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DP- HANDBOOK

IB Mission Statement

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

TABLE OF CONTENTS



02	Table of contents
03	Message from the DP Team
04	The DP Model
06	DIAEH Subject Groups
07	The Curriculum - Subject Briefs
15	Contact Details
16	Reporting Timeline and policies
17	Our Policies

MESSAGE FROM DP TEAM



I am responsible for overseeing the Diploma and Career's Programmes from the perspective of ensuring students are following an academic pathway which will lead them to their dream career, as well as equipping them for the wider world. I am working alongside a team of passionate educators invested in supporting students from an academic and well-being point of view.

Claire Inglis

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Gerhard Van Der Wal

Assistant Head
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Along with my colleague Mr. Van Der Wal, Assistant Head, we are responsible for tracking students' progress and attainment to monitor performance. Thereafter, we will determine what intervention strategies are necessary to support students towards achieving their academic goals.



I am committed to fostering an environment that ignites curiosity, encourages creativity, and promotes a lifelong love for learning. I am honored to be part of the DP Team to shape DIA students as leaders and innovators of tomorrow and support them and their parents through a smooth journey of learning and growing during the Diploma Programme.

Mona Khreis

DP Coordinator
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THE DIPLOMA PROGRAMME MODEL

Candidates studying for the diploma select six subjects from the subject groups (Figure 1)



Ø Three subjects are studied at higher level (representing 240 teaching hours)

Ø Three subjects are studied at standard level (representing 150 teaching hours)

Ø Students may study Four subjects at higher level at DIA (please request permission from the DPC)

Ø All three parts of the core—extended essay, theory of knowledge and creativity, activity, service—are compulsory and are central to the philosophy of the Diploma Programme.

The six Subject Groups offered at DIA-EH

Group	Group Name		Available Choices
Group 1	Studies in Language and Literature	Language A	<ul style="list-style-type: none"> English – Language & Literature HL & SL Self-Taught mother tongue only at SL
Group 2	Language Acquisition	Language B	<ul style="list-style-type: none"> Self-Taught B HL/SL Arabic A and B French HL & SL Spanish HL or SL
		Language Ab initio	French & Spanish, only at SL
Group 3	Individuals and Societies	I&S	<ul style="list-style-type: none"> History, Economics, Psychology, Geography Business and Management, Digital Society Physics offered as a third Science–medical studies only
Group 4	Sciences	Experimental Science	<ul style="list-style-type: none"> Biology, Chemistry, Physics, HL or SL Environmental Sciences SL only Computer Science HL and SL Design Technology HL and SL Sports Science HL and SL
Group 5	Mathematics		<ul style="list-style-type: none"> Math Analysis and Approaches HL & SL Math Analysis and Interpretation HL & SL
Group 6	Arts	Arts & Electives	<ul style="list-style-type: none"> Film Studies Visual Arts, Music, Theatre Arts HL/SL A second subject from Group 3 A second subject from Group 4

A subject brief is available here

Curriculum

Subjects' Description

GROUP 1 – Studies in Language & Literature

ENGLISH A –Language& Literature HL/SL

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

LANGUAGE A SL/Self Taught

This is a literature course for students who have reached a high level of linguistic competence in their mother-tongue and wish to offer it as an alternative to the school-based language A course, which is English. This involves the study of eleven works of literature. A degree of analytical and critical skills is required as well as fluency in speaking and writing the language. As this is a self-study programme and it places a great deal of responsibility on the student and parents. It should not be attempted unless a competent tutor to teach the course at home can be found. Students should have studied literature to at least year 9 levels.

Apart from providing information and administrative support, the school does take responsibility for the delivery of the course. Students who wish to avail themselves of this option must discuss this with the IBDP Coordinator and Self-Taught Coordination/HOD first.

Language Acquisition: ENGLISH B HL (offered in Group 1)

This is a literature/language-based course for fluent speakers of the language who do not meet the requirements of the A course, or who wish to undertake a less demanding Language A course. There is equal emphasis on the study of literature and language through thematic units. The course develops some analytical and critical skills and gives students an opportunity to become competent at creative writing and speaking. ESL students have been relatively successful in this course of study. This is designed particularly for students who wish to complete a Language A in the mother tongue. English B makes provision for the MOE requirement. The course is only available at HL.

Language Acquisition: Dutch B/ German B HL (offered in Group 1)

Dutch B HL is also taught (as per agreement with the Dutch School) but within the constraints of the Dutch consulate. The same applies to German B HL).

Group 2 Language Acquisition

- **ARABIC B HL/SL, FRENCH BHL/SL, SPANISH B HL/SL**

The language B SL course provides students with the opportunity to develop their language skills and to promote an understanding of the variety of cultures linked to the countries where the target language is spoken through the study of it. Language B SL is designed for students who possess the required degree of knowledge and experience in the target language.

The language B HL course provides students with the opportunity to develop their language skills and to promote an understanding of the literature of the target language through the study of it. Language B HL is designed for students who possess a higher degree of knowledge and experience in the target language. Paper 1–writing Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types. Paper 2–listening and reading. Students produce responses that demonstrate an understanding of written and audio texts. In the Internal assessment students interact with the teacher using a range of language structures and registers appropriate to the context and audience. The contents of these course are assessed through receptive, productive and interactive skills. The placement of new students is subject to an interview with the respective Subject Leader.

FRENCH / SPANISH ABINITIO is available at SL only

This is a foreign language course for beginners. This course enables students with no foreign/second language experience to take another language to fulfill the diploma requirements. Paper 1–writing Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types. Paper 2–listening and reading. Students produce responses that demonstrate an understanding of written and audio texts. In the Internal assessment students interact with the teacher using a range of language structures and registers appropriate to the context and audience. The topics covered in this course provides the students with opportunities to practice and explore the language as well as to develop intercultural understanding. The placement of new students is subject to an interview with the respective Subject Leader.

German, Dutch B & Danish – HL/SL – this is an option for Language B students.

LANGUAGE A SL/Self-Taught

This is a literature course for students who have reached a high level of linguistic competence in their mother-tongue and wish to offer it as an alternative to the school-based language A course, which is English. This involves the study of eleven works of literature. A degree of analytical and critical skills are required as well as fluency in speaking and writing the language. As this is a self-study programme and it places a great deal of responsibility on the student and parents. It should not be attempted unless a competent tutor to teach the course at home can be found. Students should have studied literature to at least year 9 levels.

Apart from providing information and administrative support, the school does take responsibility for the delivery of the course. Students who wish to avail themselves of this option must discuss this with the IBDP Coordinator and Self-Taught Coordination/HOD first.

Language Acquisition : ENGLISHB HL (offered in Group 1)

Language Acquisition : Dutch B/ German B HL (offered in Group 1)

GROUP 3 – Individuals & Societies

BUSINESS MANAGEMENT HL/SL – also offered in Group 6

Business Management is a discipline that examines decision-making processes and how these decisions impact on and are affected by internal and external environments. It is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. It is designed to give the students an international perspective of business and to promote their appreciation of cultural diversity through the topics studied.

ECONOMICS HL/SL – also offered in Group 6

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

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

HISTORY HL/SL

The content of the Twentieth Century History course includes but is not limited to: The causes, practices and effects of war, the crisis of single party states, East /West relations after 1945, Adolph Hitler etc. The study of history allows students to prepare for university entrance and to make decisions about their future.

EOGRAPHY HL/SL – also offered in Group 6

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

PSYCHOLOGY HL/ SL – also offered in Group 6

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

Digital Society HL/SL

Digital society is an interdisciplinary course within the individuals and societies subject group. The course is designed for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world. The course integrates concepts, content and contexts through inquiry. Concepts such as expression, space and identity highlight powerful, pervasive and debatable perspectives that provide insight for inquiry. Content informs inquiry with details about digital systems including areas related to data, algorithms, media, AI, robotics and more. Contexts situate inquiry into areas significant to life in digital society including social, cultural and environmental contexts.

GROUP 4 – Experimental Sciences

• PHYSICS HL/SL also offered in Group 3(for Medical Studies) and Group 6

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

It is generally recommended that students who choose Physics HL take another 4th HL subject.

BIOLOGY HL/SL – also offered in Group 6

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

CHEMISTRY HL/SL – also offered in Group 6

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

ENVIRONMENTAL SYSTEMS AND SOCIETIES SL

The Environmental Systems and Societies course is designed to be the equivalent of a one-semester introductory college course. The goal of Environmental Systems and Societies is to provide students with the scientific concepts, principles and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with the problems, and to examine alternative solutions for resolving or preventing them. To achieve these goals, we will focus on the following: personal experience in experimental design; understanding the unifying themes that integrate all biological and environmental science topics; and the application of knowledge and critical thinking to environmental and societal concerns. Students will gain an appreciation of the real-world benefits associated with understanding, designing and implementing environmentally sound practices. Internally assessed practical work makes up 25% of the course.

COMPUTER SCIENCE (HL/SL)

The Computer Science syllabus defines the subject as “the solving of problems using computers”, which pretty much sums it all up. Students will learn how to convert steps into suitable algorithms and code them in a high-level programming language (such as JAVA) to create a working, practical solution to the original problem.

SPORTS EXERCISE AND HEALTH SCIENCE HL & SL

The Sports, exercise and health science course is currently a standard level (SL) pilot subject. The course is on open offer to IB schools from September 2012, with first examinations in May 2014. Group 4 students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method. SEHS students participate in a compulsory group 4 project. This collaborative and interdisciplinary exercise provides an opportunity for students to explore scientific solutions to global questions.

DESIGN TECHNOLOGY HL/SL – also offered in Group 6

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

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

GROUP 5 – Mathematics

MATH HL- offered in two courses (Applications and Interpretation & Analysis and Approaches)

This course is suitable only for students of considerable proven ability, along with enthusiasm for the subject in its purest form. This is a very demanding course and is suitable for those wishing to pursue a career in pure math, engineering or physics. Apart from meeting the entry requirement in the Final E Assessment there is a Math Prior Knowledge assessment for every student intending to take Math HL for suitable placement in DP1.

MATH SL- offered in two courses (Applications and Interpretation & Analysis and Approaches)

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

GROUP 6 – Arts and Electives

VISUAL ARTS HL/SL

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

THEATRE HL/SL

The Theatre Arts course is a two-year program that examines theatre in three interrelated areas: Theatre in Context, Theatre Processes and Presenting Theatre.

Throughout the course all students will examine world theatre traditions and performance practices, work with various play texts, and collaboratively create original theatre pieces. HL students will create a solo performance piece based on a theatre theory. Each of these tasks is designed for the students to look at theatre from the perspectives of a creator, designer, director and performer.

GROUP 6–Arts and Electives

THEATRE HL/SL

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Film Studies/Music HL/SL

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

BIOLOGY HL/SL – offered in Groups 4 and 6

CHEMISTRY HL/SL – offered in Groups 4 and 6

COMPUTER SCIENCE (HL/SL) - offered in Groups 4 and 6

DESIGN TECHNOLOGY HL/SL - offered in Groups 4 and 6

Core

THEORY OF KNOWLEDGE

Students working towards an IB Diploma, study Theory of Knowledge. This course encourages students to reflect on the nature of knowledge by critically examining different ways of knowing and different areas of knowledge. While there is no examination in this course there are internal and external assessment components. TOK activities and discussions help students to discover and express their views on a variety of topics and to acknowledge and tolerate alternative viewpoints. Connections are also made between the different diploma subjects and distinctions are clarified. The course is taught in a way that allows students to be exposed to different perspectives and is based on a programme outline provided by IB.

Passing TOK is a requirement for the IB Diploma. Students not attempting the Diploma are not required to complete TOK; however, as of 2013 a student may opt to do this core course.

CAS (CREATIVITY, ACTIVITY AND SERVICE)

Students working towards an IB Diploma must complete activities over two years spread across the three areas. This programme validates the importance of life outside the classroom and provides students with the much-needed balance. It helps to educate the whole person by fostering more caring and socially responsible attitudes in students. It also encourages the development of new skills such as: creative skills, physical skills and social skills. Students may combine all three areas in one project or do activities related to each one separately.

EXTENDED ESSAY

This 4,000word essay is an in-depth study on a topic chosen by the student from one of the subjects they are studying. This provides an opportunity for the student to apply independent research skills and methodology appropriate to the chosen subject. It must be completed by all IB Diploma students in their own time under the supervision of a qualified teacher at the school. It develops a high level of research and writing skills that benefit students enormously when they move onto university. The learning involved in completing the Extended Essay is aligned closely with the characteristics in the IB learner profile making students responsible for their own knowledge acquisition and understanding.

Students not attempting the Diploma are not required to complete an Extended Essay; however, as of 2013 a student may opt to do this core courses. Students are reminded of the diploma matrix regarding the assessment of TOK and EE. Should a student obtain an E in TOK or EE simultaneously, the diploma will not be awarded, (*InternationalBaccalaureate, 2015*).

Contact Details: for further information on the above subjects you may contact:

Group 1	English	Mr. Iain Davis iaind@diadubai.com
Group 2	Arabic A	Mr. Reda Al Ashmawey redaa@diadubai.com
	Modern foreign languages	Mrs. Yolaine Siko – yolaines@diadubai.com
	Arabic B	Mr. Mohamed Nasr Ali mohamedn@diadubai.com
Group 3	Individuals & Societies	Mrs. Reena Tikku reenat@diadubai.com
Group 4	Experimental Sciences	Mrs. Barbara Timlin barbarat@diadubai.com
	Computer Science & Design Technology	Ms. Faryal Arsalan Faryala@diadubai.com
Group 5	Mathematics	Mrs. Vidya Shirarm vidyas@diadubai.com
Group 6	Arts	Mrs. Veronica Richards veronicar@diadubai.com
	Media Studies	Mr. Seon Lewis seonl@diadubai.com
Core	TOK	Mrs. Veronica Richards veronicar@diadubai.com
	CAS	Mr. Liam Cronin liamc@diadubai.com
	Extended Essay	<u>Mrs. Reena Tiku</u> reenat@diadubai.com

Reporting Timeline and Policy

<p>30 Oct</p>	<p>CA1 Current Achievement</p>	<p>ATL, Effort grade, Subject Grade, Target Grade, no comments</p>	<p>2 assessments S1+ S2 Requirement: Min Grade 4 HL Min Grade 4 SL Total : 24</p>	<p>*Mandatory intervention classes * Review subject choices</p>	<p>PTC 10 Nov & 13 Nov</p>
<p>5 Feb</p>	<p>MR Mid-Year Report</p>	<p>ATL, Effort grade, DP Grade, Exam Grade, Target Grade, comments</p>	<p>* 65% Mocks * 35% Others Requirement: Min Grade 4 HL Min Grade 4 SL Total : 26</p>	<p>* Changing Subject Level * Changing Pathways</p>	<p>1March & March 4</p>
<p>22 April</p>	<p>CA2 Current Achievement</p>	<p>ATL, Effort grade, Subject Grade, Target Grade, no comments</p>	<p>*65% MR Grade *35% others Requirement: Min Grade 4 HL Min Grade 4 SL Total : 26</p>	<p>Changing Subject Level Changing pathways</p>	<p>N/A</p>
<p>5 July</p>	<p>FR Year 12 Only Final Report</p>	<p>ATL, Effort grade, DP Grade, Exam Grade, Target Grade, comments</p>	<p>* 65% June Mocks *35 % Others Requirement: Min Grade 4 HL Min Grade 4 SL Total : 28</p>	<p>*Changing Subject Level * Changing Pathway * Repeating School Year</p>	<p>N/A</p>

OUR POLICIES

DP Policies: Visit DIAEH Website for our policies

The school policies for :

- Assessment
- Academic Honesty
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