

*IB
Diploma
Programme*



NORD ANGLIA
INTERNATIONAL SCHOOL
DUBAI

Be Ambitious

‘More than its educational programmes and certificates the International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.’

The IBO

Message from the Principal

This dignified and noble ambition is what we strive to live up to as we serve the IB Diploma Programme at NAS Dubai. Without exception our students understand how this programme builds that better person who will leave school to help to build a better and more peaceful world. It is the ideal preparation for university and for life.

I look forward to meeting all who are successful and join us for the IB Diploma at NAS Dubai.

Matthew Farthing

Principal

Accreditations

Taline Barab:

“Being a part of the IB programme has definitely shaped my overall approach to tackling different challenges, whether inside the classroom or out, and has enabled me to broaden my perspectives on the world.”

Amy Zeitsman-Brits:

“I am so grateful that I chose the IB as it isn't just focused on shining in academics, it is designed to develop you holistically. Propelling you into amazing opportunities in the future through CAS and the six different subjects, with a focus on meaningful debate and learning about global issues. The teachers and Sixth Form team have been so supportive in our journey through the IB and guiding us through the challenges of university applications and EE. Overall, it's been a valuable and fun experience so far.”

Jack Chapleski:

“The IB programme guides you to achieve everything you want too, you have to put your head down and work, it isn't all about achieving 45 points. As you grow and mature throughout the programme, the person you are shines through and highlights your strengths while pushing you to improve in other aspects. It is a challenging curriculum that helps you figure out how to define your own path, not just with your career, but who you are as a person.”

A Welcome Note to Parents

It is a pleasure to welcome you to our International Baccalaureate (IB) Diploma Programme Guide. This is always an exciting time as students enter their final chapter of schooling before they start university. The IB Diploma offers the opportunity for students to be fully prepared for the rigour, the knowledge, and the human qualities required to succeed in the IB and beyond.

NAS Dubai is an authorised IB World School. Our Secondary teaching staff are all experienced IB Diploma Programme practitioners. Together, with the experience of the global Nord Anglia Education network, we are confident that our students will excel and exceed the IB work averages during their IBDP journey.

The IB Diploma Programme is an excellent choice for any student considering a place at university in the future. The IB Diploma Programme may well be the most challenging two years of a student's life so far.

Our students will have to be very organised, motivated and work to the best of their ability. They will need to maintain a positive frame of mind, be open to new ideas and willing to undertake new challenges and develop their skills. It will be a journey from being a school student to becoming a young adult, ready and able to use their unique talents and strengths to fulfill a positive role in society.

It is our aim at NAS Dubai to ensure that the IB Diploma Programme is a time of opportunity and achievement for all our students.

This booklet aims to provide information to help you get started on the IB Diploma Programme and to outline what is expected of the students and school.

It is an honour to have you part of our Sixth Form journey, one of challenges, success and fulfillment.

Liam Cullinan

Head of Secondary

Be Ambitious

We believe that there is no limit to what our students can achieve. So we encourage them to be ambitious. To reach for their dreams. To step outside their comfort zones and try something new. We ignite their curiosity.

Being ambitious inspires our students. It urges them to stretch themselves that little bit further. To be relentlessly optimistic. To be the best that they can be. And beyond that to make a difference, to make things better, throughout our world.

Ambition can take them anywhere. It's transformational. It's what makes the extraordinary possible. But it's only the spark. It takes passion, determination and commitment to make it a reality. It takes creativity and innovation. It takes resilience and courage. It takes confidence.

That's why our outstanding teachers nurture these essential skills through personalised learning for each child. We build on each student's individual strengths and passions. We create challenge in every lesson and every activity so that they continuously grow and learn. We offer unique experiences to open new opportunities.

Our family of schools empower our students to achieve beyond what they may have thought possible, academically, socially and personally.

This is the Nord Anglia approach.



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The International Baccalaureate Diploma Programme

The final two years of school are an incredibly important journey whereby students continue on their path towards university, their chosen careers and life beyond.

Students who are fortunate enough to experience the IB Diploma Programme are the recipients of a holistic, internationally-minded and stimulating education whereby they develop into responsible, informed and articulate global citizens. The IB Diploma Programme is a broad yet balanced curriculum that allows students to embrace challenge and change, and to celebrate cultural diversity in order to fulfill their potential as independent, lifelong learners.

The IB mission statement reflects these sentiments:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people with their differences, can also be right.'

Here at NAS Dubai our mission statement reflects the key philosophical attributes of the International Baccalaureate mission statement whereby we believe in:

'Championing an ambitious education and believing that there are no limits to what our we can achieve for ourselves and for others'

NAS Dubai is an authorised IB World School. Its philosophical alignment and ideological support of the IB is further enhanced by our Secondary School Senior Leadership Team and IB Diploma Programme teaching staff who are all qualified and experienced IB Diploma Programme practitioners having attended a wide range of IB Professional Development Workshops all over the world. We also have several IB examiners including Biology, Spanish B, Mandarin B and English Language Literature and Art.

Our in-house IB expertise is further supported by Nord Anglia Education's global network of international schools where experience and innovation are shared between educators.

The International Baccalaureate Diploma Programme

Our students will excel during their ambitious IB journey with us, attaining well above world average exam results and developing into resilient, internationally-minded and caring world citizens.

To be able to achieve the highest levels of success, NAS Dubai students will need to maintain a positive frame of mind and champion a growth mindset in order to continually develop their skill-set. Students will transition from Secondary school students into young adults, ready and able to use their unique talents to fulfil a positive role in society.

This booklet aims to provide a concise, informative and practical guide to the IB Diploma Programme, and to outline what is expected from the students here at school. At NAS Dubai we view the IB Diploma Programme as a vehicle for positive change, and we sincerely wish students a happy, rewarding and successful two-year journey within the IB Diploma Programme.

Louise Brown
IBDP Coordinator

The IB Diploma Programme is widely regarded as the best pre-university course that is offered anywhere in the world. No other qualification is recognised by so many institutions in different countries and no other programme will prepare students better for college or university education and the world of work.

The IB Diploma Programme is a comprehensive, two-year, rigorous academic programme. It is designed as a pre-university programme for students aged 16 to 19 years old. It is unique in that it is based on no particular national education system, but is a deliberate balance between the breadth and the specialisation which is required by some countries' national systems. The IB has grown to be a huge success worldwide, with regional centres in the MENA, the Americas and Asia-Pacific regions. The IB works with nearly 5,175 schools with more than 150,000 students in 157 countries sitting the internationally recognised Diploma Programme examinations in 2019. Most importantly, it is highly respected by universities all around the world.

The International Baccalaureate Diploma Programme

The IB Diploma Programme provides a well-balanced educational model showcasing a broad range of subjects and experiences. Requirements for entry to universities are met by following some subjects at Higher Level and others at Standard Level. At NAS Dubai, Higher Level courses receive ten hours of teaching per fortnight, and Standard Level courses six hours. The IB Diploma Programme also includes The Core elements comprising of the Creativity, Activity, Service (CAS) Programme, the Extended Essay (EE) and the Theory of Knowledge (TOK) course. Together, these offer experiences and skills unique to the IB Diploma Programme.

The IB Diploma Programme fosters international-mindedness and global citizenship. Students will gain a thorough understanding of the complexity and interconnectedness of global issues whilst raising their awareness of others in our global community. The IB believes in developing an understanding of cultural and national identity so all students study at least two languages. Students also maintain their studies of the human and natural sciences, mathematics and the arts. Through the IB Diploma Programme, students develop the skills to successfully live

and work in an international setting, which are essential life-skills for the 21st century. The IB Diploma Programme provides a balanced education for the 'whole' student as well as excellent preparation for both university and adult life.

Universities look favourably on IB Diploma students as their curriculum model develops a balanced variety of skills. These include cognitive skills such as analysing and synthesising data and being able to partake in critical thinking with intellectual thought and insight. Students also develop their 'affective skills' such as persistence and perseverance, developing resilience and working independently or as part of a team. IB Diploma students will be intellectually courageous within the range of subjects that they study and will be equipped for a greater choice of undergraduate degree programmes. The skill-set that the IB Diploma students develop, especially through experiencing The Core, are highly valued by universities. Employers are also increasingly looking for skills such as flexibility and adaptability, which is something that all IBDP students are able to offer.

The IB 'Learner Profile'

Fundamental to the IB philosophy and ideology is the IB Learner Profile.

The IB Learner Profile describes what attributes the IB believes individuals and groups should model and showcase in order to be responsible and valued members of local and global societies. These attributes form the foundations that underpin the IB Diploma Programme and we hope they will inspire our students to think about how they are going to achieve success over the next two years and life beyond formal Secondary school education.

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 we live in.

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 Diploma Programme Curriculum Model



As a candidate for the Full IB Diploma, a student must satisfy the following conditions:

- ▶ Select one subject from each group (unless a subject in group 6 is not taken, in which case a second subject from groups 1-5 should be chosen)
- ▶ Either follow four of the six subjects at Higher Level (HL) and two at Standard Level (SL), or follow three of the six subjects at Higher Level (HL) and three at Standard Level (SL)
- ▶ Follow a course of study in Theory of Knowledge (TOK) (100 hours of tuition, two lessons per week)
- ▶ Submit an Extended Essay (EE) in one of the IB subjects (up to 4,000 words)
- ▶ Take part actively and effectively in Creativity, Activity and Service (CAS)

The IB Diploma Programme Curriculum Model

The IB Curriculum Model in a school-context

At NAS Dubai, every student studying the Full IB Diploma Programme will study one subject from each of the following groups:

Group 1

Studies in Language and Literature: English Language and Literature (HL/SL), English Literature (HL/SL)

Group 2

Language Acquisition (HL/SL): Arabic, French, German, Mandarin and Spanish
or
Language ab initio (SL only): Arabic, French, German, Mandarin and Spanish

Group 3

Individuals and Societies (HL/SL): Business Management, Economics, Geography, History, and Psychology, Environmental Systems and Societies (SL), Global Politics (HL/SL)

Group 4

Sciences (HL/SL): Biology, Chemistry, Physics, Computer Science, Design Technology and Sports Exercise and Health Science (SEHS), Environmental Systems and Societies (SL)

Group 5

Mathematics: Analysis & Approaches (HL/SL), Applications & Interpretations (HL/SL)

Group 6

The Arts (HL/SL): Visual Arts, Theatre, Music or a second subject from Groups 1-5

N.B. Please note that the information concerning subject choices in this section provides an overview of the programme available. The particular subjects and levels offered each year are based on the identified needs of each year group. Usually these courses are available to all students but it may not always be possible to provide all the courses given above if the numbers of students choosing a particular option is too small to make that course viable. Certain combinations may also not be possible because of timetable constraints. Students and parents should note that although the timetable is constructed around students' choices, any changes made after the timetable has been built have to fit into that timetable and within the requirements of the Diploma Programme at NAS Dubai.

The IB Diploma Programme Curriculum Model

The Full IB Diploma

Those students who are aspiring to apply to a university undergraduate degree programme will be registered for the Full IB Diploma in November of Year 13, provided that all academic requirements and deadlines up until that point have been fulfilled. This means that students will be entered for the six optional subjects chosen, plus the three 'Core' elements of Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity, Service (CAS). These students will need to obtain a minimum of 24 points (out of a possible 45) with no failing conditions to be awarded the full IB Diploma.

The IB Diploma Course Option

Those students who do not wish to study the Full IB Diploma, or for whom the Full Diploma is deemed inaccessible, can opt to be registered as an IB Diploma Course student. This means that they will not be entered for the full complement of six optional subjects plus The Core elements of TOK, EE and CAS, but rather any combination of optional subjects and the Core elements of their choice. There is no set combination of subjects that must be chosen. Instead, the student decides what elements of the Full IB Diploma they wish to be examined in that best suit their academic needs and career aspirations.



Creativity, Activity, Service

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme and, with its holistic approach, is designed to strengthen and extend students' personal and interpersonal learning. CAS is one of the things that sets the IB Diploma apart from other courses at this level.

Through the CAS programme, students develop awareness of, concern for, and the ability to co-operate with others. The philosophy is to develop all areas of a student's potential, to educate the whole person and to encourage the development of individual talents. CAS complements a challenging academic programme in a holistic way and acknowledges the need to become involved in physical recreation, theatre productions, artistic pursuits, community service work and other worthwhile activities.

The CAS coordinator looks after the programme and ensures active student engagement. Over the two year IB Diploma Programme, students devote their time to CAS experiences on a regular basis, ensuring a balance between the three strands: Creativity, Activity and Service.

CAS involves students in a range of enjoyable and significant experiences, as well as a CAS project. Throughout the CAS programme, students need to show that they have had real-life experiences involving the following seven Learning Outcomes:

-
- 1 Identify your own strengths and develop areas for personal growth
 - 2 Demonstrate that challenges have been undertaken, developing new skills in the process
 - 3 Demonstrate how to initiate and plan a CAS experience
 - 4 Show commitment to and perseverance in CAS experiences
 - 5 Demonstrate the skills and recognise the benefits of working collaboratively
 - 6 Demonstrate engagement with issues of global significance
 - 7 Recognise and consider the ethics of choices and actions
-

Creativity, Activity, Service

The insights gained from CAS experiences are recorded and reflected upon using the school's online ManageBac system. Here, CAS students create and take ownership of their individual online CAS portfolio. Personal tutors act as CAS advisers, keeping track of student progress. The Personal Tutor is there to offer help, support and guidance to ensure that all the requirements of the CAS programme have been completed. The following opportunities give a flavour of the kind of experiences that fit within the CAS programme:

Creative experiences may include music, art, drama or dance. If a student's timetable doesn't include art, for example, he/she may find opportunities to develop creative skills through art outside the curriculum. Likewise, some of our IB students have performed during our Thursday morning 'music busking' sessions.

Activity experiences aim to promote fitness and physical health. Students might choose to take up a new sport or physical activity, or might try coaching or organising a team. 'The Duke of Edinburgh Adventurous Journey' and adventure or activity-based holidays also qualify here.

The aim of the Service strand is for students to understand their capacity to make a meaningful contribution to their community and society. Service experiences might involve participating in environmental clean-up campaigns, helping disadvantaged members of the community or joining our ever expanding sixth form charity committee. Here at NAS Dubai we feel our students can gain a great deal of personal growth by giving their time to help others.

In the first year of the IB Diploma programme, students are given the opportunity to participate in a CAS related educational visit to Chiang Mai, Thailand. The visit offers a wide range of experiences that cover learning outcomes in all three of the CAS strands. Service work supports local hill tribe communities, activity includes kayaking and trekking, and creativity is experienced through Thai language and culture programmes.

Although CAS is not formally assessed and students do not receive points for CAS towards their final IB score, they cannot pass the Diploma without it.

Creativity, Activity, Service

This reflects the focus on process within the IB Diploma Programme. It is not just about outcomes such as what grade a student eventually receives, but about how they get there and how they develop both as learners and as young people.

For more information about the CAS programme at NAS Dubai, please contact our CAS coordinator Jacqueline Banfield:
j.banfield@nasdubai.ae



Theory of Knowledge

The New TOK Course 2020 first assessment 2022.

Theory of knowledge (TOK) allows students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the IB Diploma Programme core and is mandatory for all IB diploma students. The TOK requirement is central to the educational philosophy of the IB Diploma Programme.

How is TOK taught?

The IB Learner will inquire into a core theme, which focuses on knowledge and the Knower. Followed by two optional themes “Knowledge and Language” and “Knowledge and Indigenous Societies”

TOK is composed almost entirely of knowledge questions, which are contestable and will be examined through open ended dialogue. The most central question is “How do we know?”, while other questions would examine evidence allowing the learner to make judgements on the validity of sources. It allows learners to be critical thinkers when

reviewing different models and how specific theories can be applied to the real world. In order to encourage and support students in making comparisons and connections across different elements of the course, the knowledge questions for each theme and area of knowledge are organized into a “knowledge Framework” consisting of four common elements: Scope, perspectives, methods and tools and ethics.

Students are required to study all 5 Areas of Knowledge. Areas of knowledge are structures within which human knowledge is organised. In these areas there are often socially established methods for producing knowledge, as well as norms for what counts as a fact or a good explanation. The assessed essay will be about the Areas of Knowledge.

Assessment of TOK

The TOK course is assessed through an internal assessed exhibition (33%) and a 1600-word essay (67%).

The exhibition aims to assess how you students apply TOK concepts to the real world. It is completed

Theory of Knowledge

individually, and students must make sure no one in the school uses the same objects/images in their exhibition. The TOK exhibition is a *live* or *virtual* **exhibition of three objects based on one "IA prompt"**. Students select one prompt and find three objects or images of objects that relate to the prompt. Students create a commentary on each object that identifies each object and its specific real-world context. The comment should justify the inclusion of the object in the exhibition and explain the links to the IA prompt. The total word count for this document is 950 words (excluding references). This document will be used for external moderation.

The TOK Essay

For the TOK essay students choose one title from a list of six prescribed essay titles published by the IB. These essay titles are all, in some way, related to the **Areas of Knowledge**. They will be formulated as **knowledge questions**. The essay is about "how we know" as a reflective, analytical essay about how we know.

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 the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge. Students consider the role and nature of knowledge in their own culture and in the cultures of others from around the world.

TOK offers opportunities for students to be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge. Students are encouraged to recognise the need to act responsibly in an increasingly interconnected but uncertain world allowing them to apply their knowledge with greater awareness and credibility.

Extended Essay

One of the most interesting and challenging components of the IB Diploma Programme is to undertake independent research into a topic of special interest to the student and then write an Extended Essay of up to 4,000 words. The Extended Essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing.

The Extended Essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Students at NAS Dubai are guided through the prescribed Extended Essay process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short concluding interview (or viva voce), following the completion of the Extended Essay.

Extended Essay topics may be chosen from a list of approved IB subjects, normally one of the student's six chosen subjects for the IB Diploma or the World Studies option. World Studies provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines. The aims of the Extended Essay are to provide students with the opportunity to:

- ▶ Engage in independent research with intellectual initiative and rigour
- ▶ Develop research, thinking, self-management and communication skills
- ▶ Reflect on what has been learned throughout the research and writing process.

Students will start their preparations for the Extended Essay in the Spring Term of Year 12 and they will need to complete the research or data collection ideally before the end of the Summer Term so that the final essay can be submitted at the start of the Autumn Term in Year 13. The IB recommends that a student devotes a total of about 40 hours of private study and writing time to the essay. This is excellent preparation for the kind of thesis students are required to write at university and it acquaints them with research and academic writing skills.

Extended Essay

The Extended Essay, including the World Studies option, is assessed against common criteria and is interpreted in ways appropriate to each subject. Students are expected to:

- ▶ Provide a logical and coherent rationale for their choice of topic
- ▶ Review what has already been written about the topic
- ▶ Formulate a clear research question
- ▶ Offer a concrete description of the methods used to investigate the question
- ▶ Generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question
- ▶ Reflect on what has been learned throughout the research and writing process.

Examples of EE titles include:

- ▶ What is the relationship between the length of an exhaust pipe and the frequency of the sound it emits?
- ▶ How far was the Christian Democrat victory in the Italian elections of 1948 influenced by Cold War tensions?
- ▶ How effective is Friedrich Dürrenmatt's use of colour to convey his message in the play *Der Besuch der alten Dame*?

Students should note that gaining grade 'E' or failure to produce an Extended Essay would disqualify them from achieving the Full Diploma regardless of their performance elsewhere in the Programme.

Grading the IB Diploma - A Summary

Individual Subjects

The IB awards a grade for each of the IB Diploma subjects taken with the maximum score for each subject being seven points and a minimum being one point. This is the same whether the subject is taken at Standard Level or Higher Level. This gives a total subject score out of 42 if a student is taking the six subjects on the Full IB Diploma Programme. The grading is based on both the coursework carried out and the results of examinations at the end of the two-year linear programme.

The maximum score for the IB Diploma is 45 points combining six subject grades (maximum of 6 x 7 points for a score of 42) with up to three points available for the successful completion of both the Extended Essay, and the Theory of Knowledge components.

The assessment of the final grades for the work completed throughout the two-year programme is determined by external examiners and moderators appointed by the IB.

The individual IB subject grading scheme is shown below:

	7	
	Excellent	
6	5	4
Very good	Good	Satisfactory
3	2	1
Moderate	Poor	Very poor

Grading the IB Diploma - A Summary

The Theory of Knowledge (TOK) and Extended Essay (EE) components are awarded individual grades (A to E) and, collectively, can contribute up to three additional points towards the overall Diploma score. The matrix below summarises how the overall TOK and EE components are calculated:

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Creativity, Activity, Service (or CAS), which is the remaining element of the DP Core, does not contribute to the points total. However, authenticated participation in and full completion of the seven Learning Outcomes is a prerequisite for the award of the Full IB Diploma.

An IB Diploma Programme student's final Full Diploma result is made up of the combined scores for each subject plus the total combined points scored for the TOK and EE components.

Grading the IB Diploma - A Summary

Conditions for the award of the IB Diploma

The Full Diploma is awarded to students who gain at least 24 points up to a maximum of 45 points and who do not incur any 'Failing Conditions'. The summary of the IB Diploma Programme 'Failing Conditions' can be seen below:

- 1 CAS requirements have not been met
- 2 Candidate's total points are fewer than 24
- 3 A grade 'N' has been given for Theory of Knowledge, Extended Essay or for a contributing subject
- 4 A grade 'E' has been awarded for one or both of TOK and the EE
- 5 There is a grade 1 awarded in a subject/level
- 6 Grade 2 has been awarded three or more times (HL or SL)
- 7 Grade 3 or below has been awarded four or more times (HL or SL)
- 8 Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- 9 Candidate has gained fewer than nine points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)
- 10 The candidate has received a penalty for academic misconduct from the Final Award Committee.



Approaches to Learning

Approaches to Learning (ATL) are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment. They support the IB belief that a large influence on a student's education is not only what you learn but also how you learn. The ATL focus on teaching students how to learn has always been a part of IB teaching, but now the IB is providing more explicit support for teaching these skills, aligning the Diploma Programme (DP) with the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the IB Career-related Programme (CP).

The focus on ATL improves the quality of teaching and learning across the programmes and results in further engaging our teachers and students.

The IB ATL skills are as follows:

- 1 Thinking skills
- 2 Communications skills
- 3 Social skills
- 4 Self-management skills
- 5 Research skills

To ensure the ATL are embedded into the learning culture, they are supported by the Approaches to Teaching (ATT) that include pedagogical strategies that are:

- 1 Based on inquiry
- 2 Focused on conceptual understanding
- 3 Developed in local and global contexts
- 4 Focused on effective teamwork and collaboration
- 5 Differentiated to meet the needs of all learners
- 6 Informed by formative and summative assessment.



Monitoring, Mentoring, Reporting

At NAS Dubai we ensure that our students' well-being is a priority. We enable them to flourish within our school environment whilst achieving the very best possible academic grades. All IBDP students have a Personal Tutor who is there for support in both an academic and pastoral context. We focus our morning registration programme on preparing students for their future, developing skills such as budgeting and resilience.

Every student's performance is also closely monitored by recording and analysing tracking data, illustrating their progress grade as compared to their target grade. Students also take Cognitive Ability Tests (CAT4 tests) plus CEM IBE tests to ensure learners maximise their potential.

Several times each year, our IB teachers write reports which will include current attainment grades (based on IB criteria), effort grades, predicted IB scores as well as feedback on classwork, homework and attendance. Our teachers are experienced IB practitioners who are able to make accurate assessment predictions combined with recommendations on what steps need to be taken to ensure successful progress.

These reports give students, teachers and parents a very clear summary of the student's progress and bring to light any issues that need to be dealt with. Parent-teacher meetings will also be held to further discuss each student's attainment that will also allow students to evaluate their own progress and consider ways to improve their performance.



Monitoring, Mentoring, Reporting

Deadlines

IBDP students are given strict deadlines to meet by their subject teachers and the IB Coordinator. Both internal and external deadlines have to be strictly adhered to over the course of the IBDP. Students will receive an IB Calendar of Internal Deadlines at the beginning of each academic year. These calendars give details of the due dates for the most important assignments that count towards the final IB grades including the Extended Essay, TOK essay and presentations, the Language Orals, The Group 4 Project and the Internal Assessment assignments. These deadlines will also be posted on the school's ManageBac software platform as a constant reminder to students.

The purpose of these deadlines is to spread the major pieces of work throughout the academic year and to avoid any bottlenecks of deadlines that could cause undue anxiety for the students.

These formal deadlines are non-negotiable and are set to ensure the school has the necessary time to process the student's work and forward it to the IB for marking and moderation.

The school reserves the right not to enter students for the Full IB Diploma if they do not meet the assessment criteria or the deadlines set by the school. Students will then receive certificates in their individual subjects but will not pass the Full IB Diploma.

Decisions on student registration are taken in November of Year 13 after continuous monitoring, support, and feedback is provided throughout the IB programme.



Personal Responsibility

The IB Diploma Programme requires that students take greater responsibility for their own learning. Within Key Stage 3 and 4, teachers embed inquiry-based learning as a foundation for the challenges of the IB Diploma Programme where collaborative and inquiry-based learning are heightened and further developed. The IB Diploma Programme tests student knowledge, memory and the quality of assignments produced not just the amount of work assigned. Ultimately, the IB Diploma Programme's key focus is on 'how to learn', rather than 'what to learn' and this is explored through ATLs that encompass thinking skills, communications skills, social skills, self-management skills and research skills.

There are some important areas where our IB students are asked to take on some personal responsibility, which includes academic honesty, dress code, and how to effectively use study periods.

Academic Integrity

Academic integrity is integral to the ethos of the IB Diploma Programme especially given the opportunities, ambiguities and temptations that research using the internet provides.

The IB Diploma Programme requires a lot of time spent on independent research and it is imperative that students adhere strictly to a recognised referencing system (e.g. APA or Harvard). Students receive coordinated and strategic guidance on upholding academic honesty to ensure they are correctly referencing /citing. NAS Dubai use 'Turnitin.com' which is an online subscription that checks language similarities in students work. We ensure that our students avoid the common pitfalls of plagiarism so that they are prepared for the kind of research work necessary to succeed at university or college. Students and parents also sign an Academic Integrity Agreement to acknowledge the importance of upholding academic integrity in our school community.

Personal Responsibility

Dress Code for IB Diploma Programme Students

NAS Dubai has a dress code rather than a school uniform, and we hope our IBDP students appreciate the privilege and the freedom that this provides them with. All IBDP students are expected to dress appropriately for a working environment which essentially means wearing formal business attire.

General guidelines:

- ▶ Young men should wear a jacket, collared shirts with a tie and the shirts should be tucked into trousers. Closed shoes are also required.
- ▶ Young women should wear business attire.
- ▶ Flip-flops and trainers, T-shirts, denim jeans, hoodies and combat trousers are inappropriate.
- ▶ Apart from these simple guidelines we rely upon the common sense of the students to wear appropriate clothing and footwear in the knowledge that they act as role models for the younger students and are ambassadors for the school.

Study Periods and Personal Organisation

Study periods will be built into the weekly timetable and students will be given the freedom to decide how to use them effectively. Supervised study periods ensure that any arising issues are dealt with in a timely manner. NAS Dubai will help and support all IBDP students by providing a supportive working environment whilst encouraging students to make good use of their time.

Learning to manage time effectively is an essential skill that will help them with their transition to university and into the world of work. In return, we ask students to take responsibility for their personal behaviour and approaches to learning to meet the expectations here at NAS Dubai. We expect our students to commit to their learning and work alongside us to achieve our collective goals. Students and parents will sign a school charter/code of conduct to acknowledge that they are part of a whole-school community with a common mission, vision, philosophy and expectations.

Personal Responsibility

Interactive Devices and ICT

To support the IB Diploma Programme here at NAS Dubai, all students are required to have a personal device, Eg. Laptop, Surface Pro, to support their learning. Devices will be utilised by students where appropriate in lessons and for independent and collaborative learning opportunities amongst their peers and teachers. An 'acceptable use' policy is signed by all students that clearly outlines the expectations of them and the appropriate use of ICT here at NAS Dubai.

Attendance

Students are required to attend all lessons and this attendance record is carefully monitored through the school's management information system. The IB leadership team will deal with poor attendance, consistent lateness and non-appearance in lessons. A minimum of 95% attendance is required unless there is a confirmed, valid reason for absence.



University and Beyond

Universities in over 90 countries recognise the IB Diploma. It enables students to gain entrance to the most competitive universities around the world, where admissions staff recognise the academic rigour of the IB.

In the United Kingdom it is a highly regarded alternative to A-Levels, while in the United States and Canada many institutions will award first year credit for success on IB courses.

As students progress through Year 12 and Year 13, they will be supported in the crucial university and college applications process. Our Higher Education Counsellor will work closely with the Head of IB, Head of Secondary plus teachers and parents. Together, they will support our students through the complexities of the university application system to give them the best possible chance of gaining the place they want.

Students have access to the Bridge-U University software platform. Which allows the students to explore universities worldwide, matching them with their ideal course and university destination.

Here at NAS Dubai, we have experience with universities in the UK, US and many other countries. We will guide students through the process of selecting the course and university that is right for them.

We also host visits from many universities from around the world allowing students to speak with admission tutors.

As students progress through Year 12, more information on the university application process will be distributed and information events for both students and parents will be held at NAS Dubai.

Incorporated into the IB Diploma Programme will be a series of workshops focused on university applications prepared by the IB team and NAS Dubai's Higher Education Counsellor. These workshops will take the students right through the process of thinking about their possible futures and priorities in life, researching university options, writing personal statements, applying to universities and preparing for university life.

10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

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

2



IB students care about more than just results

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

3



It encourages you to become a confident and independent learner

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

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

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

9



Subjects are not taught in isolation

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

10



It encourages breadth and depth of learning

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

8



It assesses more than examination techniques

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



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*Based on IB research - www.ibo.org/research

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University Destinations

*Scholarships

» UK

University of Bath
Bournemouth University
University of Cambridge
Cardiff University
Durham University
University of Edinburgh
University of Exeter
University of Gloucestershire
Imperial College London
King's College London
Lancaster University
University of Leeds
London School of Economics and Political Science
University of Manchester
Newcastle University
Northumbria University
University of Nottingham
Oxford Brookes University
University of Plymouth
Queen Mary University of London
Robert Gordon University
Royal Holloway, University of London
University of Sheffield
University of St Andrews
University of Strathclyde
University College London
UWE Bristol
University of Warwick
University of York St John
Falmouth University
University of Aberdeen
University of Arts London Foundation Degree

» Europe

Bocconi University
Politecnico di Milano
Turin Polytechnic
Delft University of Technology
University of Groningen
Maastricht University
VU Amsterdam
University College Utrecht
TU Eindhoven
Copenhagen Business School
IE University

» US

American University of Washington DC*
Bard College
Boston College
Carnegie Mellon University
Claremont McKenna College
Concordia University
Cornell University
Dartmouth College
Duke University
George Washington University
Georgia Institute of Technology
Johns Hopkins University
Middlebury College
Northeastern University*
New York University (NYU)
Ohio State University*
Pepperdine University*
Purdue University
Syracuse University*
UC Davis
UCLA
UC San Diego
University of Michigan*
University of Southern California
University of Virginia
University of Pennsylvania Wharton School
Vanderbilt University
Wesleyan University

» Canada

Carleton University
University of Waterloo

» Lebanon

American University of Beirut
Lebanese American University

» Malaysia

University of Nottingham, Malaysia

» Singapore

Yale-NUS College

» UAE

NYU Abu Dhabi*
University of Birmingham Dubai
American University Sharjah

Contacts & Links

IB Coordinator:
Louise.Brown@nasdubai.ae

Admissions: +971 (0)4 2199 913
admissions@nasdubai.ae

Group 1:
Studies in Language
and Literature



Group 2:
Language
Acquisition



Group 3:
Individuals
and Societies



Group 4:
Sciences



Group 5:
Mathematics



Group 6:
The Arts





Nord Anglia International School
Al Barsha 3, Dubai
United Arab Emirates

Physical Address: Hessa St (D61) and Mohammad bin Zayed Road

Main Desk: +971 (0) 4 2199 999

admissions@nasdubai.ae

nasdubai.ae



<https://www.facebook.com/nasdubai.ae>



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