



مدرسة الإمارات الدولية - جميرا
Emirates International School - Jumeirah



IB Career Related Programme (IBCP) Academic Handbook 2019-20

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EIS-J MISSION STATEMENT

Emirates International School – Jumeirah provides a broad international education, in English, designed for local and expatriate students, that promotes excellence in all academic activities. It is our mission to enhance the educational, social and physical development of our students encouraging them to think analytically and creatively in preparation for the next stage of their education and the workplace.

EIS provides a safe yet challenging environment that develops student's inter-cultural sensitivity, open-mindedness and responsibility towards the people and environment of our local and global community.

Belief Statements

We believe:

- That education is a shared responsibility of the total school community of Board, Administration, Faculty, Students, Parents and wider community working in partnership;
- That an orderly, safe and caring environment is essential to academic success and is marked by respect for the rights of others and development of personal responsibility;
- That education must encompass the development of the whole individual with the school's emphasis on academic, physical, social and creative growth;
- That education must foster independent thinking, critical analysis, international mindedness and an appreciation and understanding of difference of opinion;
- That as all children do not learn in the same way, allowances must be made for differences in learning styles;
- That all children must be recognized and valued for hard work and perseverance;
- The school experience must promote positive interpersonal relationships;
- That good education will instill a desire for life-long learning;
- That Information Technology must be an essential part of the school curriculum.

Introduction to the IB Career-related Programme

The CP is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The programme leads to further/higher education, apprenticeships or employment.



The CP Curriculum

CP students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study.

For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study [CRS] (BTEC level 3 Diploma QCF) further supports the programme’s academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning. Students completing the CP programme are provided with opportunities to undertake internship placements throughout the two years to gain industry experience.

Assessment and Examinations

Students take written examinations at the end of their IB Diploma Programme courses which are marked by external IB examiners. The CRS is a portfolio of projects assessed internally and Verified by an External moderator. The components of the CP core (Personal & Professional Skills, Language Development and Service Learning) are assessed by the school, students are required to complete a portfolio of evidence toward the objectives of each course.

Who is the CP for?

The CP was specifically developed for students who wish to engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement.

The IBCP has **3** academic subjects instead of the 6 in the IBDP. These 3 subjects will culminate in the final examinations, and will require Internal Assessment work, just the same as the Diploma course.

In place of the other subject courses, the IBCP has a vocational course of study, with continuous, practical assessment instead of examinations.

We currently teach the **BTEC Level 3 Hospitality** course as the vocational aspect of our IBCP. As a result, students who wish to learn more about the **Business** aspects (Finance, HR, Planning, Management, Leadership etc.) of Hospitality, combined with the practical hands-on roles in **Event Management, Catering, Front-of-House, Customer Service**, and so forth, will benefit greatly from undertaking the IBCP.

We hope to add **BTEC Level 3 Business** to our IBCP. This route would be suitable for any students looking to study business in University or who seek to enter a career in business.

Requirements for entry to the IB Career-related Programme

- A minimum of **28** points from the MYP courses.
- A minimum of a grade **4** in MYP Mathematics and English.
- Some individuals may be considered with a lower score due to specific circumstances. These will be dealt with strictly on a case to case basis.
- Failure to submit the MYP personal project will **not** be permitted to be a full CP or DP candidate.

The IB Mission Statement

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

To this end the 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.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers – Students develop their natural curiosity. They actively enjoy learning which will be sustained throughout their lives.

Knowledgeable – Students explore concepts, ideas and issues that have local and global significance thus acquiring knowledge and understanding across and range of disciplines.

Thinkers – Students apply thinking skills critically and creatively to complex problems and make reasoned and ethical decisions.

Communicators – Students understand and express ideas and information in more than one language using a variety of modes of communication. They work effectively and willingly with others.

Principled – Students act with integrity and honesty with a strong sense of fairness, justice and respect for individuals, groups and communities. They take responsibility for their own actions and the consequences that follow from them.

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

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

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

Balanced – Students understand the importance of intellectual, physical and emotional balance for their own well-being and that of others.

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

The IB learner profile is developed through the C&S programme, ATL, Reflective Project, vocational studies and in their individual academic classes.

Academic Honesty

Academic honesty is the foundation upon which the student develops a character that will carry them through the hardships in life. We are the training ground for developing integrity and establishing their own code of personal behaviour, a code that models the highest ethical standards.

In this regard, students are expected to attend the High School ready to learn and, in their learning, demonstrate the ability to discern right from wrong. A student's moral awareness, as it applies to the academic environment, is fundamental to his or her immediate success in the High School and later life. We believe if the student is to demonstrate academic excellence, the student must engage in an honest and integral pursuit of knowledge.

Academic honesty requires students to produce work that is their own and demonstrates authentic authorship. In contrast, academic dishonesty is a student's attempt to claim and show possession of knowledge and/or skills that he or she does not possess. Students should also develop an awareness that respects the different forms of intellectual and creative expression (e.g. literature works, art or music).

All students admitted to the High School are expected to maintain high standards of honesty and integrity in all academic work attempted. Each student acknowledges by the mere act of turning in work for an assessment, that he or she has honoured the Academic Honesty Policy.

The student is expected to uphold the spirit of this policy both philosophically and behaviourally in completing all school-related examinations, tests, quizzes, projects, reports, homework assignments or in-class assignments.

The parent is expected to adopt the philosophical nature and uphold the spirit and prescriptive aspect.

All student work must follow academic honesty procedures and have evidence of a recognized referencing format for all sources used in the completion of work. This applies to all subjects within the IBCP. Work will not be accepted without a bibliography and will be submitted through turn-it-in.

Students on all IB programmes are supported with academic honesty in lessons, online and through workshops with the curriculum librarian. Students can request additional guidance on academic referencing when necessary.

This is an extract of EIS-J Academic Honesty Policy which is a part of the IB Academic Honesty Policy

Higher Education

The school has a dedicated Higher Education (HE) Advisor who assists the students with their plans for further study. This assistance varies from career advice to the processing of university applications. The HE Advisor has a dedicated office in the Annex Building of the school. Students and parents are free to arrange appointments in order to gain one-to-one advice. The office also contains information on careers and universities across the globe which students are free to make use of for further research.

The HE Advisor is responsible for writing references for each individual student to support their university applications. They will also collate the official school transcripts which again are used to support applications. The role also involves coordinating guest speakers, external visits and promoting college tours/open days held in Dubai.

As part of the school's Enrichment programme students are offered the chance to attend Personal Statement workshops in order to perfect this important part of the university application process. There is also a 'Guide to Writing Personal Statements' issued at the end of Year 12.

In the Annex building we offer students an area designated for careers and higher education outside of AX1. Here students are able to find further information on items such as upcoming events such as University fairs, SATs, application deadlines etc.

Guest Speakers, External Visits & Exhibitions

Throughout the year there are numerous open days and university tours held in Dubai. Details of these events are dispersed to the students so that they and their parents may attend events to enable them to make informed choices about their future academic studies.

Information is dispersed to the students via the Higher Education Advisor. This happens in a number of ways. Firstly, the daily student bulletin contains listings of all forthcoming events. Secondly, the school newsletter keeps students, parents and teachers informed of any relevant news and again forthcoming events. Thirdly, the Grade 12 and 13 form periods and assemblies are used to make announcements regarding any relevant higher education news. This is also a time when many guest speakers visiting the school present their expertise and knowledge to the students

The school also hosts many guest speakers from universities across the world. It is excellent opportunity to meet with international officers who are often responsible for making the decision on your application.

For further information contact the Higher Education Advisor: sfernandes@eischools.ae

IBCP Course Overview

At EIS-J, all students on the IBCP Course study three academic subjects and Muslim students also take Islamic studies. They also take the BTEC Level 3 Hospitality 90 or 120 credit Diploma as well as well as the core requirements for the diploma as outlined in the next paragraph.

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 at least **two subjects**, the **BTEC vocational study** and fully complete **all** aspects of the IBCP **Core**.

Students will be study Personal and Professional Skills (PPS), complete a course of Language Development, write a Reflective Project and develop their Service Learning work (details of these programmes can be found on later pages) as the four aspects of the Core.

In general, the minimum requirement for acceptance into Year 12 for IBCP students is **28** points at MYP.

The school week consists of 30 periods, each 60 minutes in length. The following tables show the distribution of periods:

Year 12 Distribution of Periods (from Sept. 2019)

Year 12	
Block 2	4 lessons
Block 3	4 lessons
Block 4	4 lessons
BTEC	10 lessons
PPS	3 lessons
Language Development	1 lessons
Islamic Studies	2 lessons
Core Skills (for non-Islamic only)	2 lessons
Form Period / PSHE	1 lesson
Additional Math Support	1 lesson
Total Lessons Per Week	30

Block 2
Arabic A HL/SL
Spanish <i>ab initio</i> SL
French <i>ab Initio</i> SL
Self-Taught Language

Block 3
Business & Man. HL/SL
Economics HL/SL
Geography HL/SL
History HL/SL
Global Politics
ITGS HL/SL

Block 4
Mathematics: Applications and Interpretation
Mathematics: Analysis and Approaches

BTEC Level 3 Hospitality

The Pearson BTEC qualifications in this specification are undertaken in further education, by sixth-form colleges, schools and other training providers, and have been since they were introduced in 1984. Their purpose, approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners alike.

The Pearson BTEC qualifications in this specification have been revised to fit the Qualifications and Credit Framework (QCF). The revised titles are:

- Pearson BTEC Level 3 Certificate in Hospitality (QCF)
- Pearson BTEC Level 3 Subsidiary Diploma in Hospitality (QCF)
- [Pearson BTEC Level 3 90-credit Diploma in Hospitality \(QCF\)](#)
- [Pearson BTEC Level 3 120-credit Diploma in Hospitality \(QCF\)](#)
- Pearson BTEC Level 3 Extended Diploma in Hospitality (QCF)

The Pearson BTEC qualifications in this specification are QCF level 3 qualifications designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. These qualifications accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations. The qualifications provide career development opportunities for those already in work, and progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

The 120-credit Pearson BTEC Level 3 Diploma

We encourage all IBCP students to attempt the full 120 credit diploma if they wish to proceed directly onto an undergraduate course without taking a foundation year.

This qualification broadens and expands the specialist work-related focus of the Pearson BTEC Level 3 Subsidiary Diploma and the Pearson BTEC Level 3 90-credit Diploma qualifications. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. ***It is broadly equivalent to two GCE A Levels or IB HL subjects.***

The 90-credit Pearson BTEC Level 3 Diploma

Some students can opt to drop to 90 credits if they are struggling to meet the demands of the full 120 credit course. These learners may be asked to complete a foundation year, this is university dependent and affected by their grades in the other components of the IBCP.

This qualification broadens and expands the specialist work-related focus of the Pearson BTEC Level 3 Subsidiary Diploma and encompasses the essential skills, knowledge and understanding needed to gain confidence and progression.

There is *potential* for the qualification to prepare learners for progression within education or into employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to study in detail or work in a particular area of work. It is broadly equivalent to 1.5 GCE A Levels or ***one HL subject equivalent.***

From 2019, we will not offer students the option to drop to the 60 credit certificate

Homework

Students will normally be expected to complete approximately 15 hours per week. The homework tasks are intended to serve the following purposes:

- To allow the practice and consolidation of work learnt in class.
- To allow for preparation of future classwork.
- To offer access to other learning resources such as IT and libraries, and develop skills in using them.
- To allow evaluation and assessment of student's progress.
- To develop self-discipline, good study habits and time management.

Work Experience/Internships

Experiential learning is at the very core of the IBCP. Students undertaking the IBCP at EIS-J are provided with various opportunities to participate in placements that support the theory being covered in the CRS, BTEC Hospitality. The placements are usually completed over a term, on a day release framework to minimize impact on their DP subjects. The placements are provided by the Al Habtoor city complex but students are encouraged to seek their own placements within the Hospitality Industry too. The school continually reach out to the wider community to secure placements.

The initial work experience placement at Al Habtoor City is designed for students to experience many of the different departments such as Food & Beverage, Marketing and Front of House operation, with students being given the opportunity to specialize their Yr 13 placement in a particular area. The placements are designed to support students in building evidence toward the assessment objectives in various BTEC Hospitality units.

Assessments

In Year 12 students have regular assessment in line with EIS-J (HS) guidelines and IBCP / DP subject requirements, culminating with an end of year examination in June.

BTEC has ongoing, continuous assessment, and students will not receive final accreditation until the end of YR 2 [13].

Deadlines:

BTEC assignments must be submitted on time as the Lead Internal Verifier (Mr. Maher) can only approve re-submissions on work which has met all the submission criteria. Students who do not meet the initial deadline will not be allowed to “re-submit” if their work is not of a passing standard. Should students not be approved for a re-submission or fail the 2nd submission, they will be required to complete a new assignment and will be limited to a **PASS**.

At the end of Year 12 students must achieve a minimum grade of **3** (out of 7) in all three of their academic DP courses **and** have achieved a successful ‘**PASS**’ for all their **BTEC Units** and **Core** components. Should a student fail a subject in the June exams they will be allowed just **one** re-sit in September.

In Year 13, students sit mock examinations in December/January and the final IB examinations in May.

The BTEC course will be assessed summatively, and in May of Year 1 & 2 it will be externally moderated by representatives of Edexcel-Pearson. Final accreditation will then be approved and certification completed. Assessments for BTEC continue until 30th June in Yr 12 and April 30th in Yr 13 – students will not be authorized for leave until all BTEC submissions for the academic year are complete.

IB Points and BTEC Grading

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 Standard Level courses. The MOE grants equivalency for subjects passed at a level 4 or higher.

BTEC is graded with a **PASS, MERIT** or **DISTINCTION**, based on cumulative points. All assessment for the Pearson BTEC qualifications in this specification is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- To achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- To achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- To achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria.

Learners who complete the unit but who do **not** meet all the **pass** criteria are graded 'unclassified'.

The **Reflective Project** is graded from A (highest) to E (lowest). Students must achieve a minimum of a grade **D** in order to gain their CP certification. If they do **not** achieve a D grade, they **fail to get certification**, regardless of the results in all other aspects of the course.

Language Development and **PPS** tasks are graded according to the school's own criteria (see student workbooks for more details).

There are no specific grades awarded to the **Service Learning** portfolio. This is assessed on the range and quality of service experiences/activities the students complete, and the quality of the reflections they undertake for them. The students are required to have meaningfully addressed and reflected on each of the SL objectives in each year of the IBCP to qualify for completion.

If **no** Reflective Project, PPS, Service Learning or Language Development portfolios are presented then the IBCP **cannot** be awarded.

IB Career Related Programme Core

Reflective Project

Through a reflective project students identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies.

The project can be submitted in different formats including an essay, web page or short film.

This work encourages the student to engage in personal inquiry, action and reflection, and to develop strong research and communications skills.

The Reflective Project process begins in March of Yr 12 and should be fully complete and submitted by December of Yr 13. To support students through this timeline students are required to:

- Formulate their ethical dilemma and secure a supervisor by Spring Break
- Conduct Secondary research around their dilemma and the community stakeholders through April and May
- Design purposeful primary data collection through June for collection through the summer vacation.
- Analyse all research findings and present findings in their final product draft through September.
- Write or produce their final report/product through October and November.

For further information contact the IB Career-related Programme Coordinator Mr. Aiden Maher amaher@eischools.ae , or Ms Rose Kamath rkamath@eischools.ae.

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.

For further information contact the CAS/Service Learning Coordinator Nicole Franc, nfranc@eischools.ae

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.

For further information contact the IB Career-related Programme Coordinator Mr. Aiden Maher amaher@eischools.ae, or Ms. Rose Kamath rkamath@eischools.ae.

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 hospitality industry.

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.

Students are expected to have an initial meeting with their mentor to assess their language proficiency. Phase appropriate tasks will then be created by the LD supervisor which provide links to the Career related study and the student's language needs.

For further information contact the IB Career-Related Programme Coordinator Mr. Aiden Maher amaher@eischools.ae, or the Head of English Ms Sinead Scully sscully@eischools.ae

Group 2 Language Acquisition

Group 2 consists of modern language courses—language ab initio and language B.

Arabic A HL/SL

Under the UAE's ministry of education (KHDA) guidelines, **all** Arabic passport students **must** study Arabic as an **A** language.

French or Spanish *ab initio*, only at SL

These are foreign language courses for **complete beginners**. These can only be taken if the students have absolutely **no prior experience** with this language.

These courses enable students with no foreign/second language experience to take another language to fulfill the diploma requirements. The focus is on language acquisition and development through speaking, listening, reading and writing. These courses satisfy university requirements for a foreign language.

English B SL

This course can be taken **only** by students whose English is a **second language**, is not their strongest language, and is not spoken at home.

ONLINE Language Acquisition Pamoja (conditions apply)

Online language acquisition through the Pamoja organisation. Further details on request.

Group 3 Individuals and Societies

Studying any one of these subjects provides for the development of a critical appreciation of:

- human experience and behaviour
- the varieties of physical, economic and social environments that people inhabit
- the history of social and cultural institutions.

Business and Management

The Diploma Programme Business and Management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

Economics

The study of economics is essentially about the concept of scarcity and the problem of resource allocation. Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study. Economics does not exist in a vacuum, because it naturally must consider how economic theory is to be applied in an international context.

Geography

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. These may be defined on a variety of scales and from a range of perspectives.

History

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. Students of history should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world

and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

Psychology

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

This course is currently run as an online Pamoja course, and is **not** taught in classroom at EIS-J.

For further information contact the the IB Career-Related Programme Coordinator Mr. Aiden Maher amaher@eischools.ae

Information Technology in a Global Society (ITGS)

Nature of the ITGS Course

The Diploma Programme information technology in a global society course is the study and evaluation of the impact of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts. Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers ethical questions found in the study of philosophy. Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This widespread use of IT inevitably raises important questions about social and ethical issues that shape our society today. ITGS offers an opportunity for a systematic study of these issues, whose range is such that they fall outside the scope of any other single discipline.

For further information contact Nausheen Arif, narif@eischools.ae

Group 4 Mathematics

Mathematics is compulsory for all IBCP students.

The nature of mathematics can be summarized in a number of ways: for example, it can be seen as a well-defined body of knowledge, as an abstract system of ideas, or as a useful tool. For many people it is probably a combination of these, but there is no doubt that mathematical knowledge provides an important key to understanding the world in which we live. This prevalence of mathematics in our lives provides a clear and sufficient rationale for making the study of this subject compulsory within the DP. Because individual students have different needs, interests and abilities, there are two different courses in mathematics, EIS-J offer both.

These courses are designed for different types of students: those who wish to study mathematics in depth, either as a subject in its own right or to pursue their interests in areas related to mathematics; those who wish to gain a degree of understanding and competence better to understand their approach to other subjects.

Mathematics: Analysis and Approaches (HL/SL)

Grade requirements: MYP Standard Level 5 for SL/MYP Extended Level 5 for HL

- 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
- Reflects the emphasis on calculus and on algebraic, graphical and numerical approaches.

Mathematics: Applications and Interpretation (HL/SL)

Grade requirements: MYP Standard Level 4 for SL/MYP Extended Level 5 for HL

- 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.
- Emphasizes the applied nature of the subject, and also that interpretation of results in context is an important element of the subject

For further information contact Ms. Rositta Xavier at rxavier@eischools.ae

Post-Graduation: What Do CP Students Do Next?

Work Placement

Some students may go straight into the work place. One student who graduated in June 2016 went straight into the hospitality industry, working on a Cruise Ship around the Caribbean and Mexico.

University

Most students will go on to study further at university. The IBCP course and the BTEC qualification are widely recognised across the world, and are both accredited by the KHDA here in Dubai.

In September 2018, the 8 graduating students went on the study at various universities. Many of our CP students have gone to study Business and Marketing, Media and International relations in Dubai. Some have secured placements in Canada to study Business Management.