# THE SENIOR SCHOOL PROGRAMME







BTEC

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Pearson

### **OUR PROMISES**

#### Learning To Thrive

Your family will join an inclusive and diverse community where your child will thrive and experience life-changing opportunities that promote creativity, critical thinking, social responsibility and cultural awareness.

#### **Create Your Future**

Your child will leave our school with everything they need for success – whatever they choose to be or do in life.

#### Unlock Your Child's Potential

Our values and ethos enable us to foster and nurture a personalised learning experience for your child driven by our gifted, passionate, trailblazing and highly qualified teachers.

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#### **Our Vision**

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"Empowering & enriching lives for future success"

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#### Our Mission

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"Our mission is to create world class learning experiences that recognise and nurture empathetic, resilient and talented individuals."

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## OUR VALUES

Kindness

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Honesty

Respect

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### A GLOBAL PASSPORT TO FURTHER EDUCATION

#### Welcome from the Principal

The senior school years are really important for students. During this time, many discover their passions and clarify the future they want to pursue, while others may still be exploring and wish to keep their options open. It is essential that students have flexibility during this period. At BIS Abu Dhabi, we offer multiple pathways, a personalised provision, and tailored opportunities that strengthen students' future university applications.

Our Senior School provides a wide range of options, and through careful consultations, students and families are guided through a tailored process to ensure their aspirations are thoughtfully planned.

For students who want to specialise in a specific field, we offer the well-renowned BTEC International Level 3 Extended Diploma Programme. I am delighted that this qualification is now gaining recognition from ADEK as equivalent to A-levels and IB for university applications globally. Our BTEC pathway allows students to focus in-depth on one field and is designed for those who prefer coursework and hands-on experience over traditional exams. With its real-world application, BTEC is highly valued in the working world. We proudly offer BTECs in Business, IT, and Sport.

In contrast, we also offer the highly respected International Baccalaureate Diploma Programme (IBDP), which provides a rich, broad education across multiple subjects. Students can choose a combination of subjects to study at a higher level and standard level, providing opportunities to explore different interests and delay specialisation if needed. The IBDP is especially beneficial for traditional career paths, such as medicine and engineering, as it enables students to delve deeply for example, into math and science, while enriching their education with language studies. This holistic approach cultivates well-rounded and highly sought-after applicants. The IBDP is internationally recognised, and students often express that it prepares them effectively for the challenges they will face at university.

This is an exciting chapter in your child's education, with universities across the globe within their reach. We have a proven track record of sending students to renowned universities worldwide, but more importantly, we successfully create tailored pathways that allow each student to pursue their unique passions and dreams.

Regardless of the path your child chooses, they will develop a broad range of skills, qualities, and attributes that prepare them for further education and the world of work. At BIS Abu Dhabi, students will be immersed in a variety of enriching experiences that foster personal growth, community involvement, and leadership. Whether through house or CAS activities, the performing arts, or sports, students will take on responsibilities, learn to lead, and be inspired by the world-class opportunities we provide.

With prestigious partnerships with Juilliard, MIT, UNICEF, and The Duke of Edinburgh Award, our students have the chance to participate, volunteer, and organise in ways that broaden their horizons and ignite their ambitions. These experiences, alongside the friendships they form, will leave lasting impressions and equip them with invaluable life skills for their next steps into higher education and future careers.

With warm regards,

Alan Cocker Principal



### LIFE BEYOND THE CLASSROOM

Being a Senior School student at BIS Abu Dhabi isn't just about academics. We believe in empowering our students to explore their many talents fully and take advantage of the world-class opportunities we offer.

From international trips to Iceland and Tanzania, to football and netball matches with local schools, our Senior students take part and lead in all areas of school life.

In the Autumn of 2022 we were crowned BSME Sports Under 19s champions and our Senior School students have continued to hold a proud record of representing the school in many sports, including at the world-renowned Dubai 7s Rugby Tournament. Students also lead cocurricular activities, helping to coach and inspire younger students in the school. Senior School students also take leading roles in Arts events such as our school productions including Showstoppers (2024) and Bugsy Malone (2023) and perform in our Senior Choir. They support our annual Young Leaders Conference and take part in Model United Nations debates all over the world – including at the United Nations Headquarters in New York!

Closer to home, over 200 BIS Abu Dhabi students are now enrolled in the Duke of Edinburgh Award scheme, a programme to encourage service to others and a spirit of adventure, and many of the Senior School students are currently working towards their Gold Award.

Senior School students often find peace and quiet in our Library or their very own Senior School Academy and when it's time to unwind, they can head to The Hub, our school café, where refreshments await.



### **UNIVERSITY DESTINATIONS 2016-2024**

#### UK

**Brunel University** Cardiff Metropolitan University\* Central St Martins, Uni of the Arts London City, University of London\* Goldsmiths, University of London Imperial College London King's College London\* Liverpool John Moores University London School of Economics Louahborouah University Manchester Metropolitan University Newcastle University New College of the Humanities, London Point Blank Music School London Queen Mary, University of London\* SOAS, University of London University College London\* University of Bath University of Birmingham University of Brighton University of Bristol University of Cambridge University of Central Lancashire University of Durham\* University of Edinburgh University of East Anglia University of Exeter\* University of Essex University of Glamorgan University of Glasgow University of Greenwich University of Leeds University of Leicester\* University of Lincoln University of Manchester\* University of Nottingham University of Oxford\* University of Plymouth University of Portsmouth University of Sheffield University of Southampton University of Surrey University of Sussex University of St. Andrews University of Swansea University of the West of England, Bristol University of Warwick\* University of Westminster University of York\* University of Ulster

#### **US AND CANADA**

Arizona State University\* Barnard College, US Berklee College, Boston, US\* Boston University Carleton University Dalhousie University\* Loyola Marymount University New York University\* McGill University, Canada Notre-Dame University OCAD. Canada St. Mary's University, Canada University of British Columbia University of Calgary University of California, San Diego\* University of Houston University of California, Los Angeles University of Massachusetts University of Texas\* University of Pittsburgh\* University of Tampa University of Toronto\* Western University, Canada York University, Canada University of Toronto\* York University, Canada

#### ASIA

National University of Singapore City University Hong Kong Hong Kong Uni of Science & Tech (HKUST) Hong Kong University

#### AUSTRALIA AND NEW ZEALAND

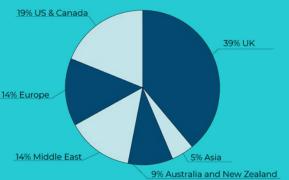
Deakin University Flinders University James Cook University Monash University University of Auckland University of Auckland University of New South Wales, Sydney\* University of Otago\* University of Otago\* University of Melbourne University of Melbourne University of Queensland\* University of Sydney University of Wollongong University of Western Australia Victoria University

#### EUROPE

Berlin University of the Arts, Germany Bocconi University Milan, Italy Central European Uni Vienna, Austria Charles University, Prague, Czech Republic ECAM, France EPFL, Switzerland Erasmus Uni Rotterdam, Netherlands\* 3is, Lyon, France Leiden University, Netherlands\* Les Roches Int. School of Hotel Mat Maastricht University, Netherlands McDaniel College, Hungary Pécs University, Hungary Semmelweis University, Hungary Swiss Federal Ins. of Tech, Switzerland Technische Uni Eindhoven. Netherlands Trinity College Dublin, Ireland Uni Catholique de Louvain, Belgium Université Grenoble-Alpes, France University of Amsterdam, Netherlands University College Dublin, Ireland Uni of Applied Sciences BFI Vienna University of Amsterdam\*, Netherlands University of Bario Aldo Moro, Italy University of Bucharest, Romania University of Groningen, Netherlands\* University of Warsaw, Poland Queen Mary University, Malta Universidad Carlos III Madrid, Spain Vrije Uni Amsterdam, Netherlands

#### **MIDDLE EAST**

American University Beirut, Lebanon American University Dubai American University Sharjah\* Emirates Aviation University, Dubai Heriot Watt University, Dubai Khalifa University, Abu Dhabi\* Middlesex University Dubai\* MBRU, Dubai NYU Abu Dhabi Paris Sorbonne Abu Dhabi\* **RCSI Bahrain\*** SAE Institute Dubai UAE University, Al Ain University of Birmingham, Dubai University of Sharjah University of Jordan Zayed University, Abu Dhabi



### FROM BIS ABU DHABI TO THE WORLD!

Senior School students from BIS Abu Dhabi have gained admission to universities all around the world. These include well known European and American institutions such as Oxford University and the University of British Colombia, in addition to prestigious universities all over Latin America, Asia, Australia and New Zealand.

We offer a great deal of support to students as they make their university choices and later, their applications. It is important that students understand that their selections now can affect their university applications later and that they listen carefully to advice given and make the most of opportunities such as the various University Fairs that we offer.

### ACADEMIC RESULTS

Since our first cohort of IBDP students graduated in 2015, this school has prided itself on maintaining high academic standards and preparing its students well for their next steps. Our students have consistently outperformed world averages in the IB, and we have a strong record of helping students achieve over 40 points, with several even achieving the maximum score of 45 points!

While we celebrate our IB achievements, we look forward to celebrating the successes of our inaugural BTEC cohort of students at the end of the 2024/2025 academic year.



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\* Tailored subject to external exam results

I've always dreamt of performing in an orchestra on a world-stage. Completing the IB Diploma Programme and performing in the school production, paved my way to Berklee School of Music. I am excited to keep chasing my dream!

Sebastien, 2023 Graduate



### THE SENIOR SCHOOL LEARNER PROFILE

The aims of the Senior School Learner Profile are to:

- Develop internationally minded people
- Recognise the common humanity and shared guardianship of the planet
- Help to create a better and more peaceful world

The characteristics were originally established in Geneva in 1968 as part of the International Baccalaureate programme, and at the British International School of Abu Dhabi, we believe all our students, whatever pathway they choose, should exhibit the same characteristics.

### THE SENIOR SCHOOL LEARNER PROFILE CHARACTERISTICS

#### Inquirers

Our students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

#### Knowledgeable

Our students explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

#### Thinkers

Our students exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

#### Communicators

Our students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

#### Principled

Our students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They also take responsibility for their own actions and the consequences that accompany them.

#### **Open-minded**

Our students understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

#### Caring

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

### **Risk-takers**

Our students approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

#### Balanced

Our students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

#### Reflective

Our students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

### ENTRY REQUIREMENTS

Joining our Senior School is a personalised process that takes each student's unique circumstances into account.

To enroll in the full IB Diploma Programme, we expect students to have achieved an average GCSE grade of approximately 5.0. Some Higher Level subjects in the IB have particular admissions standards – Maths, Chemistry and Physics are particularly challenging at Higher Level for instance and students would be required to have achieved top GCSE grades in those subjects. For students interested in studying IB courses only, we expect them to have a particular enthusiasm and a clear idea of their route to university. We are committed to helping students design a curriculum that aligns with their ambitions.

To join the BTEC International Level 3 Extended Diploma Programme, we expect students to have achieved at least 5 GCSEs and to demonstrate a genuine enthusiasm for the BTEC Pathway they select.

#### **English Language Competence**

All courses at The British International School Abu Dhabi are taught in English, except, of course, for languages, where most of the teaching is in the language being studied.

This means that students will need to speak, understand, read and write English well enough to be able to successfully access the subjects they are studying. This does not mean that the students' English has to be perfect, but they will need to feel comfortable working in English.











### **IB INTRODUCTION**

The International Baccalaureate (IB) Diploma Programme is a globally recognised course that challenges students both academically and personally, fostering a love for learning and preparing them for university and beyond. It promotes critical thinking, global engagement, and the development of well-rounded individuals.

One of the programme's strengths is its interdisciplinary approach, encouraging students to draw connections between different subjects and real-world issues. This integration enhances problem-solving skills and fosters a broader understanding of how knowledge is interconnected.

#### Full Diploma Programme:

Students pursuing the full IB Diploma select six subjects from six categories: Language & Literature, Language Acquisition, Individuals & Societies, Sciences, Mathematics, and the Arts. They study three subjects at Higher Level (HL) and three at Standard Level (SL), allowing them to tailor their education to their strengths and interests. In addition to subject coursework, full diploma students are required to complete three core components:

- Theory of Knowledge (TOK): Encourages reflection on the nature of knowledge and how we know what we claim to know.
- Extended Essay (EE): An independent research project that helps students develop academic writing and research skills.
- Creativity, Activity, Service (CAS): Promotes personal growth through community service, creative pursuits, and physical activity.

#### **IB Courses Programme:**

For students who choose the IB Courses Programme (also known as IB Certificates), the focus is more on individual subjects. Students can study more subjects at Standard Level (SL) if required. In this programme, they are not required to complete TOK, EE, or CAS, although participation in one of more of them is recommended.



### IB CURRICULUM SUBJECT OVERVIEW

The following are subjects offered at The British International School Abu Dhabi.

<b>GROUP 1</b> Studies in Language and Literature Language A: Language and Literature in English	<b>GROUP 2</b> Language Acquisition Language B, designed for students with some previous learning of a language (in Arabic, English, French, Spanish or
	German) Language ab initio, for students with little or no experience of the language (in French, German or Spanish)
<b>GROUP 3</b> Individuals and Societies Business Management, Economics, Geography, History, and Psychology	<b>GROUP 4</b> Sciences Biology, Chemistry, Physics, Computer Science, Design Technology, Environmental
GROUP 5	Systems & Societies, and Sports, Exercise & Health Science GROUP 6
Mathematics Mathematics: Analysis and Approaches	The Arts Visual Arts, Music, Theatre
Mathematics: Applications and Interpretation	<b>OR</b> a second choice from groups 1 to 4
For the IB Diploma Programme, students must choose one subject from each of groups I to 5, ensuring a breadth of experience in languages, social studies, the sciences, and	

mathematics.

The sixth subject may be an arts subject chosen from group 6, or another subject from groups 1 to 4. At least three, and not more than four subjects are taken at Higher Level, the others at Standard Level.

#### Group One: Studies in Language and Literature

### LANGUAGE A: LANGUAGE AND LITERATURE

#### English

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the Language A: Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The Language A: Language and Literature course aims to develop in students, skills of textual analysis and an understanding that texts, both literary and non-literary, can be seen as autonomous, yet simultaneously related to culturally determined reading practices. The course is designed to be flexible. Teachers have the opportunity to construct it in a way that reflects the interests and concerns relevant to their students, while also developing in them a range of transferable skills. 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.

In view of the international nature of the IB and its commitment to intercultural understanding, the Language A: Language and Literature course does not limit the study of texts to the products of one culture or the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.





### LANGUAGE B

Language B is an additional languagelearning course designed for students with some previous learning of that language. It may be studied at either Standard Level (SL) or Higher Level (HL). The main focus of the course is language acquisition and the development of language skills through the study and use of a range of written and spoken materials.

This material will range from everyday oral exchanges to literary texts and will be connected to the target cultures. The chosen materials will enable students to develop both language proficiency and intercultural understanding.

The study of an additional language adds to the international dimension of the Diploma Programme. While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s).

With this awareness, a greater respect for other people and the way in which they lead their lives is fostered. Through the study of authentic texts, students investigate and reflect on cultural values and behaviours. The Language B course seeks to develop international understanding and foster a concern for global issues, as well as raise students' awareness of their own responsibility. It also seeks to develop students' intercultural awareness.

The five broad areas of study are:

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

Students are assessed in the four skills at approximately level B2 of the CEFR: writing (HL: 450-600; SL: 250-400), reading comprehension, listening comprehension, and speaking.

Arabic B SL/HL is taught as one of the six IBDP subjects and meets the Ministry requirements, as well as the ADEK exam in Y13 for equivalency. Further details can be found in the IBDP Arabic B guide.



#### **Group Two: Language Acquisition**

### LANGUAGE AB INITIO

Ab initio is a Latin phrase that means "from the beginning." The Language ab initio course is designed for students with little or no prior experience of the language they wish to study. The final decision regarding the appropriateness of the course for a student is made by the IB DP Coordinator in consultation with teachers, who use their experience and professional judgement to guide the decision. The most important consideration is that the Language ab initio course should provide a challenging educational experience for the student.

The course is available at Standard Level (SL) only, in French, German, and Spanish.

The Language ab initio course is organised into five broad themes:

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

Each theme has a list of topics that provide students with opportunities to practise and explore the language, while also developing intercultural understanding. Through the development of receptive, productive, and interactive skills, students will be able to respond and interact appropriately in a range of everyday situations.

The study of an additional language adds to the international dimension of the Diploma Programme. Intercultural understanding is a major cohesive element of the Language ab initio syllabus. As students learn the target language, they become aware of the similarities and differences between their culture(s) and those of the target culture(s). This awareness fosters a greater respect for other people and the way they live.

Within the course framework, students study authentic texts to investigate and reflect on cultural values and behaviours. The course's five broad themes are well-suited to fostering an international perspective, encouraging intercultural understanding, raising awareness of global issues, and promoting a sense of responsibility among students.



### **BUSINESS MANAGEMENT**

Business Management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact, and are impacted by internal and external environments. It involves the study of both how individuals and groups interact within an organisation, as well as the transformation of resources.

The Diploma Programme Business Management course is designed to develop an understanding of business theory, along with the ability to apply business principles, practices, and skills. The application of analytical tools and techniques facilitates an appreciation of complex business activities. The course considers the diverse range of business organisations, their activities, and the cultural and economic context in which they operate.

Emphasis is placed on strategic decisionmaking 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. The Business Management course aims to help students understand the implications of business activities in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, business growth, and business strategy.

The ideals of international cooperation and responsible citizenship are at the heart of the IB Diploma Programme. The course encourages the appreciation of ethical issues, and creative problem-solving in the global business environment. Students will develop the ability to understand the forces and circumstances that drive and restrain change in an interdependent, multicultural world. The Business Management course will contribute to students' development as critical and effective participants in both local and global affairs.



### ECONOMICS

Economics is a dynamic social science, that forms part of Group 3 - Individuals and Societies. The study of Economics is essentially about dealing with scarcity, resource allocation and the methods and processes through which choices are made to satisy human wants. As a Social Science, Economics uses scientific methodologies that include both quantitative and qualitative elements.

The IB Diploma Programme Economics course emphasises the economic theories of Microeconomics, which focus on variables affecting individuals, companies and markets, as well as the economic theories of Macroeconomics, which address variables influencing countries, governments and societies. These economic theories are not meant to be studied in isolation; rather, they are to be applied to real-world issues. The ethical dimensions involved in the application of economic theories and policies are woven throughout the economics course, requiring students to consider and reflect on human end-goals and values.

The Economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises awareness of their responsibilities at local, national and international levels. Additionally, the course seeks to develop values and attitudes that will empower students to commit personally in trying to resolve these issues, recognising our shared responsibility as citizens of an increasingly interdependent world.



### HISTORY

History is more than the study of the past. It is the process of recording, reconstructing and interpreting historical events 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 operates. It is an exploratory subject that poses questions without providing definitive answers. To understand the past, students must engage with it by examining primary historical sources and the work of historians.

Historical study involves the selection and interpretation of data, as well as critical evaluation. Students of History should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations, with more evidence continually emerging. A study of History requires and develops an individual's understanding of and empathy for people living in different periods and contexts. The History IB Diploma Programme course fosters an understanding of major historical events in a global context. It requires students to compare similar and dissimilar solutions to common human situations, whether they be political, economic or social. The course invites comparisons between, but not judgements of, different cultures, political systems, and national traditions.

The content of the History course is intrinsically interesting, and it is hoped that many students who pursue it will develop a lasting fascination with the discipline, regardless of whether or not they continue to study it formally.

The international perspective in the IB Diploma Programme History course provides a solid platform for promoting international understanding and intercultural awareness, which are essential for preparing students for global citizenship. Above all, it helps to foster respect and understanding for people and events across a variety of cultures worldwide.



### 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 across the subject both time and space. It seeks to identify trends and patterns in these interactions, examining the processes behind them. It also investigates how people adapt and respond to change and evaluates the management strategies associated with such change. Geography describes and explains the similarities and differences between spaces and places, which can be defined on various scales and from a range of perspectives.

Within Group 3 subjects, Geography is distinctive in that it occupies the middle ground between Social Sciences and Natural Sciences. The Diploma Programme Geography course integrates both Physical and Human Geography, ensuring that students acquire elements of both scientific and socio-economic methodologies.

Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This interdisciplinary approach helps students develop an appreciation of and a respect for alternative approaches, viewpoints, and ideas.

The Geography course explores key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at various levels, from local to regional, national and international. Inherent in the syllabus is a consideration of different perspectives, economic circumstances, and social and cultural diversity.

Geography seeks to develop international understanding and foster a concern for global issues while raising students' awareness of their responsibilities at a local level. The course also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.

The optional themes covered in this course will be decided by the department.



### PSYCHOLOGY

Psychology is the scientific study of behaviour and mental processes. It has its roots in both the Natural and Social Sciences, leading to a variety of research designs and applications. This provides a unique approach to understanding modern society.

IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to gain 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 course. IB Psychology takes a holistic approach that fosters intercultural understanding and respect. At the core of the IB Psychology course, the biological level of analysis demonstrates what all humans share. In contrast, the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that shape human behaviour and mental processes.

Cultural diversity is explored, and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.





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#### **Group Four: Sciences**

### SPORTS, EXERCISE AND HEALTH SCIENCE

Sports, Exercise and Health Science (SEHS) is one of the newer courses in the IB Diploma Programme. Available at Higher Level (HL) and Standard Level (SL), it incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, all studied in the context of sport, exercise, and health.

The combination of syllabus content and experimental work allows students to acquire the knowledge and understanding necessary to apply scientific principles and analyse human performance.

The SEHS course has strong international dimensions, including international sporting competitions and the governing bodies that regulate them. Current ethical issues that exist within sporting competitions are also considered.

The comprehensive curriculum provides excellent preparation for university courses within the thriving industries related to Sport, Exercise, or Health. The revised SEHS course places a greater emphasis on statistical analysis, the nature of science, and experimental techniques. This enables students to critically evaluate data and apply scientific methodologies to realworld scenarios.

Through integrating mathematical concepts and the inquiry process, students learn to design and conduct experiments, collect and analyse data, and interpret results to draw meaningful conclusions. This approach nurtures scientific literacy and enhances students' research skills, preparing them for rigorous academic pursuits and professional pathways that require the ability to investigate and solve complex problems within the context of sport, exercise, and health science.

Additionally, the course is relevant to academic pathways associated with physical education, physiotherapy, nutrition, sports science, coaching, and development.



#### **Group Four: Sciences**

### ENVIRONMENTAL SYSTEMS AND SOCIETIES

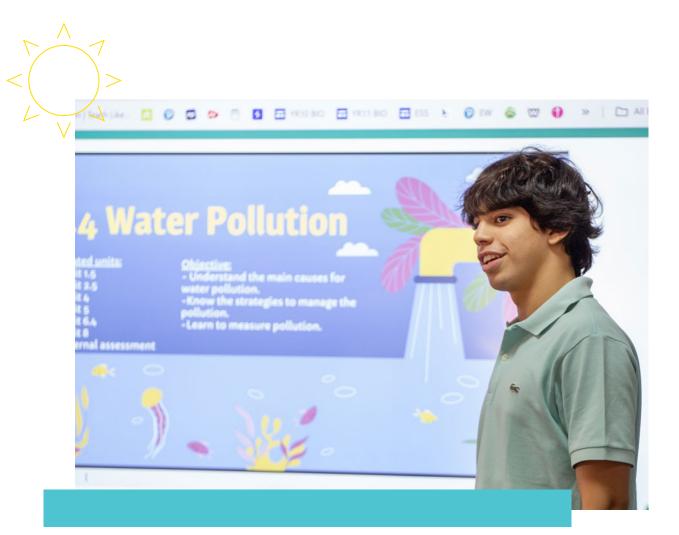
As a transdisciplinary subject,

Environmental Systems and Societies (ESS) combines techniques and knowledge from Group 4 (The Experimental Sciences) and Group 3 (Individuals and Societies).

The Environmental Systems and Societies course is offered at Standard Level only.

The primary aim of this course is to provide students with a coherent perspective on the interrelationships between environmental systems and societies. This perspective enables them to adopt an informed personal responses to the wide range of pressing environmental issues they will inevitably encounter. Students will constantly reflect on their own relationship with the environment and the significance of choices and decisions that they make in their own lives.

The course intends for students to develop a sound understanding of the interconnections between environmental systems and societies, moving beyond a purely journalistic appreciation of environmental issues.



### BIOLOGY

At one end of the spectrum lies the cell, with its intricate molecular structure and complex metabolic processes. On the other end, biologists explore the interactions that sustain entire ecosystems. Numerous discoveries await, and significant advances are anticipated in the 21st century. As we reflect in human activities and their impact on the world, developing and communicating a clear understanding of the living world has never been more crucial.

Through the study of Diploma Programme Biology, students gain the tools to make sense of living systems by exploring four unifying themes, Unity & Diversity, Form & Function, Interaction & Interdependence and Continuity & Change. These themes provide conceptual frameworks that enhance students' understanding and awareness of the living world. Students investigate interactions at various levels of biological organisation, from molecules and cells to ecosystems and the biosphere. Whilst scientific inquiry can take various forms, the course emphasises practical approach. The study of the "Nature of Science" contextualises this knowledge and skillset within contemporary scientific practice, including the ethical debates and constraints surrounding innovative scientific endeavours.

Our DP Biology course is hands-on, allowing students to design investigations, gather data, refine practical skills, analyse results, collaborate with peers, and effectively communicate their findings. Investigations are conducted in laboratories or through simulations and databases, enabling students to work independently on their projects while also engaging in collaborative efforts with schools in different regions. This reflects the collaborative nature of scientific research in the broader community.

The course is available at both Standard Level (SL) and Higher Level (HL), accommodating students who wish to study Science in tertiary education.



### CHEMISTRY

Chemistry is often referred to as the central science due to its foundational role in understanding both the physical environment and biological systems. It not only stands on its own as a significant field of study but also acts as a critical precursor to numerous higher education paths, including medicine and environmental sciences.

The approach to teaching science emphasises practical experiences, allowing students to engage hands-on with the scientific method. This includes designing experiments, collecting data, and analysing results. Such practical learning experiences help students grasp the contemporary relevance of science, and foster essential skills in collaboration and communication, which are crucial in today's scientific community.

In addition to laboratory work, the course incorporates simulations and databases, providing students with a comprehensive view of how research is conducted. By working both independently and collaboratively, students gain valuable insights into the real-world applications of scientific research and the ethical considerations it entails. This holistic education prepares students to navigate the complexities of modern science and contribute meaningfully to ongoing discussions and innovations. The Diploma Programme Chemistry course covers the essential principles of the subject divided into two main areas: structure and reactivity. Within these areas, students study various units, including atomic structure and the kinetic model, periodicity, bonding, equilibrium, organic chemistry, energetics, and acids and bases. Strong mathematical skills are essential for success, as much of the Chemistry course involves calculations.

The course is available at both Standard Level (SL) and Higher Level (HL), and therefore accommodates students who wish to study Science in Higher Education.



### PHYSICS

Physics is the most fundamental of the experimental sciences, seeking to explain the universe, from the very smallest particles, such as quarks, which may be truly fundamental, to the vast distances between galaxies.

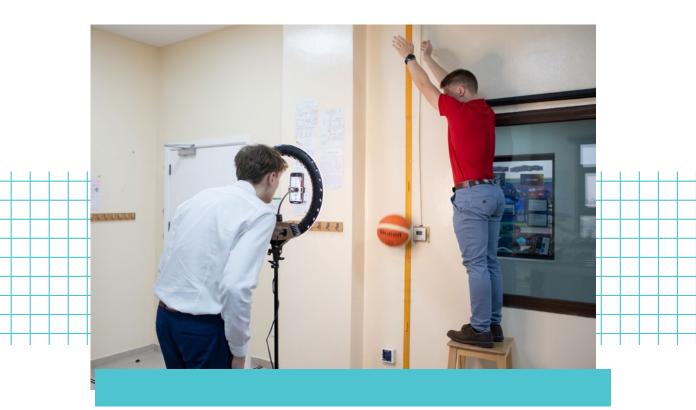
Despite the exciting and extraordinary development of ideas throughout the history of physics, some core principles have remained unchanged. Observations remain essential at the very core of physics, and this sometimes requires a leap of imagination to decide what to look for.

Models are created to try to understand the observations, and these themselves can become theories that attempt to explain the observations. Theories are not directly derived from the observations but need to be created.

These acts of creation can sometimes compare to those in great art, literature and music, but differ in one aspect that is unique to science: the predictions made by these theories or ideas must be rigorously tested through careful experimentation. Without such tests, a theory holds little value.

When a general or concise statement about how nature behaves is found to be experimentally valid over a wide range of observed phenomena, it is termed a law or a principle.

The Diploma Programme Physics course allows students to develop traditional practical skills and techniques while enhancing their mathematical abilities, which serve as the language of physics. It also allows students to develop interpersonal skills, and information and communication technology skills, essential tools for modern scientific endeavours and valuable transferable skills for life beyond the classroom.



### COMPUTER SCIENCE

Computer Science students will learn how computer scientists work and communicate with each other and other stakeholders to successfully develop and implement IT solutions. At the core of this course is the ability to write computer code using Java to solve specific problems. This course emphasises both theoretical and practical approaches to problem-solving.

The core aims of this course are to:

- 1. Provide opportunities for study and creativity within a global context.
- 2. Enable students to apply and use the knowledge, methods, and techniques that characterise Computer Science.
- 3. Demonstrate initiative in applying critical thinking skills to identify and resolve complex problems.
- 4. Foster an awareness of the need for and the value of effective collaboration and communication in addressing complex issues.

- 5. Develop logical and critical thinking along with experimental, investigative, and problem-solving skills .
- Develop and apply the students' information and communication technology skills to communicate information confidently and effectively.
- 7. Raise awareness of the moral, ethical, social, economic, and environmental implications of using science and technology.
- 8. Develop an appreciation of the possibilities and limitations associated with ongoing developments in IT systems and computer science.
- 9. Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.



#### **Group Five: Mathematics**

### MATHEMATICS: ANALYSIS AND APPROACHES

The Analysis and Approaches course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach.

Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. This course places a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course, students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Students who choose Mathematics: Analysis and Approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy recognising patterns and understanding the mathematical generalisation of these patterns. Students who wish to take Mathematics: Analysis and Approaches at Higher Level will possess strong algebraic skills and the ability to understand simple proofs. They will be students who enjoy engaging with problems and get pleasure and satisfaction from solving challenging mathematical tasks.

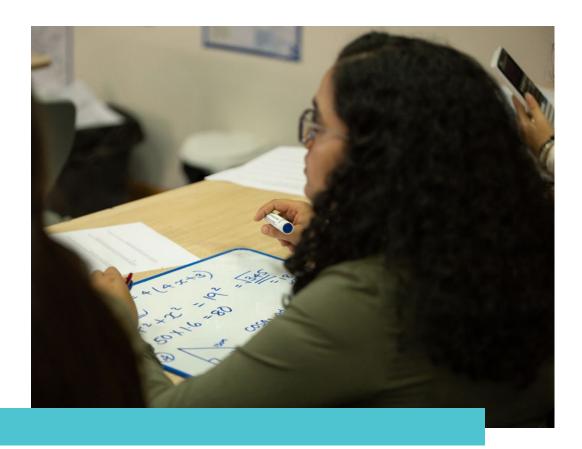


### MATHEMATICS: APPLICATIONS AND INTERPRETATION

The Applications and Interpretation course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used in applications and in mathematical modelling.

To provide a solid foundation, the course includes traditional pre-university mathematics topics such as calculus and ctatistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalisations. Throughout the course, students can expect to develop strong technology skills and will be intellectually equipped to appreciate the connections between theoretical and practical concepts in mathematics. They should be comfortable reading and comprehending highly contextualised texts to select and apply suitable mathematical concepts.

All external assessments involve the use of technology. Students are also encouraged to develop skills that will support their mathematical growth in various learning environments. The internally assessed exploration fosters independence in mathematical learning, allowing students to engage thoughtfully with these mathematical activities and explore different mathematical ideas.



#### **Group Six: The Arts**

### **VISUAL ARTS**

The IB Diploma Visual Arts course equips students with the skills to become creative and independent artists, preparing them for careers in fine arts, design, and architecture. Centred on the concept of art-making as inquiry, students will develop their own visual language through experimentation, observation, and reflection. The course encourages students to create, connect, and communicate as they explore various artistic mediums and processes, all while honing critical and analytical skills.

Students will engage in practical artmaking, investigating creative strategies, experimenting with materials, and generating ideas that they follow from conception to realisation. This approach mirrors professional practices, helping students refine their ability to communicate artistic intentions through both visual and written work. For those considering architecture, the course provides essential skills in conceptual thinking, design, and visual communication.

The course also emphasises the relationships between artwork, artist, audience, and context. Students will explore artworks from different cultures and periods, situating their own work within a broader context. Curatorial skills are developed alongside critical analysis, enabling students to present, document, and reflect on their work effectively.

The syllabus revolves around three core areas:

- Create: Students experiment with techniques and strategies to produce original artworks.
- **Connect:** Students investigate how artworks are influenced by and reflect cultural contexts.
- Communicate: Students learn to present their work and engage in critique.

Over two years, students will create a portfolio of resolved artworks, demonstrating their creative growth and technical abilities. The course is assessed through three key components: an artmaking inquiries portfolio, a connections study (SL) or artist project (HL), and a presentation of resolved artworks.

This course fosters curiosity, creativity, and critical thinking, preparing students for further studies or careers in creative fields. Whether pursuing fine arts, design, architecture, or another creative path, the IB Diploma Visual Arts course provides a solid foundation for future success.





#### Course Overview

Music is not only a profound form of human expression but also an essential means of understanding and shaping the world around us. This course offers students the opportunity to delve deeply into the study of music, exploring diverse cultural contexts while developing advanced skills in performance, composition, and critical analysis. Whether you aspire to be a musician or wish to pursue a different field, this course is designed to prepare you for university-level study.

Through inquiry-driven learning, students will critically engage with music from a variety of historical, social, and cultural perspectives. The course fosters a broad understanding of music, encouraging students to explore both familiar and unfamiliar genres, styles, and traditions. Alongside theoretical study, students will be immersed in practical music-making, developing technical proficiency and creative confidence in performance and composition.

For those opting for Higher Level (HL), an additional extended project, integrates students' experiences as musicians with real-world practices of music-making.

#### **Prior Learning**

While the course is designed to accommodate students with varied levels of prior musical experience, it is recommended that students have some proficiency on an instrument or voice, along with a foundational understanding of musical analysis. This background will enable the students to fully engage with the practical and theoretical components of the course.

#### **Course Components**

Each component is a project-based piece of coursework, ensuring a focus on practical application and continuous development throughout the course.

- Exploring music in context: Investigate music from a variety of cultural and historical perspectives, analysing its musical functions.
- Experimenting with music: Develop creative skills by experimenting with composition, performance techniques, and music technologies.
- Presenting music: Hone performance and composition skills, preparing musical works for audiences and demonstrating your artistic vision.
- The contemporary music maker (HL only): Undertake a comprehensive, selfdirected project, reflecting the practices of professional musicians.

#### Why Study Music?

Music students develop a versatile skill set that is highly regarded by universities and future employers. In addition to technical musical skills in performance, composition, and analysis, students will cultivate:

- Critical thinking
- Open-mindedness
- Creative problem-solving
- Innovative thinking
- Collaboration
- Communication



#### **Group Six: The Arts**

# THEATRE

Theatre impacts the world by reflecting and challenging societal norms, sparking conversations about important social, political, and cultural issues. It serves as a powerful medium for storytelling that connects people across different backgrounds, fostering empathy and understanding. Perhaps most importantly, Theatre preserves and promotes cultural heritage, providing a platform for diverse voices and traditions to be seen and heard.

Students' individual ability to be creative, imaginative, communicative in dramatic form will be challenged and extended through the theoretical and practical content of the course.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualise their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting, they gain a richer understanding of themselves, their community and the world, promoting international mindedness.

The Theatre course provides a relevant learning opportunity for a diverse range of students laying a foundation for further study in theatre, performing arts, and related subjects. In addition, by refining communication and collaborative skills, it offers a valuable course of study for students who wish to pursue a career unrelated to Theatre. More and more, top universities like to see a well-rounded approach to learning.

#### Why study Theatre?

Theatre is a composite art, constantly evolving into new forms. It explores society and relationships within it, through it there may emerge possibilities for individual and communal learning and understanding. Theatre is about transformation. By studying theatre and engaging with it practically, students discover more about themselves and the world in ways that can only be 'imagined'.

The course encourages students to examine theatre in its diversity of forms from around the world. This is achieved through a critical study of the theory, history and culture of theatre. Students are encouraged to imagine, research, create, devise, present, analyse and evaluate; skills that are crucial for navigating today's ever-changing world.

By critically reflecting on theatre in its past and present contexts, students are able to better understand the individual and social need to investigate and find explanations for the world around them.

#### Assessment

There is no written exam for the IB Theatre course. Students are assessed on coursework. It is also worth noting that the Theatre course is completed by mid-March of IB2, relieving students of one course's pressure as revision begins for their externally examined subjects.

# CORE ELEMENTS

The IB Diploma Programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

## CREATIVITY, ACTIVITY, SERVICE (CAS)

Requires that students actively learn from their experiences beyond the classroom.

# THE EXTENDED ESSAY

Is an opportunity for students to engage in independent research through the in-depth study of a question relating to one of the subjects they are studying.

# THEORY OF KNOWLEDGE (TOK)

Is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing different kinds of knowledge.

# CREATIVITY, ACTIVITY, SERVICE (CAS)

Creativity, Activity, Service (CAS) is a core component of the programme and one of the things that sets the IB Diploma Programme apart from other courses at this level. The philosophy is to develop you as a whole person and to encourage you to foster your own individual talents.

CAS recognises that there is a world outside your academic studies and takes seriously the need for you to become involved in sports, theatre productions, artistic pursuits, community service work and other worthwhile activities. Through the CAS programme, you will develop your awareness of, concern for, and ability to cooperate with others.

Over the two years of the IB Diploma programme, or other pathway, you will engage in a variety of experiences and projects, some collaborative, some individual, dividing your time equally between the three strands: Creativity, Activity and Service. You will consider your learning and build a portfolio of evidence and reflection. To give you a flavour of the kind of activities that fit within the CAS programme, we've listed a few below.

Creative activities may include music, art, drama or dance. If your timetable doesn't include art, for example, you may find opportunities to develop your creative skills through art outside the curriculum such as the School Production.

Activity aims to keep you fit and physically healthy. You might choose to take up a new sport or physical activity, or you might try coaching a team or organising a tournament. Some adventure or activitybased holiday might qualify here too.

Service activities, as you have probably guessed from the name, are about giving something back to the community. Your service might involve participating in environmental clean-up campaigns or helping disadvantaged members of the community such as the disabled or the elderly. We think you will gain a great deal from giving your time to help others.



# THEORY OF KNOWLEDGE (TOK)

The ToK course will develop your critical thinking skills and enhance your powers of reasoning. These skills will allow you to carry out more effective research, be more demanding and rigorous in your studies and be intellectually more independent.

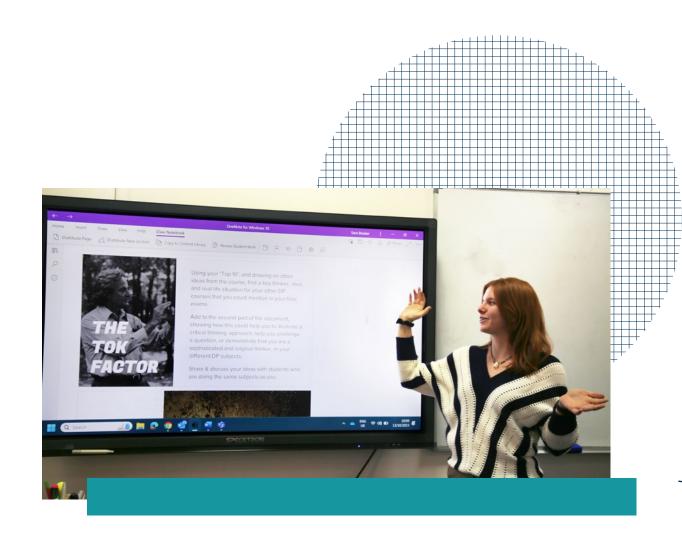
In short, ToK aims to help you become an active rather than a passive learner, starting you on the way to becoming a discerning adult thinker.

The course's primary goals is to help you understand what it means to know something, whether as a scientist, artist or historian, and to explore how different forms of knowledge relate to one another.

You will be encouraged to compare and contrast your attitudes and perceptions with those of other students from diverse cultural backgrounds. ToK contributes to your overall diploma score, and you will be assessed through two tasks: an essay written on a topic chosen by the IB and an exhibition.

The course examines the origins and validity of various forms of knowledge. We will not seek to challenge your beliefs: rather, we will ask you to justify or validate your knowledge. By understanding why we believe certain things to be true, you will begin to understand how we make judgements.

It is hard to explain fully what ToK is in just a few sentences, so perhaps the best thing we can say at this point is that students frequently cite ToK as the thing they enjoy most in the IB programme. We certainly intend to provide you with much to think about, and we hope you will enjoy the process.



# THE EXTENDED ESSAY

The Extended Essay is a core element of your IB Diploma Programme. You will complete it alongside Theory of Knowledge and Creativity, Activity, Service. Your combined marks from TOK and the Extended Essay will contribute to your overall Diploma Programme score.

The Extended Essay is an independent piece of research, culminating in a 4000word paper. A lot of the skills required to research and plan an Extended Essay are similar to those needed when studying at degree level and beyond. To support you throughout this process, you will be assigned a supervisor, an experienced teacher who will help you structure your essay and advise you on how to carry out research to get the information you need.

You will have three mandatory reflection sessions with your supervisor in school. In the first meeting, you will discuss your topic area and preliminary research questions. The second meeting will focus on how your argument is developing and any challenges you have encountered conducting your research. The third session will be a viva voce. This is a short interview between you and your supervisor where you reflect on your final essay and what you have learned from the experience. The Extended Essay provides:

- practical preparation for undergraduate research
- an opportunity to investigate a topic of personal interest, most probably relating to a HL subject, or to take the interdisciplinary approach of a World Studies Extended Essay.

Through the research process for the Extended Essay, students will develop key skills, including:

- Formulating an appropriate research question
- Engaging in a personal exploration of the topic
- Communicating ideas effectively
- Developing a coherent argument.

The Extended Essay and reflection sessions can be a valuable stimulus for discussion in countries where interviews are required prior to acceptance for employment or for a place at university.



# REQUIREMENTS FOR EARNING THE IB DIPLOMA

In order to be awarded the IB Diploma, students must:

- Complete a course of study from each of Groups 1 to 5, and complete either a subject from Group 6 or another subject from Groups 1 to 4.
- Complete at least three and not more than four of the six subjects at Higher Level (HL) and others at Standard Level (SL).
- Achieve a minimum total of 24 points out of a maximum total of 45, having also met a number of other criteria, including at least 12 points at HL and at least 9 at SL.
- There is no grade 1 in any subject or level.

- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- Submit an Extended Essay in one of the subjects of the IB curriculum and obtain at least a D grade.
- Follow a course in Theory of Knowledge an obtain at least a D grade.
- Complete all CAS (Creativity, Activity and Service) requirements.



# ASSESSMENT: GRADING THE IB DIPLOMA

IB Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest).

Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and The Extended Essay.

The Diploma is awarded to students who achieve at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the Creativity, Activity, Service requirement. The maximum score that a Diploma Programme student can be awarded is 45 points. Grades reflect attainment of knowledge and skills relative to established standards that apply equally to all schools. Top grades are not, for example, awarded to a certain percentage of students.

Statistically, the range of scores that students have attained has remained stable, and universities value the rigour and consistency of Diploma Programme's assessment practice.

All subject teachers are trained by the IB to administer and mark internally assessed tasks. Such internal assessments are moderated by external assessors. Internal assessments include essays, mathematical portfolios, oral language exams, fieldwork assignments and practical/investigative work.

External examinations are written examinations which require long and short responses, data-based questions, essays and multiple choice questions. The responsibility for all academic judgements regarding the quality of candidates' work rests with over 2,100 examiners worldwide, led by chief examiners who possess international authority.



# **BTEC INTRODUCTION**

Our BTEC courses provide a practical, hands-on approach to learning, focusing on real-world applications in various vocational subjects. BTEC, which stands for Business and Technology Education Council, is a globally recognised qualification that equips students with the practical skills and knowledge essential for a successful career. Developed by Edexcel, a subsidiary of Pearson, these programmes bridge the gap between academic theory and real-world application, making them highly valued by employers and a wide range of universities.

Students enrolled in our BTEC International Level 3 Extended Diploma Programme, that is equivalent to three A-levels, benefit from a curriculum designed to emphasise both theoretical understanding and practical experience. The course involves engaging in projects, site visits, guest speakers, assignments, presentations, and other methods of assessment, allowing students to demonstrate their learning in diverse ways. Importantly, there are no external examinations; students complete each unit during the two-year programme, with all units assessed internally. Each unit is assessed on a grading scale of Pass, Merit, or Distinction, with Distinction earning the highest points that contribute towards their overall grade.

Our programme promotes collaboration, creativity, and critical thinking, encouraging students to strive for excellence in every aspect of their learning. The hands-on approach ensures that they develop not only the technical expertise needed for their chosen field but also the problem-solving and teamwork skills highly valued in today's competitive job market.

Throughout their journey with us, students will be guided by experienced and dedicated teachers who are experts in their respective fields. These teachers are committed to providing the support and mentorship needed to help students excel in their studies. Moreover, our school offers a vibrant learning environment, with access to state-of-the-art facilities and resources designed to foster innovation and collaboration.

In addition to classroom learning, our BTEC programme offers opportunities for internships, industry exposure, and networking events. These experiences complement students' studies and provide a well-rounded education, preparing them for both future employment and higher education.

> For more information on International University Recognition scan here:





# **INTERESTING FACTS**

learners in the UK enter higher education with a BTEC - that's over 100,000 learners a year!

# 72%

of UK employers believe BTEC candidates have an advantage over non-BTEC candidates.

(Perspectus Global, 2021)

# 1 IN 5

2295

of the UK adult working population has a BTEC, so they are qualifications that all employers recognise. (Pearson 2022)

# IN 2015 OVER 25%

of the students entering university in England, did so with a BTEC qualification. schools and colleges offer Level 3 BTEC across 50 countries.

(Pearson 2022)

Level 3 BTEC qualifications can boost lifetime earnings by

£92,000

(London Economics, 2013)



90%

of BTEC students are employed full time after graduation. (Progression Pathways, 2016)

# BTEC INTERNATIONAL LEVEL 3 EXTENDED DIPLOMA IN BUSINESS

#### What will be studied?

The BTEC International Level 3 Extended Diploma in Business covers the key areas of Business Management, including Finance, Human Resources, Operations and Marketing. For the full two-year course, you will study 15 units based on the different areas of Business. You will also have the opportunity to undertake Creativity, Activity and Service (CAS) which will support you in your next steps.

#### How will I be assessed?

The units are assessed internally with no external examinations. Unit 2, Unit 6 and Unit 7 are assessed through a specific Pearson set assignment brief for standardisation across centres. In many units, you can choose your own businesses to tailor your research around your interests and possible career goals.

#### Mandatory Units:

- Unit 1 Exploring Business
- Unit 2 Research & Plan a Marketing Campaign
- Unit 3 Business Finance
- Unit 4 Managing an Event
- Unit 6 Principles of Management
- Unit 7 Business Decision Making

4/5 Optional: (subject to change)

Unit 23 - Work Experience in Business includes 40 hours of work experience of your choosing.

- Unit 30 Career Planning
- Unit 20 Business Ethics
- Unit 14 Customer Service
- Unit 9 Team Building in Business
- Unit 16 Visual Merchandising
- Unit 18 Creative Promotion
- Unit 8 Human Resources
- Unit 21 Training and Development

#### Assessment

The units are assessed using a variety of methods including research projects, presentations, reports and role plays throughout the year. Each unit is made up of between one and three assignments, all of which have specific deadlines which must be met.

A BTEC course is right for you if:

- · You prefer a more practical way of learning;
- You have an interest in Business;
- You are prepared to take guidance from the team to become an independent and active learner;
- You prefer coursework to examinations;
- You want to be prepared for University/ Apprenticeship/work/running your own business.

#### **Useful Link**

For the full specification scan here:







# BTEC INTERNATIONAL LEVEL 3 EXTENDED DIPLOMA IN SPORT

#### What will be studied?

The BTEC International Level 3 Extended Diploma in Sport is a comprehensive programme designed to foster a passion for sports and propel students towards a successful career in the field. Our course offers a diverse range of units, enabling students to broaden their learning experiences to align with their interests and career aspirations.Key features to the course include:

Flexible Unit Selection: While there are several mandatory units to complete, the course offers a wide array of optional units covering topics such as anatomy, physiology, psychology, nutrition, coaching, and more.

Practical Learning Opportunities: Our students benefit from hands-on practical sessions, where they can apply theoretical knowledge to realworld scenarios and develop essential skills in coaching, leadership, and sports management through practical projects and activities.

Industry-Relevant Curriculum: Our students can stay ahead in the competitive sports industry with a curriculum designed in collaboration with industry experts, thereby gaining insights into the latest trends, technologies, and practices shaping the world of sports.

Global Perspective: As an international programme, our BTEC Level 3 in Sport provides a global perspective, enabling students to gain a broader understanding of sports and opening opportunities for international careers.

Supportive Learning Environment: Our experienced teachers and coaches, with a deep understanding of sports as a multibilliondollar industry, are dedicated to supporting our students' academic and personal development, providing one-on-one and group guidance, feedback, and mentorship throughout their two-year learning journey.

For the full two-year course, you will study 16 units encompassing a broad range of topics within the sports industry.

#### How will I be assessed?

The units are assessed internally with no external examinations. Unit 1 and Unit 2 are assessed through a specific Pearson set assignment brief for standardisation across centres. Units are split into Mandatory and Optional assignments, with an example of how the Diploma level course could be delivered below:

Mandatory Units:

- Unit 1 Health, Wellbeing and Sport
- Unit 2 Careers in the Sport and Active Leisure Industry
- Unit 3 Research Project in Sport
- Unit 24 Applied Sports Anatomy & Physiology
- Unit 26 Nutrition for Physical Performance
- Unit 27 Sports Psychology
- Unit 34 Sport Development
- Unit 35 Practical Sports

Performance Optional Units:

- Unit 17 Inclusive Coaching
- Unit 20 Large Sports Spectator Events
- Unit 25 Sports Injuries Management
- Unit 28 Fitness Testing
- Unit 29 Technical and Tactical Skills in Sport
- Unit 30 Oranising Events in Sport
- Unit 31 Influence of Technology in Sport
- Unit 32 Sports Performance Analysis

#### Assessment

The units are assessed using a variety of methods including research projects, presentations, reports and role plays throughout the year. Each unit is made up of between one and three assignments, all of which have specific deadlines which must be met.

A BTEC course in Sport is right for you if:

- You prefer a more practical way of learning;
- You have an interest in the diverse industry of Sport;
- You are prepared to take guidance from the team to become an independent and active learner;
- You prefer coursework to examinations;

#### Useful Link

For the full specification scan here:



# BTEC INTERNATIONAL LEVEL 3 EXTENDED DIPLOMA IN IT

#### What will be studied?

Embarking on the BTEC ICT journey offers students a dynamic and hands-on approach to mastering the intricacies of Information and Communication Technology. The programme is meticulously crafted to equip students with not just theoretical knowledge, but practical skills essential for thriving in today's technologydriven world. From software development and hardware fundamentals to networking, databases, and web development, the BTEC ICT curriculum ensures a comprehensive understanding of the diverse facets of ICT.

The BTEC course covers key areas of IT such as Software Development, Network Design, and Cybersecurity. The BTEC International Level 3 has various pathways allowing students access to further education.

#### How will I be assessed?

The units are assessed internally with no external examinations. Units 1, 6 and 11 are assessed through specific Pearson set assignments marked by Pearson for standardisation across centres.

Mandatory Units:

- Unit 1 Information Technology Systems – Strategy, Management and Infrastructure (Compulsory)
- Unit 6 Website Development (Compulsory)
- Unit 11 Cyber Security and Incident Management (Compulsory)

#### Optional Units:

- Unit 3 Using Social Media in Business
- Unit 5 Data Modelling
- Unit 9 IT Project Management
- Unit 12 IT Technical Support and Management
- Unit 13 Software Testing
- Unit 15 Cloud Storage and Collaboration Tools
- Unit 16 Digital 2D and 3D Graphics
- Unit 17 Digital Animation and Effects
- Unit 18 The Internet of Things
- Unit 19 Enterprise in IT
- Unit 20 Business Process Modelling Tools
- Unit 23 Introduction to Robotics and Automation

#### Assessment

Assessment is continuous, based on projects, practical tasks, and assignments. Each unit has one to three assignments with specific deadlines that must be met.

A BTEC course in IT is right for you if:

- You prefer hands-on and practical learning.
- You prefer coursework over exams.
- You are interested in technology and computer systems.
- You are an independent learner and proactive problem solver.
- You want to be prepared for higher education or employment in the IT industry

#### Useful Link

For the full specification scan here:



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# REQUIREMENTS FOR EARNING THE BTEC EXTENDED DIPLOMA

In order to be awarded the BTEC Level 3 Extended Diploma, students must:

- Complete up to 18 units of study across their chosen subject area, with a mix of coursework and practical assessments, equating to 1080 guided learning hours (GLH).
- Achieve grades ranging from Pass, Merit, and Distinction in each unit, showcasing their expertise and understanding.
- Demonstrate applied knowledge through real-world scenarios, work experience, and industry projects, preparing for future careers or higher education.
- Commit to rigorous learning that blends hands-on experience with the theory needed to excel in both the workplace and further academic pursuits.

# ASSESSMENT: GRADING THE BTEC DIPLOMA

The BTEC Level 3 Extended Diploma uses a points-based grading system that combines assessments across multiple units to provide an overall grade. Each unit is graded as Pass, Merit, or Distinction, reflecting the student's level of achievement.

Pass (P): Demonstrates the essential knowledge and understanding required.

Merit (M): Shows a deeper understanding with the ability to apply knowledge effectively.

Distinction (D): Reflects exceptional understanding and application of complex concepts.

#### How the Final Grade is Calculated

Each unit is graded: Students are awarded points for their grade in each unit (Pass, Merit, or Distinction).

Total points are accumulated: The points from all units are combined to determine the overall qualification grade.

Final grade awarded: Based on the total points, students receive one of the following overall grades:

- PPP (Pass, Pass, Pass)
- MMM (Merit, Merit, Merit)
- DDD (Distinction, Distinction, Distinction)
- or any combination (e.g. DDD, Distinction Star).



# NOTES


# NOTES




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