



مدرسة الإمارات الدولية - جميرا
Emirates International School - Jumeirah



IB Career-related Programme (IBCP) Parents Handbook 2025-2026

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Introduction to the IB Career-related Programme

The CP is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The programme leads to further/higher education, apprenticeships or employment.

The CP Curriculum

CP students undertake three IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study.

For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study [CRS] (BTEC International level 3 in Business or BTEC International Level 3 in Sport, Business and Management) further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning. Students completing the CP programme are provided with opportunities to undertake internship placements throughout the two years to gain industry experience.

Requirements for entry to the IB Career-related Programme

- A minimum of **28** points from the MYP courses.
- A minimum of a grade **4** in MYP Mathematics and English.
- Some individuals may be considered with a lower score due to specific circumstances.
These will be dealt with strictly on a case to case basis.
- Any student who fails to submit the MYP personal project will **not** be permitted to be a full CP or DP candidate.
- Applications for students joining from a different curriculum programme will be evaluated on a case to case basis.

IBCP Course Overview

At EIS-J, all students on the IBCP Course study three academic subjects and Muslim students also take Islamic studies. They also take the BTEC International Level 3 **Foundation Diploma in Business OR Diploma in Sport, Business and Management** as well as the core requirements for the diploma as outlined in the next paragraph.

Most of the academic subjects are offered at two levels, higher level (HL) and standard level (SL). In order to gain the full IB Career-related Programme qualification students must study and pass **three DP subjects**, the **BTEC vocational study** and fully complete **all** aspects of the IBCP **Core**.

Students will be studying Personal and Professional Skills (PPS), complete a course of Language and Culture studies, write a Reflective Project and develop their Community Engagement work (details of these programmes can be found on later pages) as the four aspects of the Core.

In general, the minimum requirement for acceptance into Year 12 for IBCP students is **28** points at MYP.

The school week consists of 30 periods, each 60 minutes in length. The following tables show the distribution of periods:

Year 12 Distribution of Periods (from September 2025)

Year 12	
Block 1	4 lessons
Block 2	4 lessons
Block 3	4 lessons
BTEC	12 lessons
PPS	2 lessons
Language and Cultural studies	1 lesson
Islamic Studies	1 lesson
Core Skills (for non-Islamic only)	1 lesson
Form Period / MSC	1 lesson
Total Lessons Per Week	30

Block 1
English A: Language and Literature

Block 2
Arabic A HL/SL
Spanish <i>ab initio</i> SL
French <i>ab Initio</i> SL
Self-Taught Language

Block 3
Business Management HI/SL
Economics HL/SL
Geography HI/SL
Global Politics SL
Digital Society HL/SL
Psychology (online) HL/SL
History HL/SL
Maths AI SL/HL

Pearson BTEC International Level 3 Diploma

The Pearson BTEC National Diploma in Business is a UK qualification for students wanting to continue their education through applied learning, who aim to progress to higher education and ultimately to employment, in the business sector. The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education.

The Pearson BTEC qualifications in this specification have been revised to fit the Qualifications and Credit Framework (QCF). The revised titles are:

- Pearson BTEC International Level 3 Diploma in Business (QCF)
- Pearson BTEC International Level 3 Diploma in Sport, Business and Management (QCF)

The Pearson BTEC qualifications in this specification are QCF level 3 qualifications designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. These qualifications accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations. The qualifications provide career development opportunities for those already in work, and progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

Pearson BTEC International Level 3 Diploma In Business

Pearson BTEC International Level 3 Diploma In Sport, Business and Management

We encourage all IBCP students to attempt the International level 3 Diploma in Business/Sport, Business and Management if they wish to proceed directly onto an undergraduate course without taking a foundation year.

This qualification broadens and expands the specialist work-related focus of the Pearson BTEC International Level 3 Subsidiary Diploma and the Pearson BTEC International Level 3 Diploma qualifications. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to ***two GCE A Levels or IB HL subjects.***

Pearson BTEC International Level 3 Foundation Diploma

Students' progress and achievement will be closely monitored by the BTEC teachers and the IBCP Coordinator throughout the course, and when necessary, some students could be asked to drop to **BTEC Foundation Diploma** if they are struggling to meet the demands of the full **Diploma** course. These learners may then be asked to complete a foundation year; this is university dependent and influenced by their grades in the other components of the IBCP.

This qualification broadens and expands the specialist work-related focus of the Pearson BTEC International Level 3 Subsidiary Diploma and encompasses the essential skills, knowledge and understanding needed to gain confidence and progression.

There is *potential* for the qualification to prepare learners for progression within education or into employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to study in detail or work in a particular area of work. It is broadly equivalent to **1.5 GCE A Levels or one IB HL subject equivalent**.

Homework

Students will normally be expected to complete approximately 15 hours per week. The homework tasks are intended to serve the following purposes:

- To allow the practice and consolidation of work learnt in class.
- To allow for preparation of future classwork.
- To offer access to other learning resources such as IT and libraries, and develop skills in using them.
- To allow evaluation and assessment of a student's progress.
- To develop self-discipline, good study habits and time management.

Work Experience/Internships

Experiential learning is at the very core of the IBCP. Students undertaking the IBCP at EISJ are provided with various opportunities to participate in placements that support the theory being covered in the CRS, International BTEC in Business OR Sport, Business and Management. The placements are usually completed over a term, on a day release framework to minimize the impact on their DP subjects. The school continually reaches out to secure available placements in Al Habtoor Group and the wider community, but students are encouraged to seek their own placements within the Business sector, to get hands-on experience in different departments such as Sales, Marketing, Budgeting, and HR operation. In Year 13, our students will be given the opportunity to specialize in a particular area within Business, which is related to their CRS.

Assessments

In Year 12 students have regular assessments in line with EIS-J (HS) guidelines and IBCP / DP subject requirements, culminating in an end of year examination in June.

BTEC has ongoing, continuous assessment, and students will not receive final accreditation until the end of Year 2 [13].

Deadlines

BTEC assignments must be submitted on time as the Lead Internal Verifier (Mr. Murdoch) can only approve re-submissions on work which has met all the submission criteria. Students who do not meet the initial deadline will not be allowed to “re-submit” if their work is not of a passing standard. Should students not be approved for a re-submission or fail the 2nd submission, they will be required to complete a new assignment and will be limited to a **PASS**.

At the end of Year 12 students must achieve a minimum grade of **3** (out of 7) in all three of their academic DP courses **and** have achieved a successful ‘**PASS**’ for all their **BTEC Units** and **Core** components. Should a student fail a subject in the June exams they will be allowed just **one** re-sit in September.

In Year 13, students sit mock examinations in December/January and the final IB examinations in May.

The BTEC course will be assessed summatively, and in May of Year 1 & 2 it will be externally moderated by representatives of Edexcel-Pearson. Final accreditation will then be approved and certification completed. Assessments for BTEC continue until 30th June in Yr 12 and April 30th in Yr 13 students will not be authorized for leave until all BTEC submissions for the academic year are complete.

IB Points and BTEC Grading

The three **DP academic subjects** are graded from 7 (highest) to 1 (lowest). Students must achieve a 3 or more to pass Standard Level courses and a 4 or more to pass Higher Level courses. The MOE grants equivalency for subjects passed at a level 4 or higher.

BTEC is graded with a **PASS**, **MERIT** or **DISTINCTION**, based on cumulative points. All assessment for the Pearson BTEC qualifications in this specification is criterion referenced, based on the achievement of specified learning outcomes. 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.

Learners who complete the unit but who do **not** meet all the **pass** criteria are graded 'unclassified'.

IB Career-related Programme Core

Reflective Project

Through a reflective project, students identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies. This work encourages the student to engage in personal inquiry, action and reflection, and to develop strong research and communications skills.

Students are required to:

- Formulate their ethical dilemma and secure a supervisor by Spring Break
- Conduct Secondary research around their dilemma and the community
- Design purposeful primary data collection through June for collection through the summer vacation.
- Analyse all research findings and present findings in their final product draft through September.
- Write or produce their final report/product through October and November.

For further information refer to the *RP Student Guide* or contact the *IB Career-related Reflective Project Coordinator Mrs Charlotte Baxter* cbaxter@eischools.ae



Reflective Project Overview

Introduction

The Reflective Project is one of the four compulsory components of the IB Career-related Programme (CP) core. The Reflective Project is an in-depth work produced over an extended period and submitted in year 2 of the Career-related Programme. Students identify, analyze, discuss and evaluate an ethical dilemma associated with an issue related to their career studies. The Reflective Project focuses on an ethical dilemma of an issue directly linked to the student's career-related study.

Aims

The Reflective Project aims to give students the opportunity to:

- produce an extended piece of work
- engage in personal inquiry, action and reflection on a specific ethical dilemma
- present a structured and coherent argument
- engage with local and/or global communities
- develop research and communication skills
- develop the skills of critical and creative thinking

Requirements:

- All CP students are required to complete the Reflective Project.
- Students are expected to spend approximately 50 hours on their Reflective Project.
- The Reflective Project is internally assessed and externally moderated by the IB.
- Students must earn a D or above on their Reflective Project to earn their CP certificate.
- Student's Reflective Project must align to their career-related study.
- At the end of the project, students must submit
 - An essay or an essay with an additional format - See options below
 - A "Reflections on Planning and Progress Form" (RPPF) - 1,000 words

Student's Responsibilities

Students are required to:

- Choose an issue arising from their career-related studies that presents an ethical dilemma
- Consult with their supervisor regarding the ethical dilemma
- Develop a well-formulated and focused research question
- State clearly the linked career-related study at the start of the Reflective Project
- Complete the RPPF as the work progresses, and after each of the scheduled meetings with their supervisor
- Meet both internal and external assessment deadlines
- Address the assessment criteria fully
- Acknowledge all sources of information and ideas in references, citations and bibliography
- Inform their supervisor of details of any external assistance received.
- Plan how, when and where they will find material for their project
- Plan a schedule for researching and producing the Reflective Project, allowing time for delays and unforeseen problems
- Record sources as the research progresses (rather than trying to reconstruct a list at the end)
- Maintain a “researcher’s reflection space” (see appendix 3) to reflect upon their progress and inform scheduled meetings with the supervisor
- Have a clear structure in mind for the Reflective Project before beginning to write
- Carefully check and proofread the final version of the Reflective Project ensuring that all basic requirements are met.

Options for the Completed Reflective Project

Option 1: A written essay (maximum 3,000 words). This should cover all of the Reflective Project requirements except for reflection, which forms the content of the RPPF.

*****Note: Option 1 is highly recommended based on previous student feedback and results.***

Option 2: A written essay (1,500–2,000 words) accompanied by an additional format (film, oral presentation, interview, play or display - SEE LIST BELOW). Together, the written essay and additional format should cover all the Reflective Project’s requirements except reflection.

The permitted additional formats are:

- A short film (7 minutes). Students are free to create whatever type of film they believe will be a valuable component of their Reflective Project, for example a documentary, a drama, a news report and so on. They can choose to submit a written film script instead (700 words).
- A spoken presentation (recorded on audio/video; 7 minutes). A presentation provides students with the opportunity to address in a spoken format aspects of their Reflective Project. They can choose to submit a written script instead (700 words).
- An interview (recorded on audio/video; 7 minutes). An interview allows students to be creative by imagining and developing a discussion between two or more people. They can choose to submit a written script instead (700 words).
- A play (recorded on audio/video; 7 minutes). The play should include one or more characters performing a spoken drama that supports elements of the Reflective Project. It can include dialogue, music and sound effects. Students can choose to submit a written script instead (700 words).
- A display (a storyboard or photo essay using up to 15 annotated images; 700 words). A storyboard/photo essay is usually a linear narrative told through imagery. Students can decide what their imagery will accomplish and how it will contribute to the Reflective Project overall. For example, it could provide an overview of their Reflective Project and create points of discussion or illustrate particular ideas.

RP Process

Step 1 - The Issue

Students need to explain the issue and clearly and explicitly link it to their career-related study. However, they must also remain aware that the issue itself is not the main focus of the Reflective Project.

Step 2 - The Ethical Dilemma

Students must be able to recognize the ethical dilemma that arises from the issue.

Step 3 - Research Question

Students need to identify and describe accurately the question to be answered that explicitly references the ethical dilemma that has been identified.

Step 4 - The Research

Identify the key community(ies) involved in the dilemma. Students must provide evidence of

research that supports different viewpoints on the ethical dilemma. They should also critically examine the research itself. There are five main stages in the research process:

1. Defining the research's purpose and objectives and the research question.
2. Conducting a literature review.
3. Designing appropriate data collection methods and analysing the data.
4. Reflecting on the research methodology adopted.
5. Presenting the research findings.

Step 5 - Critical analysis of the ethical dilemma

This involves students evaluating the viewpoints on the ethical dilemma and then articulating their own point of view based on reasoned argument.

Step 6 - Citations and a bibliography

The Reflective Project is an academic piece of work and should be presented as such. This ensures academic honesty and allows the readers to check the evidence themselves.

- A reference acknowledges the source of the information that the student has used.
- A citation is a shorthand method of referencing, which is then linked to the bibliography.
- A bibliography is an alphabetical list (by author) of every source cited in the project.
- Students must use a consistent style of referencing throughout the reflective project. For further information please consult the IB publications Academic honesty in the IB educational context and Effective citing and referencing.
- Appendices, footnotes and endnotes are not necessary but if students choose to use them they should do so appropriately and not circumvent the word limit.

RP Reflection (RPPF)

The completion of this form is a mandatory part of the Reflective Project and is assessed in Criteria E: Engagement and Reflection. It helps the students to reflect on their planning and progress, including:

- Their initial ideas
- Any concerns to discuss with their supervisor
- The outcome of those discussions
- Interim thoughts about the Reflective Project's planning, progress and content
- Any changes that need to be made as a result of the interim thoughts
- Finishing the project and their conclusions

The RPPF is informed by scheduled meetings between the students and the Reflective Project supervisor where progress, planning and issues are discussed. The form is designed to document these discussions and is a formally assessed element of the Reflective Project.

The RPPF requires three formal entries, which together may not equal more than 1,000 words.

Community Engagement

Community engagement (CE) offers opportunities for students to learn in, from and with communities as well as to apply knowledge and skills acquired in other areas of learning.

CE invites students to engage with communities in dialogic, reciprocal, reflective and reflexive ways, and to expand their understanding from a personal to a relational to a systems dimension.

Students engage in an inquiry-based process of exploring and preparing, relating and acting, evaluating and sharing that is aimed at responding to relevant opportunities and challenges identified both by and with communities. Through this process, students:

- develop and apply critical- and creative-thinking skills, social and affective skills, and ethical reasoning
- reflect on their positionality, develop the ability to build reciprocal relationships, and engage in place-based learning
- gain a deeper understanding of local and global issues, and develop the ability to manage complexity
- develop a sense of individual and collective responsibility and agency, and the capacity to become active participants in bringing about that for which they and their communities hope.

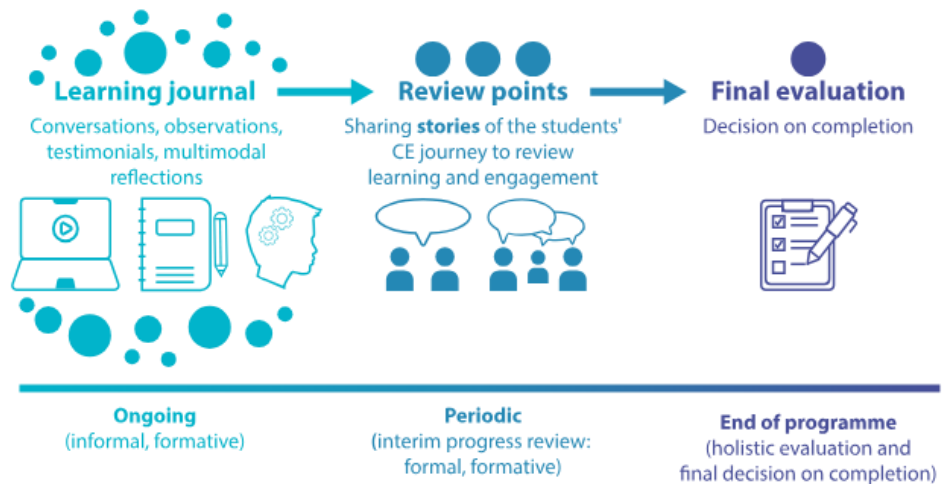
In these ways, CE provides a foundation for engaging in compassionate, informed and responsible action, and prepares students for the complex challenges they may face in the present and future.

The relationships between students and the community are central to CE. CE places value on solidarity as a central principle to action-oriented pedagogies, and requires students and all participants to approach engagement with a spirit of humility, openness and critical curiosity.

CE should be experienced and demonstrated as sustained for the duration of the students' Career-related Programme (CP).

The aims of CE are for students to:

- build relationships and engage in reciprocal collaborations that contribute to individual and collective well-being
- develop awareness of the complexity of, and appreciation for, the diverse ways of knowing, doing and being
- cultivate compassionate integrity, ethical solidarity and active hope
- embrace reflective and reflexive practice as tools for building a cognitive and affective foundation that supports lifelong learning and global citizenship.



Through meaningful and purposeful engagement with the community, students develop the necessary skills, attributes and understandings that will enable them to demonstrate the following.

LO1—Foster reciprocal and dialogic engagement

LO2—Explore systems, and develop awareness of their roles within these

LO3—Develop, articulate and enact ethical thinking and action

LO4—Engage in reflective and reflexive practice

The four learning outcomes articulate what CP students are able to do at some point during their CE journey. These outcomes are not linear or fully discrete but interconnected. They focus on the learning and engagement process, and they may be evidenced at any point during the students' CE journey.

The learning outcomes are derived from, and embed, the three principles of engagement: dialogue, reciprocity, reflection and reflexivity.. They enable students to demonstrate their expanding understanding of community through the three dimensions: personal, relational and systems (see the section. In this way, the learning outcomes support authentic learning engagements.

For further information refer to the CE Student Guide or contact the CAS/Community Engagement Coordinator Ms La Tanya Rhooms lrhooms@eishools.ae

Source: <https://resources.ibo.org/cp/subject-group/CP-core/?lang=en>

Personal And Professional Skills

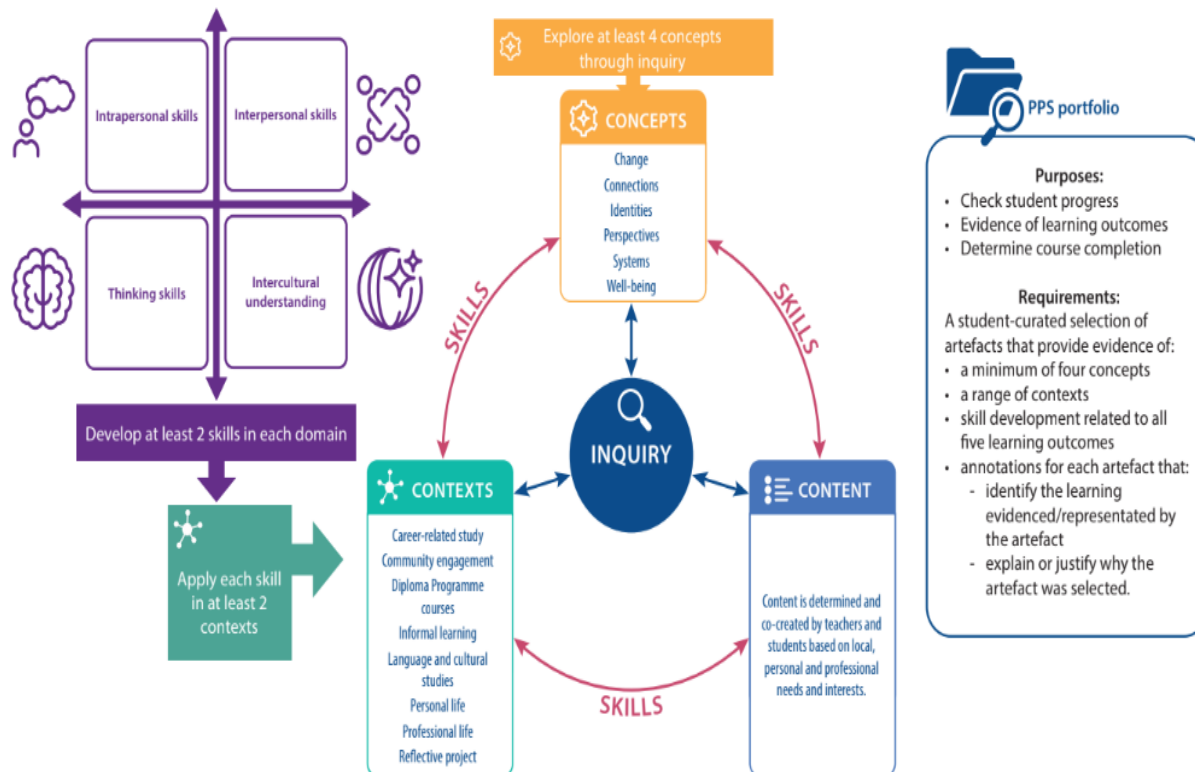
The PPS course aims to develop responsibility, practical problem-solving, good intellectual habits, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world.

Emphasis is on the development of skills needed to successfully navigate higher education, the workplace and society.

The course has been designed to guide students through units that cover the assessment objectives of the five PPS themes; Personal Development; Intercultural understanding; effective communication; Thinking processes and applied ethics. The learning completed through this course will support students in writing their Reflective project as well as developing the soft skills desired by employers and universities.

For further information refer to the PPS Student Guide or contact the IB Career-related Programme Coordinator Mrs. Charlotte Baxter cbaxter@eishschools.ae

Personal and professional skills



A timetabled course of **100** hours over the **2** years of the CP to achieve **5** learning outcomes

Language and Cultural Studies

Language and cultural studies (LCS) is structured around an integrated and developmental approach to the exploration and expansion of students' linguistic and cultural repertoires. This approach balances flexibility and structure, and promotes inquiry and conceptual understanding.

The nature of LCS encourages student engagement with language and culture in ways that are meaningful and purposeful. Students are enabled to explore and expand their linguistic and cultural repertoires, so that they may better understand and appreciate the relationship between language and culture.

LCS places the learner at the centre of the learning journey, which is grounded in inquiry and enables a personalized, authentic, engaging and inclusive experience. The learning journey in LCS begins with self-inquiry through the language and cultural portrait as a tool for exploring and representing their linguistic and cultural repertoires. Students can use insights gained from this to identify a focus and set personally relevant goals for their learning in LCS, with appropriate teacher guidance. They can then embark on their own learning journeys in areas of exploration of their choice.

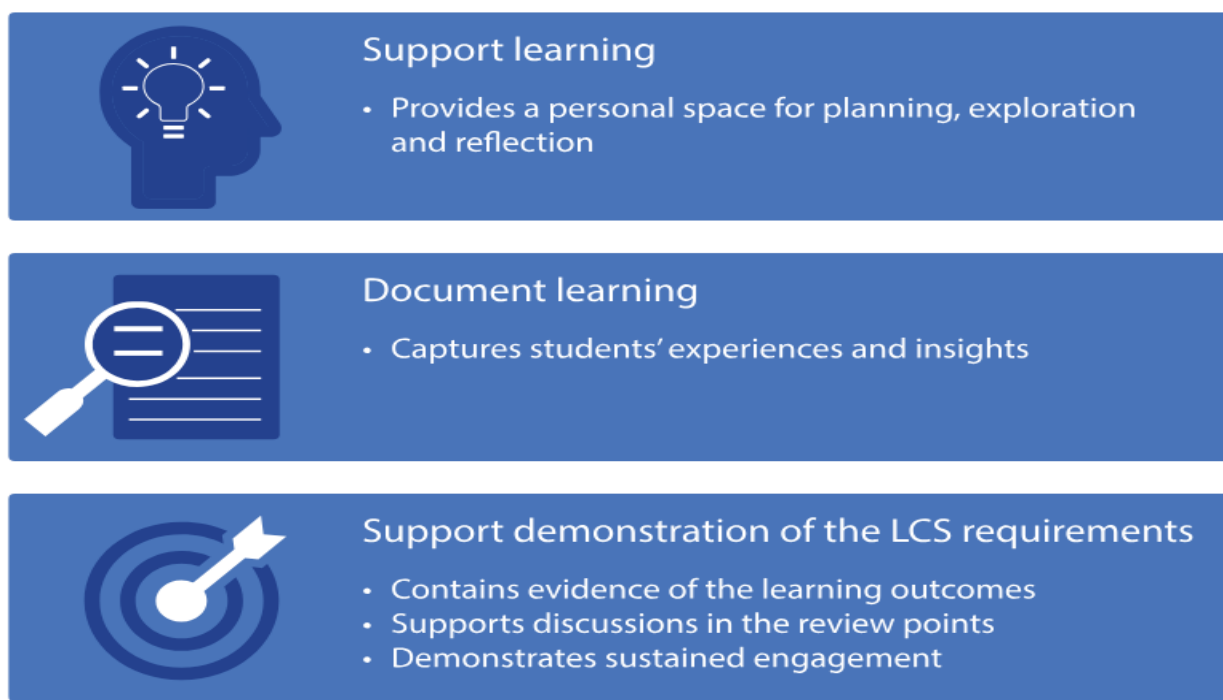
For further information refer to the LD Student Guide or contact the IB Career-Related Programme Coordinator Mrs Charlotte Baxter cbaxter@eischools

Figure 1: Linear learning journey



LCS Evidencing and monitoring - The Learning Journal

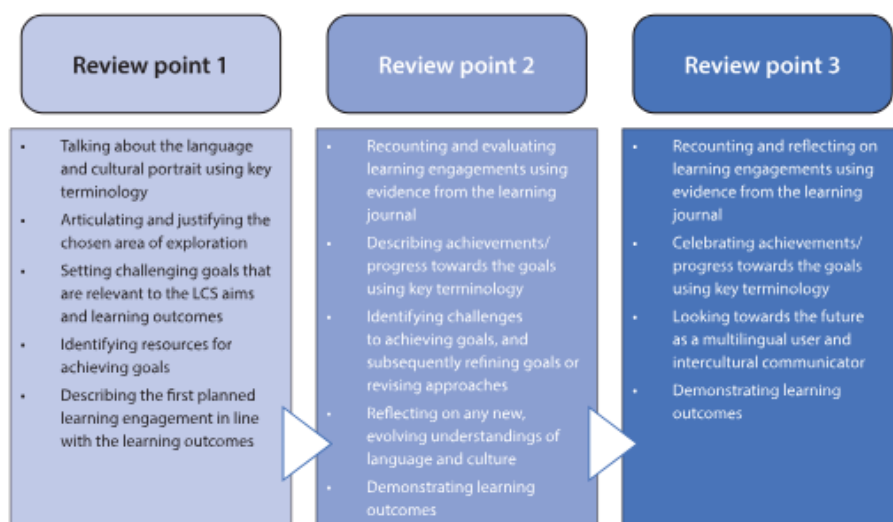
The learning journal in LCS provides a centralized learning space for students, and its main functions are as shown below.



The learning journal can also be multilingual; this in itself can be evidence of expanding one's repertoire, as well as enabling students to draw on their full repertoire to support learning and communication, and enhance confidence and depth of analysis and reflection.

Managing content and access to digital journals (e.g. websites, blogs) is an important consideration that will require investigation and alignment with school policies. Digital journals can be shared with a select community, a class or school audience, and some may be open to even wider audiences.

Students will also have 3 review points throughout each year which must be recorded and certified by their LCS teacher.



Source: <https://resources.ibo.org/cp/subject-group/CP-core/?lang=en>

IBDP Subjects

Group 1: English A - Language and Literature

English A: Language and Literature is a two-year course that focuses on the study and appreciation of language and literature across our culture and the cultures of other societies. It is intended to broaden the students' perspectives and develop their skills in analysis and language production through the study of a wide range of text-types.

The Aims

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

The Assessment

External: Paper 1: Guided textual analysis. Weighting: 35% for SL and HL

Paper 2: Comparative Essay. Weighting: 35% for SL and 25% for HL

Paper 3: Higher Level Essay. Weighing 20% **HL Only**

Internal: Individual Oral. Weighing 30%SL and 20% HL.

For further information please contact the Head of English, Ms Diana Miladinovic
dmiladinovic@eischools.ae

Group 2: Language Acquisition

Group 2 consists of modern language courses—language ab initio and language B.

ARABIC A HL/SL

Under the UAE's Ministry of Education and the KHDA guidelines, **all** Arabic passport students **must** study Arabic as an **A** language.

For further information on Arabic A please contact Ms Mushira Salama msalama@eischools.ae

FRENCH OR SPANISH AB INITIO, ONLY AT SL

These are foreign language courses for **complete beginners**. These can only be taken if the students have absolutely **no prior experience** with this language.

These courses enable students with no foreign/second language experience to take another language to fulfil the diploma requirements. The focus is on language acquisition and development through speaking, listening, reading and writing. These courses satisfy university requirements for a foreign language.

ENGLISH B SL

This course can be taken **only** by students whose English is a **second language**, is not their strongest language, and is not spoken at home.

THE AIMS

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.

6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

THE ASSESSMENT

External: Paper 1: Productive Skills. Weighting: 25%

Paper 2: Receptive Skills. Weighting: 50%

Internal: Individual Oral. Weighing 25%

For further information on French, Spanish contact Mr Jose Hernandez jhernandez@eischools.ae and for or Self-taught languages, contact Ms Neelum Nadeem nnadeem@eischools.ae

Group 3: Individuals and Societies

Studying any one of these subjects provides for the development of a critical appreciation of

- human experience and behaviour
- the varieties of physical, economic and social environments that people inhabit the history of social and cultural institutions.

In addition, each subject is designed to foster in students the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

Entrance Requirements: HL : 5 or higher / SL: 4 or higher

Business and Management

The Diploma Programme Business and Management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organisations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, operations management, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

For further information, contact Head of Department Mr. Eoin Malone, Emalone@eischools.ae

Economics

The study of economics is essentially about the concept of scarcity and the problem of resource allocation. Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. Neither is economics a discrete subject, since Economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study. Economics does not exist in a vacuum, because it naturally must consider how economic theory is to be applied in an international context. For further information, contact Head of Department Mr. Eoin Malone, Emalone@eischools.ae

Geography

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. These may be defined on a variety of scales and from a range of perspectives.

History

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. Students of history should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

Psychology

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and

providing a unique approach to understanding modern society. IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

Global Politics

The Diploma Programme global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

The core units of the course together make up a central unifying theme of “people, power and politics”. The emphasis on “people” reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals. The concept of “power” is also emphasised as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics.

Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: “politics” provide a uniquely rich context in which to explore the relationship between people and power.

For further information, contact Head of Department for Individuals and Societies,
Mr. Mike Pike, mpike@eischools.ae

Digital Society

Digital Society replaces the course Information Technology in a Global Society (ITGS) in September 2022. The course is taught both at Higher and Standard Level. Digital technology and media are changing our world and transforming how we think, communicate and create. Digital society is an interdisciplinary course within the individuals and societies subject group. The course is designed for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world. The course integrates concepts, content and contexts through inquiry. Concepts such as expression, space and identity highlight powerful, pervasive and debatable

perspectives that provide insight for inquiry. Content informs inquiry with details about digital systems including areas related to data, algorithms, media, AI, robotics and more. Contexts situate inquiry into areas significant to life in digital society including social, cultural and environmental contexts. In addition, HL students consider important contemporary challenges and digital interventions. The course requires students to explore a diverse range of ethical frameworks and consider how these frameworks can help inform our understanding of real-world digital policies and dilemmas such as privacy, security, intellectual property, and political activism. Students will also be required to undertake a media project, in which they will investigate and evaluate the ethical, social and cultural implications of the use of digital technologies and media.

For further information contact

Mrs. Nausheen Arif, narif@eischools.ae

MATHEMATICS: APPLICATIONS AND INTERPRETATION (HL/SL)

Grade requirements: MYP Standard Level 4 for SL or MYP Extended Level 5 for HL • Appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems • They will also be interested in harnessing the power of technology alongside exploring mathematical models • Students who take Mathematics - Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. • This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example. • Emphasizes the applied nature of the subject, and also that interpretation of results in context is an important element of the subject

ASSESSMENT

External:

Paper 1: Non-calculator. Weighing 40% SL and 30% HL

Paper 2: Calculator. Weighing 40% SL and 30% HL

Paper 3: Calculator. Weighing 20% HL Only

Internal:

Mathematical Exploration. Weighing 20% SL and HL

For further information please contact Mr Anthony Macintosh tmcintosh@eischools.ae

Post-Graduation: What Do CP Students Do Next?

IBCP EQUIVALENCY

The following requirements must be met to equalize IB Career-related Program (CP) to the Ministry's secondary school vocational certificate in specific specialization:

The International Baccalaureate Career-Related Programme can be equivalent to both a technical and general high school certificate.

For Vocational High School Certificate Equivalency

- BTEC Level 3 Diploma
 - Minimum of 90 credits completed
 - PP grade or higher
- IB Subject Certificate
 - Complete two HL/SL subjects with a minimum grade of 3 in each subject

<https://www.ibo.org/contentassets/1b11a2a3337345228cf611e04f5b4758/ministerial-decision-883-for-the-year-2019.pdf>

For more information on country recognition statements please refer to the IBO publication on the following link

<https://ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/country-recognition-statements/>

Equivalency rules set by the Ministry of Education are subject to changes and EISJ cannot guarantee that the equivalency will be granted.

UNIVERSITY AND WORK PLACEMENT

Most students will proceed to study further at university. The IBCP course and the BTEC qualification are widely recognised across the world, and are both accredited by the KHDA and MOE in the UAE.

Many of our Alumni CP students have gone to study Business, Marketing, Media and International relations in UAE, Canada, US and UK, while some have transitioned to work at Business and Hospitality organizations.

For more information please contact our HE Advisor Ms Cynthia Tsepe cynthia@eischools.ae