مـــدرســـة الإمـارات الـــدولـيـة - جميرا

Emirates International School - Jumeirah

IB Career-related Programme (IBCP)

Parents' Handbook

2021-2022

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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 three 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 International level 3 in Business) 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.

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.
- Any student who fails to submit the MYP personal project will **not** be permitted to be a full CP or DP candidate.
- Applications for students joining from a different curriculum programme will be evaluated on a case to case basis

IBCP Course Overview

At EIS-J, all students on the IBCP Course study three academic subjects and Muslim students also take Islamic Studies. Students also take the BTEC International Level 3 **Foundation Diploma** or **Diploma** in Business 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 **three DP subjects**, the **BTEC vocational study** and fully complete **all** aspects of the IBCP **Core**. Students will be studying 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 lessons:

Year 12 Distribution of Periods (from September 2021)

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

Block 1
English A: Language and Literature

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

Block 5
Mathematics: Analysis and Approaches
Mathematics: Applications and Interpretation HL/SL

BTEC International Level 3 Business

The Pearson BTEC National Diploma in Business is a UK qualification for students wanting to continue their education through applied learning, who aim to progress to higher education and ultimately to employment, in the business sector. The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education.

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

- Pearson BTEC International Level 3 Foundation Diploma in Business (QCF)
- Pearson BTEC International Level 3 Diploma in Business (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.

Pearson BTEC International Level 3 Diploma in Business

We encourage all IBCP students to attempt the International level 3 Diploma in Business 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 International Level 3 Subsidiary Diploma and the Pearson BTEC International Level 3 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 A Levels or IB HL subjects.***

Pearson BTEC International Level 3 Foundation Diploma in Business

Students' progress and achievement will be closely monitored by the BTEC teachers and the IBCP Coordinator throughout the course, and when necessary, some students could be asked to move to BTEC **Foundation Diploma** if they are struggling to meet the demands of the full **Diploma** course. These learners may then be asked to complete a foundation year; this is university dependent and influenced by their grades in the other components of the IBCP.

This qualification broadens and expands the specialist work-related focus of the Pearson BTEC International 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 A Levels or one IB HL subject equivalent.***

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 a 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 EISJ are provided with various opportunities to participate in placements that support the theory being covered in the CRS, International BTEC in Business. The placements are usually completed over a term, on a day release framework to minimize the impact on their DP subjects. The school continually reaches out to secure available placements in Al Habtoor Group and the wider community, but students are encouraged to seek their own placements within the Business sector, to get hands-on experience in different departments such as Sales, Marketing, Budgeting, and HR operation. In Year 13, our students will be given the opportunity to specialize in a particular area within Business, which is related to their CRS.

Assessments

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

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

Deadlines

BTEC assignments must be submitted on time as the Lead Internal Verifier (Mr. Murdoch) 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 Year 12 and April 30th in Year 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 Higher Level courses. The Ministry of Education 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

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. 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 and secure a supervisor by Spring Break
- Conduct Secondary research around their dilemma and the community
- 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 refer to the RP Student Guide or contact the IB Career-related Programme Coordinator Mr. Wissam Yahya wyahya@eischools.ae .

Emirates International School - Jumeirah
IB Career-related Programme

Reflective Project

Timeline

JAN. 2023

Mandatory Final meeting with your RP supervisor to address any specific questions about the final draft. RPPF must be submitted

DEC. 2022

Final RP due to your supervisor and Mr. Yehya

NOV. 2022

Mandatory Interim meeting with RP supervisor. The student is responsible for arranging this meeting and developing specific questions for your supervisor. Your supervisor may only comment generally and address your questions regarding this draft. RPPF must be submitted.

SEP. 2022

Email 2nd draft to RP supervisor. This is the ONLY full draft on which your RP supervisor may comment in total, so it is crucial that it be as close to final as possible.

MAY. 2022

Collect primary data / interview or survey questions. Analyze primary data and compose your first draft.
Email finished first draft to your RP supervisor. This MUST be a complete draft and submitted . This draft must be properly formatted and includes proper in-text citations and include a full bibliography of sources used

FEB. 2022

Mandatory Initial Meeting with supervisor to discuss research process and refine your question. You should discuss the types of first-hand resources to seek out and consult. RPPF must be submitted.
Declare your ethical issue, question, and format of your RP. Submit this in PPS class to your supervisor.

DEC. 2021

RP guidelines reviewed through PPS. RP form signed and returned to PPS teacher.
Students propose ethical issue along with completed resource list (in proper bibliography form) and develop questions for RP in PPS. Connect your dilemma - how does it manifest itself locally (region, state, county, city, etc).

OCT. 2021

RP guidelines introduced at Parent/Student Meeting. Students identify a topic of interest in your career field and determine if it has an ethical component. Begin initial research on the RP and gathering resources.

Reflective Project Overview

Introduction

The Reflective Project is one of the four compulsory components of the IB Career-related Programme (CP) core. The Reflective Project is an in-depth work produced over an extended period and submitted in year 2 of the Career related Programme. Students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue related to their career studies. The Reflective Project focuses on an ethical dilemma of an issue directly linked to the student's career-related study.

Aims

The Reflective Project aims to give students the opportunity to:

- produce an extended piece of work
- engage in personal inquiry, action and reflection on a specific ethical dilemma
- present a structured and coherent argument
- engage with local and/or global communities
- develop research and communication skills
- develop the skills of critical and creative thinking

Requirements:

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

Student's Responsibilities

Students are required to:

- choose an issue arising from their career-related studies that presents an ethical dilemma
- consult with their supervisor regarding the ethical dilemma
- develops a well-formulated and focused research question
- state clearly the linked career-related study at the start of the Reflective Project
- complete the RPPF as the work progresses, and after each of the scheduled meetings with their supervisor
- meet both internal and external assessment deadlines
- address the assessment criteria fully
- acknowledge all sources of information and ideas in references, citations and bibliography

to inform their supervisor of details of any external assistance received.

- plan how, when and where they will find material for their project
- plan a schedule for researching and producing the Reflective Project, allowing time for delays and unforeseen problems
- record sources as the research progresses (rather than trying to reconstruct a list at the end)
- maintain a "researcher's reflection space" (see appendix 3) to reflect upon their progress and inform scheduled meetings with the supervisor
- have a clear structure in mind for the Reflective Project before beginning to write
- carefully check and proofread the final version of the Reflective Project
- ensure that all basic requirements are met.

Completed Reflective Project Options

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 aspect 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 Process

Step 1 - The Issue

Students need to explain the issue and clearly and explicitly link it to their career-related study. However, they must also remain aware that the issue itself is not the main focus of the Reflective Project.

Step 2 - The Ethical Dilemma

Students must be able to recognize the ethical dilemma that arises from the issue.

Step 3 - Research Question

Students need to identify and describe accurately the question to be answered that explicitly references the ethical dilemma that has been identified.

Step 4 - The Research

Identify the key community(ies) involved in the dilemma. Students must provide evidence of research that supports different viewpoints on the ethical dilemma. They should also critically examine the research itself. There are five main stages in the research process:

1. Defining the research's purpose and objectives and the research question.
2. Conducting a literature review.
3. Designing appropriate data collection methods and analysing the data.
4. Reflecting on the research methodology adopted.
5. Presenting the research findings.

Step 5 - Critical analysis of the ethical dilemma

This involves students evaluating the viewpoints on the ethical dilemma and then articulating their own point of view based on reasoned argument.

Step 6 - Citations and a bibliography

The Reflective Project is an academic piece of work and should be presented as such. This ensures academic honesty and allows the readers to check the evidence themselves.

- A reference acknowledges the source of the information that the student has used.
- A citation is a shorthand method of referencing, which is then linked to the bibliography.
- A bibliography is an alphabetical list (by author) of every source cited in the project.
- Students must use a consistent style of referencing throughout the reflective project. For further information please consult the IB publications Academic honesty in the IB educational context and Effective citing and referencing.
- Appendices, footnotes and endnotes are not necessary but if students choose to use them, they should do so appropriately and not circumvent the word limit.

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:

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

For further information refer to the SL Student Guide or contact the CAS/Service Learning Coordinator Ms Niccole Franc, nfranc@eischools.ae

The Five Stages of Service Learning

The five service-learning stages are:

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. These five stages of service learning provide a framework that enables students to:

- increase self-awareness
- learn about learning
- enjoy the learning process through purposeful experiences
- explore new and unfamiliar challenges
- employ different learning styles
- develop their ability to communicate and collaborate with others
- experience and recognize personal development
- transfer acquired skills and knowledge to new settings and situations in and out of the classroom
- develop attributes of the IB learner profile.

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**.

Approaches to Service Learning

When planning for service learning, always consider the advantage of students conducting service locally. Local interactions allow for:

- developing relationships
- observing and participating in sustained change
- meeting challenges through collaboration.

From the local context, students can extend their thinking and knowledge to understanding global issues. Wherever possible, service learning should be associated with or drawn from students' academic studies. As students see the correlation between academics and service learning, their content studies have greater relevance and purpose through application. Service learning also involves the utilization of students' skills, expertise and knowledge; the following approaches to service learning should always take into account these three important factors.

Ongoing service learning: When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of societal issues.

School-based service learning: While students are encouraged to participate in meaningful service that benefits the community outside school, they may well find appropriate service learning opportunities within

the school. In all cases an authentic need must be verified that can be met through student action. Identified needs met within school may prepare students for further action in the larger community. For example, by tutoring within the school, students may then be better prepared to tutor at a community centre.

Community-based service learning: Participating in service learning within the local community advances student awareness and understanding of social issues and solutions. Single incidents of engagement with individuals in a service-learning context can lack depth and meaning. Interactions involving people best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than making one visit to a retirement facility as a single service-learning experience, students could arrange regular visits over a longer period of time, and in doing so find that their efforts are valued and have reciprocal impact.

Immediate need: In response to a disaster, students often want to take immediate action. Typically, they quickly attempt to assess the need and devise a planned response. Later, to provide greater context, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. With increased knowledge, students may commit to ongoing assistance, for example by getting involved in community initiatives regarding an environmental issue.

Fundraising: For fundraising to have meaning and purpose, students must initially develop their understanding of the cause and issues being addressed and then choose the organization to support. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students will communicate directly with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising is essential in order to educate others and advocate for the chosen cause. Students can also support their financial contribution through **direct service**, **advocacy** or **research** forms of service-learning action.

Social entrepreneurship: A social entrepreneur is someone who adopts a business approach towards addressing authentic community needs. Participation in problem-solving of authentic societal issues creates the potential to develop civic knowledge, community awareness and skills, all necessary for social entrepreneurship. Currently, the term also indicates taking action that maintains environmental sustainability rather than depleting natural resources. For example, a social entrepreneur may transform an idea such as distributing food to people in need through creating gardens for communities to have an ongoing food source

while teaching job skills for people to earn a more stable income. By engaging in purposeful actions, social entrepreneurs can use service learning to strengthen business skills that represent their personal values and beliefs as they help their community. Examples of young social entrepreneurs provide inspiration and role models.

International service: Students are encouraged to participate locally in service learning before considering service-learning opportunities outside their country. Students benefit most from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their actions. When participating in international service learning, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency. Schools must ensure that commercial providers, if used, act in accordance with the aims of the IB mission statement and service-learning requirements. Schools must also undertake risk assessment to ensure the safety of students.

Volunteerism: Students often volunteer in service-learning experiences organized by other students, the school or an external group. In such cases, it helps if students are already familiar with the need and its context, as this will increase the likelihood that their contribution will have personal meaning and value. Using the five service-learning stages prior to volunteering is highly recommended.

Service learning arising from the curriculum: Teachers plan units with service-learning opportunities in mind, leading to student action. For example, while studying freshwater ecology in environmental systems and society, students could decide to monitor and improve a local water system.

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 refer to the PPS Student Guide or contact the IB Career-related Programme Coordinator Mr. Wissam Yahya wyahya@eischools.ae.

PPS Topics/Units Of Study

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.

	Topic	Unit	Content	Time (hr)	Formative assessment strategies to be used	Resources
		Workplace and career-related skills *Am I Organised?*	***Process Skills*** Organisation Skills Inter- Personal Skills Group Dynamics Decision making	10	**Organisation Skills** *Journal Reflection* **Inter-personal Skills** *Journal Reflection – strengths / weaknesses* **Group Dynamics** *Group Task / Team working assessment / Belbins assessment* **Decision making** *Debate on ethical dilemma*	*News articles / periodicals / journal articles based on importance of appearance* *(Annex Library)* *Intro to EI / inter-personal skills. (online tests)* *Belbins Teamwork model* *IB Ethical Dilemma*
		Ethics & Values *How do we know what the right thing is to do?*	**Ethical thinking** The ethical dimension Universal values Different cultural values	10	**The ethical dimension** *Ethical perspective debate* **Universal values** *Universal declaration of Human Rights (own version)* **Different cultural values** *Research study*	*Universal deceleration of human rights UN Web* *Annex library* *Research Study*
		Language & Emotion *How do I organise my thoughts in writing?*	***Formal Writing skills*** Research Writing essays and reports ***Presentation skills*** Appropriate use of IT Speaking to the audience	10	**Research &** ***Presentation skills*** *Formal research study and presentation to the class* *Peer assessed* *Teacher feedback* *Report – evaluation and reflection in journal?*	*Plenary session on how to present in public / public speaking skills.* *Internet based resources* *Library* *Prezi* *Links with English Dept, format of report / essay*
		Management and Leadership *How do I become a good leader?*	***Inter-personal skills*** *Non-verbal clues* *Empathy* *Leading others*	5	***Inter-personal skills*** *Complete the circle of self-directed learning (Boyatz) based around identification of strengths / goals / weaknesses.* *Peer feedback on main components of leadership according to questionnaire adapted from EIS leadership.*	*What is a leader?* *Characteristics of a leader?* *Boyatz Articles on* *leadership EI Questionnaire* *- Empathy*

		Conflict resolution *How do I communicate with others during conflict?*	***Inter-personal skills*** *Conflict resolution* ***Ethical thinking*** Different cultural values Universal vales ***Problem-solving*** The problem-solving process	10	***Inter-personal skills*** *Team based structured role-plays (Pairs) utilising language for conflict resolution* ***Ethical thinking*** *Ethical considerations* ***Problem-solving*** *Role play to resolve conflict* **Introduction to REFLECTIVE PROJECT**	*Language to use during conflict – taken from life coaching training course s.* *Scripted Role play exercise* *Reflective project* booklet
		Language & Culture ***Sub:*** *My culture & other cultures (Islamic culture)* *What are the similarities and differences amongst cultures?*	**Your culture** Your cultural profile Your culture characteristics **Other cultures** Cultural differences Impacts on culture **Language and culture** Language and communication Language use Language profile	20	**Your culture** *Journal reflection based on teacher led questioning?* **Other cultures** *Research project based on Islamic culture, identifying cultural differences* *In class PPT* *Islamic culture* **Language and culture** *Language development journal – profile – development* *How have you changed?*	*Extracts from the book:* *Social animal* *Internet based research* *Links with Islamic Dept* *TOK Text:* *Culture chapter*
		Workplace and career-related skills *What is the role of EI to achieve success?*	***Emotional Intelligence*** EQ vs IQ ***Domains of EI*** Self-awareness Self-management Social awareness Relationship management	10	***Emotional Intelligence*** *EI and IQ Questionnaires* ***Domains of EI*** *8 Hours journal were they observe their behaviour within a social context based around the three domains of the EQ model*	*www.6seconds.com* *EI vs IQ* *Cards to recognise emotions* *Structured EQ model*
		Public speaking **& Creative thinking** *Thinking outside the box! How can it make my communication more effective?*	**Presentation skills** Appropriate use of IT Speaking to an audience **Lateral Thinking** Parallel thinking	10	**Presentation skills** *PPT to class based on divergent thinking vs convergent thinking.*	*Internet based lateral thinking games and models* *Slow & fast thinking book* *Online journals* *Ted Talks*

		Manipulating numbers *How can I use number to communicate effectively?*	**Numeracy skills** Manipulating numbers Applying basic mathematical techniques to a variety of practical situations	5	**Numeracy skills** *A data analysis of their grades using Excel to track performance / trends to help evaluate their performance over the two year course* *Visual rendering of data*	*School based documents* *Excel* *IT DEPT*

Language Development

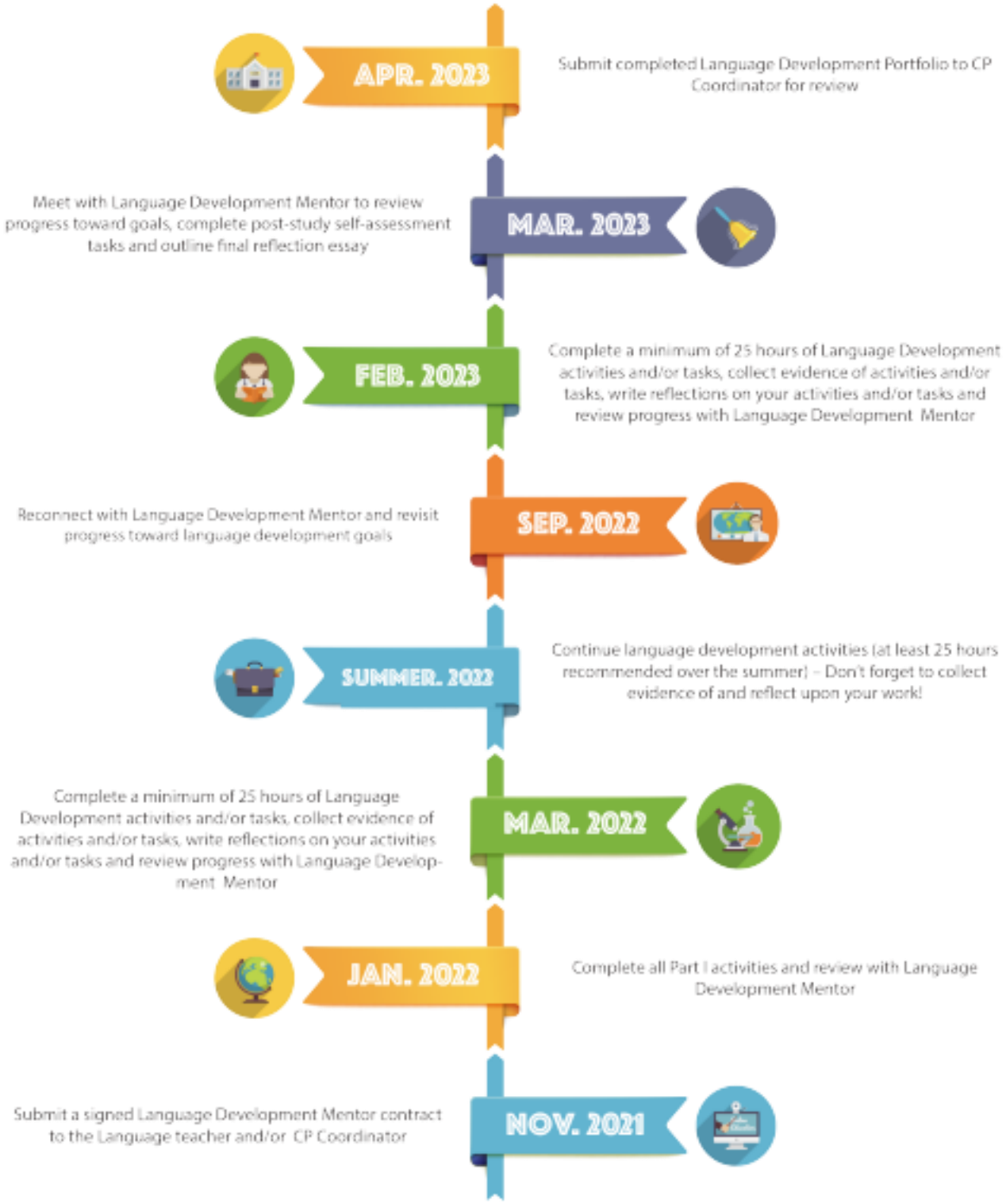
Language development ensures that all CP students have access and are exposed to a second language that will increase their understanding of the wider world. It has a focus on the career related vocational study, i.e. the Business sector.

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.

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 refer to the LD Student Guide or contact the IB Career-Related Programme Coordinator Mr. Wissam Yahya wyahya@eischools.ae


APR. 2023
Submit completed Language Development Portfolio to CP Coordinator for review
Meet with Language Development Mentor to review progress toward goals, complete post-study self-assessment tasks and outline final reflection essay
MAR. 2023
FEB. 2023
Complete a minimum of 25 hours of Language Development activities and/or tasks, collect evidence of activities and/or tasks, write reflections on your activities and/or tasks and review progress with Language Development Mentor
Reconnect with Language Development Mentor and revisit progress toward language development goals
SEP. 2022
SUMMER. 2022
Continue language development activities (at least 25 hours recommended over the summer) – Don't forget to collect evidence of and reflect upon your work!
Complete a minimum of 25 hours of Language Development activities and/or tasks, collect evidence of activities and/or tasks, write reflections on your activities and/or tasks and review progress with Language Development Mentor
MAR. 2022
JAN. 2022
Complete all Part I activities and review with Language Development Mentor
Submit a signed Language Development Mentor contract to the Language teacher and/or CP Coordinator
NOV. 2021

Language Development Work and Portfolio Creation

1. **Determine** Target Language and **complete** Language Development Mentor contract by end of November in Year 12.
2. **Complete** the following components of the Pre-Study Self-Assessment.
    a. Pre-Assessment and Self-Analysis of Language Proficiency (to be included in Portfolio as evidence)
    b. Language and Culture Questionnaire (to be included in Portfolio as evidence)
    c. Setting Language Development goals and strategies (to be included in Portfolio as evidence)
    d. Review your Pre-Study Self-Assessment with Language Development Mentor
3. Engage in **a minimum of 50 hours** of Language Development activities in the established target language over junior and senior year, keeping your career interests in mind as you do so.
    a. Document the activities and time each activity takes, considering how activities assist in meeting Language Development goals
    b. Collect evidence of Language Development activities and tasks to include in your portfolio c. Write reflections on each of your Language Development activities, thinking about how it helps you meet your Language Development goals.
4. **Complete** the following components of the Post-Study Self-Assessment.
    a. Revisit Pre-Assessment items and complete a post-assessment of Language Proficiency b. Review Language Development goals and assess the degree to which the goals have been met. c. Write a post-study reflective essay within which the following are considered:
        i. The process of Language Development and what you learned through the process
        ii. How well you did on achieving your goals
        iii. How Language Development, generally as well as specific to your target language, matters for your future in terms of further education, career opportunities and personal life
5. Hold final meeting with Language Development Mentor during which:
    a. An informal conversation occurs between you and your Language Development Mentor b. Portfolio is reviewed and the Language Development Mentor signs off on/provides a statement confirming the work done by the student
6. Present and submit your completed Language Development Portfolio to your CP Coordinator by April 15th of your Year 13.

Group 1: English A - Language and Literature

English A: Language and Literature is a two-year course that focuses on the study and appreciation of language and literature across our culture and the cultures of other societies. It is intended to broaden the students' perspectives and develop their skills in analysis and language production through the study of a wide range of text-types.

The Aims

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

The Assessment

External: Paper 1: Guided textual analysis. Weighting: 35% for SL and HL

Paper 2: Comparative Essay. Weighting: 35% for SL and 25% for HL Paper 3:

Higher Level Essay. Weighing 20% **HL Only**

Internal: Individual Oral. Weighing 30%SL and 20% HL.

For further information please contact the Head of English, Ms Laura Conneally lconneally@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 and the KHDA guidelines, **all** Arabic passport students **must** study Arabic as an **A** language.

For further information on Arabic A please contact Ms Mushira Salama msalama@eischools.ae

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 fulfil 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.

THE AIMS

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills. 7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

THE ASSESSMENT

External: Paper 1: Productive Skills. Weighting: 25%

Paper 2: Receptive Skills. Weighting: 50%

Internal: Individual Oral. Weighing 25%

For further information on French, Spanish contact Ms Stephanie Ansell sansell@eischools.ae and for or Self-taught languages, contact Mr Steve Wellman swellman@eischools.ae

Group 5: Mathematics

Mathematics is compulsory for <u>all</u> IBCP students.

The nature of mathematics can be summarized in several 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 or 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

ASSESSMENT

External: Paper 1: Non-calculator. Weighing 40% SL and 30% HL

Paper 2: Calculator. Weighing 40% SL and 30% HL

Paper 3: Calculator. Weighing 20% **HL Only**

Internal: Mathematical Exploration. Weighing 20% SL and HL

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

Post-Graduation: What Do CP Students Do Next?

IBCP EQUIVALENCY

The following requirements must be met to equalize IB Career-related Program (CP) to the Ministry's secondary school vocational certificate in specific specialization:

1. Complete a minimum two (2) IB DP subjects that satisfy the following conditions:

- Achieve a minimum of 3 points in each subject.
- Subjects may be taken at SL or HL.

2. Complete the Pearson BTEC Level 3 Diploma certificate with grades: PP or higher. BTEC Diploma subject should be chosen from the list defined by the relevant rules and regulations of the Ministry.

3. Equalization will be issued in the same specialization studied in the BTEC Diploma and would allow the students to pursue their post-secondary education only in that same field and following the relevant Ministry regulations.

For more information please refer to article 7, section 5 (Fourth track) in the Ministerial Decision No.(883) for the Year 2019

https://www.ibo.org/contentassets/1b11a2a3337345228cf611e04f5b4758/ministerial-decision-883-for-the-year-2019.pdf

For more information on country recognition statements please refer to the IBO publication on the following link

https://ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/country-recognition-statements/

Equivalency rules set by the Ministry of Education are subject to changes and EISJ cannot guarantee that the equivalency will be granted.

UNIVERSITY AND WORK PLACEMENT

Most students will proceed 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 and MOE in the UAE.

Many of our Alumni CP students have gone to study Business, Marketing, Media and International relations in UAE, Canada, US and UK, while some have transitioned to work at Business and Hospitality organizations.