Authoritarian states (20th century)<br>11. Causes & effects of 20th-century wars<br>12. The Cold War: Superpower tensions and rivalries (20th century) | HL 25% | SL 45% |
| Paper Three:<br>HL only. In depth study one of the following  |        |        |
| 1. History of Africa and the Middle East<br>2. History of the Americas<br>3. History of Asia and Oceania<br>4. History of Europe  | HL 35% | -      |
| HL/SL Internal Assessment   |        |        |
| Historical Investigation  | 20%    | 25%    |

## GROUP 3

## GEOGRAPHY



## [Group 3] Course Description:

IB Geography is an important subject in the existing climate of globalisation with its reshaping of cultural demographics and strain placed upon natural resources. The ability to view issues from a wider perspective is appropriate for working in many different career paths especially seeing as the nature of peoples' working lives is changing. It is less likely that someone will spend all of their life in one company or organisation. If your career path is to be varied, you will need to develop a transferable and flexible skill-set. IB Geography fosters these qualities and provides a firm base for life-long learning.

IB Geography will open your eyes to the ways in which people interact with their environment. Students of this course will develop a clear understanding of many of the problems facing the world today such as global warming, natural hazards, GM crops, the world wide refugee crisis and the conflicts surrounding world trade and debt. A huge range of practical skills will be learnt, including research techniques, decision making and fieldwork data collection. Such transferable skills will prove beneficial to a wide range of further education courses and future careers.

IB Geography gives students the opportunity to understand what is happening to our world. Few subjects are more relevant to our future; a future whose Geography is played out on the screens of our televisions every day. This course will look at the issues humanity faces in the 21st century and the range of methods we can use to manage those potential crises. Fieldwork experiences bring this course to life so that students can truly appreciate the world we are living in.

A clear outline of the proposed topics of study is shown below:

## SL/HL TOPICS

- Oceans and coastal margins
- Geophysical hazards
- Changing population
- Global Climate—vulnerability and resilience
- Global resource consumption and security

## HL ADDITIONAL TOPICS

- Leisure, Tourism and Sport
- Power, places and networks
- Human development and diversity
- Global risks and resilience

| TYPE           | FORMAT                                  | WEIGHTING<br>% HL/SL |    |
|----------------|---|----------------------|----|
| EXTERNAL TOTAL |   | 75                   | 80 |
| Paper 1        | Short answers and one extended response | 35                   | 35 |
| Paper 2        | Short answers and one extended response | 40                   | 25 |
| Paper 3        | Two essays                              | -                    | 20 |
| INTERNAL       | Written report based on fieldwork       | 25                   | 20 |



# GROUP 3

## BUSINESS & MANAGEMENT



### [Group 3] Course Description:

The Business and Management course addresses the rationale for forming business organisations and the principles, practices and skills commonly employed to make the decisions that make them successful. The ideals of international cooperation and responsible citizenship are at the heart of business and management.

The aims of this course are to: promote importance of exploring from different cultural perspectives; encourage a holistic view of the world of business; enable a student to develop to think critically; enable a student to understand the concepts of global economy, business ethics and social responsibilities of all stakeholders of the business environment; provide progression from school to higher education or employment in industry or commerce. A variety of resources will be used in order to encourage students to use business simulations and computer programmes. A number of external industrial visits and also talks by visiting guest speakers should be available to enhance student learning. Much emphasis is placed on analysing real, rather than hypothetical cases.

Business and Management is a field of study that often involves ethical and moral questions and lends itself to critical thinking and Theory of Knowledge style discussions plus analysis.

### HL & SL CORE TOPICS

|  |  |  |
|--|--|--|
| Unit 1: Business organization and environment<br>1.1 Introduction to business management<br>1.2 Types of organizations<br>1.3 Organizational objectives<br>1.4 Stakeholders<br>1.5 External environment<br>1.6 Growth and evolution<br>1.7 Organizational planning tools | Unit 2: Human resource management<br>2.1 Functions and evolution of human resource management<br>2.2 Organizational structure<br>2.3 Leadership and management<br>2.4 Motivation<br>2.5 Organizational (corporate) culture<br>2.6 Industrial/employee relations          | Unit 3: Finance and accounts<br>3.1 Sources of finance<br>3.2 Costs and revenues<br>3.3 Break-even analysis<br>3.4 Final accounts<br>3.5 Profitability and liquidity ratio analysis<br>3.6 Efficiency ratio analysis<br>3.7 Cash flow<br>3.8 Investment appraisal<br>3.9 Budgets |
| Unit 4: Marketing<br>4.1 The role of marketing 4.2 Marketing planning<br>4.3 Sales forecasting 4.4 Market research<br>4.5 The four Ps<br>4.6 The extended marketing mix of seven Ps<br>4.7 International marketing<br>4.8 E-commerce                                     | Unit 5: Operations management<br>5.1 The role of operations management<br>5.2 Production methods<br>5.3 Lean production and quality management<br>5.4 Location<br>5.5 Production planning 5.6 Research and development<br>5.7 Crisis management and contingency planning |  |

| ASSESSMENT |   |                      |    |
|------------|---|----------------------|----|
| TYPE       | FORMAT  | WEIGHTING<br>% HL/SL |    |
| EXTERNAL   |   | 75                   | 75 |
| Paper 1    | Structured questions based on case study        | 40                   | 35 |
| Paper 2    | Structured questions based on stimulus material | 35                   | 40 |
| INTERNAL   | Written commentary or research report           | 25                   | 25 |

## GROUP 3

## ECONOMICS



## [Group 3] Course Description:

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made towards the satisfaction of human needs. 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.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The course seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

## HL AND SL TOPICS

## Unit 1:

- 1.1 What is economics?
- 1.2 How do economists approach the world?

## Unit 2:

- 2.1 Demand
- 2.2 Supply
- 2.3 Competitive market equilibrium
- 2.4 Elasticity of demand
- 2.5 Elasticity of supply
- 2.6 Role of government in Microeconomics
- 2.7 Market failure - Externalities
- 2.8 Economics of the Environment (HL only)
- 2.9 Market failure - Public goods
- 2.10 Market failure - Asymmetric information (HL only)
- 2.11 Market failure - Market power (HL only)

## Unit 3:

- 3.1 Measuring economic activity and illustrating its variations
- 3.2 Variations in economic activity: aggregate demand and aggregate supply
- 3.3 Macroeconomic objectives
- 3.4 Economics of Inequality and Poverty
- 3.5 Demand management (demand side policies) - Monetary policy
- 3.6 Demand management - Fiscal policy
- 3.7 Supply side policies

## Unit 4:

- 4.1 Benefits of international trade
- 4.2 Types of trade protection
- 4.3 Arguments for and against trade controls/protection
- 4.4 Economic integration
- 4.5 Exchange rates
- 4.6 Balance of payments
- 4.7 Sustainable development
- 4.8 Measuring development
- 4.9 Barriers to Development
- 4.10 Economic growth and/or economic development strategies

| ASSESSMENT |  |                   |    |
|------------|--|-------------------|----|
| TYPE       | FORMAT   | WEIGHTING % HL/SL |    |
| EXTERNAL   |  | 80                | 80 |
| Paper 1    | Extended Response Paper                            | 30                | 40 |
| Paper 2    | Data Response Paper                                | 30                | 40 |
| Paper 3    | Extended Response Paper from choice of 3 questions | 20                | -  |
| INTERNAL   | Production of Portfolio with written commentaries  | 20                | 20 |

## GROUP 3

## GLOBAL POLITICS



## [Group 3] Course Description:

The global politics course explores fundamental political concepts such as power, liberty and equality in a range of contexts and at a variety of levels.

It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives.

Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective.

Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

| CORE UNITS:<br>People, politics and politics.<br>Four compulsory units:   | HL EXTENSION:  |
|---|--|
| 1.Power, sovereignty and International politics<br>2.Human Rights<br>3.Development<br>4.Peace and conflict<br><br>Engagement activity (HL and SL)<br>An engagement on a political issue of personal interest complemented with research | Global political challenges<br>Political issues in two of the following six global political challenges are researched and presented through a case study approach.<br><br>1.Environment<br>2.Poverty<br>3.Health<br>4.Identity<br>5.Borders<br>6.Security |

| ASSESSMENT                  |  |                      |    |
|-----------------------------|--|----------------------|----|
| TYPE                        | FORMAT   | WEIGHTING<br>% HL/SL |    |
| EXTERNAL                    |  | 60                   | 70 |
| Paper 1 (1hr 15 min)        | 4 short answer questions                                     | 20                   | 30 |
| Paper 2 (2 hrs 45 min)      | 2 essays from a choice of 8                                  | 40                   | 40 |
| INTERNAL                    | 4 questions based on a pre-seen case study                   | 40                   | 30 |
| Engagement Activity         | 2000 report on a political issue                             | 20                   | 30 |
| Global Political Challenges | 2 video recorded oral presentations on 2 global case studies | 20                   | -  |



# GROUP 3

## DIGITAL SOCIETY



### [Group 3] Course Description:

Digital society is designed for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world. At its heart, Digital Society invites students to develop as ethical, empathetic and creative young people who address the changing world around them with understanding, imagination and action.

Students in Digital Society could look towards pursuing careers in Project Management, Systems Analysis, Web or Graphic Designers, Teachers or Trainers and IT Consultants. Ideal students of Digital Society should have an interest in all technology (hardware / software, old / current and new), keep up-to date in their reading concerning developments in this area, enjoy learning about exponential technology, understand its ability to communicate and the limitations imposed upon it alongside a desire to work both in teams and independently to solve problems.

Topics are accompanied by supporting details which highlight possible real-world examples, issues, terms and inquiry questions.

The Digital Society syllabus includes the following topics, and HL extensions.

### TOPICS: STUDENTS STUDY THREE INTER-LINKED AREAS

| CONCEPTS   | CONTENT  | CONTEXT   |
|--|--|---|
| 2.1 Change<br>2.2 Expression<br>2.3 Identity<br>2.4 Power<br>2.5 Space<br>2.6 Systems<br>2.7 Values and ethics | 3.1 Data<br>3.2 Algorithms<br>3.3 Computers<br>3.4 Networks and the internet<br>3.5 Media<br>3.6 Artificial intelligence<br>3.7 Robots and autonomous technologies | 4.1 Cultural<br>4.2 Economic<br>4.3 Environmental<br>4.4 Health<br>4.5 Human knowledge<br>4.6 Political<br>4.7 Social |

Internal Assessment Details - An inquiry project into impacts and implications of digital systems for people and communities. The requirements are common to both SL and HL students.

Challenges are HL-only topics involving pressing complex issues with far-reaching impacts and implications for large numbers of people. Challenge topics are widespread, persistent and often transnational and transgenerational. In Digital Society, challenge topics are intertwined with digital systems. HL students may explore and investigate challenge topics individually and/or collaboratively with other Digital Society students.

### HL ONLY TOPICS - CHALLENGES

| 5.1 Global well-being  | 5.2 Governance and human rights   | 5.3 Sustainable development  |
|--|---|--|
| Prescribed areas for inquiry <ul style="list-style-type: none"> <li>Local and global inequalities</li> <li>Changing populations</li> <li>The future of work</li> </ul> | Prescribed areas for inquiry <ul style="list-style-type: none"> <li>Conflict, peace and security</li> <li>Participation and representation</li> <li>Diversity and discrimination</li> </ul> | Prescribed areas for inquiry <ul style="list-style-type: none"> <li>Climate change and action</li> <li>Use of resources</li> <li>Managing pollution and waste</li> </ul> |

# GROUP 3

## ENVIRONMENTAL SYSTEMS & SOCIETIES SL



### [Group 3] Course Description:

The ESS course has at its heart the intention of providing students with the capacity to understand and make informed decisions regarding the pressing environmental issues we face. ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues.

Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences and individuals and societies and is offered at both standard level (SL) and higher level (HL). As such, ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts.

ESS aims to empower and equip students to:

- Develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere.
- Develop knowledge of diverse perspectives to address issues of sustainability.
- Engage and evaluate the tensions around environmental issues using critical thinking.
- Develop a systems approach that provides a holistic lens for the exploration of environmental issues.
- Be inspired to engage in environmental issues across local and global contexts.

### TOPICS

- Foundations
  - Ecology
- Biodiversity and conservation
  - Water
  - Land
- Atmosphere and climate change
  - Natural resources
- Human populations and urban system
- Higher level (HL) lens
  - a. Environmental law
  - b. Environmental and ecological economics
  - c. Environmental ethics

| ASSESSMENT |   |             |    |
|------------|---|-------------|----|
| TYPE       | FORMAT                                  | WEIGHTING % |    |
|            |   | SL          | HL |
| EXTERNAL   | Case Study                              | 75          | 80 |
| Paper 1    |   | 25          | 30 |
| Paper 2    | Short Answers and one extended response | 50          | 50 |
| INTERNAL   | Written report based on fieldwork       | 25          | 20 |

NOTE: As part of the coursework for Environmental Systems, students will be required to take part in a residential fieldwork trip, the cost of which will need to be met by the students opting for this course. The approximate cost of this trip is AED 1000.

## GROUP 4

## CHEMISTRY



## [Group 4] Course Description:

The IB Diploma Chemistry Programme is primarily concerned with identifying patterns that allow us to explain matter at the microscopic level. This then allows us to predict and control matter's behaviour at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity.

By exploring the subject, students develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

IB Chemistry is a subject which needs an inquiring mind and is essential for students who intend to pursue a career in medicine or related areas. The chemistry course can assist students planning careers in a variety of professional fields where, for example, a sound understanding of science and mathematical skills are important. This includes healthcare, technological and manufacturing industries, and engineering. While chemistry helps students understand the underlying science in the contemporary world, it also encourages the development of strong problem-solving, critical thinking and ethical approaches that will assist students in the global workplace.

The structure of this chemistry syllabus is intended to promote concept-based teaching and learning. There are two organizing concepts in the chemistry roadmap: structure and reactivity. Each of these concepts is subdivided into topics and subtopics, which are all connected through the idea that structure determines reactivity, which in turn transforms structure.

## SYLLABUS

Structure

Reactivity

Models of the  
particulate nature  
of matterWhat drives  
chemical reactions?Models of  
structure and  
bondingHow much, how  
far, how fast?Classification of  
matterWhat are the  
mechanism of  
chemical change?

## ASSESSMENT

| TYPE          | FORMAT  | WEIGHTING<br>% HL/SL |    |
|---------------|---|----------------------|----|
| EXTERNAL      |   | 80                   | 80 |
| Paper 1       | 1a) Multiple-choice questions and 1b) Data based Question | 36                   | 36 |
| Paper 2       | Short answer & extended response                          | 44                   | 44 |
| INTERNAL (IA) | Individual Scientific Investigation                       | 20                   | 20 |



## GROUP 4

## BIOLOGY



## [Group 4] Course Description:

IB Biology provides opportunities for study and creative thinking that stimulate and challenge. Students explore concepts and apply knowledge to solve problems and make reasoned decisions. They develop an ability to analyse and evaluate information and an awareness of the need for effective collaboration and communication in scientific endeavor. An appreciation of the global, moral, social, environmental and economic implications of Biology is also important in our international setting.

"In the struggle for survival, the fittest win out at the expense of their rivals because they succeed in adapting themselves best to their environment." (Charles Darwin 1809-1882) Through studying biology students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on practical approach through experimental work that characterizes this subject. A passion for Biology is an essential prerequisite for this course. Excellent analytical skills, factual recall, application of knowledge and understanding of theories taught, a high standards of ICT skills, the ability to carry out investigations safely, to be able to work in collaboration with others, excellent mathematical skills. Students of Biology can follow careers in a wide range of science-related fields which extends to such things as, ecology, marine biology, food technology, biotechnology, immunology, molecular/microbiology, pharmacology, genetics, research scientist, education and medicine.

## TOPICS:

Cell Biology  
Molecular Biology  
Genetics  
Ecology  
Evolution and Biodiversity  
Human Physiology / Immunology  
Plant Biology

## HL TOPICS:

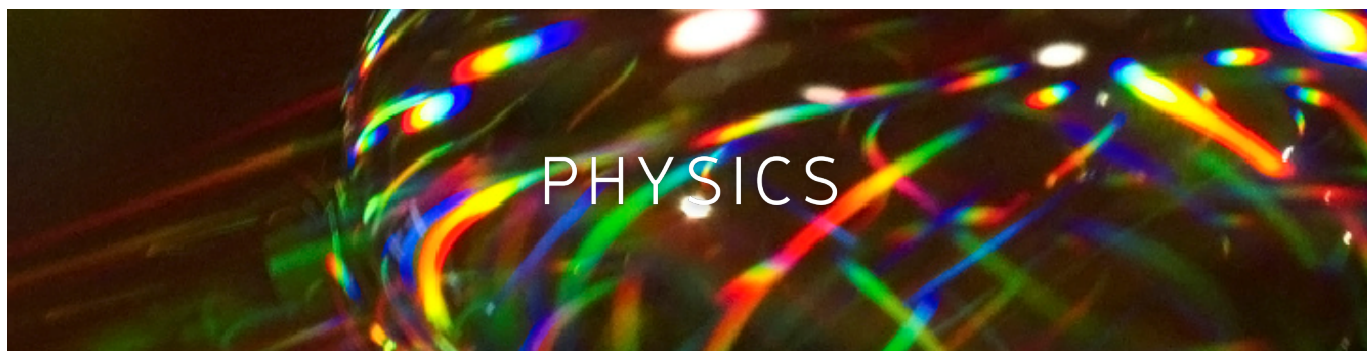
Viruses  
Gene Expression  
Origin of cells  
Muscles and Motility  
Chemical Signaling

## ASSESSMENT

| TYPE          | FORMAT   | WEIGHTING<br>% HL/SL |    |
|---------------|--|----------------------|----|
| EXTERNAL      |  | 80                   | 80 |
| Paper 1       | 1a) Multiple-choice questions & 1b) Data - Based questions (Four questions that are syllabus related, addressing all themes) | 36                   | 36 |
| Paper 2       | Section A - Data based and short answer question & Section B - Extended response questions                                   | 44                   | 44 |
| INTERNAL (IA) | Internal assessed individual investigation, externally moderated by IB   | 20                   | 20 |

## GROUP 4

## PHYSICS



## [Group 4] Course Description:

As one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are 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 leading to a better understanding of the natural world, physics gives us the ability to alter our environments. DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity.

By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory

## TOPICS

Topic A - Space, time and motion (42 hours)  
 Topic B - The particulate nature of matter (32 hours)  
 Topic C - Wave behaviour (29 hours)  
 Topic D - Fields (38 hours)  
 Topic E - Nuclear and quantum physics (39 hours)  
 Experimental programme (60 hours)

| ASSESSMENT    |   |                      |    |
|---------------|---|----------------------|----|
| TYPE          | FORMAT  | WEIGHTING<br>% HL/SL |    |
| EXTERNAL      |   | 80                   | 80 |
| Paper 1       | 1aa) Multiple-choice questions and 1b) Data Based Questions   | 36                   | 36 |
| Paper 2       | Short answer & extended response  | 44                   | 44 |
| INTERNAL (IA) | The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words. | 20                   | 20 |

## GROUP 4

## COMPUTER SCIENCE



## [Group 4] Course Description:

Computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach. It is in this context that the

Diploma Programme computer science course should aim 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.

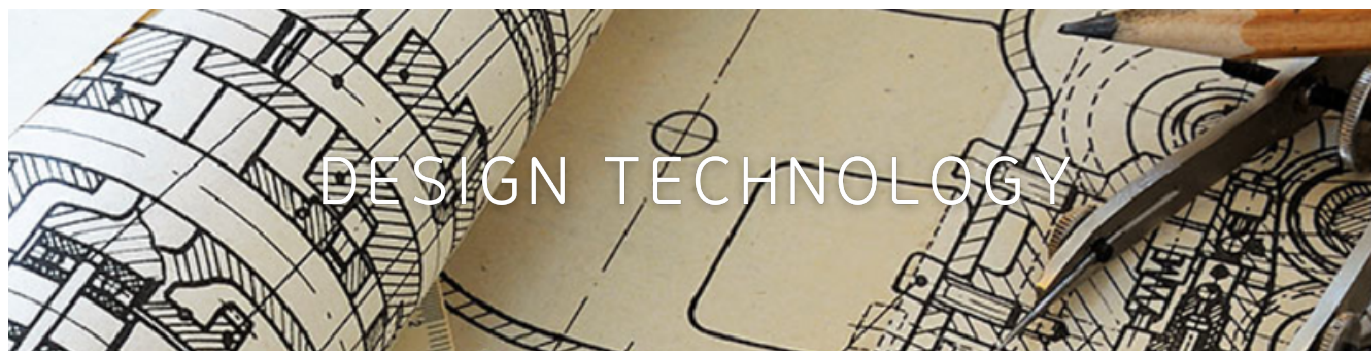
The study of computer science at HL demands a higher level of problem-solving skills and the ability to understand and manipulate abstract concepts.

| ASSESSMENT  |   |                      |    |
|---|---|----------------------|----|
| TYPE  | FORMAT  | WEIGHTING<br>% HL/SL |    |
| EXTERNAL  |   | 80                   | 70 |
| Paper 1   | Several short answer and extended response questions combining core and AHL materials | 40                   | 35 |
| Paper 2   | Several short answer and extended response questions with a technological context     | 40                   | 35 |
| INTERNAL  |   | 20                   | 30 |
| Individual computational solution development project | Computational solution: Product and essay   | -                    | -  |



# GROUP 4

## DESIGN TECHNOLOGY



### [Group 4] Course Description:

DP design technology aims to develop internationally-minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world.

It focuses on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterizes design technology within the DP sciences subject group.

Inquiry and problem-solving are at the heart of the subject. DP design technology requires the use of the DP design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In Diploma Programme design technology, a solution can be defined as a model, prototype, product or system that students have developed independently.

DP design technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework.

A well-planned design programme enables students to develop not only practical skills but also strategies for creative and critical thinking.

Successful IB Design & Technology students can look to pursue careers in Mechanical Engineer, Civil Engineering, Interior Design, Architecture, Computer Aided Design, Manufacturing Systems, Landscape Architecture and Product Design.

#### SL & HL

- Human factors and ergonomics
- Resource management and sustainable production
- Modelling
- Raw material to final product
- Innovation and design
- Classic design

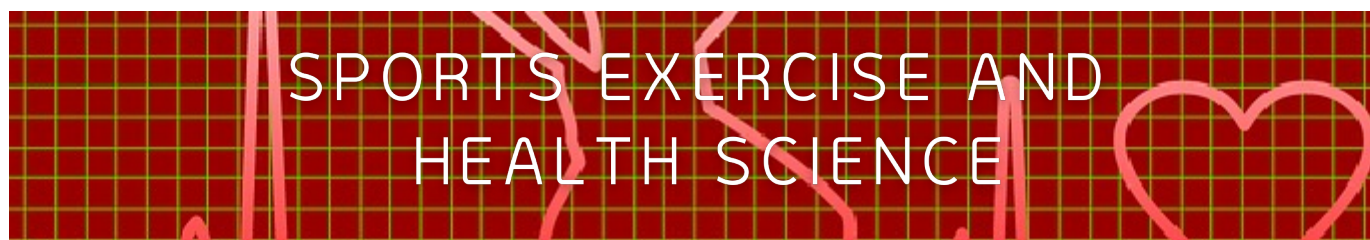
#### HL EXTENSION

- User-centred design (UCD)
  - Sustainability
  - Innovation and markets
  - Commercial production
- Higher level students examine four further topics designed to extend and deepen their understanding of the subject. The four additional higher level topics aim to introduce aspects of innovation.

### ASSESSMENT

| TYPE           | FORMAT   | WEIGHTING<br>% HL/SL |    |
|----------------|--|----------------------|----|
| EXTERNAL       |  | 60                   | 60 |
| Paper 1        | Multiple Choice paper  | 20                   | 30 |
| Paper 2        | Core Paper consisting of a short response and extended answer question<br>SL/HL content covering Topics 1-6  | 20                   | 30 |
| Paper 3        | HL Paper only covering Topics 7-10   | 20                   |    |
| INTERNAL       |  | 40                   | 40 |
| Design Project | All pupils complete a design project which demonstrates their investigative, analytical, design thinking, design development, prototyping, testing and evaluation skills and mirrors the design processes used across the various industries that integrate design practice. | -                    | -  |

## GROUP 4

SPORTS EXERCISE AND  
HEALTH SCIENCE

## [Group 4] Course Description:

## Current proposed specification for 2024-25

The IB DP course in Sports , Exercise and Health Science Standard and Higher Level (SL & HL) involves the scientific study of human physiology, biomechanics and psychology. DP SEHS enables students to engage constructively with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

The course is organized under three main themes with SL students receiving 110 guided learning hours and HL students 180

- Exercise physiology and nutrition of the human body;
- Biomechanics;
- Sports psychology and motor learning.

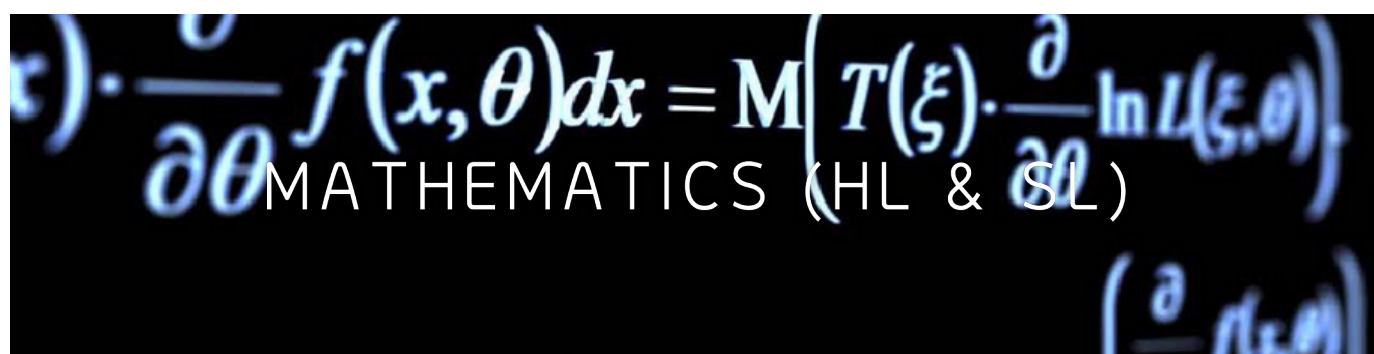
These themes are distinct, but also share many overlapping features; studying the similarities and connections between them is a central component of the course. Integral to the student experience of the DP SEHS course is the learning that takes place through scientific inquiry, both in the classroom and in field work or the laboratory. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

| A. Exercise physiology and nutrition of the human body | B. Biomechanics                     | C. Sports psychology and motor learning |
|--|-------------------------------------|---|
| A.1—Communication                                      | B.1—Generating movement in the body | C.1—Individual differences              |
| A.2—Hydration and nutrition                            | B.2—Forces, motion and movement     | C.2—Motor learning                      |
| A.3—Response   | B.3—Injury                          | C.3—Motivation                          |
|  |                                     | C.4—Stress and coping                   |
|  |                                     | C.5—Psychological skills                |

| ASSESSMENT                           |   |                      |
|--------------------------------------|---|----------------------|
| TYPE                                 | FORMAT  | WEIGHTING<br>% HL/SL |
| EXTERNAL                             |   | 7 6                  |
| Paper 1                              | Paper 1A: Multiple-choice questions<br>Paper 1B: Data-based questions and questions on experimental work  | 3 6                  |
| Paper 2                              | Short answer and extended-response questions  | 4 0                  |
| INTERNAL<br>Scientific Investigation | The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,200 words. | 2 4                  |

## GROUP 5

## MATHEMATICS (HL &amp; SL)



## [GROUP 5] COURSE DESCRIPTION:

Mathematics It is expected that most students embarking on a DP mathematics course will have studied mathematics for at least 10 years.

The IB Mathematics curriculum will be changing, effective of September 2019 for the IB Class of 2021. Below is a description of the two pathways that will be available at GWIS.

Mathematics: Analysis and approaches course HL and 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. Students who take Mathematics: Analysis and approaches 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, physical sciences, or economics for example.

Mathematics: Applications and interpretation course HL and SL is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example.

An extended mathematical exploration will be required investigating an area of mathematics. The mathematical exploration is internally assessed by the teacher and externally moderated by an IB moderator.

The difference between SL and HL is the required depth of knowledge in the topic areas and the rigor with which they are approached. All students in the course will need to buy graphic display calculator (GDC), as this is an integral part of the course.

## TOPICS

- Number and algebra
- Functions
- Geometry and trigonometry
- Statistics and probability
- Calculus

## ASSESSMENT

| TYPE     | FORMAT  | WEIGHTING<br>% HL/SL |    |
|----------|---|----------------------|----|
| EXTERNAL |   | 80                   | 80 |
| Paper 1  | HL– 2 hours, SL– 1.5 hours  | 30                   | 40 |
| Paper 2  | HL– 2 hours, SL– 1.5 hours  | 30                   | 40 |
| Paper 3  | HL only– 1 hour   | 20                   |    |
| INTERNAL | Investigate, problem solving and modelling skills development leading to one written exploration. | 20                   | 20 |

Note: The course requires the purchase of a specific Graphic Display Calculator. This calculator may be used for all IB Examinations across the different subject areas where calculators are allowed.



## GROUP 6

## VISUAL ARTS

## VISUAL ARTS

## [Group 6] Course Description:

The main focus of the Visual arts program will be to promote a world view of Art and Design. The Art course will attempt to tackle issues, concepts and ideas that have, both of local and global significance. The course is not just about 'making things', rather it is a journey that requires a high level of cognitive ability that is both intellectual and emotional. For students to communicate visually they must place themselves within a cultural context from which to discover and develop appropriate techniques. Through the visual arts, students acquire understandings which are unique in human development. Study of the visual arts allows students to discover ways in which to interpret and comment critically on the human condition.

The course will promote and encourage; autonomous learning and risk-taking from the outset, in order to encourage students to tackle challenging subject matter from a personal perspective to the political. Students will receive instruction on how to assess their own and their peers' work through; IB assessment criteria and a series of art critiques. The projects completed during the course are designed to stretch the student's perception of what art is and how to be objective in their approach to art.

|                         | VISUAL ARTS IN<br>CONTEXT   | VISUAL ARTS<br>METHODS  | COMMUNICATING VISUAL<br>ARTS  |
|-------------------------|---|---|---|
| Theoretical<br>practice | Students examine and compare the work of artists from different cultural contexts. Students consider the contexts influencing their own work and the work of others.                          | Students look at different techniques for making art. Students investigate and compare how and why different techniques have evolved and the processes involved.  | Students explore ways of communicating through visual and written means. Students make artistic choices about how to most effectively communicate knowledge and understanding.                  |
| Art-making<br>practice  | Students make art through a process of investigation, thinking critically and experimenting with techniques. Students apply identified techniques to their own developing work.               | Students experiment with diverse media and explore techniques for making art. Students develop concepts through processes that are informed by skills, techniques and media.  | Students produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.   |
| Curatorial<br>practice  | Students develop an informed response to work and exhibitions they have seen and experienced. Students begin to formulate personal intentions for creating and displaying their own artworks. | Students evaluate how their ongoing work communicates meaning and purpose. Students consider the nature of 'exhibition' and think about the process of selection and the potential impact of their work on different audiences. | Students select and present resolved works for exhibition. Students explain the ways in which the works are connected. Students discuss how artistic judgments impact the overall presentation. |

| ASSESSMENT                     |  |                      |    |
|--------------------------------|--|----------------------|----|
| TYPE                           | FORMAT   | WEIGHTING<br>% HL/SL |    |
| EXTERNAL                       |  | 60                   | 60 |
| Task 1<br>Comparative<br>Study | Independent critical and contextual investigation<br>SL—Compare at least 3 different artworks, by at least 2 different artists, with commentary (10-15 pages)<br>HL— as SL and a reflection on how their work has been influenced by any of the art/artists examined (3-5 pages) | 20                   | 20 |
| Task 2<br>Process<br>portfolio | Students submit carefully selected materials which evidence their experimentation, exploration, manipulation & refinement of a variety of visual arts activities over the 2 years.   | 40                   | 40 |
| INTERNAL                       |  | 50                   | 50 |
| Exhibition                     | Submission of a selection of resolved artworks from their exhibition<br>SL—4-7 pieces with exhibition text & a curatorial rationale (400 words maximum)<br>HL—8-11 pieces with exhibition text & a curatorial rationale (700 words maximum)                                      | 40                   | 40 |

## GROUP 6

## FILM



## [Group 6] Course Description:

Course Description (for both HL and SL). The film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. 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.

The film course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. DP film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds.

Film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.

| ASSESSMENT                 |  |                      |    |
|----------------------------|--|----------------------|----|
| TYPE                       | FORMAT   | WEIGHTING<br>% HL/SL |    |
| Textual analysis           | A textual analysis (1,750 words maximum) and a list of all sources used.   | 20                   | 30 |
| Comparative Study          | <ul style="list-style-type: none"> <li>A recorded multimedia comparative study (10 mins maximum)</li> <li>A list of all sources used</li> </ul> Assessed in the summer term of Year 12                         | 20                   | 30 |
| Film Portfolio             | <ul style="list-style-type: none"> <li>Portfolio pages (9 max: 3 pages per film production role) and sources</li> <li>A file reel (9 mins max: 3 mins per film production role. One completed film)</li> </ul> | 25                   | 40 |
| Collaborative Film Project | HL only <ul style="list-style-type: none"> <li>A project report (2000 words maximum) and a list of all sources used.</li> <li>A completed film (7 minutes maximum)</li> </ul>                                  | 25                   |    |



# IBCP BTEC OPTIONS

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BTEC PATHWAY  
OPTIONS TO  
COMPLEMENT THE  
IB DIPLOMA  
SUBJECTS AS  
PART OF THE IBCP



GEMS Wellington  
International School

مدرسة جيمس ويلينغتون  
الترانسكونال







[IBCP Only] Course Description:

#### What is BTEC Business?

The Pearson International BTEC in Business is a specialist qualifications that focus on a vocational area which can be used as a full-time programme of learning. They are designed to equip individuals with the skills, knowledge and understanding required for a range of roles in organizations within the business sector including administration, finance/accounts, marketing, management, human resources and law. The qualifications also enable progression to undergraduate degree qualifications and professional occupations in the business world.

#### Career Pathways

As a successful BTEC Business student, you will have gained a solid knowledge base for career opportunities in areas such as Marketing, Personnel, Accountancy, Law, Retail, Finance, Business and Planning – to name just a few.

The knowledge gained from this course will enable you to make an informed decision about your preferred progression route. You may decide to specialise in certain areas through professional qualifications gained whilst at work, or you may choose to progress onto an HND/Degree programme. Universities welcome applications from successful BTEC Business students

BTEC Business requires students to be independent, organized and allows them to develop self-management skills. Assignments for most units are completed in class/homework, however there are some specific units where controlled assessment is required – please be aware of this. This means that for three of the units exam conditions will be a requirement. Please note that there is a lot of research involved, essay writing, report writing, spreadsheet use for the finance units and data analysis (It is not the easy option as assignment work will be set from pass to distinction level from the beginning, and a high level of commitment is required).

#### ASSESSMENT OUTLINE

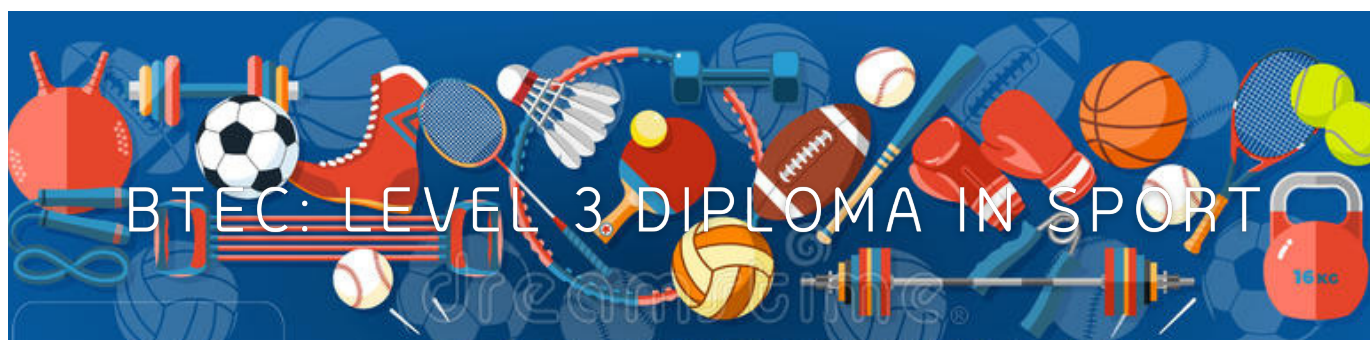
The emphasis of the course is on learning 'by doing' which involves assessment of projects, case studies and assignments. Visits abroad and to various local business enterprises may also be included. Your studies are regularly monitored thus ensuring that you know exactly how you are progressing.

The BTEC National Diploma in Business course comprises:

- A portfolio of work
- Internally assessed course work (which is externally moderated)

#### In what ways will I be taught?

In order to produce the coursework, lessons will be interactive with wide ranging activities to encourage quality outcomes such as documentaries, role plays, essays and presentations.



[IBCP Only] Course Description:

What is BTEC Sport?

The entry requirement for the BTEC International Level 3 Diploma in Sport is 5 GCSEs at grade C or above including Mathematics and English Language. The Pearson BTEC International Level 3 Diploma in Sport provides the career related focus of the IBCP in Sport at GEMS Wellington International School and is equivalent in size to two International A Levels. At least 11 units, of which five are mandatory (25%) and assessed by Pearson Set Assignment. This qualification is designed to support learners who want to study sport as the main element alongside other areas of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study involving choosing 3 other IB DP subjects, dependent upon subject blockings.

\*It is possible to follow the Pearson International Level 3 Extended Diploma in Sport (At least 16 units, of which eight are Mandatory (56%) and three are assessed by Pearson Set Assignment and which is equivalent in size to three A Levels). This option should be discussed with members of the PE department.

Below you can see a selection of units that may be studied in the BTEC Sport course

#### Structures of the Pearson BTEC International Level 3 Qualifications in Sport at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC International Level 3 in Sports is shown in Section 2 Structure. **You must refer to the full structure to select units and plan your programme.**

Key

Pearson Set Assignment      M Mandatory units      O Optional units

| Unit (number and title)                            | Unit size (GLH) | Certificate (180 GLH) | Subsidiary Diploma (360 GLH) | Foundation Diploma (540 GLH) | Diploma (720 GLH) | Extended Diploma (1080 GLH) |
|--|-----------------|-----------------------|------------------------------|------------------------------|-------------------|-----------------------------|
| 1 Health, Wellbeing and Sport                      | 90              | M                     | M                            | M                            | M                 | M                           |
| 2 Careers in the Sport and Active Leisure Industry | 90              | O                     | O                            | M                            | M                 | M                           |
| 3 Research Project in Sport                        | 120             |                       |                              |                              |                   | M                           |
| 4 Ethics, Behaviours and Values                    | 60              | O                     | O                            | O                            | O                 | O                           |
| 5 Self-employment in Sport and Physical Activity   | 60              | O                     | O                            | O                            | O                 | O                           |
| 11 Business in Sport                               | 60              | O                     | O                            | O                            | O                 | O                           |
| 12 Sports Tourism                                  | 60              | O                     | O                            | O                            | O                 | O                           |
| 13 Sports Journalism                               | 60              |                       |                              | O                            | O                 | O                           |
| 14 Marketing Communications                        | 60              |                       |                              |                              | O                 | O                           |
| 17 Inclusive Coaching                              | 60              |                       |                              | O                            | O                 | O                           |
| 19 Sport and Leisure Facility Operations           | 60              |                       |                              | O                            | O                 | O                           |
| 20 Large Sports Spectator Events                   | 60              |                       |                              | O                            | O                 | O                           |
| 21 History of Liverpool Football Club              | 30              | O                     | O                            | O                            | O                 | O                           |
| 22 Liverpool Football Club as a Business           | 60              | O                     | O                            | O                            | O                 | O                           |

*continued*

#### ASSESSMENT OUTLINE

The emphasis of the course is on learning 'by doing' which involves assessment of projects, case studies and assignments. Visits abroad and to various local sports companies may also be included. Your studies are regularly monitored thus ensuring that you know exactly how you are progressing.



- The International BTEC Level 3 in Sport course comprises:
- A portfolio of work
  - Internally assessed course work (which is externally moderated)



## [IBCP Only] Course Description:

## Course description:

This course will allow students to experience a range of creative media practices. You will learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. The media industries are one of the largest and most exciting employment sectors to work in. They cover traditional areas of mass communication such as film, television, radio and publishing but have been transformed by the new digital technologies where the Internet, mobile phones and now the iPad are the main ways that media products are distributed and consumed.

## Career Pathways:

The course is largely practical and gives you a broad range of skills and experiences and you will use a range of resources, including digital SLR cameras, HD video cameras, editing software and Mac computer suites. You will learn a variety of skills, including photography, animation, single camera drama, documentary production, research techniques, scriptwriting, critical analysis of media products and professional ways of working in the media industry. This course would be relevant for leading into careers in any media related occupation including film, television, radio and advertising.

| ASSESSMENT UNIT                        | GLH | WEIGHT TOWARDS QUALIFICATION GRADE |
|--|-----|------------------------------------|
| A1 Skills Development                  | 270 | 12.5%                              |
| A2 Responding to a Brief               | 90  | 12.5%                              |
| A3 Creative Project                    | 180 | 12.5%                              |
| B1 Personal Progression                | 90  | 12.5%                              |
| B2 Personal Investigation              | 90  | 12.5%                              |
| B4 Extended Creative Industry Response | 360 | 37.5%                              |

Please note: BTEC Creative Media students will be required to provide their own laptop – Adobe software is provided and paid for by the school, as are the DSLR cameras.

## ASSESSMENT OUTLINE

There are no exams. Your work will be assessed regularly throughout the course on a range of units both through written coursework and practical Media products. You will have the opportunity to have one to one meetings with your teacher to discuss your progress, as well as formal assessments where you must submit your work for marking.

You will work on 'live' briefs with real clients to produce content. In order to participate fully, it is necessary to have a laptop with the Adobe Creative Cloud consisting of Photoshop, Premiere and After Effects. In addition, a DSLR is also required as filming and editing are a key part of the course.



# WHY CHOOSE THE IB?

"THE RANGE OF THE IB NOT ONLY HELPS STUDENTS WHILE THEY ARE AT UNIVERSITY, BUT ALSO LEAVES THEM BETTER EQUIPPED TO DEAL WITH THE WIDER WORLD - AND THAT'S REFLECTED IN THEIR STUDIES."

NOTTINGHAM  
UNIVERSITY UK

"UNIVERSITIES LOVE IT: THE NEW GOLD STANDARD TO GUARANTEED ENTRY (TO UNIVERSITY), WHICH SEEMS APPEALING CONSIDERING THE RUSH FOR CLEARING PLACES IN THE SUMMER."

THE TELEGRAPH  
NEWSPAPER - UK

"BECAUSE THE IB DIFFERENTIATES BETTER THAN A LEVELS; IF WE ARE HESITATING ABOUT MAKING AN OFFER AT ALL, WE WOULD BE MORE LIKELY TO MAKE AN OFFER TO AN IB STUDENT THAN AN A LEVEL STUDENT."

CAMBRIDGE  
UNIVERSITY UK

## Further Reading

The IB has conducted a wide range of research on the impact of an IB education as have independent agencies such as the UK Government department the Higher Education Statistics Agency. This research, which is current and exceptionally eye opening, charts the progress, attainment and career statistics relating to IB students for both the Diploma and Career-related programmes. This information can be found at;  
<http://www.ibo.org/research/outcomes-research/>

# 10

# Reasons Why IB?



## Why the current generation should study IB curriculum?

1.



### Critical Thinking & Open-mindedness

Encourage students of all ages (PYP, MYP & DP) to think critically and challenge assumptions. IB programmes incorporate quality practice from national and international research and the IB global community. They encourage students to be internationally-minded, within a complex and hyper-connected world.

2.



### Global Citizen

Develop independently of government and national systems, incorporating quality practice from research and our global community of schools. An education system that is futuristic, advanced and well connected across disciplines & real life.

3.



### Learning With Relevance

Encourage students of all ages to consider both local and global contexts, get engaged with learning that is more meaningful and insightful. Aims to develop more globally aware individuals, who look at the issues through the ethical lenses.

4.



### Character Building

IB develops multilingual students, who learn and develop a great sense of appreciation for cultures and traditions of their own and others.

They learn to practice understanding and respect for self and others and understand that other people with their differences could also be right.

5.



### Success for all

*IB Learners are motivated to succeed*

IB programmes are Concept driven, Child Centric, Inclusive in nature, Provides a great focus on differentiation for all learners. Helps every child develop their strengths and overcome their weaknesses. Makes them a life long learner.

6.



### Responsible Learners

Throughout all IB programmes, students develop approaches to learning skills and the attributes of the IB learner profile. Students strive to take responsibility for their own learning and understand how knowledge itself is constructed. They are encouraged to try different approaches to learning and to take responsibility for their own educational progress.

8.



### Service

IB programmes encourage students to be active in their communities and to take their learning beyond academic study.

"IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment"

### 7. Inquiry Based Education?

IB programmes help students:

- Ask challenging questions
- Think critically
- Develop research skills proven to help them in higher education.
- Global recognition

9.



### Holistic Development

Subjects are not taught in isolation but with an approach to make interconnection. Develops skills that are key to success; Research skills, Self Management Skills, Social Skills, Communication Skills & Thinking Skills

10.



**ACADEMIC INTEGRITY**

### Personal & Social Integrity 'Academic Honesty'

IB learners strive to be principled; they act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.



**GEMS Wellington  
International School**







