



DWIGHT
SCHOOL
DUBAI

Dwight School Dubai IB Diploma Programme

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



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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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 IB DP 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 IB DP Coordinator



Dear students and parents,

It is with great pleasure that I welcome you to the IB

Diploma Programme at Dwight School Dubai. The Dwight family of schools have long been associated with the International Baccalaureate Organization, sharing an ethos that puts the student at the centre of everything we do. The IB Diploma Programme is a two year programme recognized worldwide by universities and employers as the leading qualification in international education at pre-university level. The academic rigour of the Diploma Programme balanced with the required engagement in extra-curricular and enrichment activities ensures a holistic approach to education that makes Dwight graduates highly sought after by the top global institutions.

Students are encouraged to grasp the opportunities available and look to 'ignite their spark of genius' in their fields of interest. Whether it is developing an innovative product in our Spark Tank; networking with other

students in one of our global campuses; playing a sport

for the first time and competing with our sports teams; 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.

Ultimately, our goal is to ensure that students have an enjoyable and enriching academic experience, whilst allowing them to develop attributes such as self-confidence, leadership capacity, cultural awareness and ultimately leave as principled young adults, who are global citizens ready to excel in the next stage of their lives after Dwight School Dubai.

If you are ready to 'ignite your spark' then we look forward to you joining our Dwight community.

Yours sincerely,
Peter Atkins

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



Group 1

English A Language & Literature SL/HL

Arabic A Language & Literature SL/HL



Group 2

Arabic B SL/HL

Mandarin B SL

s O O

y s O O

t O



Group 3

History SL/HL

Business Management SL/HL

Psychology 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

Maths: Analysis and Approaches SL/HL



Group 6 - Electives

Visual Art SL/HL

Chemistry SL/HL

Physics SL/HL

Music SL/HL

Global Politics SL/HL

Economics 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). HL subjects, the three highest grades count.
- 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).
- 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 applications.



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 subject to change.

UAE Secondary Equivalency Certificate

The Shahadat Al-Thawasiya 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-Thawasiya 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-Thawasiya 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):

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 and Personal Project, to include:

- Minimum 6 points for Maths, Biology, Chemistry and Physics courses to be studied at Higher Level (HL)*;
- Minimum 5 points for all other HL subjects;
- Minimum 4 points for courses to be studied at Standard Level (SL)*;

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:

1. Higher Level DP Mathematics, Biology, Chemistry, Physics: Students achieving 5 points (MYP) or Grade 5 (I/GCSE), or less, in Mathematics, Biology, Chemistry, Physics would be expected to study Standard Level Mathematics and Sciences.
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; Internal students complete options form.
2. Following student subject choices, subject committee will meet to agree suitability of subject choices/levels.
3. 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 DP, subject options and academic entry requirements.
4. 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.
5. Within 10 days of the offer being made, external applicants must confirm their acceptance of a place. If acceptance is not received within 10 days the school reserves the right to withdraw the offer.
6. 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.
7. Final decision for entry onto the DP and / or particular subject/level will only be made after the final Report Card at the end of Grade 10.
8. 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 a part of the Diploma Programme.
9. 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.

*The following SL/HL subjects have specific entry criteria:

HL Mathematics: A minimum of a grade 6 at MYP or grade 7 at I/GCSE Mathematics is required.

HL Biology/Chemistry/Physics: Prior study of the subject is required with a minimum of a grade 6 at MYP or grade 7 at I/GCSE.

SL/HL Design Technology: Prior study of Art/Design related subject which involves craftsmanship skills, graphic communication and creative critical thinking. Sample work may be requested (external).

SL/HL Visual Arts: Prior study of Art/Design related subject which involves competency in drawing skills, medium understanding, craftsmanship, visual communication and creative thinking. Sample work may be requested (external).



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 and 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 and 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 post-secondary 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 ambassadors, 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.

IBDP Prerequisites For University

Although requirements for specific university programmes can change, the matrix overleaf 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:

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 aPacIaPaf

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

- Minimum of a Grade 4 for SL, Grade 5 for HL, in MYP, or equivalent in English Language A/English Literature.

Group 2

Language B Arabic*, French, German, Spanish, Mandarin SL/HL, Spanish Ab Initio SL



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 Grade 4 for SL, Grade 5 for HL.
- Spanish Ab Initio is a beginners course, therefore no grade entry requirements.

*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.

Group 3

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 4 for SL, Grade 5 or HL in MYP or equivalent in English Language A/English Literature.

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

- Minimum of a Grade 4 for SL, Grade 5 for HL, MYP or equivalent in English Language A/English Literature.

Psychology SL/HL



Course Description

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 4 for SL, Grade 5 for HL, MYP or equivalent in English Language A/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 4 for SL, Grade 6 for HL in MYP or equivalent.

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

- A Grade 4 for SL, Grade 6 for HL in MYP or equivalent.

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 complement to the IB Physics course. The skills taught in Mathematics are required for Physics and will not be taught during Physics lessons.

A Grade 4 for SL, Grade 6 for HL in MYP or equivalent.

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

- Minimum Grade 4 for SL, Grade 5 for HL in either MYP Design or equivalent. Prior study of Design/Art based subject.

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 4 in MYP Science subject and English Language A and/or English Literature or equivalent
- Prior study of Biology or Geography, either/both would be an advantage.



Group 5

Maths: Applications and Interpretations SL



Course Description

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 - Minimum MYP Grade 4 mathematics or equivalent.

Maths: Analysis and Approaches SL/HL



Course Description

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

- SL - Minimum MYP Grade 4 mathematics or equivalent.
- HL - A Grade 6 in MYP or 7 n I/GCSE Mathematics or equivalent

Group 6 – 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 4 for SL, Grade 5 for HL in MYP Visual Arts or equivalent. Prior study of Art based subject.

Music SL/HL



Course Description

The study of music encourages inquiry into creative practices and performance processes. Music study develops listening, creative and analytical skills, as well as encouraging cultural understanding and international-mindedness.

Throughout the course, students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose.

Entry Requirements

- A Grade 4 for SL, Grade 5 for HL in MYP Music, or Grade exams, or equivalent.

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.

Entry Requirements

- Minimum Grade 4 for SL, Grade 5 for HL in MYP English Language A and/or English Literature or equivalent.

Economics SL/HL



Course Description

The DP economics course allows students to explore economic models and theories, and apply them, using empirical data, through the examination of the following six real-world issues which are posed as economic questions:

- How do consumers and producers make choices in trying to meet their economic objectives?
- When are markets unable to satisfy important economic objectives—and does government intervention help?
- Why does economic activity vary over time and why does this matter?
- How do governments manage their economy and how effective are their policies?
- Who are the winners and losers of the integration of the world's economies?
- Why is economic development uneven?

Entry Requirements

- Minimum Grade 4 for SL, Grade 5 for HL in MYP English Language A and Mathematics or equivalent.

*Please Note: Subjects in Group 6 require a minimum enrolment number of 5 in order to be offered. Students should have a back up choice in case their first choice subject is not viable to run.

Approaches to Learning in the IB

When we speak of an IB education, we speak of an 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 (managing time and tasks effectively)
- 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

For Further Information

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