



DWIGHT SCHOOL DUBAI

Igniting the spark of genius in every child

PERSONALIZED LEARNING • COMMUNITY • GLOBAL VISION

Dwight School Dubai IB Diploma Programme

Your Essential Guide
(Grades 11 & 12 Pre-University)



An IB World School

Welcome

Dwight's legacy of innovation and personalized learning dates all the way back to 1872.

Right from its inception, Dwight has been committed to fostering the next generation of global leaders and ethical citizens who can thrive anywhere in the world.

As part of a global network of Dwight Schools, we have brought our long and rich heritage of being a premier international independent school to the UAE.



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What Sets Us Apart

A Recognized Innovator in Education

- Prestigious, high quality and academically rigorous
- A long track record of exceptional college placement to the best universities in the world
- Unique connectivity for students across all campuses



A Legacy of Innovation



1872
Founded by Julius Sachs (of the Goldman Sachs family).

1888
The school is named in honor of Timothy Dwight, 12th President of Yale, who partnered with the School to focus on math and science.



1972
1st school in the US to **expand internationally**: Dwight School London is formed.

2014
1st school in the Americas to offer the **comprehensive IB curriculum** from preschool to graduation.



Educational Frontiers



1872
Dwight School New York



1972
Dwight School London



2009
Dwight School Seoul



2013
Dwight Global Online School



2014
Dwight High School Shanghai Qibao



2018
Dwight School Dubai

Our Mission

Dwight is dedicated to igniting the spark of genius in every child. Kindling their interests, we develop **inquisitive, knowledgeable, self-aware, and ethical citizens** who will build a better world.



Our Vision

To foster the next generation of **global leaders** who can thrive anywhere in the world.



Spark of Genius

Dwight Schools believe that each individual has a unique spark of genius. Our goal is to nurture that potential to help our students learn, grow and make the world a better place. We do this through our commitment to three pillars: personalized learning, global vision and community. The three pillars provide students with the tools they need to ignite this spark, turning passion into purpose.



Our Pillars

Our educational approach, which is designed so that every child fulfills his or her potential, is built on three pillars.

Personalized Learning

Dwight embraces the individuality of each learner, as no two students are the same. Dwight supports these student journeys through a robust academic curriculum and after-school programs. Dwight makes it a priority to focus on and develop each child's spark of genius. Whether connecting a student with an exceptional mentor, designing tailor-made enrichment, crafting a special study abroad opportunity, or providing an innovative program or tutorial, Dwight recognizes and fosters each student's gifts and talents.



Community

Dwight's community is a family of diverse individuals whose collective goal is to build a better world. The power of our learning environment is enhanced by connecting and valuing the different contributions and talents of all members. Through unlimited service, leadership, programmatic, and scholarship opportunities, we inspire students to find their own unique paths to action.



Global Vision

We embrace the values of the IB and are dedicated to educating students beginning in the early years to be caring, compassionate, internationally-minded problem solvers who can help make our world a better place. Instruction in foreign languages begins early with Arabic and French, and we share the rich traditions of our students and diverse community.



Introduction From The Head of Upper School



Dear students and parents,

This comprehensive guide has been compiled to provide our current Grade 10 and new students with detailed information regarding the IBDP and the prospective subject choices.

This is an exciting time for students as they look ahead to the next phase of their education. We recognise that DP life is a transition between school, and for most, university. As such, we understand the importance of developing independent, well organised and committed students who are ready for the challenges of life after school.

Whilst academically, our students will be challenged and pushed to achieve their full potential, we also want them to develop holistically, nurture their 'spark of genius' and exemplify characteristics of the IB Learner Profile; for example becoming balanced, principled and open minded citizens of the world.

Our DP students will experience more responsibility, enhanced privileges and opportunities, higher expectations and a different relationship with their teachers, as we work together to materialise their ambitions for the future.

We hope our students will find this guide useful and urge them to ask questions, research and grasp hold of the many opportunities afforded to them. I am confident that as we embark on this next stage together at Dwight School, it will be the most exciting yet.

Kind regards,
Rachel Smyth



Introduction from the IBDP Coordinator



Dear all,

It is with great pleasure to welcome you to the IB Diploma Programme in our Dwight Community. I have personally had the pleasure of being a part of this family of schools for over a decade. Prior to Dubai, I have been with many of our global campuses, and I can say with great confidence that Dwight has a great tradition of making sure your child has all the tools for success by the time they leave our doors.

'Igniting the spark of genius in every child' is not just a take away line from our mission, but it's a true phrase that is seen everyday in the DP. Whether it is in the school or out; in a lesson or during a CAS opportunity; our student's 'spark' is what drives the school community.

The pillars of the school (Personalized Learning, Community, and Global Vision) hold true to all DP students at Dwight Dubai. Whether it's developing an innovative product in our Spark Tank; making connections with our other students in one of our global campuses; playing a sport for the first time and competing with our sports teams and leagues; or performing in Carnegie Hall near our New York Campus - the Dwight School Dubai's Diploma Programme will have something exciting for students to learn and grow from.

We look forward to you joining our Dwight Community.

Yours Sincerely,
Justin Dacanay

10 Reasons

Why The IB Diploma Programme is Ideal Preparation for University

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

4



The IB encourages critical thinking

Research* shows that DP graduates are more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

5



Graduates are globally minded

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

6



It's an international qualification

The IBDP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher educating institutions than entrants holding other qualifications.



University Destinations

The Dwight learning journey is designed to prepare students for bright and promising futures by helping them secure admissions to some of the best Ivy League schools, year after year.

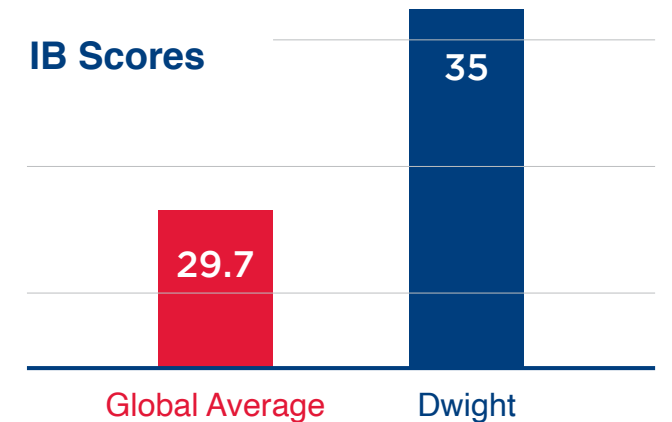
Our graduates attend the most prestigious universities around the world, including Harvard, Stanford, Princeton, New York University, Vassar, Cornell, McGill University, Waseda University, Ecole Hoteliere de Lausanne, the University of Edinburgh, and University of St. Andrews.

Our alumni have left their mark on our world and our visionary leaders have transformed the educational landscape for over 145 years and continue to do so to this day.

Strong Academic Results

Dwight Schools have had at least one student with a **Perfect IB Score of 45** in all of its graduating classes. There are only 200+ students globally who earn a perfect score.

IB Scores



Exceptional College Placement

100%

of our students admitted to Universities

>20%

New York: admitted to Ivy's and ~2/3rd admitted to top 30 universities



The IB Diploma Programme Grades 11 – 12

The IB Diploma Programme (DP), provides a framework for academic rigor and innovation that encourages students to challenge themselves, and to apply their broad range and depth of knowledge in the real world.

The DP is highly regarded by leading colleges and universities worldwide for its challenging curriculum and for predicting student success in higher education. DP graduates qualify for college credit at most US colleges and universities.

Dwight teachers inspire DP students to tap into their critical-thinking skills and personal passions to focus on one area for in-depth study in Dwight's tradition of personalized learning.



The IB Diploma Programme is Designed to:

- Engage students in a broad range of subjects, including several at a higher level and of their own choosing, ranging from experimental sciences and mathematics, to the arts, economics and finance, film, technology and languages.
- Introduce students to philosophy through the compulsory IB Theory of Knowledge course, where they explore the nature of knowledge and are challenged to reflect critically on diverse aspects.
- Encourage students to explore the arts and creative thinking, physical activity, and community service through CAS (Creativity, Action, and Service) requirements on a journey of self-discovery.
- Engage students in independent research through in-depth study and writing an extended essay.
- Emphasize the development of the whole student intellectually, emotionally, physically, and ethically.
- In every grade, we embrace the IB mission and the IB Learner Profile, which encourages students to be: knowledgeable, inquirers, principled, thinkers, open-minded, communicators, balanced, risk-takers, caring and reflective.



Learner Profile Document

The Learner Profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate, and focus the work of schools and teachers, uniting them in a common purpose.

The Learner Profile perfectly complements the Dwight notion of the “spark of genius” thereby creating an atmosphere where such inspiration is induced.

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

As IB learners we strive to be:

Inquirers

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

Knowledgeable

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

Thinkers

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

Communicators

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

Principled

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

Open-Minded

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

Caring

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

Risk-Takers

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

Balanced

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

Reflective

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

The IB learner profile represents 10 attributes valued by IB World Schools.

We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

The International Baccalaureate Diploma Programme Core

In addition to six subjects, students will study the DP Core. Made up of the three required components, the DP Core aims to broaden students' educational experience and challenges them to apply their knowledge and skills. The three components are: Theory of Knowledge; Extended Essay; and Creativity, Activity and Service.

Theory Of Knowledge (TOK)

Theory of knowledge (TOK) plays a special role in the IB Diploma Programme, by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

How Is TOK Structured?

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

The most central of these is "How do we know?", While other questions include:

- What counts as evidence for x?
- How do we judge which is the best model of y?
- What does theory z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

Assessment of TOK

The TOK course is assessed through an oral presentation and a 1600 word essay.

The presentation assesses the ability of the student to apply TOK thinking to a real-life situation, while the essay takes a more conceptual starting point.

What Is The Significance of TOK?

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- Reflect critically on diverse ways of knowing and on areas of knowledge
- Consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.
- In addition, TOK prompts students to:
 - Be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
 - Recognize the need to act responsibly in an increasingly interconnected but uncertain world.

The Extended Essay

The extended essay is a required component of the IB Diploma Programme. It is an independent, self-directed piece of research, finishing with a 4,000-word paper.



What is the Significance of the Extended Essay?

The extended essay provides:

- Practical preparation for undergraduate research
- An opportunity for students to investigate a topic of special interest to them, which is also related to one of the student's six DP subjects.

Through the research process for the extended essay, students develop skills in:

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

Participation in this process develops the capacity to analyse, synthesize and evaluate knowledge.

An extended essay can also be undertaken in world studies, where students carry out an in-depth interdisciplinary study of an issue of contemporary global significance, across two IB diploma disciplines.

Creativity, Activity and Service

Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme. CAS involves students in a range of activities alongside their academic studies. It is not formally assessed. However, students reflect on their CAS experiences as part of the DP, and provide evidence of achieving the seven learning outcomes for CAS.

How is CAS Structured?

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- Creativity – arts, and other experiences that involve creative thinking.
- Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

In order to demonstrate these concepts, students are required to undertake a CAS Project. The project challenges students to:

- Show initiative
- Demonstrate perseverance
- Develop skills such as collaboration, problem solving and decision making.

What Is The Significance of CAS?

CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. At the same time, CAS is an important counterbalance to the academic pressures of the DP.



The International Baccalaureate Diploma Programme Subject Groups

For the IB Diploma Programme subject groups, there are Standard Level (SL) and Higher Level (HL) courses. Please [click here](#) to learn more.

Students study six courses selected from the six subject groups below:



Group 1

English A Language & Literature SL/HL

Arabic A SL/HL



Group 2

Spanish Ab Initio

Arabic Ab Initio

Mandarin Ab Initio

French B SL/HL

Spanish B SL/HL

German B SL/HL



Group 3

History SL/HL

Business Management SL/HL

Psychology SL/HL

Global Politics SL/HL



Group 4

Chemistry SL/HL

Biology SL/HL

Physics SL/HL

Design SL/HL

ESS SL



Group 5

Maths: Applications and Interpretations SL/HL

Maths: Analysis and Approaches SL only



Group 6 - Electives

Visual Art SL/HL

Chemistry SL/HL

Physics SL/HL

Music SL/HL

DP Theatre SL/HL

Awarding of the IB Diploma

The maximum point score a student can achieve is 45 points. Students can gain up to 42 points in their six subjects at a maximum of Level 7 per subject. In addition, 3 bonus points are on offer through the combination of their final grading for the Theory of Knowledge (TOK) and Extended Essay (EE) components.

Theory of Knowledge

The Theory Of Knowledge (TOK) and Extended Essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall diploma score.

| TOK/EE | EXCELLENT A | GOOD B | SATISFACTORY C | MEDIOCRE D | ELEMENTARY E |
|----------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Excellent A | 3 | 3 | 2 | 2 | Failing Condition |
| Good B | 3 | 2 | 2 | 1 | Failing Condition |
| Satisfactory C | 2 | 2 | 1 | 0 | Failing Condition |
| Mediocre D | 2 | 1 | 0 | 0 | Failing Condition |
| Elementary | Failing Condition | Failing Condition | Failing Condition | Failing Condition | Failing Condition |

IB DIPLOMA Passing Requirements

A candidate must gain a minimum of 24 points in order to achieve a full IB Diploma. However, there are some restrictions and failing conditions in the way in which these points are achieved:

- CAS requirements have been met.
- Candidate's total points must not be less than 24.
- Candidate has not been given a score for Theory of Knowledge, Extended Essay or for a contributing subject.
- A grade E has not been awarded for one or both of Theory of Knowledge and the Extended Essay.
- There is no grade 1 awarded in a subject/level.
- Grade 2 has not been awarded three or more times (HL or SL).
- Grade 3 or below has not been awarded four or more times (HL or SL).
- Candidate has gained no fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- Candidate has gained no fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- Universities often recognise both the achievement of the full IB Diploma as well as performance in individual subjects when considering applicants.



Equivalency Criteria

Currently, in order to qualify for the 'Equivalency' certificate and graduate from high school to University, students must meet the following criteria (please note that these may be different from university admission requirements):

- A. Completed 12 years of continuous education from Year 2/Grade 1 up to Year 13/Grade 12, plus;
- B. Pass the MYP (end of Grade 10), or equivalent, plus;
- C. Gain the Full IB Diploma (end of Grade 12), plus;
- D. Pass Arabic (with a mark of at least 60%) in Grades 9 to 11, and pass the Grade 12 Unified MOE exam with a mark of not less than 60%. This can be taken as either Native Arabic Studies (for students of Arab Nationality as shown on their passport) or as Non-Native Arabic Studies (for students of non-Arab Nationality as shown on their passport or those with special waivers from KHDA).
- E. In addition, Muslim students must also pass Islamic Studies in each of Grades 9 to 11, and pass the Unified MOE exam in Grade 12 with a mark of not less than 60%.

This can be taken as either Native Islamic Studies (for students of Arab Nationality as shown on their passport) or as Non-Native Islamic Studies (for students of non-Arab Nationality as shown on their passport).

EMSAT* (Examinations)

EMSAT is a pre-University assessment for all Emirati (UAE) students and expat students who may wish to study in any of the universities in the UAE, completed in Grade 12, assessing English, Mathematics, Arabic and Physics. In the future, passing EMSAT may be one of the requirements for obtaining different levels of the UAE Secondary Equivalency.

The level of demand for the Physics assessment may influence a student's subject choice at MYP. It may therefore be beneficial for UAE students to study Physics at MYP in preparation for the EMSAT examination.

*Applicants will be notified of any changes to Equivalency or EMSAT requirements. Options would be adjusted accordingly. This information is accurate as at 3rd February 2020.

UAE Secondary Equivalency Certificate

The Shahadat Al-Thanawiya Al-Amma or 'Secondary School Leaving Certificate' is a student's evidence that they have successfully completed Secondary Schooling in the UAE in a non-Ministry of Education School.

It is now often referred to as the 'Equivalency Certificate'. This is applicable to all students, regardless of nationality.

It is important for students to be aware that they must gain the Shahadat Al-Thanawiya Al-Amma if:

- A. They wish to attend university in the UAE*
- B. They wish to gain employment in the UAE in the future, as Federal Law dictates that all government and some semi-government employees must have the Equivalency to Shahadat Al-Thanawiya Al-Amma.

*If you are intending to study at University in certain countries such as Lebanon, Egypt, Bahrain, Jordan, Tunisia or certain other countries in Europe, you may be required to gain Equivalency as one of the conditions applicable to the country's Ministry of Education / relevant authorities.

Students wishing to study in Lebanon, Egypt, Jordan or other Arab countries may also be required to pass IGCSE Arabic, or equivalent, as a university admission requirement. For further information and guidance, we recommend you contact your country's Ministry of Education and make an appointment to meet with the College Counselor.



Entry Criteria for all Applicants (Internal and External):

1. For any student who wishes to enroll for the IB DP, entry requirements will be able to demonstrate:
 - Successful completion of the IB Middle Years Programme (Grade 10), resulting in MYP Certificate, to include:
 - Minimum 4 points for courses to be studied at Higher Level (HL);
 - Minimum 3 points for courses to be studied at Standard Level (SL);
 - At least 4 points achieved for the Personal Project.

Or

Achieving a minimum of five (5) I/GCSE subjects at Grades 9 to 5, including Mathematics, English and Science at Grade 5 or above;

Or

Achieving equivalent passing grades from another education system/pathway;

Recommendation:

Higher Level DP Mathematics: Students achieving 4 points (MYP) or Grade 5 (I/GCSE), or less, in Mathematics would be expected to study Standard Level Mathematics.

2. Good attendance (96%) and Good Behaviour Record throughout Grade 10 / Year 11.
3. An appropriate level of English to be able to access the DP curriculum.
4. Enthusiasm and commitment for the Diploma Programme at Dwight School Dubai.

Application Process

Students who wish to apply for the DP Programme will:

1. Complete an application form (external applicants only) and submit the last two school reports, one of which must be a full written report;
2. All students and parent/s will have a meeting with the DP Coordinator, and / or the Head of Upper School and College Counselor, to discuss the Diploma Programme, subject options and academic entry requirements.
3. Following application evaluation and meeting, students will either receive a written conditional offer, subject to MYP or I/GCSE or equivalent examination results published during the summer, or letter of rejection outlining reason/s for the decision.
4. Within 10 days of the offer being made, all successful external applicants must confirm their acceptance of a place. If the acceptance is not received within 10 days the school reserves the right to withdraw the offer.
5. For internal applicants, the DP Subject Choices Form is returned mid-to late March. Following this, parents and students may be invited for a follow-up meeting, particularly if current MYP grades indicate that their DP subject choices may be an issue. These meetings will continue, as needed, throughout Grade 10 with the aim of supporting the student to improve grades and achieve entry onto the DP.
6. Final decision for entry onto the DP and / or particular subject will only be made after the final Report Card at the end of Grade 10.
7. Students entering into the Senior School will be expected to read and sign a Home-School Learning Agreement which outlines the commitment required by all parties to be part of the Diploma Programme.
8. As per Ministry of Education requirements, all native students must study Ministry of Education Arabic, with all Muslim students also studying Ministry of Education Islamic Studies.



How Can I Make Sure that I Succeed?

Our Diploma Programme (DP) students at Dwight Dubai will be well supported by our DP Team made up of Senior Advisors, University & College Counsellor, and DP Coordinator. The Senior Advisor will be the first point of contact who will meet with students on a daily basis.

Our University & College Counsellor will make sure that students are on track to meet their goals throughout the DP so that they will have the best opportunity possible for the application process for postsecondary education.

The DP Coordinator will ensure that all students, staff, and parents are supported throughout both years of the Diploma Programme. This includes, but not limited to, student wellbeing, individual subjects, Internal Assessments (IA), and external examinations.

Leadership Opportunities

Students are encouraged to take full advantage of leadership opportunities that they will have at Dwight Dubai. Student council, student prefects, and school committees are just some of the many examples. These are great Creativity, Activity and Service (CAS) opportunities that are required to complete the DP, as well as a chance for students to further develop as part of Dwight's 3 Pillars. Creating leadership opportunities is also encouraged such as starting a club, or leading a presentation on a topic of interest.

Where will the IB Diploma take me?

- Careers and College/University
- Life Skills/holistic student

IBDP Prerequisites For University

Although requirements for specific university programmes can change, the matrix below contains general guidelines as a starting point. In addition, there are many subjects to study at university, not listed here, that will not require specific prerequisites.

It is vital, even at this early stage, that students conduct their own research into the subject requirements for university courses they may be interested in.

What can I study?

The IB Diploma programme at Dwight School Dubai provides the breadth of subjects required to potentially access any higher education (bachelor's degree-level) course.

Refer to <http://www.ibo.org/diploma/> for detailed information on how the Diploma programme is structured. Award conditions are also detailed in the Rules and Regulations for the programme, which are available via Dwight School Dubai on the school website at <https://www.dwightschooldubai.ae/>



Below is a selection of common prerequisites for the UK and USA:

Group 1

- Language and Literature

HL / SL*:

- English Literature

HL / SL:

- Arabic
- English
- French
- German
- Italian
- Mandarin
- Spanish Others on demand.*

Group 2

HL / SL:

- French B,
- Spanish B,
- Ab initio languages on demand

Group 3

HL / SL:

- History,
- Geography,
- Business and Management,
- Psychology,
- Economics

Group 4

- Environmental

HL / SL:

- Mathematics Systems
- Societies

SL only:

- Mathematical Studies

Group 5

HL / SL:

- Visual Art

Group 6

- Environmental

HL / SL:

- Mathematics Systems and Societies

SL only:

- Mathematical Studies

Compulsory core components:

- Theory of Knowledge (taught course) Extended Essay (supervised study) Creativity, Action, Service (supervised projects)

Degree Area of Study

United Kingdom

USA

Architecture

May require HL Maths; HL Physics; Art or Design Technology; portfolio

Recommended HL Maths and a HL Science for Bachelors of Architecture

Art and Design

IB Art or IB Design Technology Portfolio usually required

Portfolio often required; IB Art or IB Design Technology recommended

Business

May require SL Maths

No specific prerequisites; IB Business not normally required

Economics

Often requires HL Maths, may require SL Maths

No specific prerequisites; IB Business not normally required

Engineering

Usually requires HL Maths and HL Physics

Recommend SL or HL Maths and one or more HL Science

Law

May require English A, essay based subjects recommended (e.g. History)

Not available as an undergraduate option

Medicine

Requires two HL Sciences – Usually HL Chemistry and HL Biology

Not available as an undergraduate option

Science

May require SL or HL Maths and one or more HL Science

Recommend SL or HL Maths and one or more HL Science

IB Diploma Programme - Course Offer 2021-2023 Subject Overview

Group 1

Language A Language And Literature SL/HL

Course Description

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Entry Requirements

This Language and Literature based course is suitable for students who have a standard of English which will allow them to read a variety of texts and/or language (including ESL) comfortably and with enjoyment. A pass equivalent in MYP at Level 4.

- English A Language & Literature SL/HL
- Arabic A Language & Literature SL/HL

Group 2

Language B English, French, Arabic

Course Description

Language B is a language acquisition course designed for students with some previous learning of that language. The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts for a variety of purposes, while promoting an understanding of another culture through the study of its language.

Entry Requirements

- A pass equivalent in MYP at Level 4.
- French B SL/HL
- German HL
- Spanish B SL/HL
- Arabic B SL/HL*
- Lang B Ab initio (Online) - tbc (Spanish/French)

Group 3

Individuals and Societies Business and Management SL/HL

Course Description

Business and Management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organisations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organising resources. Profit-making, risk-taking and operating in a competitive environment characterise most business organisations. Business management is the study of decision making within an organisation and examines the use of information technology in business contexts.

It examines how business decisions are influenced by factors internal and external to an organisation, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organisation, how they may be successfully managed and how they can ethically optimise.

Entry Requirements

- Minimum of a grade B (Level 5) in MYP or IGCSE English Language A and/or English Literature.
- History SL/HL
- Individuals and Societies:
- History SL/HL

History SL/HL

Course Description

The History course at SL and HL aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. Students will be encouraged to develop an understanding of the present through critical reflection upon the past.

As well as this, they will reflect on the impact of historical developments at national, regional and international levels. The History course will enable an awareness of one's own historical identity through the study of the historical experiences of different cultures.

Entry Requirements

- Psychology SL/HL

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines

There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.

Entry Requirements

- Minimum Grade B (Level 6) in MYP or I/GCSE English Language A and/or English Literature.

Global Politics SL/HL

Course Description

The global politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels.

It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives.

Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective.

Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

Entry Requirements

- Minimum Grade B (Level 6) in MYP or I/GCSE
- English Language A and/or English Literature



Group 4

Chemistry SL/HL

Course Description

This is a two-year course studying the experimental science that combines academic study

with the acquisition of practical and investigational skills. Students work together in a cooperative environment to communicate scientific information using the scientific method.

They apply their knowledge by completing experiments that relate to the core content and research topics in Chemistry.

Entry Requirements

- A grade B (Level 6) in MYP or I/GCSE Science.

Biology SL/HL

Course Description

Biology is the study of living organisms. Students are given the opportunity to develop their knowledge of the living world from the cell – its molecular structure and complex metabolic reactions – to the interactions that make whole organisms and ecosystems function. The course can be studied at SL and HL, with the difference being additional depth and content at HL.

Entry Requirements

Minimum Grade B (Level 6) in MYP or I/GCSE English Language A and/or English Literature.

Physics SL/HL

Course Description

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations

Entry Requirements

Students should also be taking SL Mathematics AA at IB for SL Physics or HL Mathematics AA for HL Physics, as a compliment to the IB Physics course. The skills taught in Mathematics are required for Physics and will not be taught during Physics lessons.

*Arabic B is currently not recognised by the Ministry of Education as an Equivalency subject. Students wishing to select Arabic B must study this subject as a seventh (7th) Diploma option.

Please note that the subjects offered may vary depending on student demand / numbers.

Design Technology SL/HL

Course Description

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how

we communicate with others; how we are able to solve problems; how we work and live. Technology emerged before science, and materials were used to produce useful and decorative artefacts long before there was an understanding of why materials had different properties that could be used for different purposes. In the modern world the reverse is the case, and designers need to have an understanding of the possibilities offered by science to realise the full potential of what they can design in terms of new technologies, products and systems.

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

Entry Requirements

Grade B (Level 6) in either MYP or GCSE Design. Also required is a grade B (Level 6) in MYP or I/GCSE English Language A and/or English Literature.

ESS SL Environmental systems and societies (SL only)

Course Description

ESS is a course that is focused on the scientific exploration of environmental systems and the cultural, economic, ethical, political and social interactions of societies with the environment. Students will develop the ability to recognise and evaluate the impact of the complex system of societies on the natural world. The ESS course requires students to think holistically about environmental issues and to suggest suitable management solutions that can be applicable to problems on a personal, community or global scale.

Entry Requirements

A grade C (Level 4) in MYP or I/GCSE Science subject and IGCSE English Language A and/or English

- Literature. Students can engage with this course successfully without having studied I/GCSE
- Biology or I/GCSE Geography, however, either/both would be an advantage.



Group 5

Maths: Applications and Interpretations SL/HL Mathematics SL/HL

Programme Outline

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Entry Requirements

- SL - A pass equivalent in MYP at Level 4.
- HL - A grade C (Level 5) in MYP or I/GCSE Mathematics

Maths: Analysis and Approaches SL only

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Entry Requirements

HL - A grade B (Level 6) in MYP or I/GCSE Mathematics

Group 6 - Electives

The Arts And The Electives

Visual Arts SL/HL

Course Description

The Diploma Programme Visual Arts course enables students to engage in both practical

exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts.

Entry Requirements

- A grade B (Level 6) in MYP or I/GCSE Science.

Chemistry SL/HL

Course Description

This is a two-year course studying the experimental science that combines academic study with the acquisition of practical and investigational skills. Students work together in a cooperative environment to communicate scientific information using the scientific method.

They apply their knowledge by completing experiments that relate to the core content and research topics in Chemistry.

Entry Requirements

- A grade B (Level 6) in MYP or I/GCSE Science.

Physics SL/HL

Course Description

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics,

observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations

Entry Requirements

Students should also be taking SL Mathematics at IB for SL Physics or HL mathematics for HL Physics, as a compliment to the IB Physics course. The skills taught in Mathematics are required for Physics and will not be taught during Physics lessons.

Business Management SI/HL

Business And Management SI/HL

Course Description

Business and Management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organisations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organising resources. Profit-making, risk-taking and operating in a competitive environment characterise most business organisations.

Business management is the study of decision making within an organisation and examines the use of information technology in business contexts. It examines how business decisions are influenced by factors internal and external to an organisation, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organisation, how they may be successfully managed and how they can ethically optimise.

Entry Requirements

Minimum of a grade B (Level 6) in MYP or IGCSE English Language A and/or English Literature.

Approaches to Learning in the IB

When we speak of an IB education, we speak on education that prepares children for lifelong independent learning. We want students to learn how to learn on their own, and here is where “**Approaches to Learning (ATL)**” come in. It is important that we teach students how to learn and not just what to learn.

These skills are grounded in the belief that learning how to learn is fundamental to a student’s education. Five categories of interrelated skills aim to support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them. These skills also help to support students’ sense of agency, encouraging them to see their learning as an active and dynamic process (IBO 2017).

Skills and Sub-skills

Thinking Skills

- Critical-thinking skills (analysing and evaluating issues and ideas)
- Creative-thinking skills (generating novel ideas and considering new perspectives)
- Transfer skills (using skills and knowledge in multiple contexts)
- Reflection/metacognitive skills ((re)considering the process of learning)

Research Skills

- Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)
- Media-literacy skills (interacting with media to use and create ideas and information)
- Ethical use of media/information (understanding and applying social and ethical technology)

Why have approaches to learning?

The IB Approaches to Learning are unarguably the most important to acquire not only in the context of a unit of inquiry, but also for any learning and teaching that occurs within the classroom and in life outside of school.

The five categories and their respective sub-skills encompass what is needed for a learner in the 21st century. In this dynamic, fast-evolving world we need people who are not just knowledgeable but are also critical thinkers and problem solvers.

Communication Skills

- Exchanging-information skills (listening, interpreting, speaking)
- Literacy skills (reading, writing and using language to gather and communicate information)
- ICT skills (using technology to gather, investigate and communicate information)

Social Skills

- Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)
- Developing social-emotional intelligence
- Self-management skills
- Organization skills (managing time and tasks effectively)
- States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)

What do ATL skills look like and how are they developed?

| DP-MYM-DP | PYP Skills & Clusters | MYP Skills Clusters | DP Skill Clusters |
|-----------------|--|--|-----------------------------------|
| Communication | Listening, speaking, reading, writing, viewing, presenting, non-verbal communications | Communication | Communication |
| Social | Accepting responsibility, respecting others, cooperating, resolving conflict, group decision making, adopting a variety of roles | Collaboration | Collaboration |
| Self-management | Gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behaviour, informed choices | Organisation, affective, reflection | Organization affective |
| Research | Formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings | Information, literacy, media literacy | Research, information literacy |
| Thinking | Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical throughout, meta-cognition | Critical thinking, creative thinking, transfer | Reflection, higher order thinking |



Please scan the QR codes below to see a detailed course description, aims, curriculum and assessment models for each group.

Group 1

Language and Literature



Group 2

Language B



Group 3

Individuals and Societies



Group 4

Sciences



Group 5

Mathematics



Group 6

The Arts



Webinars

Listen to our pre-recorded webinar sessions from the school's senior leadership team and students

The IBDP and the pathways to university



Students discuss the IBDP and their future plans



For Further Information

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