



 **BTEC**

SIXTH FORM IB OPTIONS GUIDE

ACADEMIC YEAR 2025-2026

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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

a.harrison_wis@gemsedu.com

MEET THE TEAM



Oliver Thompson
Head of Upper School
o.thompson_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 12
c.watson_wis@gemsedu.com



Ruth Dunn
Head of Year 13 and CAS/Service Learning Coordinator
r.dunn_wis@gemsedu.com



Mai Raafat
TOK Coordinator
m-raafat_wis@gemsedu.com



Shamaila Shah
Extended Essay & Reflective Project Coordinator (IB Team)
Teacher of Business, Economics, BTEC & IB Core
s.shah_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

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.



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.

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.



OUR STUDENT LEADERS AT GEMS WELLINGTON INTERNATIONAL SCHOOL



Maya Mufti
Head Girl

Head Girl serves as so much more than a title; it goes beyond any individual agenda. As Head Girl, I aim to focus on the community within our school, on bridging gaps, and enhancing cohesion within the student body. The role gives me the opportunity to give back to WIS, the school that has nurtured me and allowed me to thrive since I joined in Year 2. Students and staff alike have supported me, and so I intend to be a figure of consistent support and confidence to all members of our WIS community. Together with the rest of the SSLT, we will foster a culture of energy and collaboration, targeting and building upon all elements and sectors of our school. I am honoured to take up this responsibility and mould it into my own, mirroring the passion and respect I see throughout our school.

During my time at WIS, I have built meaningful relationships with many students and teachers and developed a range of different skills and talents. My experiences have not only strengthened me in my educational journey, but also taught me the importance of leadership qualities and serving one's community. I have built a strong commitment to aiding my peers and teachers in the best ways possible and ensuring my skills can be used for the betterment of the school community. As Head Boy, I am excited to continue making a positive impact yet on a greater scale. I aim to ensure all students' concerns are voiced and that more students are given the opportunity to have their ideas implemented. I look forward to working with the rest of the SSLT to serve our peers and make a lasting difference in the community.



Tarun Ranjith
Head Boy



Janvi Gupta
Deputy Head Girl

In the years I have spent at WIS, I have grown in countless ways. The WIS community has shaped me into who I am, providing me with invaluable experiences and lessons and friendships I will cherish forever. As Deputy Head Girl, I'm extremely grateful for the opportunity to give back to the school. I'm excited to collaborate with the SSLT, teachers, and students to make the school the best it can be, creating an environment that reflects our core values of integrity, empathy, and fortitude. Together, we can build a community that is not only academically excellent but also empathetic and driven by shared goals. I am committed to my position and feel truly honoured and privileged to be able to work with the talented members of the SSLT to make WIS even better.

In my six years at WIS, I've been exposed to countless experiences that have helped me change as both a student and a person. I've had the chance to communicate ideas to teachers, collaborate with fellow students, and push for initiatives I believe in. As Deputy Head Boy, I aim to encourage students to do the same, to seek and create their own opportunities – from founding clubs and pioneering projects with the Student Council, to pursuing scholarships. I strongly believe in upholding a collective school spirit by coming together as a community to listen, motivate, and support each other. It's an honour to have this role and I will continue to work with our very gifted and versatile student body on all their ideas and endeavours for our school.



Jayseelan Muthukumar
Deputy Head Boy

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

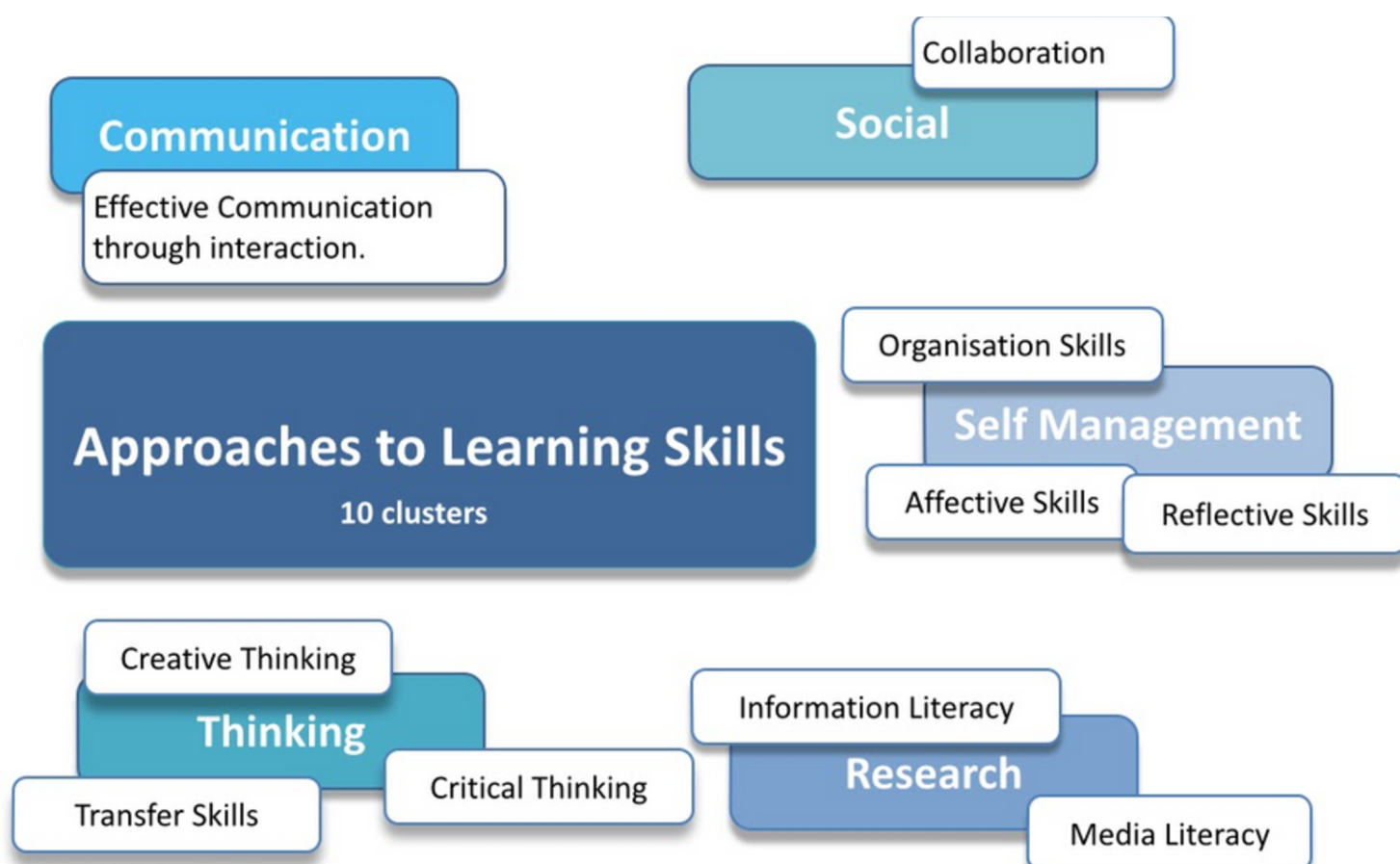
The importance of the Approaches to Learning at IB Level and how they support student outcomes

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.



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.



IB DIPLOMA 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



Diploma
Programme

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.



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*Based on IB research - 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



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 it's 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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www.ibo.org/cp

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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
- 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 in addition to meeting the subject entry requirements.

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)

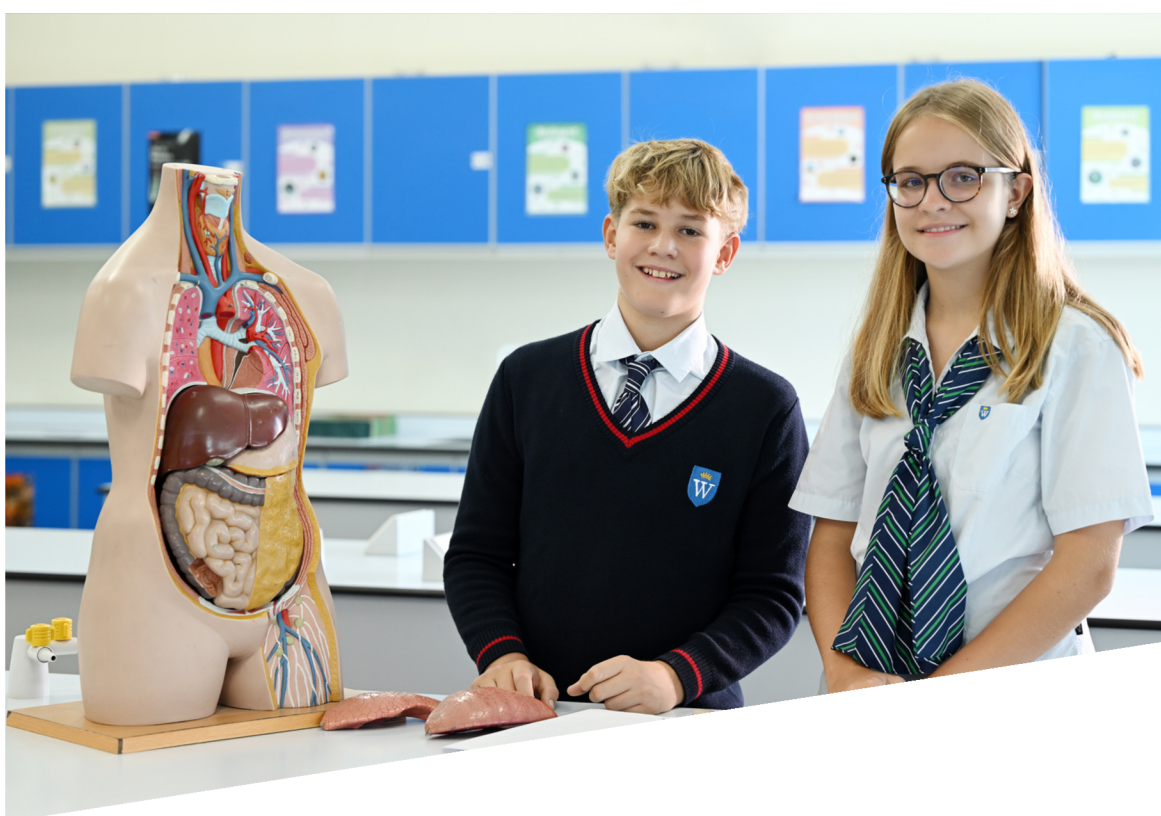
Group	Subject	Level	Entry Requirements
Career Related Study	BTEC: Level 3 National Diploma	3	5 C's/5s and above at GCSE
IB Diploma Subjects	A selection of 2-3 DP Subjects	HL/SL	As above course entry requirements

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*	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 a member of the IB team. 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.



GCSE ENTRY REQUIREMENTS

Group	SUBJECT	ENTRY REQUIREMENTS SL	ENTRY REQUIREMENTS HL
1	English Language and Literature	9 - 5 in Language	9-7 in Literature and 9 - 7 in Language
2	French/Spanish/ German	5 in French/Spanish/German	8 in French/Spanish/German
	Ab initio courses -	7 in any language	
3	Business Management	6/B in Business Studies (if taken) or 6 in English AND 1 other group 3 subject (History, Geography, Economics, Psychology)	7/A in Business Studies (if taken) or 7 in English AND 1 other group 3 subject (History, Geography, Economics, Psychology)
	Economics	6 in IGCSE Economics (if taken) OR 6 in IGCSE English & 6 in IGCSE Maths	7 in IGCSE Economics (if taken) OR 7 in IGCSE English & 7 in IGCSE Maths
	Digital Society	5/C in English Language or Computer Science	6/B in English Language or Computer Science
	Geography	5 in Geography	7 in Geography
	Psychology	6 in GCSE Psychology (if taken) and 5 grade in any of the three Triple Sciences/6-6 Combined Science or 6 in English and 5 in any of the three Triple Sciences/6-6 Combined Science	6 in GCSE Psychology (if taken) and 6 grade in any of the three Triple Sciences/7-7 Combined Science or 6 in English and 6 in any of the three Triple Sciences/7-7 Combined Science

Group	SUBJECT	ENTRY REQUIREMENTS SL	ENTRY REQUIREMENTS HL
3	History	6 in History or 7 in English	8 in History or English
	Global Politics	6 in History or Geography and 6 English	7 History or Geography and 7 English
	ESS	Two 5 grades in any of the three Triple Sciences or 5-5 in Combined Science	6 in any Triple Science or 7 in Combined Science
4	Computer Science	B in Computer Science	A in Computer Science
	Biology	Triple Science - 6 Combined Science - 7-7	Triple Science - 8 Combined Science - 8-8 for HL with an 8 in Biology.
	Chemistry	Triple Science - 6 Combined Science - 7-7	Triple Science - 8 Combined Science 8-8 with an 8 in Chemistry
	Physics	Triple Science - 6 in Physics + 7 in Maths Combined Science - 7-7 + 7 in Maths	Triple Science - 7 in Physics + 8 in Maths Combined Science - 8-8 + 8 in Maths
	Sports Health Exercise Science	5 in all Triple Sciences or 6-6 in Combined Science and GCSE PE 5	6 in all Triple Sciences or 7-7 for Combined Science GCSE PE 6
	DT	6 in DT + 7-7 Combined Science or 6 in all Triple Sciences	7 in DT + 8-8 Combined Science or 7 in all Triple Sciences
5	Mathematics: Applications & Interpretation	5 in Maths	9 in Maths plus Further Mathematics AQA grade 8 or Edexcel Further Pure grade 6 (or discussion if an alternative pathway has been taken), HL IGCSE Algebra Baseline grade 6. HL Mathematics students to take 4 HLs for Year 12 for both courses

Group	SUBJECT	ENTRY REQUIREMENTS SL	ENTRY REQUIREMENTS HL
5	Mathematics: Analysis & Approaches	7 in Maths	9 in Maths plus Further Mathematics AQA grade 8 or Edexcel Further Pure grade 6 (or discussion if an alternative pathway has been taken), HL IGCSE Algebra Baseline grade 6. HL Mathematics students to take 4 HLs for Year 12 for both courses
6	Film	6 – English Language/Media BTEC Media Merit	7 – English Language/Media BTEC Media Merit
	Visual Arts	6 in Art	7 in Art
*If Group 6 subjects have not been studied previously, a portfolio of evidence to demonstrate competence may be accepted for entry			
BTEC	Sport, Creative Media or Business	Level 2 BTECs – Pass overall + 5 GCSEs at 4+ If no prior BTEC 5 GCSEs at 4+ including English	



MYP ENTRY REQUIREMENTS

SUBJECT	MYP SL	MYP HL
English Language and Literature	5 in English A	6 in English A
French/Spanish/German	6 in French, Spanish or German	7 in French, Spanish or German
Ab initio courses	7 in a language	
Business Management	5 in Business/Individuals & Society	5 in Business/Individuals & Society
Economics	6 in Maths	7 in Maths
Digital Society	5 in IT/Dig Design	5 in IT/Dig Design
Geography	6 in Geo/Individuals & Society	6 in Geo/Individuals & Society
Psychology	5/6 in Psych/Individuals & Society	5/6 in Psych/Individuals & Society
History	6 in History/Individuals & Society	7 in History/Individuals & Society
Global Politics	5 in Individuals & Society	6 in Individuals & Society
ESS	5 in Science	5 in Science
Computer Science	6 in IT/Dig Design	7 in IT/Dis Design
Biology	6 in Biology	7 in Biology
Chemistry	6 in Chemistry	8 in Chemistry
Physics	6 in Physics & Maths	7 in Physics & Maths
Sports Health Exercise Science	5 in Science	6 in Science
DT	5 in DT	6 in DT

SUBJECT	MYP	
Mathematics: Applications & Interpretation	7 in Maths *evidence of top set	6 in Maths
Mathematics: Analysis & Approaches	7 in Maths *evidence of top set	
Film	Any Group 6 Arts SL = MYP 6 Any Group 6 Arts HL = MYP 7 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	Any Group 6 Arts SL = MYP 6 Any Group 6 Arts HL = MYP 7 Students who have not studied the subject at MYP level should be able to demonstrate competency through a portfolio of work or performance videos	
Sport, Creative Media or Business	4 in each MYP subject + Personal Project	



ENGLISH LANGUAGE AND 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 course. 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	% 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



ENGLISH, 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 has 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.



Assessment			
Type	Format	% HL	%SL
EXTERNAL TOTAL		75	75
Paper 1	One writing task (250-400 words SL, 450-600 words HL) Ab Initio—two written tasks of 70-150 words	25	25
Paper 2	Receptive skills—separate sections for: Listening (1 hr HL, 45 mins SL and Ab Initio Reading (1 hr HL, SL and Ab Initio) 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. SL— Based on a visual stimulus followed by a discussion on an additional theme. AB— Based on a visual stimulus and at least one additional course theme.	25	25

IB Themes:

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



PSYCHOLOGY

GROUP 3

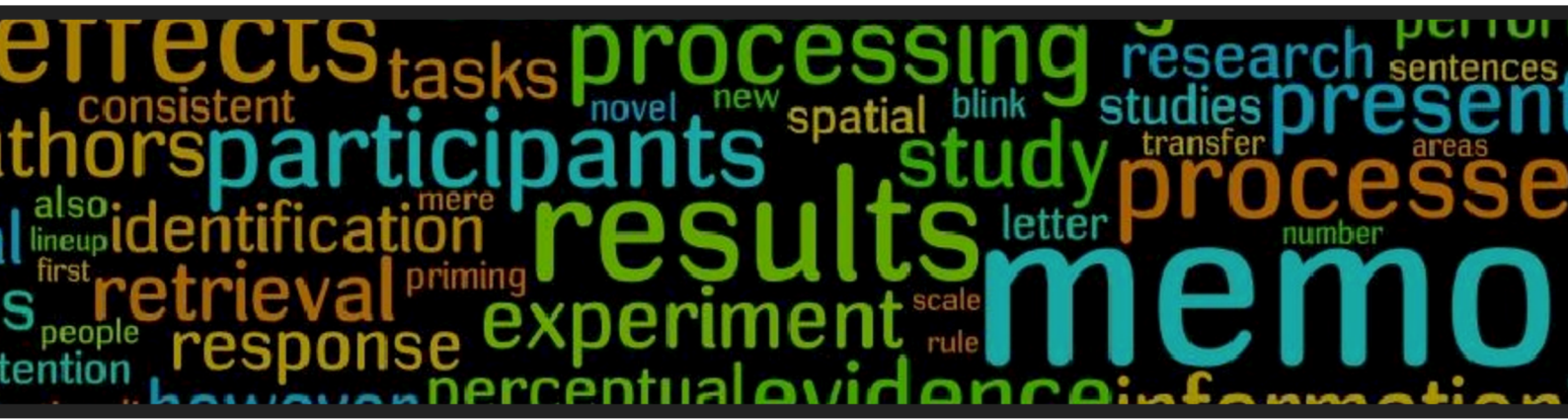
Course Description:

Psychology is the scientific study of human and animal thought and behavior, aiming to solve problems and improve quality of life for individuals and communities. Psychologists work to describe, explain, predict, and change behavior by observing people, developing hypotheses and theories, and testing them empirically. At the same time, psychology is a human science that explores the meaning behind behaviors through conversation and inquiry.

The IB Psychology course is being re-vamped for the 2025 academic year where we will see the introduction of a new and improved syllabus. In the DP Psychology course, students gain a deep understanding of psychological concepts, contexts, and theories. The course emphasizes critical thinking, evidence assessment, and an appreciation for the evolving nature of knowledge. Students also learn to seek out new information and build understanding through research methods. The most significant and meaningful change is the implementation of concept-based learning, which is centered around themes such as bias, causality, change and development, perspective and responsibility. These concepts will be explored within the contexts of health and wellbeing, development, relationships, learning, and cognition. Each context will be explored from biological, social, and cognitive perspectives and students will learn to think critically and make connections between the three perspectives.

The DP Psychology course is designed to promote "psychological literacy," which includes: grasping key concepts and principles of psychology, understanding the scientific research process, problem-solving skills, applying psychological principles to personal, social, or organizational challenges, acting ethically, thinking critically, communicating effectively across contexts, demonstrating cultural competence and respect for diversity, as well as developing self-awareness. Students will learn to think like psychologists, applying their knowledge to real-world issues and explore how psychology can help make the world a better place.

This course encourages students to apply psychology in meaningful ways, using concept-based learning and engaging in practical activities within four main contexts.



TOPICS:

Research Methodology:

- Types of research methods and sampling
- Ethics
- Quantitative and qualitative methods
- Data analysis

Approaches to Understanding behaviour:

- Biological
- Cognitive
- Sociocultural

Contexts:

- Health and well-being
- Human development
- Human relationships
- Learning and cognition

HL Extensions:

- The role of culture, motivation and technology in shaping human behaviour
- Data analysis and interpretation

Assessment			
		Weighting	
Type	Format	SL	HL
Paper 1	Integration of the concepts, content and contexts (35 marks) <ul style="list-style-type: none"> • Section A: two compulsory short-answer questions from two of the three content areas • Section B: two compulsory short-answer questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts • Section C: two concept-based extended response questions, each from a different context 	35%	25%
Paper 2	Applying concepts and content to research contexts (35 marks) <ul style="list-style-type: none"> • Section A: four compulsory questions that focus on the class practicals • Section B: evaluation of an unseen research study with regard to two or more concepts 	35%	25%
Paper 3 (HL only)	Data analysis and interpretation of research data (30 marks) Four source-based questions with quantitative and qualitative findings. The focus of the questions will be from one of the HL extensions.	N/A	30%
Internal Assessment	Research proposal (24 marks) Develop a research proposal using one of the four research methods used in the class practicals. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	30%	20%

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:

HL/SL Prescribed subjects One of the following, using two case studies, each taken from a different region of the world

1. Military Leaders
2. Conquests and its impact
3. The move to global war
4. Rights and protest
5. Conflict and intervention

HL 20%

SL 30%

Paper Two:

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)
2. Causes & effects of medieval wars (750-1500)
3. Dynasties and rulers (750-1500)
4. Societies in transition (1400-1700)
5. Early Modern states (1450-1789)
6. Causes & effects of early modern wars (1500-1750)
7. Origins, development & impact of industrialization (1750-2005)
8. Independence movements (1800-2000)
9. Evolution of democratic states (1848-2000)
10. Authoritarian states (20th century)
11. Causes & effects of 20th-century wars
12. The Cold War: Superpower tensions and rivalries (20th century)

HL 25%

SL 45%

Paper Three:

HL only. In depth study one of the following

1. History of Africa and the Middle East
2. History of the Americas
3. History of Asia and Oceania
4. History of Europe

HL 35%

-

HL/SL Internal Assessment

Historical Investigation

20%

25%

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

- Urban Environments
- Power, places and networks
- Human development and diversity
- Global risks and resilience

TYPE	FORMAT	WEIGHTING % 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

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

ASSESSMENT

TYPE	FORMAT	WEIGHTING % 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

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

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.

By the end of the global politics course, students are expected to achieve the following assessment objectives:

Knowledge and Understanding

- Power relationships
- Political concepts
- Relevant source material
- Political issues and challenges.

Application and Analysis

- Apply relevant concepts and tools to analyse contemporary political issues and challenges in a variety of contexts.
- Identify and analyse information, claims and perspectives in source material.
- Identify and analyse relevant evidence to formulate, present and sustain an argument.

Synthesis and Evaluation

- Synthesize and evaluate evidence (including source material) about global politics.
- Synthesize and evaluate perspectives and approaches to global politics.
- Examine and synthesize perspectives on political beliefs, positions, and biases

GLOBAL POLITICS

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		2.75	4.25	70	80
Paper 1	Source-based questions that address topics from the global politics core in an integrated way	1.25	1.25	30	20
Paper 2	Extended response questions based on prescribed content from the thematic studies	1.5	1.5	40	30
Paper 3 (HL only)	Stimulus-based questions related to the HL extension syllabus (global political challenges)	-	1.5	-	30
Internal		25	30	30	20
Engagement project	A written report on a political issue explored through engagement and research	25	30	30	20



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

- 2.1 Change
- 2.2 Expression
- 2.3 Identity
- 2.4 Power
- 2.5 Space
- 2.6 Systems
- 2.7 Values and ethics

CONTENT

- 3.1 Data
- 3.2 Algorithms
- 3.3 Computers
- 3.4 Networks and the internet
- 3.5 Media
- 3.6 Artificial intelligence
- 3.7 Robots and autonomous technologies

CONTEXT

- 4.1 Cultural
- 4.2 Economic
- 4.3 Environmental
- 4.4 Health
- 4.5 Human knowledge
- 4.6 Political
- 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

Prescribed areas for inquiry

- Local and global inequalities
- Changing populations
- The future of work

5.2 Governance and human rights

Prescribed areas for inquiry

- Conflict, peace and security
- Participation and representation
- Diversity and discrimination

5.3 Sustainable development

Prescribed areas for inquiry

- Climate change and action
- Use of resources
- Managing pollution and waste

ENVIRONMENTAL SYSTEMS & SOCIETIES

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	%SL	%HL
EXTERNAL		75	80
Paper 1	Case Study	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.

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

ASSESSMENT			
TYPE	FORMAT	% HL	%SL
EXTERNAL		80	80
Paper 1	1a) Multiple-choice questions and 1b) Date based Question	36	36
Paper 2	Short answer & extended response	44	44
INTERNAL (IA)	Individual Scientific Investigation	20	20



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	% 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

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	% 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



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	% 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

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	% 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 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.		

SPORTS EXERCISE AND HEALTH SCIENCE

GROUP 4

Course Description:

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	% HL	%SL
EXTERNAL		7	6
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	3	6
Paper 2	Short answer and extended-response questions	4	0
INTERNAL 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

MATHEMATICS (HL & SL)

GROUP 5

Course Description:

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

Below is a description of the two pathways that will be available at WIS.

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.

ASSESSMENT			
TYPE	FORMAT	% 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, the Casio FX CG50. This calculator may be used for all IB Examinations across the different subject areas where calculators are allowed. .

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.

ASSESSMENT			
TYPE	FORMAT	% HL	%SL
EXTERNAL		60	60
Task 1 Comparative Study	Independent critical and contextual investigation SL—Compare at least 3 different artworks, by at least 2 different artists, with commentary (10-15 pages) 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 Process 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		40	40
Exhibition	Submission of a selection of resolved artworks from their exhibition SL—4-7 pieces with exhibition text & a curatorial rationale (400 words maximum) HL—8-11 pieces with exhibition text & a curatorial rationale (700 words maximum)	40	40

	Visual Arts in context	Visual Arts methods	Communicating Visual Arts
Theoretical 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 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 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.



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 at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)	
		SL	HL
External		60	40
Textual analysis	Textual analysis (max 1,750 words) of a prescribed film text based on a chosen extract (max 5 mins), and list of sources.	30	20
Comparative study	Recorded multimedia comparative study (max 10 mins), and list of sources.	30	20
Internal		40	60
Film portfolio	Portfolio pages (max 9 pages: 3 pages per production role) and list of sources. A film reel (max 9 mins: 3 mins per production role, including 1 completed film).	40	25
Collaborative film project (HL only)	Completed film (max 7 mins). Project report (max 2,000 words) and list of sources.		35





IBCP BTEC OPTIONS

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



[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

Unit (number and title)	Unit size (GLH)	Mandatory units		Optional units		
		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.



[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/>