



DWIGHT
SCHOOL
DUBAI



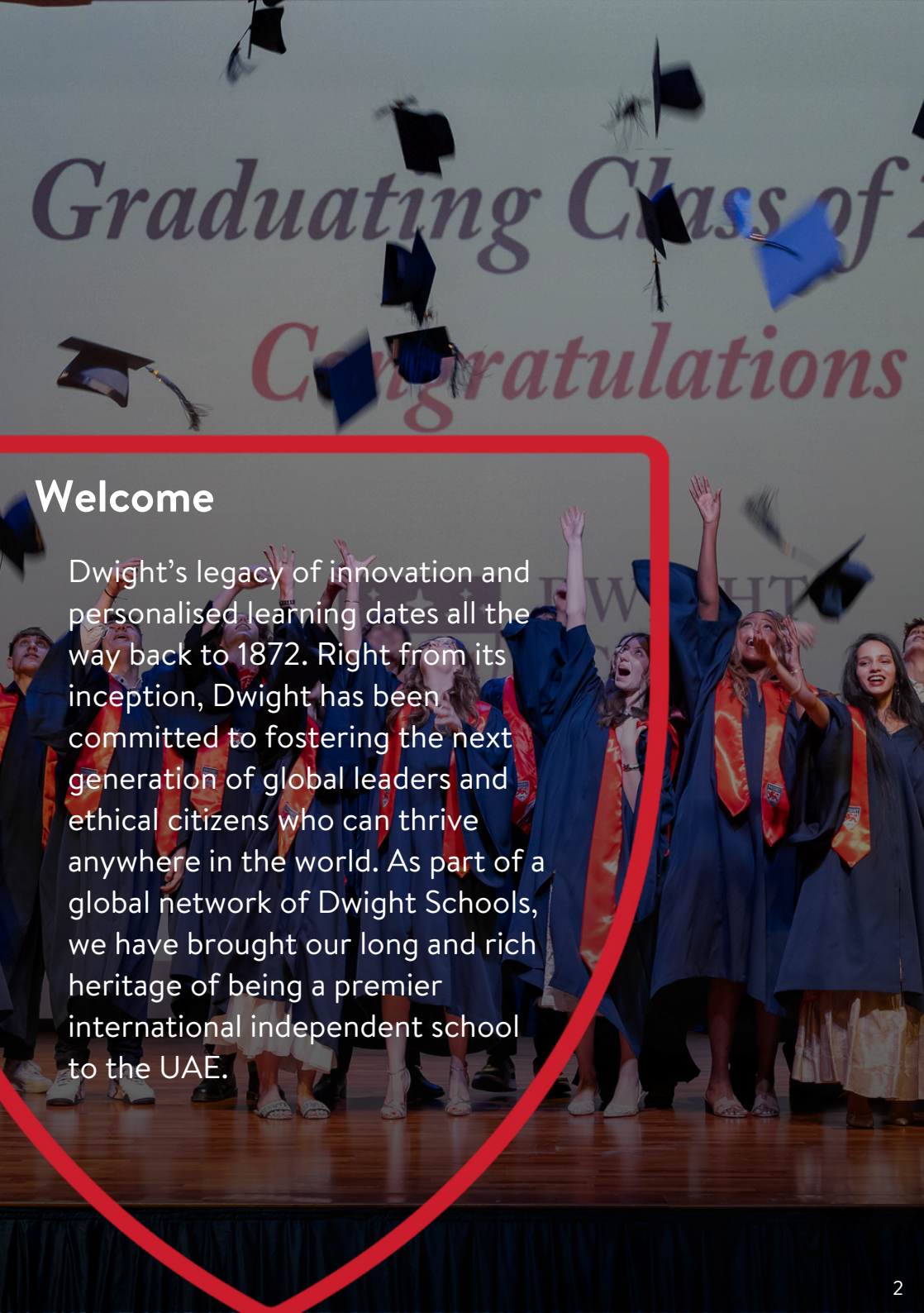
IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Graduating Class of
Congratulations

GRADE 11 & 12 PATHWAYS BOOKLET

2025 - 2027

A Guide to the International Baccalaureate
Diploma and Career-related Programmes

A background image of a graduation ceremony. Graduates in blue gowns and orange stoles are on a stage, many with their arms raised in celebration. Black graduation caps are flying through the air. The text 'Graduating Class of' is in a large, dark, serif font, and 'Congratulations' is in a large, red, serif font below it.

Graduating Class of

Congratulations

Welcome

Dwight's legacy of innovation and personalised 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.

Contents

Welcome	2
Introduction	4
An International Baccalaureate Education at Dwight School Dubai	5
Grade 11 & 12 Pathways at Dwight School Dubai	8
Summary Table outlining the two pathways: IB DP and IB CP	8
The IB Diploma Programme	10
The International Baccalaureate Diploma Programme Subject Groups	11
The International Baccalaureate Diploma Programme Core	12
Theory Of Knowledge (TOK)	12
The Extended Essay	13
Creativity, Activity and Service (CAS)	14
Awarding of the IB Diploma	15
IB Diploma Passing Requirements	15
UAE Secondary Equivalency Certificate for DP	16
Equivalency Criteria for the DP	16
DP Entry Criteria for all Applicants (Internal and External)	17
The Application Process for the DP	18
IB DP Prerequisites for University	19
University Recognition	19
IB Diploma Programme 2025-2027 Subject Offer	20
The IB Career-related Programme (CP)	25
The International Baccalaureate Career-related Programme Subject Groups	26
The International Baccalaureate Career-related Programme - Career and Core Components	27
Career-related studies: BTEC International Level 3 Business Diploma	27
Personal and Professional Skills	28
Reflective Project	31
Community Engagement	29
Language and Cultural Studies	29
Internship	32
Awarding of the IB Career-related Programme Certificate	32
IB Career-related Programme Passing Requirements	32
UAE Secondary Equivalency Certificate for the CP	33
Equivalency Criteria for the CP	33
CP Entry Criteria for all Applicants (Internal and External)	34
The Application Process for the CP	35
IB CP Prerequisites for University	36
University Recognition	37

Introduction

Dear Students and Parents,

This comprehensive guide to the IB Diploma and IB Career-related Programmes has been compiled to provide Grade 10 students and parents with detailed information regarding the IBDP, the IBCP and the prospective subject choices.

This is an exciting time for students as they look ahead to the next phase of their education and, as such, we understand the importance of developing independent, well organised and committed students who are ready for the challenges of life after Dwight School Dubai. 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.

Students are encouraged to grasp the opportunities available and look to 'ignite their spark of genius' in their fields of interest, to develop their academic curiosity and passion. The DP and CP will provide students with a rigorous and enriching academic experience, whilst allowing them to develop attributes such as critical thinking, self-confidence, leadership capacity, cultural awareness, international mindedness and, ultimately, leave as principled young adults, who are global citizens ready to excel in the next stage of their lives.

With kind regards,

Rachel Smyth
Head of Upper School



Pete Atkins
Associate Head of Upper School
& DP Coordinator





An International Baccalaureate Education at Dwight School Dubai

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

International Baccalaureate Mission Statement

The IB Learner Profile

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 and learning environment that harnesses a student's development of learner profile attributes and the necessary competences required for University, further education and employment.

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

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 recognise 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.



Approaches to Learning in the IB

An IB education emphasises lifelong learning. "Approaches to Learning (ATL)" skills teach students how to learn independently which is crucial in today's world. These skills are essential for classroom learning and beyond, equipping students to be critical thinkers and problem solvers.

ATL Skills and Sub-skills

Thinking Skills

- Higher Order Thinking (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

- Research and Information Literacy (formulating and planning, data gathering and recording, synthesising and interpreting, evaluating and communicating)
- Media-literacy skills (interacting with media to use and create ideas and information)
- Ethical use of media and information (understanding and applying social and ethical technology)
- Research Skills in the 21st Century

Communication Skills

- Communication
- Exchanging-information (listening, interpreting, speaking)
- Literacy (reading, writing and using language to gather and communicate information)

Social Skills

- Collaboration
- Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)
- Developing social-emotional intelligence

Self-management skills

- Effective organisation skills (managing time and tasks effectively)
- States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)

Grade 11 & 12 Pathways at Dwight School Dubai

Students will choose one of two pathways: The IB Diploma Programme (DP) or the IB Career-related Programme (CP).

	IB Diploma Programme (DP)	IB Career-related Programme (CP)
Duration of programme	Grades 11 & 12 (2 academic years)	Grades 11 & 12 (2 academic years)
Overview of programme	<p>The DP is a broad, rigorous and academic pre-university course, for students aged 16-19 and is recognised worldwide. The DP challenges students to excel in six subject groups, including languages, humanities, sciences and the arts.</p> <p>Beyond academics, the DP fosters critical thinking and personal development through core components like the Extended Essay (independent research), Theory of Knowledge (exploring how we know what we know) and Creativity, Activity, Service (CAS) projects. This holistic approach prepares students for university success and active global citizenship.</p> <p>The IB Diploma Programme</p>	<p>The CP is a specialised and rigorous pre-university course, for students aged 16-19, with an excellent foundation to support university success and / or specialised training.</p> <p>The CP combines IB Diploma Programme courses with an approved career-related study and a unique CP core.</p> <p>CP students engage with a study programme that genuinely interests them while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication and cross-cultural engagement.</p> <p>The IB Career-related Programme The IB CP Brief</p>
How do students benefit from the programme?	<p>The DP enables students to:</p> <ul style="list-style-type: none"> • Develop strong study habits, time management skills and in-depth subject knowledge. • Develop fluency and confidence in multiple languages, opening up communication with a wider world. • Open doors to top universities worldwide. • Benefit from holistic development through CAS (Creativity, Activity, Service) involvement. • Foster analytical and independent thinking through the Extended Essay and Theory of Knowledge. • Promote intercultural understanding and global awareness. • Engage in self-reflection, build resilience and cultivate a love of learning. 	<p>The CP enables students to:</p> <ul style="list-style-type: none"> • Follow their chosen education and career pathways in life. • Combine academic subjects with their personal and professional interests and skills. • Engage in learning that makes a positive difference to their community. • Think critically and creatively. • Communicate clearly and effectively in a variety of situations. • Work independently and in collaboration with others. • Consider new perspectives and other points of view. • Develop greater self-confidence and self-awareness. • Be internationally minded and globally aware. • Apply their knowledge to real-world scenarios and situations.

	IB Diploma Programme (DP)	IB Career-related Programme (CP)
What is the programme's educational framework?	<p>The DP is comprised of two elements:</p> <p>1. Six Subject Groups:</p> <p>Studies in Language and Literature: Explores language and literature.</p> <p>Language Acquisition: Develops communication skills in a second language, ranging from beginner to advanced levels.</p> <p>Individuals and Societies: Covers disciplines examining human behavior and social structures.</p> <p>Sciences: Fostering scientific inquiry and understanding.</p> <p>Mathematics: Offers various levels and approaches to mathematics, catering to different interests and abilities.</p> <p>The Arts / Electives: Encourages creative expression and exploration.</p> <p>2. The DP core components:</p> <p>Theory of Knowledge (TOK): A course that encourages critical reflection on how we know what we know, exploring different ways of knowing and areas of knowledge.</p> <p>Extended Essay (EE): A 4,000-word independent research paper that allows students to delve into a topic of their choice.</p> <p>Creativity, Activity, Service (CAS): Requires students to engage in experiences outside the classroom, promoting personal growth, physical activity and community service.</p>	<p>The CP is comprised of three elements:</p> <p>1. Academic courses from the IB Diploma Programme (DP). Students will complete two or three DP courses, in any of the subject groups, at Standard Level. Students can choose DP courses that are relevant to their career-related studies. DP courses provide and enhance the theoretical underpinnings and academic rigour of the CP.</p> <p>2. Career-related studies. All CP students will study for the BTEC International Level 3 Business Diploma qualification.</p> <p>3. The CP core components. Students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning. The four (4) CP core components give context to the DP courses and the career-related study and draw all aspects of the framework together:</p> <ul style="list-style-type: none"> - Personal and Professional Skills - Community Engagement - Language and Cultural Studies - Reflective Project <p>At Dwight School Dubai all CP students will complete an internship, typically one afternoon each week for the duration of the two year programme. The internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. The internship gives a student the opportunity for career exploration and development and to learn new skills.</p>
Pathways to University / Higher Education	<p>The DP is highly regarded by leading universities and colleges 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.</p>	<p>The CP is recognised globally by universities and higher education institutions.</p> <p>Link to CP University Recognition.</p> <p>The BTEC International Level 3 Diploma qualification is also recognised globally by universities and higher education institutions.</p> <p>Link to BTEC International Level 3 University Recognition.</p>

The IB Diploma Programme

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



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, Activity, Service) requirements, on a journey of self-discovery.
- Engage students in independent research through in-depth study and the writing of an Extended Essay.
- Emphasise the development of the whole student – intellectually, emotionally, physically and ethically.
- In every grade, 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.

The International Baccalaureate Diploma Programme

Subject Groups

For the IB Diploma Programme there are six (6) subject groups offering Standard Level (SL) and Higher Level (HL) courses. DP students study six subjects: 3 subjects at Standard Level and 3 subjects at Higher Level.

DP students will therefore choose 6 subjects - one from each group - from the table below:

GROUP 1: Language & Literature

English A Language & Literature SL/HL

Arabic A Language & Literature SL/HL

Self Study Literature SL

GROUP 2: Language Acquisition

Arabic B SL

English B SL

Mandarin B SL
Mandarin Ab Initio SL

French B HL/SL
French Ab Initio SL

Spanish B HL/SL
Spanish Ab Initio SL

German A/B SL/HL

GROUP 3: Individuals & Societies

History SL/HL

Business Management SL/HL

Psychology SL/HL

GROUP 4: Sciences

Chemistry SL/HL

Biology SL/HL

Physics SL/HL

Design SL/HL

ESS SL/HL

GROUP 5: Mathematics

Maths: Applications and Interpretations SL

Maths: Analysis and Approaches SL/HL

GROUP 6: Arts & Electives

Visual Art SL/HL

Chemistry SL/HL

Music SL/HL

Global Politics SL/HL

Economics SL/HL



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



Creativity, Activity and Service

Extended Essay

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.
 - Recognise 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 personal interest, related to one of their six DP subjects.

Through the research process, 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, synthesise 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 characterised 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.



Awarding of the IB Diploma

The maximum point score a student can achieve is 45 points. Students can earn up to 42 points across their six subjects, with a maximum of Level 7 per subject. An additional 3 bonus points are available through the combination of final grades in 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 E	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:

1. A candidate's total points must be at least 24.
2. No grade 1 may be awarded in any subject or level.
3. Grade 2 must not be awarded three or more times (HL or SL). For candidates registered for four HL subjects, only the three highest HL grades count.
4. Grade 3 or below must not be awarded four or more times (HL or SL).
5. A candidate must gain at least 12 points from HL subjects. For candidates registered for four HL subjects, only the three highest HL grades count.
6. A candidate must gain at least 9 points from SL subjects. Candidates registered for two SL subjects must gain at least 5 points at SL.
7. All CAS requirements must be met.
8. Failure to receive a score for Theory of Knowledge, Extended Essay, or any contributing subject is a failing condition.
9. A grade E must not be awarded for Theory of Knowledge or the Extended Essay.
10. Universities often recognise both the achievement of the full IB Diploma and performance in individual subjects when considering applications.

UAE Secondary Equivalency Certificate for the DP

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:

- They wish to attend university in the UAE*.
- 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.

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.

Equivalency Criteria for the DP

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

- Complete 12 years of continuous education from Year 2 / Grade 1 up to Year 13 / Grade 12, plus;
- Pass the MYP Certificate (end of Grade 10), or equivalent, plus;
- Gain the full IB Diploma (end of Grade 12), plus;
- For Arabic students:
 - 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 Arabic A students of Arab nationality, as shown on their passport) or Non-Native Arabic Studies (for Arabic B students of non-Arab nationality, as shown on their passport, or those with special waivers from KHDA).
- In addition, Muslim students must:
 - Pass Islamic Studies in each of 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 Islamic Studies (for Arabic A students of Arab nationality, as shown on their passport) or Non-Native Islamic Studies (for Arabic B students of non-Arab nationality, as shown on their passport).

DP Entry Criteria for all Applicants (Internal and External):

For any student who wishes to enrol for the DP, you must:

1. Successfully complete of the IB Middle Years Programme (Grade 10), resulting in MYP Certificate and Personal Project, to include:

- Minimum 6 points for Mathematics, 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

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

Or

3. Achieve equivalent passing grades from another education system / pathway.

Recommendation:

1. For Higher Level DP Mathematics, Biology, Chemistry and Physics: Students achieving 5 points (MYP) or Grade 5 (I/GCSE), or less, in Mathematics, Biology, Chemistry and 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.
5. 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 subjects 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 subjects which involves competency in drawing skills, medium understanding, craftsmanship, visual communication and creative thinking. Sample work may be requested (external).

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, the 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 Counsellor, 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 and external summer examination results.
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.



IBDP Prerequisites For University

Although requirements for specific university programmes can change, the table 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.

Throughout the two year programme you will receive university guidance and support from the University and College Counsellor and the DP Coordinator.

What can I study?

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

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

Group 1

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 for

Arabic*, French, German, Spanish,

Mandarin, or

French / Mandarin / Spanish Ab Initio

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, or equivalent.
- French / Mandarin / 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 or study the MOE Arabic course.



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 for HL in MYP English, or equivalent.



Group 3

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 in MYP English, or equivalent.



Group 3

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 of a Grade 4 for SL, Grade 5 for HL in MYP English, or equivalent.



Group 4 & Group 6

Chemistry SL/HL

Course Description

This is a two-year course studying experimental science that combines academic study with the acquisition of practical and investigative 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 Chemistry or equivalent.



Group 4

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 Biology or equivalent.



Group 4

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 Physics or equivalent.



Group 4

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 subjects.



Group 4

Environmental Systems and Societies SL/HL



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

- Minimum Grade 4 for SL, Grade 5 for HL in a Science subject or English.
- Prior study of Biology or Geography would be an advantage.

Group 5

Maths: Analysis and Approaches SL/HL



Course Description

This course recognises 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.

Group 5

Maths: Applications and Interpretations SL



Course Description

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

- Minimum MYP Grade 4 Mathematics or equivalent.



Entry Requirements

- SL - Minimum MYP Grade 4 Mathematics or equivalent.
- HL - Minimum MYP Grade 6 or 7 in 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 subjects.

Group 6 - Electives*

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 and Mathematics or equivalent

Group 6 - Electives*

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 realising 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.

Group 6 - Electives*

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 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.**

The IB Career-related Programme (CP)

The CP is a specialised and rigorous pre-university course, for students aged 16-19, with an excellent foundation to support university success and / or specialised training. The aim of the CP is to provide students with an excellent foundation to support their further studies and specialised training, as well as ensuring their success in the workforce. The CP combines highly regarded and internationally recognised IB Diploma Programme courses with an approved career-related study and a unique CP core.



The International Baccalaureate

Career-related Programme (CP) Subject Groups

For the IB Career-related Programme students must study two or three Diploma Programme subjects at Standard Level (SL).

Students may choose three DP subjects if one selected subject is from Group 2 - Language Acquisition.

For CP students, the DP subjects provide the theoretical underpinning and academic rigour of the CP. The DP subjects are graded from 7 (highest) to 1 (lowest).

CP students will therefore choose two or three DP subjects - not from the same group - from the table below. A description for each diploma subject can be found on pages 20 to 24.

GROUP 1: Language & Literature
Arabic Language & Literature SL
English Language & Literature SL

GROUP 2: Language Acquisition
Arabic B SL
English B SL
Mandarin B SL Mandarin Ab Initio SL
French B SL French Ab Initio SL
Spanish B SL Spanish Ab Initio SL
German A/B SL

GROUP 3: Individuals & Societies
History SL
Psychology SL
* Language & Cultural Studies (LCS)

GROUP 4: Sciences
Chemistry SL
Biology SL
Physics SL
Design SL
ESS SL

GROUP 5: Mathematics
Maths: Applications and Interpretations SL
Maths: Analysis and Approaches SL

GROUP 6: Arts & Electives
Visual Art SL
Chemistry SL
Music SL
Global Politics SL
Economics SL

The IB Career-related Programme (CP) - Career and Core Components

In addition to two or three DP subjects, students will undertake Career-related studies and the CP core components.

Career-related studies - BTEC

All CP students will study for the BTEC International Level 3 Business Diploma qualification.

BTEC Level 3 International qualifications are career-focused qualifications designed to provide practical skills and knowledge in a specific industry. They are a popular alternative to A-Levels in the UK and are recognised internationally. The BTEC International Level 3 Business Diploma qualification is equivalent to 2 A-Levels.

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at Pass, Merit or Distinction:

- To achieve a Pass a learner must have satisfied all the pass assessment criteria.
- To achieve a Merit a learner must additionally have satisfied all the merit grading criteria.
- To achieve a Distinction a learner must additionally have satisfied all the distinction grading criteria.

CP students will have 10 to 12 timetabled BTEC Level 3 Business lessons per week and study the following units:

Unit title	Guided learning hours	Method of assessment
Exploring Business	90	Internal
Research and Plan a Marketing Campaign	90	Set assignment
Business Finance	90	Internal
Managing an Event	90	Internal
Business Decision Making	120	Set assignment
Human Resources	60	Internal
Digital Marketing	60	Internal
Pitching for a New Business	60	Internal
International Logistics	60	Internal

Model of the IB Career-related Programme (CP)



The CP core components

The four (4) CP core components give context to the DP courses and the career-related study and draw all aspects of the framework together:

1. Personal and professional skills (PPS)

In a complex world, students are challenged every day to think, engage and communicate in various contexts. The Personal and Professional Skills (PPS) component of the Career-related Programme (CP) core enables students to meet these challenges, both now and in the future. The course helps students to develop not only as individuals but also as citizens within local and global communities and it prepares them for their future pathways in higher education, further training or employment.

Throughout the PPS course, students develop a range of intrapersonal and interpersonal skills, critical and ethical thinking and intercultural understanding. These skills are transversal, meaning they can be applied in a variety of contexts appropriate to both their personal and professional growth. The course also connects and deepens the learning and skills developed in the other CP core components and programme elements.

Students are provided with opportunities to enhance personal skills like communication, leadership, research, personal finance, self-management health and well-being awareness. This programme also enables learners to develop professional skills for business like health and safety aspects, conflict resolution in the workplace, CV formulation and interview skills and business promotion using digital literacy skills.

2. Community Engagement

The community engagement component of the CP is broken down into two parts:

i) Guided learning (30 hours):

Teacher-guided activities or experiences that provide the space and time for: exploration and analysis of relevant concepts and issues, reflection and dialogue, preparation and ongoing guidance, individual coaching and group discussions, the building of relationships between students and faculty that model engagement in and with the community.

ii) Active Engagement in and with the community (once per term over 2 years):

Student-driven activities or experiences that: involve direct interactions with the community comprise the time students spend outside the classroom, in and with the community are designed and enacted in line with the CE guidelines and requirements. Students will be required to document these engagement activities in a personal learning journal which will align with the 4 learning objectives of this course.

3. Language and Cultural Studies

Language and Cultural Studies (LCS) is a component designed to enhance students' intercultural understanding and communication skills. It focuses on developing practical language proficiency and cultural awareness, which are essential for success in a globalised world.

This component allows students to:

- Learn a new language or improve an existing one: Students can study a new language or deepen their knowledge of a language they already know, depending on their interests and career aspirations.
- Explore cultural contexts: Beyond language acquisition, students explore the cultural aspects of the language, including traditions, values and societal norms. This fosters a deeper appreciation of cultural diversity.
- Enhance career readiness: By gaining language skills and cultural awareness, students are better prepared to work or study in international and multicultural environments.

Students are required to complete a minimum of 70 hours of Language and Cultural Studies.

The assessment for this component is a Language and Cultural Studies Portrait, which includes:

- maintaining a learning journal to record their sustained engagement and evidence of learning.
- engaging in three review points.
- recording a reflection in the progress and reflection form for each review point.

Please note that Options A, B and D will incur an additional cost, as students are required to complete a school-approved online language course.

At Dwight School Dubai we offer the following options (options A, B and D are for students with a strong linguistics background):

Option	Area of Exploration	Student recommendation	Considerations
A. IB DP Language B course as one of the two IB DP courses required.	Career A focus on language and intercultural capabilities for specific purposes either professional or academic.	Students who have previously studied one of the IB Language B languages and who would like to continue this.	<ul style="list-style-type: none"> For this option students must choose Language and Cultural Studies in Group 3. Students will complete a DP Language B course including the DP assessment requirements. Students will complete 70 hours of an enrichment language course online Students will complete the LCS Portrait as required by the IB CP.
B. IB DP Language B Course as an additional IBCP subject.	Career A focus on language and intercultural capabilities for specific purposes either professional or academic.	Students who have previously studied one of the IB Language B languages and who would like to continue this.	<ul style="list-style-type: none"> For this option students must choose Language and Cultural Studies in Group 3. Students will complete a DP Language B course including the DP assessment requirements. Students will complete 70 hours of an enrichment language course online Students will complete the LSC Portrait as required by the IB CP.
C. Provision of a language course through the IBDP Language provision.	Career A focus on language and intercultural capabilities for specific purposes either professional or academic.	Students who have no previous knowledge or limited experience of the language can complete Ab Initio or students who would like to extend their knowledge of a subject can complete a Language B course.	<ul style="list-style-type: none"> Students will attend Group 2 Language Acquisition lessons but will complete the LCS portfolio instead of the DP assessment.

Option	Area of Exploration	Student recommendation	Considerations
D. Self-study of a language related to their own heritage or mother tongue	<p>Community A focus on a language/language variety within the context of a local or global community or linked to the student's personal/family, cultural, historical connections with a community</p> <p>Or</p> <p>Personal A focus on learning a new language/language variety as a code within a cultural context or consolidating an aspect of the student's linguistic and cultural repertoire out of personal interest.</p>	<p>Students who wish to study a language not available at the school but is related to their own heritage or mother tongue.</p> <p>This applies exclusively to bespoke situations involving highly specialised student language needs and requires approval from the school on a case-by-case basis to ensure suitability.</p>	<ul style="list-style-type: none"> For this option students must choose Language and Cultural Studies in Group 3. Students will complete 70 hours of an enrichment language course online Students will complete the LCS Portrait as required by the IB CP.

4. Reflective Project

The reflective project (RP) is an in-depth body of work focused on an ethical dilemma in a career-related area. It is developed and reflected upon over an extended period of time and, as a product of the students' own initiative, provides a thoughtful representation of their cumulative personal experience, knowledge and skills gained over the course of the CP. Students have the option to develop their reflective project using a variety of formats including written, verbal, visual and audio-visual modes of communication.

The reflective project provides students with the opportunity to think like a future career practitioner. It promotes in-depth and critical research, reflection and reflexivity, professional communication skills, intellectual discovery and creativity through the exploration of a career-related dilemma while considering the impact and perspectives of others through current, historical, local and global contexts.

The aims of the reflective project are for students to:

- Engage in personal inquiry.
- Develop critical thinking and research skills to explore an ethical dilemma.
- Seek and appreciate local and/or global perspectives.
- Appraise the reliability and bias of resources found during the research process.
- Develop effective communication skills by creating a structured, coherent and balanced argument.
- Develop self-management skills to support the research, writing and product creation process.
- Engage in ongoing reflective practice to arrive at a personal position.

Internship

At Dwight School Dubai all CP students will complete an internship, typically one afternoon each week for the duration of the two year programme. The internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. The internship gives a student the opportunity for career exploration and development and to learn new skills. The CP Coordinator will work with the student, parents and organisation to organise and monitor Internship. Students will be required to attend all internship meetings and maintain a reflective journal.

Awarding of the IB Career-related Programme Certificate

A candidate must successfully complete:

- Two or three subjects from the Diploma Programme (DP) at Standard Level (SL).
- The Career-related programme core (Personal and Professional Skills; Reflective Project; Language and Cultural Studies; Community Engagement).
- A Career-related study.

IB Career-related Programme Passing Requirements

To achieve the CP Certificate, a candidate must meet all of the following requirements:

- The school has confirmed that the candidate has completed and passed the specified career-related study (Pearson BTEC International Level 3 Business Diploma).
- The candidate has been awarded a grade 3 or more for minimum two DP subjects.
- The candidate has been awarded at least a D grade for the Reflective Project.
- The school has confirmed that all Personal and Professional Skills, Language and Cultural Studies and Community Engagement requirements have been met.

UAE Secondary Equivalency Certificate for the CP

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’.

The Equivalency Certificate 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 Counsellor.

Equivalency Criteria for the CP

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

- Completed 12 years of continuous education from Year 2 / Grade 1 up to Year 13 / Grade 12, plus;
- Pass the MYP Certificate (end of Grade 10), or equivalent, plus;
- Gain the Full IB Career-related Programme Certificate (end of Grade 12), plus;
- Complete the Pearson BTEC Level 3 International Business Diploma with grades: Pass/Pass (PP) or higher. BTEC Diploma subjects are chosen from the list defined by the relevant rules and regulations of the Ministry of Education.
- For Arabic students:
 - 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 Arabic A students of Arab nationality, as shown on their passport) or Non-Native Arabic Studies (for Arabic B students of non-Arab nationality, as shown on their passport, or those with special waivers from KHDA).
- In addition, Muslim students must:
 - Pass Islamic Studies in each of 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 Islamic Studies (for Arabic A students of Arab nationality, as shown on their passport) or Non-Native Islamic Studies (for Arabic B students of non-Arab nationality, as shown on their passport).

CP Entry Criteria for all Applicants (Internal and External)

For any student who wishes to enroll for the CP, you must:

1. Successfully complete the IB Middle Years Programme (Grade 10), resulting in MYP Certificate and Personal Project, to include:

- Minimum 4 points for subjects to be studied at Standard Level (SL).

Or

2. Achieve a minimum of five (5) I/GCSE subjects at Grades 9 to 4.

Or

3. Achieve equivalent passing grades from another education system / pathway;

Recommendation:

1. Good attendance (96%) and Good Behaviour Record throughout Grade 10 / Year 11.
2. An appropriate level of English to be able to access the CP curriculum.
3. Enthusiasm and commitment for the Career-related Programme at Dwight School Dubai.
4. The following SL subjects have specific entry criteria:

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

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



The Application Process for the CP

Students who wish to apply for the CP 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, the subject committee will meet to agree suitability of subject choices.
3. All students and parent/s will have a meeting with the CP Coordinator and / or the Head of Upper School and College Counsellor, 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 CP.
7. Final decision for entry onto the CP and / or particular subject will only be made after the final Report Card at the end of Grade 10 and external summer examination results.
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 Career-related 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.

IB CP Prerequisites for University

The IBCP course and the BTEC qualification are widely recognised across the world.

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.

Throughout the two year programme you will receive university guidance and support from the University and College Counsellor, the DP Coordinator and the CP Coordinator.

What can I study?

The IB Career-related Programme at Dwight School Dubai provides the breadth of subjects required to potentially access any higher education (bachelor's degree-level) course. Refer to <https://www.ibo.org/programmes/career-related-programme/> for detailed information on how the Career-related 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/>

[Link](#) to CP University Recognition.

[Link](#) to BTEC International Level 3 University Recognition.



Universities in the United Kingdom

The IBCP is widely accepted by UK universities that operate on the UCAS tariff points entry system. This is where the qualification studied by the student equates to a set amount of UCAS tariff points that can then be totalled up. Tariff point requirements vary by university and course of study. The UCAS Tariff points available for the IBCP components can be seen below:

Pearson BTEC International Level 3 Business Diploma

Grade	UCAS Tariff Points
D*D*	112
D*D	104
DD	96
DM	80
MM	64
MP	48
PP	32

IB Course Certificates

Grade	UCAS Tariff Points
	Standard Level
7	28
6	24
5	16
4	12
3	6
2	0
1	0

Reflective Project

Grade	UCAS Tariff Points
A	12
B	10
C	8
D	6
E	4

Universities in the United Kingdom (continued)

As an example, the University of Plymouth asks for 112-128 UCAS tariff points for entry into their Business Management with International Business BSC (Hons) degree. This could be obtained by achieving the below:

CP Component	UCAS Tariff Points	
Pearson BTEC International Level 3 Business Diploma	Distinction (D), Merit (M)	80
IB DP Subject Certificate in History at Standard Level	6	24
IB DP Subject Certificate in Design at Standard Level	5	16
IBO Reflective Project	B	10
Total UCAS Points		130

The United States of America (USA)

The IBCP is widely accepted by US universities and whilst there is no standard conversion across the US system for the CP programme, universities will consider applications from CP students as part of their holistic application process.

IBCP Variety of Subject Options

Students can choose many varieties of subject options with the IBCP.

In choosing options they should research potential subject requirements at desired universities. The below offers some examples of subject selections that align with career directions.

The Entrepreneur

- BTEC Diploma
 - Level 3 International Business
- IB Course Certificate
 - Mathematics: Applications & Interpretations SL
- IB Course Certificate
 - Design Technology SL
- Language & Cultural Studies
 - Mandarin (Business)
- Community Engagement
 - Set up a small social enterprise
- Reflective Project
 - Internship at tech startup
- Personal & Professional Skills

The Creative

- BTEC Diploma
 - Level 3 International Business
- IB Course Certificate
 - Visual Arts SL
- IB Course Certificate
 - Design Technology SL
- Language & Cultural Studies
 - Italian (Renaissance)
- Community Engagement
 - Community art project
- Reflective Project
 - Internship at local gallery
- Personal & Professional Skills

The Linguist

- BTEC Diploma
 - Level 3 International Business
- IB Course Certificate
 - English Language & Literature SL
- IB Course Certificate
 - French B SL
- Language & Cultural Studies
 - Spanish in the Americas
- Community Engagement
 - Language tutoring in lower school
- Reflective Project
 - Internship at Italian restaurant
- Personal & Professional Skills

The Social Scientist

- BTEC Diploma
 - Level 3 International Business
- IB Course Certificate
 - Psychology SL
- IB Course Certificate
 - Global Politics SL
- Language & Cultural Studies
 - French
- Community Engagement
 - Student well being initiatives
- Reflective Project
 - Internship at wellness retreat
- Personal & Professional Skills



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