



DUBAI INTERNATIONAL ACADEMY

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# The International Baccalaureate Career Programme Handbook

**2023 - 2024**



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# Welcome Message

It is with great pleasure that I welcome you to the International Baccalaureate Career-related Programme (IBCP) at Dubai International Academy, Emirates Hills!

The IBCP is more than just a curriculum; it is a transformative experience that encourages you to explore your passions, develop essential skills, and make meaningful connections with the world.. It combines academic rigour with real-world practicality, fostering a holistic approach to education. It is designed to prepare you for success not only in your future careers but also as responsible and informed global citizens.

I shall be collaborating closely with students, educators, and external partners to align the CP curriculum with real-world career pathways - coordinating internships, work experiences, and community service opportunities that allow students to apply classroom knowledge to practical situations, fostering their personal and professional growth.

Additionally, I shall be assisting students in crafting individualized career plans, providing guidance on higher education options, job placements, and skill development to help them successfully transition into their chosen professions.

This handbook serves as your guide to the IBCP, a programme that is designed to inspire and empower you to excel in both your academic and personal pursuits. In this IBCP handbook, you will find valuable information about the programme's curriculum, requirements, expectations, and the various opportunities that await you.

I encourage you to use this handbook as a reference throughout your IBCP journey, and do not hesitate to reach out if you have any questions or need assistance.

Welcome to the IBCP family!

Dr. Kanchi Das

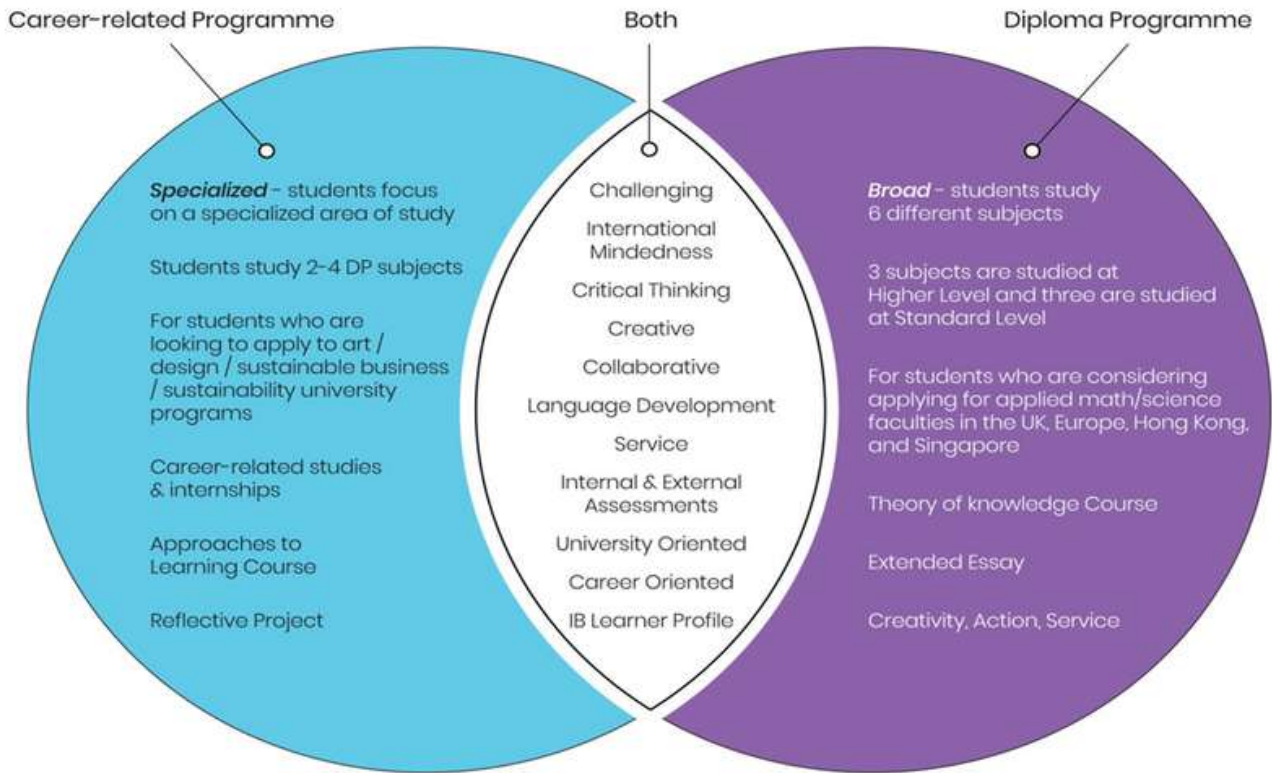


**IBCP Coordinator**  
**Dr. Kanchi Das**



Model of the Career-related Programme





## Comparison between IBDP and IBCP



## IB Mission Statement

The International Baccalaureate aims to develop inquiring knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## The IB Learner Profile

**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring:** We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced:** We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional- to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

The IB learner profile represents 10 attributes valued by Dubai International Academy and all IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national, and global communities.

# The IB Career-related Programme

Career-related programme students will access a broad, flexible education which will give them knowledge, practical training, intellectual engagement, and international-mindedness, while developing higher-order cognitive skills and academic behaviors that will enhance their employability and dramatically alter their world view.



Originating from an IB project that began in 2004 in Finland, the IB Career-related Certificate (IBCC) was extensively piloted around the world before being introduced into IB schools in 2012. Two years later, in November 2014, to align with the other three IB programmes, the IBCC was renamed the Career-related Programme (CP).

Dubai International Academy is an IB World School offering the IB Diploma Programme as well as the Primary Years Programme (PYP) and the Middle Years Programme (MYP). It is now also a candidate school\* for the IB Career-related Programme. IB World Schools share a common philosophy - a commitment to high-quality, challenging, and international education - that we believe is important for our students.



# 10 Reasons



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.

8



## Explore and apply your creativity in innovative ways

Personal and professional skills courses promote creative thinking techniques.

7



## Build friendships and connections

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

9



## Develop essential life skills

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



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[www.ibo.org/cp](http://www.ibo.org/cp)

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# Entrance requirements

DP Subjects: To progress to the IBCP at Dubai International Academy, students should have a minimum of level 4 in MYP Mathematics and MYP English so that university progression is ensured. Students should also meet the entrance requirements of any IB Diploma courses that are chosen within the CP programme.

Prior experience of a Business Course is preferable and an interest in pursuing a career or a degree in Business is highly recommended. As well as an academic requirement, we expect students to demonstrate an interest in Business Studies and a commitment to making a difference in our community. Students must have a good pastoral record and have shown themselves capable of meeting deadlines and committed to reaching their potential.

# The Career-related Programme Curriculum at DIA

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 at least 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.

Most of the academic subjects are offered at two levels, higher level (HL) and standard level (SL).

In order to gain the full IB Career-related Programme qualification students must study and pass three DP subjects, the BTEC vocational study and fully complete all aspects of the IBCP Core.



IB Career-related Programme students will 3 IB Diploma Programme courses from the options below, choosing only one from each group:

#### Group 1: Language A

English – Language & Literature HL & SL English B

#### Group 5: Mathematics

Mathematics HL & SL

#### Group 6: Arts, Humanities and Science

Economics, Psychology, SEHS, Design Technology, Digital Society, Visual Arts, Film Studies, Biology, Chemistry, Computer Science, ESS (SL only) at HL or SL

## IB Diploma Subject Information

#### Group 1: Studies in Language & Literature:

ENGLISH A - Language & Literature HL/SL

The language A: language and literature course aim 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)

## 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. (As per agreement with the Dutch School – Dutch B HL is also taught but within the constraints of the Dutch consulate.

The same applies to German B HL).

*Contact the Head of Department: Iain Garith Davis. Please contact [Iaind@diadubai.com](mailto:Iaind@diadubai.com) for more details.*

## Group 5: Mathematics

### MATH AI HL/SL - (Applications and Interpretation)

This course 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.

## Prior learning for both Math HL & SL students

It is expected that most students embarking on a DP mathematics course will have studied mathematics for at least 10 years. There will be a great variety of topics studied, and differing approaches to teaching and learning. Thus, students will have a wide variety of skills and knowledge when they start their DP mathematics course. Most will have some background in arithmetic, algebra, geometry, trigonometry, probability and statistics. Some will be familiar with an inquiry approach and may have had an opportunity to complete an extended piece of work in mathematics.

It is expected that mathematics students will be familiar with the following topics before they take the examinations, because examination questions assume knowledge of them. Teachers must therefore ensure that any topics listed here that are unknown to their students at the start of the course are included at an early stage. Teachers should also take into account the existing mathematical knowledge of their students to design an appropriate course of study for mathematics. This list covers the knowledge, together with the syllabus content, that is essential for successful completion of the mathematics course.

### Number and algebra:

- Number systems: natural numbers; integers; rationales and irrationals; real numbers,
- SI (Système International) units for mass, time, length, and their derived units, e.g., area, volume and speed
- Rounding, decimal approximations and significant figures, including appreciation of errors
- Definition and elementary treatment of absolute value (modulus), a
- Use of addition, subtraction, multiplication and division using integers, decimals and fractions, including order of operations
- Prime numbers, factors (divisors) and multiples

- Greatest common factor (divisor) and least common multiples (HL only)
- Simple applications of ratio, percentage and proportion
- Manipulation of algebraic expressions, including factorization and expansion
- Rearranging formulae
- Calculating the numerical value of expressions by substitution
- Evaluating exponential expressions with simple positive exponents
- Evaluating exponential expressions with rational exponents (HL only)
- Use of inequalities, intervals on the real number line
- Simplification of simple expressions involving roots (surds or radicals)
- Rationalizing the denominator (HL only)
- Expression of numbers in the form  $10^a$ ,  $1 \times 10^a$ ,
- Familiarity with commonly accepted world currencies
- Solution of linear equations and inequalities
- Solution of quadratic equations and inequalities with rational coefficients (HL only)
- Solving systems of linear equations in two variables
- Concept and basic notation of sets. Operations on sets: union and intersection
- Addition and subtraction of algebraic fractions (HL only).

#### Functions:

- Graphing linear and quadratic functions using technology
  - Mappings of the elements of one set to another. Illustration by means of sets of ordered pairs, tables, diagrams and graphs
- #### Geometry and trigonometry
- Pythagoras' theorem and its converse
  - Mid-point of a line segment and the distance between two points in the Cartesian plane
  - Geometric concepts: point, line, plane, angle
  - Angle measurement in degrees, compass directions
  - Three-figure bearings
  - The triangle sum theorem
  - Right-angle trigonometry, including simple applications for solving triangles
  - Simple geometric transformations: translation, reflection, rotation, enlargement
  - The circle, its center and radius, area and circumference. The terms diameter, arc, sector, chord, tangent and segment

- Perimeter and area of plane figures. Properties of triangles and quadrilaterals, including parallelograms, rhombuses, rectangles, squares, kites and trapezoids; compound shapes
  - Familiarity with three-dimensional shapes (prisms, pyramids, spheres, cylinders and cones)
  - Volumes and surface areas of cuboids, prisms, cylinders, and compound three dimensional shapes
- Statistics and probability
- The collection of data and its representation in bar charts, pie charts, pictograms, and line graphs
  - Obtaining simple statistics from discrete data, including mean, median, mode, range
  - Calculating probabilities of simple events
  - Venn diagrams for sorting data
  - Tree diagrams

Contact the Head of Department: Ms. Vidya Shriram at [Vidyas@diadubai.com](mailto:Vidyas@diadubai.com) for more details.

## Group 6: Arts and Humanities and Science

### VISUAL ARTS; Film Studies 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.

Contact the Arts Subject Leader: Ms. Veronica Richards at [Veronicar@diadubai.com](mailto:Veronicar@diadubai.com) for more details.

## DESIGN TECHNOLOGY HL/SL

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.

## 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. Digital society is intended to appeal to a broad range of teachers in the social studies, media, humanities, IT and related subject areas.



## •COMPUTER SCIENCE HL/SL

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The DP computer science course is engaging, accessible, inspiring and rigorous.

Contact the Head of Department: Faryal Arsalan at [faryala@diadubai.com](mailto:faryala@diadubai.com) for more details.

## ECONOMICS HL/SL

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.

## PSYCHOLOGY HL/ SL

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.

Contact the Head of Department: Mrs. Reena Tikku at [reenat@diadubai.com](mailto:reenat@diadubai.com) for more details on all the subjects listed above.

## SEHS HL/SL

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

## BIOLOGY HL/SL

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. 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.

## CHEMISTRY HL/SL

Chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The 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.

## ESS SL

Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues.

Contact M. Barbara Timlin at [barbarat@diadubai.com](mailto:barbarat@diadubai.com) for more details.

## IBCP Core

The Career Programme features core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding, research and communication skills. This consists of Service Learning (SL), a Reflective Project (RP), Language Development (LD) as well as Personal and Professional Skills (PPS).

### Service Learning (SL)

Service Learning (SL) uses service as a vehicle for new learning with academic value. The service-learning model in the CP emphasizes knowledge development, civic development, social development, and personal development.

<https://www.diadubai.com/userfiles/inno-diaehmvc/Documents/Documents%202023-24/Service%20Learning%20Guide.pdf>

## The Reflective Project (RP)

Through a Reflective Project (RP) students identify, analyze, critically discuss and evaluate an ethical issue arising from their career-related studies. This work encourages the student to engage in personal inquiry, action, and reflection, and to develop strong research and communication skills.

<https://www.diadubai.com/userfiles/inno-diaehmvc/Documents/Documents%202023-24/Reflective%20project%20Guide.pdf>

## Language Development (LD)

Language Development (LD) ensures that all CP students have access and are exposed to a second language that will increase their understanding of the wider world. Students are required to begin or extend the study of an additional language that suits their needs, background and context and show evidence of language development through a portfolio of evidence.

<https://www.diadubai.com/userfiles/inno-diaehmvc/Documents/Documents%202023-24/Language%20Development%20Guide.pdf>

## Personal & Professional Skills (PPS)

The Personal and Professional skills course introduces students to transferable life skills – to help students make sense of the world around them. The course emphasizes critical and ethical thinking, intercultural understanding and the ability to communicate effectively.

<https://www.diadubai.com/userfiles/inno-diaehmvc/Documents/Documents%202023-24/Personal%20and%20Professional%20Skills%20Guide.pdf>

## REFLECTIVE PROJECT

Through a reflective project, students identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies. This work encourages the student to engage in personal inquiry, action and reflection, and to develop strong research and communications skills.

Students are required to:

- Formulate their ethical dilemma
- Conduct Secondary research around their dilemma and the community
- Design purposeful primary data collection
- Analyse all research findings and present findings in their final product



## Requirements:

- o All CP students are required to complete the Reflective Project.
- o Students are expected to spend approximately 50 hours on their Reflective Project.
- o The Reflective Project is internally assessed and externally moderated by the IB.
- o Students must earn a D or above on their Reflective Project to earn their CP certificate.
- o Student's Reflective Project must align to their career-related study.
- o At the end of the project, students must submit

·An essay or an essay with an additional format - See options below

A "Reflections on Planning and Progress Form" (RPPF) - 1,000 words

### Students are required to:

- o choose an issue arising from their career-related studies that presents an ethical dilemma
- o consult with their supervisor regarding the ethical dilemma
- o develop a well-formulated and focused research question
- o state clearly the linked career-related study at the start of the Reflective Project
- o complete the RPPF as the work progresses, and after each of the scheduled meetings with their supervisor
- o meet both internal and external assessment deadlines
- o address the assessment criteria fully
- o acknowledge all sources of information and ideas in references, citations and bibliography
- o inform their supervisor of details of any external assistance received.
- o plan how, when and where they will find material for their project
- o plan a schedule for researching and producing the Reflective Project, allowing time for delays and unforeseen problems
- o record sources as the research progresses (rather than trying to reconstruct a list at the end)
- o maintain a "researcher's reflection space" (see appendix 3) to reflect upon their progress and inform scheduled meetings with the supervisor
- o have a clear structure in mind for the Reflective Project before beginning to write
- o carefully check and proofread the final version of the Reflective Project

# Options for the Completed Reflective Project

**Option 1:** A written essay (maximum 3,000 words). This should cover all of the Reflective Project requirements except for reflection, which forms the content of the RPPF.

*\*Note: Option 1 is highly recommended based on previous student feedback and results.*

**Option 2:** A written essay (1,500–2,000 words) accompanied by an additional format (film, oral presentation, interview, play or display - SEE LIST BELOW). Together, the written essay and additional format should cover all the Reflective Project's requirements except reflection.

The permitted additional formats are:

- A short film (7 minutes). Students are free to create whatever type of film they believe will be a valuable component of their Reflective Project, for example a documentary, a drama, a news report and so on. They can choose to submit a written film script instead (700 words).

- A spoken presentation (recorded on audio/video; 7 minutes). A presentation provides students with the opportunity to address in a spoken format, aspects of their Reflective Project. They can choose to submit a written script instead (700 words).

- An interview (recorded on audio/video; 7 minutes). An interview allows students to be creative by imagining and developing a discussion between two or more people. They can choose to submit a written script instead (700 words).

A play (recorded on audio/video; 7 minutes). The play should include one or more characters performing a spoken drama that supports elements of the Reflective Project. It can include dialogue, music and sound effects. Students can choose to submit a written script instead (700 words).

- A display(a storyboard or photo essay using up to 15 annotated images;700 words). A storyboard/photo essay is usually a linear narrative told through imagery. Students can decide what their imagery will accomplish and how it will contribute to the Reflective Project overall. For example, it could provide an overview of their Reflective Project and create points of discussion or illustrate particular ideas.

## RP Reflection (RPPF)

The completion of this form is a mandatory part of the Reflective Project and is assessed in Criteria E: Engagement and Reflection. It helps the students to reflect on their planning and progress, including:

- o their initial ideas
- o any concerns to discuss with their supervisor
- o the outcome of those discussions
- o interim thoughts about the Reflective Project's planning, progress and content
- o any changes that need to be made as a result of the interim thoughts
- o finishing the project and their conclusions

The RPPF is informed by scheduled meetings between the students and the Reflective Project supervisor where progress, planning and issues are discussed. The form is designed to document these discussions and is a formally assessed element of the Reflective Project.

The RPPF requires three formal entries, which together may not equal more than 1,000 words.



# Service Learning

Community and service is the development and application of knowledge and skills towards meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions



# The Five Stages of Service Learning

1. **Investigation:** Students participate in social analysis of a selected issue, with identification and confirmation of a community need, often with a designated community partner. Having an inventory of interests, skills, talents and areas for personal growth, students are able to make choices based on their priorities and abilities and the designated need.
2. **Preparation:** Students acquire and develop the knowledge and skills needed for deeper understanding of the issues that prepares them for purposeful action. Students design a service plan appropriate to the identified need, with clarification of roles and responsibilities, resource requirements and timelines to successfully implement the plan. Any community partners are likely to be consulted.
3. **Action:** Students implement the plan through direct service, indirect service, advocacy or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners or in groups.
4. **Reflection:** Students examine their thoughts, feelings and actions applied to the context of self, community and the world. With service learning, reflection often occurs with greater frequency as students identify significant moments generated by new situations and insights.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example by sharing their service experience through their service-learning portfolio, or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke responses from others.

## There are three parts in the service-learning model:

- The core is the curriculum; the service-learning experience draws from and enhances academic learning.
- The surrounding circles and arrows represent the process with four key parts: investigation, preparation, action and reflection (occurring intermittently in response to significant experiences).
- The outer circle has two parts and guides students in summarizing their experience: reflection and demonstration.

## Personal And Professional Skills

The PPS course aims to develop responsibility, practical problem-solving, good intellectual habits, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. Emphasis is on the development of skills needed to successfully navigate higher education, the workplace and society.

The course has been designed to guide students through units that cover the assessment objectives of the five PPS themes; Personal Development; Intercultural understanding; effective communication; Thinking processes and applied ethics. The learning completed through this course will support students in writing their Reflective project as well as developing the soft skills desired by employers and universities.



The PPS course focuses on five key areas: personal development, thinking processes, effective communication, applied ethics, and intercultural understanding. These areas are explored within the four global contexts of: technologies, communities, environments and workplaces.

# Language Development

Language development ensures that all CP students have access and are exposed to, a second language that will increase their understanding of the wider world. It has a focus on the career related vocational study, i.e. the Business sector. Students are encouraged to begin or extend the study of an additional language that suits their needs, background and context.

Students must develop a language that is different to their ‘mother tongue’, students can use their Group 2 subjects to create their language development portfolio. Their teachers in this subject will also be their Language Development mentor/supervisor.



# The Career-related Study

Pearson has developed the content of the new BTEC International Level 3 qualifications in collaboration with employers and representatives from higher education, and relevant professional bodies.

BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork and research and analysis, which are valued in both higher education and the workplace.

The mandatory units ensure that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be recognized and valued by higher education and employers.

The range of assessments used is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal; however, some mandatory units have extra controls on assessment and are assessed using Pearson Set Assignments (PSA).

Everyone will study five mandatory units, covering the following content areas:

- Unit 1 – Exploring Business
- Unit 2 - Research and Plan a Marketing Campaign (PSA)
- Unit 3 – Business Finance
- Unit 4 – Managing an Event
- Unit 7 – Business Decision Making (PSA)

Four additional units have been designed to support the progression to the range of sector-related courses in Higher Education and to link with relevant occupational areas. They will cover content areas such as: human resources, management, retail, and marketing.

## Careers and University Preparation

Even before moving into Year 12, careers and university preparation plays an important part of everyday life at DIA. The school has a dedicated Counsellor who provides access to university prospectuses and a wealth of up-to-date careers information. In addition, the School uses BridgeU as a platform to support students in the transition to Higher Education and a variety of university visits occur regularly throughout the year.

Heads of Year and Homeroom teachers play a pivotal role in guiding their students, by supporting them, monitoring each student's progress and ensuring that the students are fully informed regarding events and deadlines.

During Year 12, students are encouraged to attend a range of university presentations, visit campuses and to research university courses. In the summer term students also begin to write their personal statements/college essays, research degree courses and shortlist possible universities. In Year 13 our students have little time to pause before university deadlines loom. It is at this time that our team provide additional support to lead our students through the application process.

DIA alumni are studying throughout the world, and we fully support and guide students through a wide range of systems, whether it be UCAS, Common App or direct application universities around the world.

# IB Diploma Subject Grades and Descriptors

The IB grading system is as follows:

- 7 - Excellent
- 6 - Very Good
- 5 - Good
- 4 - Satisfactory
- 3 – Passing
- 2 - Poor
- 1 - Very Poor

BTEC grading system

- D - Distinction
- M - Merit
- P – Pass

BTEC is a continuous assessment structure, with two Pearson Set Assessments.

The three DP academic subjects are graded from 7 (highest) to 1 (lowest). Students must achieve a 3 or more to pass Standard Level courses and a 4 or more to pass Higher Level courses. The MOE grants equivalency for subjects passed at a level 4 or higher.

If you require any further information on any aspect of the IBCP Programme, please contact our IBCP coordinator, Dr. Kanchi Das at [kanchid@diadubai.com](mailto:kanchid@diadubai.com)