



مدرسة الإمارات الدولية - جميرا Emirates International School - Jumeirah



IB Diploma Programme Parents Handbook 2025-2026



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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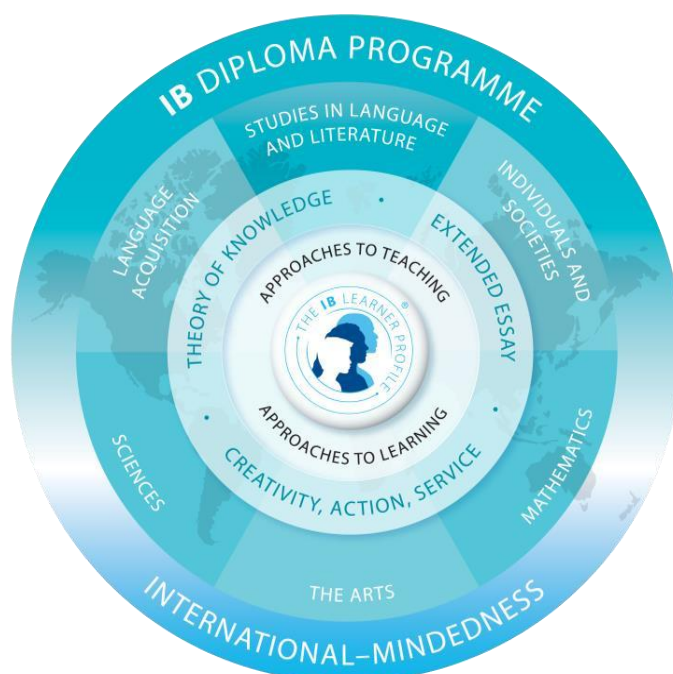
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Introduction to the IB Diploma

The International Baccalaureate Diploma Programme is a rigorous, demanding pre-university course that leads to examinations at the end of two years. It is designed for 16 – 19 year old students that are highly motivated.

It is a comprehensive two-year curriculum that allows its graduates to fulfil the entry requirements for universities worldwide. The DP model is not based on the curriculum of any one country but incorporates the best elements of many.

The DP curriculum is designed in the shape of a circle surrounding a core, the programme allowing students to study a wide range of subjects. Some of these subjects are studied in more depth while the others still have a broad base. The special feature of the DP programme is the core of the circle which is studied by all students.





EIS-J Mission Statement

We are here to provide a broad international education in English designed specifically for local and expatriate students, in order to promote excellence in all their academic activities. It is our aim to enhance the educational, social and physical development of our students by encouraging them to think analytically and creatively to prepare them for the next stage of their learning. We provide a safe, yet challenging environment for our students to develop their intercultural sensitivity and responsibility towards the people and the environment of our extended community.



The IB Mission Statement

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 organisation works with schools, governments and international organisations 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.

DP PROGRAMME REQUIREMENTS

DP students are required to select one subject from each of the six subject groups:

- Studies in Language and Literature
- Language Acquisition
- Mathematics
- The Arts
- Sciences
- Individuals and Societies

At least **three** and not more than four are taken at **higher level** (HL), the others at standard level (SL). HL represents 240 teaching hours and SL covers 150 hours and have different course requirements. Subject distribution requirements ensure that all students study two languages, at least one humanities subject, at least one science and mathematics.

To achieve the full IB Diploma, and graduate successfully from EIS-Jumeirah, it is necessary to meet three further requirements in addition to the six subjects. These are the Extended Essay, Theory of Knowledge (TOK) and Creative, Action and Service hours (CAS).

REQUIREMENTS FOR ENTRY TO THE DIPLOMA PROGRAMME

- **A minimum of 32 points achieved in the MYP, including the successful completion of the Personal Project and Action and Service component.**
- All students must meet the entrance requirement for each individual HL and SL subject chosen. These entrance requirements are clearly shared on our Options Form.
- Students must meet the requirement for Studies in Language and Literature unless doing their mother-tongue as the Studies in Language and Literature option. In this case they must still have proven fluency in the English language in order to cope with the demands of TOK and EE.
- New students to the DP will be required to appear for entrance examinations before acceptance into the program.

Equivalency

To pursue higher studies in the UAE students are required to obtain equivalency. The requirements are as follows:

- Equivalency is granted to students who receive the IB Diploma
- For IB Courses students, the following conditions apply:

- a. The Grade of each subject should not be below than 3.
- b. The total Grade of the student should not be less than 21.
- c. The student must pass the following six mandatory subjects for equivalency: English, Mathematics, and a Science subject. These subjects can be taught at SL or HL.
- d. Islamic Education is not counted as one of the six mandatory subjects required for equivalency.

Course Overview

At EIS-J, all students in Years 12 and 13 study six academic subjects and Islamic students also take Islamic studies. Those students intending to study for the International Baccalaureate Diploma must choose subjects that fulfil those requirements which are outlined on pages 4 - 6 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 Diploma, students must take at least three subjects, and at the most four subjects, at higher level and the rest at standard level, as well as studying Theory of Knowledge (TOK), writing an extended essay and developing themselves further in the CAS programme (details of these programmes can be found on pages 17 to 23). Students may choose to study six academic subjects only and gain the 'IB Diploma Programme Courses' results though, where possible, students are encouraged to study for the full IB diploma and participate in TOK and CAS.

In general, the minimum requirement for acceptance into Year 12 for IB Diploma students is 32 points in the MYP.

Year 12 and 13 Distribution of Subjects

Block 1
Language A – Language and Literature HL/SL (English)
Language A – Literature HL/SL (English)
Language A – Literature SL (Self-taught language and Arabic)

Block 3
Business & Management. HL/SL
Economics HL/SL
Geography HL/SL
History HL/SL
Global Politics SL
Digital Society HL/SL
Psychology HL/SL (Online)
Block 4
Biology HL/SL
Chemistry HL/SL
Physics HL/SL
Computer Science HL/SL
Environmental Sciences SL
Block 7
Theory of Knowledge (TOK) 2 lessons
Islamic Studies (only for Muslims) 2 lessons
Form 1 lesson

Block 2
French B HL
French B SL
French <i>ab initio</i> SL
Spanish <i>ab initio</i> SL
Spanish B HL/SL

Block 5
Mathematics Analysis and Approaches HL /SL
Mathematics Applications and Interpretations HL/ SL
Block 6
Visual Arts HL/SL
Theatre HL/SL
Biology HL
Physics HL
Business Management HL/SL
Music HL/SL

Diploma Programme Core

Extended Essay

The Extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects – normally one of the student's six chosen subjects for the IB diploma. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). The extended essay is assessed against six specific criteria, interpreted in ways appropriate to each subject. There is a general marking rubric for the Extended Essay (EE) and a subject -specific marking rubric for most EE subjects.

The Extended Essay is compulsory for all Diploma Programme students. It is externally assessed and, in combination with the grade for TOK, contributes to a total of up to three points more to the total score in the IB Diploma course. It is presented as a formal and scholarly piece of work containing no more than 4,000 words and is the result of approximately 40 hours of work by the student. It is concluded with a short interview, or *viva voce*, with the supervising teacher.

For further information, contact the Extended Essay Coordinator Ms. Amina Haider ahaider@eischools.ae

CAS

The IB's goal of educating the whole person and fostering more caring and socially responsible attitudes come alive through the CAS programme. Participation in CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work with others. CAS is a framework for experiential learning, designed to involve the students in new roles. The emphasis is on learning by doing real tasks with real consequences and then reflecting on these experiences over time. 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 Diploma Programme.

Service: an unpaid and voluntary exchange that has learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

Successful completion of CAS is a requirement for the award of the IB diploma.

For further information contact Ms La Tanya Rhooms at Lrhooms@eischools.ae

Theory of Knowledge

The Nature of Theory of Knowledge (TOK)

The TOK course, a flagship element in the Diploma Programme, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? This is especially important in a world which changes so quickly.

Students do two assessments in TOK that contribute towards their final grade. At the end of DP1, students will complete a TOK Exhibition. This involves students responding to a TOK prompt (A knowledge question) and relating it to three curated objects using evidence from the object and TOK concepts. The students submit a commentary for this exhibition which is marked internally and externally moderated by the IB. The students also get the opportunity to exhibit their work to an audience in a TOK Exhibition. The TOK Exhibition accounts for one third of the student's final grade. In DP2, students write a TOK essay, they choose one title from a prescribed list of 6 questions and write an essay of 1600 words. The TOK Essay accounts for two thirds of the student's final grade.

For further information, contact the TOK Coordinator, Mr. Brendan Rainford, brainford@eischools.ae

TOK and Extended Essay bonus point grid

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				

Approaches to Learning (ATL)

Approaches to teaching and learning in the Diploma Programme refer to deliberate strategies, skills and attitudes which permeate the teaching and learning environment. These approaches and tools are intrinsically linked with the IB learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond.

The five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills) along with the six approaches to teaching (teaching that is inquiry-based, conceptually focused, contextualized, collaborative, differentiated and informed by assessment) encompass the key values and principles that underpin IB pedagogy.

IB Approaches to Learning skills

- Thinking skills
- Communications skills
- Social skills
- Self-management skills
- Research skills

IB Approaches to Teaching skills are

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by formative and summative assessment

ATL are deliberate strategies, skills and attitudes which permeate the IB teaching and learning environment. ATL supports the IB belief that a large influence on a student's education is not only what you learn but also how you learn.

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). A focus on ATL improves the quality of teaching and learning across the programmes and may result in more engaged teachers and students.

Group 1 Studies in Language and Literature

Entrance Requirements:

HL	5 or higher
SL	4 or higher

English is compulsory for all diploma students

In Group 1 we offer three courses:

- Language A: Literature
- Language A: Language and Literature (English / available at SL and HL)
- Language A: Language and Literature (Arabic only SL)

Language A: Language and Literature

Language A: Language and Literature comprises four parts—two relate to the study of language and two to the study of literature. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

Language A: literature

Language A: Literature is a literature course that may be studied in as many as eighty languages. It is the subject through which the IB's policy of mother tongue entitlement is delivered. That policy promotes respect for the literary heritage of the student's home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. There are two procedures available to facilitate mother-tongue entitlement.

School-supported self-taught students

Where no teacher is available, a student may be allowed to study his or her particular language A as a school-supported self-taught language A: literature student (SL only).

Through a special request procedure schools may request an examination to be set in languages that are not on the authorized list. In cases where there is little or no printed literature, texts of oral literature may be included, provided the works chosen are of merit and are available in a reliable transcription and/or in another recording.

Self-taught students may study language A: literature at SL only. They will be expected to meet the same syllabus requirements as for taught SL students, but with the recommended published exception. Students will also need guidance in choosing extracts in preparation for section 1 of the alternative oral examination and in preparing their individual presentation for section 2 of the oral.

For further information, contact Head of English, Ms Dragana Miladinovic, dmiladinovic@eischools.ae

Group 2 Language Acquisition

Entrance Requirements for Language B	HL 5 or higher SL 4 or higher
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Group 2 consists of two modern language courses— Language *ab initio* & Language B, that are offered in a number of languages.

Language *ab initio* and Language B are Language Acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity.

ARABIC B & SPANISH B: HL and SL

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: *identities, experiences, human ingenuity, social organization and sharing the planet*.

The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding language *ab initio* and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

FRENCH/SPANISH *ab initio* only at SL

These are foreign language courses for beginners and they are not open to students who have had previous instruction in that 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.

For further information, contact Mr. Jose Hernandez Head of Language Acquisition jhernandes@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@eishools.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@eishools.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 Nausheen Arif, narif@eischools.ae

Group 4 Sciences

The Nature of Group 4 Subjects

Students will be able to study a group 4 science subject at standard level (SL) successfully with no background in, or previous knowledge of, science. Group 4 students at SL and HL undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the options studied. The syllabus encourages the development of certain skills, attributes and attitudes. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options. The distinction between SL and HL is one of breadth and depth.

The Nature of the Individual Sciences Biology

Grade requirements:	HL	6
	SL	4

The IB Diploma (DP) Biology course helps students to develop a broad understanding of the principles of Biology. There are 4 basic biological concepts that run through DP Biology: structure and function, universality versus diversity, equilibrium within systems and evolution. These concepts serve as themes that unify the various topics that students will study. These topics include cells, biochemistry, genetics, evolution, ecology, and human biology. They also statistically analysis data whilst working on their internal assessments and population studies and genetics.

Although the Diploma Programme Biology course at standard level (SL) and higher level (HL) has been written as a series of discrete statements (for assessment purposes), these four basic biological concepts run throughout the course.

Structure and function - This relationship is probably one of the most important in a study of biology and operates at all levels of complexity. Students should appreciate that structures permit some functions while, at the same time, limiting others.

Universality versus diversity - At the factual level, it soon becomes obvious to students that some molecules (for example, enzymes, amino acids, nucleic acids and ATP) are used in many processes and structures. At another level, students can grasp the idea of a living world in which universality means that a diverse range of organisms (including ourselves) are connected and interdependent.

Equilibrium within systems - Checks and balances exist both within living organisms and within ecosystems. The state of dynamic equilibrium is essential for the continuity of life.

Evolution - The concept of evolution draws together the other themes. It can be regarded as change leading to diversity within constraints, and this leads to adaptations of structure and function.

These four concepts serve as themes that bring together the various topics that make up the three sections of the course: the core, the additional higher level (AHL) material and the options.

Chemistry

Grade requirements:	HL 6
	SL 4

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

Physics

Grade requirements:	HL 6
	SL 4

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles, quarks, to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, certain things have remained unchanged. Observations remain essential at the very core of physics, and this sometimes requires a leap of imagination to decide what to look for. Models are developed to try to understand the observations, and these themselves can become theories that attempt to explain the observations. Theories are not directly derived from the observations but need to be created; the predictions of these theories or ideas must be tested by careful experimentation.

For further information, contact Head of Department, Ms. Rania Elgeoshy, relgeoshy@eischools.ae

Environmental Systems and Societies Standard Level

Grade Requirements SL: 4

Through studying environmental systems and societies (ES&S) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues.

ESS is one of two interdisciplinary courses offered in the Diploma Programme. Students can study this course and have it count as either a group 3 course or a group 4 course or as both a group 3 and group 4 course. This leaves students the opportunity to study (an) additional subject(s) from any group of the hexagon including (an) additional subject(s) from Groups 3 or 4.

For further information contact Ms. Rania El Geoshy, Rgeoshy@eischools.ae

Computer Science

Grade requirements: HL 5 or higher / SL 4 or higher

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The Diploma Programme computer science course is engaging, accessible, inspiring and rigorous. During the course the student will develop computational solutions. Computer science has links with subjects outside of group 4, notably information technology in a global society (ITGS), but it should be noted that there are clear differences between the subjects. The study of computer science at HL demands a higher level of problem-solving skills and the ability to understand and manipulate abstract concepts. Although no previous knowledge of computer science is required, some exposure to programming is desirable.

For further information contact Ms. Nadine Brown, nbrown@eischools.ae

Group 5 Mathematics

The nature of mathematics can be summarized in a number of ways: for example, it can be seen as a well-defined body of knowledge, as an abstract system of ideas, or as a useful tool. For many people it is probably a combination of these, but there is no doubt that mathematical knowledge provides an important key to understanding the world in which we live.

This prevalence of mathematics in our lives provides a clear and sufficient rationale for making the study of this subject compulsory within the DP. Because individual students have different needs, interests and abilities, there are two different courses in mathematics, EIS-J offer both. These courses are designed for different types of students: those who wish to study mathematics in depth, either as a subject in its own right or to pursue their interests in areas related to mathematics; those who wish to gain a degree of understanding and competence better to understand their approach to other subjects.

Mathematics: Analysis and Approaches (HL/SL)

Grade requirements: MYP Standard Level 5 for SL/ MYP Extended Level 5 for HL

- Appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking
- They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology
- Students who take Mathematics - Analysis and Approaches will be those who enjoy the thrill of mathematical problem solving and generalization.
- This subject is aimed at students who will go on to study subjects with **substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics** for example reflects the emphasis on calculus and on algebraic, graphical and numerical approaches

Mathematics: Applications and Interpretation (HL/SL)

Grade requirements: MYP Standard Level 4 for SL/ 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.

For further information, contact Head of Department, Mr. Anthony McIntosh at tmcintosh@eischools.ae

Group 6 The Arts

Music

Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. Research shows that the study of music has many benefits in other areas of learning due to helping develop language and reasoning skills, teaching a mastery of memorization and aiding in pattern recognition. Music study builds creativity and intellectual curiosity, demands persistence and development of discipline as well as providing relaxation and helping with stress management.

Theatre

By studying theatre, and engaging with it practically, students will discover how elusive, fascinating and varied theatre can be. At one extreme, theatre is national, institutionalised and commercial, while at the other it is provincial, subversive and experimental. The Diploma Programme theatre course is designed to encourage students to examine theatre in its diversity of forms around the world. This may be achieved through a critical study of the theory, history and culture of theatre, and will find expression through workshopping, devised work or scripted performance. Students will come to understand that the act of imagining, creating, presenting and critically reflecting on theatre in its past and present contexts embodies the individual and social need to investigate and find explanations for the world around us. The theatre course emphasises the importance of working individually and as a member of an ensemble.

Visual Arts

The process involved in the study and production of visual arts is central to developing capable, inquiring and knowledgeable young people, and encourages students to locate their ideas within international contexts. Visual arts continually create new possibilities and can challenge traditional boundaries. This is evident both in the way we make art and in the way we understand what artists from around the world do. Theory and practice in visual arts are dynamic, ever changing and connect many areas of study and human experience through individual and collaborative production and interpretation. 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, with option A students focusing more on the former and option B students on the latter. 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.

For further information contact Mr. Michel Ouimet, mouimet@eischools.ae

Academic Honesty

Academic integrity is the foundation upon which the student develops a character that will carry them through the hardships in life. We are the training ground for developing integrity and establishing their own code of personal behaviour, a code that models the highest ethical standards.

In this regard, students are expected to attend the High School ready to learn and, in their learning, demonstrate the ability to discern right from wrong. A student's moral awareness, as it applies to the academic environment, is fundamental to his or her immediate success in High School and later life. We believe if the student is to demonstrate academic excellence, the student must engage in an honest and integral pursuit of knowledge.

Academic honesty requires students to produce work that is their own and demonstrates authentic authorship. In contrast, academic dishonesty is a student's attempt to claim and show possession of knowledge and/or skills that he or she does not possess. Students should also develop an awareness that respects the different forms of intellectual and creative expression (e.g. literature works, art or music).

All students admitted to the High School are expected to maintain high standards of honesty and integrity in all academic work attempted. Each student acknowledges by the mere act of turning in work for an assessment, that he or she has honoured the Academic Honesty Policy.

The student is expected to uphold the spirit of this policy both philosophically and behaviourally in completing all school-related examinations, tests, quizzes, projects, reports, homework assignments or in-class assignments. The EIS-J Academic Honesty policy is in accordance with the IB regulation on Academic Honesty. ***The policy requires students in their academic work, whether face to face or distance learning.*** Within the Diploma Programme (DP) the IB has higher expectations and expects that "DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats" (IBO, 2014). Students are recommended to reference their work and use the plagiarism checker, Turnitin which is embedded within Dropbox submissions on Managebac to check their drafts whenever there is a need to submit individual work, or prior to a final submission.

The parent is expected to adopt the philosophical nature and uphold the spirit and prescriptive aspect.

This is an extract of EIS-J Academic Honesty Policy which is a part of the IB Academic Honesty Policy.

Assessments in the IB Diploma Programme

In Year 12 students have regular assessment in line with EIS-J (HS) guidelines and IBDP subject requirements culminating with an end of year examination in June. Midyear examinations take place as well. All students are required to take the examinations in line with IB requirements.

At the end of Year 12 students must get an average grade of 3 (18 points minimum) or above in all subjects in order to be promoted. However, in order to be allowed to continue in the diploma programme a student must achieve an average grade of 4 or above in HL subjects, a minimum total of 24 points and have met all deadlines in TOK, CAS and the Extended Essay.

In Year 13, students sit mock examinations on school published dates and the IB exams in May.

Reports will be published thrice a year for Years 12 and 13. Students are awarded a grade of 1 to 7 in the Interim, Mid-Year and End of Year Reports respectively. Parents must review the “Progress Pathway” indicator and the “Self management indicators” along with the published grade of 1 to 7 to estimate progress and individual targets for the student.

The End of Year Report grade in Year 12 is an important indicator of your child’s performance in the final examinations in the Diploma and is used to derive the Predicted Grade which is sent to universities in Year 13. The Mock Examinations in Year 13 will support the Predicted grade that is sent to IB in Year 13. All student work and grades will be stored for two years.

Internal Assessments

The six academic subjects, Extended Essay and Theory of Knowledge (TOK) all have an internal assessment /external assessment component. This can vary from 20% to 50% of the final grade depending on the subject. If no internal assessment is presented then a student will not be allowed to sit the written examination. The internal assessment is marked by the teacher and, after submission of the marks, a sample is chosen by the IB to be sent for moderation by external examiners. The dates for submission to teachers are staggered and published by the school at the start of the academic year in line with the IB published dates.

All assessments are submitted to teachers online via Managebac. Students are advised on academic honesty and expected to adhere to academic honesty principles in line with the EIS-J and IB Academic Honesty policy.

CAT4 Predicted Grade Testing Information

All Year 12 students are required to complete an external test called the Cognitive Abilities Test: Fourth Edition® (CAT4). There has always been a significant and positive correlation (that is, a link which is supported by statistical data) between a student's scores on reasoning tests such as CAT4 and his or her performance in national tests and examinations. CAT4 provides a range of pointers of future attainment which can form the basis of discussion with an individual about targets for learning or help set realistic but challenging targets for national tests and examinations.

External factors will affect a student's eventual attainment – not least effort and motivation, but CAT4 results demonstrate what can be achieved because the test is established as a good predictor of subsequent attainment. The indicated subject grades are given either as whole grades or where CAT4 scores indicate performance may be at the boundary between grades, as split grades (7/6, 6/5, etc).

CAT4 scores and subsequent Diploma Programme results are collected from a large sample of schools and students. The Diploma Programme pointers are derived from the statistical relationship between CAT4 scores and Diploma Programme results. The pointers are updated regularly to reflect changes in IB attainment in the UK and abroad.

Source: https://www.gi-assessment.co.uk/media/1789/cat4_group-report-teachers_d_diploma-programme-pointers.pdf

Higher Education

The school has a dedicated Higher Education (HE) Advisor who assists the students with their plans for further study. This assistance varies from career advice to the processing of university applications. The HE Advisor has a dedicated office in the Annex Building of the school. Students and parents are able to arrange appointments in order to gain one-to-one advice.

The HE Advisor is responsible for collating the official school transcripts and organizing teacher references for each individual student to support their university applications. The role also involves coordinating guest speakers, external visits and promoting college tours/open days held in Dubai.

Students are able to access a wealth of information about university open days, fairs, webinars, summer programs, online courses, etc. through the Higher Education groups on Managebac. The calendar on Managebac is regularly updated with presentations, workshops, meetings and deadlines arranged in school, as well as educational events happening in Dubai. Each academic year a Higher Education Booklet is shared with students on Managebac containing extensive information on topics such as the application processes to various countries, writing personal statements and college essays, etc. Additionally, each student is given access to a software called “Unifrog” to explore subjects for Post-18 education and career pathways, research universities and online courses, and draft personal statements and college essays. The Annex library contains resources on careers and universities across the globe which students are free to make use of for further research.

Guest Speakers, External Visits & Exhibitions

Throughout the year there are numerous open days and university tours held in Dubai. Details of these events are dispersed to the students so that they and their parents may attend events to enable them to make informed choices about their future academic studies.

Information is dispersed to the students via the Higher Education Advisor. This happens in a number of ways. Firstly, the Higher Education Groups on Managebac contains listings of all forthcoming events through messages and events on the calendar. Secondly, the school newsletter keeps students and parents informed of any relevant news and forthcoming events. Thirdly, the Year 12 and 13 assemblies are used to make announcements regarding any relevant higher education news. This is also a time when many guest speakers and university recruitment officers visiting the school present their expertise and knowledge to the students.

For further information contact the Higher Education Advisor, Ms. Cynthia Tsepe
cynthia@eischools.ae

Additional Information

Exceptions/Non-Regular/Bi-lingual Diploma/Transfers

When selecting your IB choices you must be aware of the following exceptions and prohibitions, as well as the implications of the 'non-regular diploma' and 'bilingual diploma':

Exceptions

A candidate may offer a second Studies in Language and Literature instead of a Group 2 subject. Instead of a group 6 subject a candidate may offer an additional subject chosen from Groups 1 to 4

Prohibitions

You should be aware of the following subject prohibitions:

No candidate may count towards the diploma:

- the same subject at higher level (HL) and standard level (SL)
- the same language for more than one group (for example, Spanish A1 and Spanish B)
- more than one language A SL as a school supported self-taught subject
- more than one school-based syllabus or pilot subject (including transdisciplinary subjects)
- a school-based syllabus and a pilot subject (including transdisciplinary subjects)
- more than one transdisciplinary subject

Non-regular Diploma

If the conditions of entry into an institution of higher education require a candidate to offer a choice of subjects different from that specified in the regulations for the Diploma Programme, the candidate may be allowed to make a reasonable substitution on presentation to the IB of the appropriate documentary evidence. This evidence, which may take the form of pages from a university prospectus, must be submitted in support of all requests, including candidates proposing to study medicine, veterinary science or engineering.

A candidate will be authorized to take a non-regular diploma only if the proposed higher education course allows no other alternative. The possibility of offering a subject as an additional seventh subject (that does not contribute to the diploma) must be considered before submitting a request for a non-regular diploma.

A request for a non-regular diploma must be sent to IB Cardiff using the appropriate option on IBIS. To do so it will first be necessary to register the candidate for all of his or her subjects before submitting the request. The candidate will automatically be allocated a session number, which

may be changed at a later date when the remaining candidates are registered. However, a personal code will also be issued (assuming the candidate does not already have one), and

this cannot be changed. The request and supporting university documentation must arrive no later than **15 November**, 18 months before the written examinations. The documentation must identify the candidate using his or her personal code, name and school number.

The Bilingual Diploma

From 2013 onwards a bilingual diploma will be awarded to a successful candidate who fulfils one or both of the following criteria:

- Completion of two languages selected from Group 1 with the award of a grade 3 or higher in both.
- Completion of one of the subjects from Group 3 or Group 4 in a language that is not the same as the candidate's nominated group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from Group 3 or 4.

Course Transfer

In Year 12, students are able to transfer to another course providing they have the minimum requirements for the course, the permissions of the IB DP Coordinator and the specific Head of Department, and there is a space available on the course. All changes must be signed and completed within the stipulated probationary period stated by the school Coordinator.

Students who transfer from EIS-J to alternative schools during Years 12 and 13 are provided with an official transcript providing that fees, tuition etc. have been paid in full and that reasonable advance notice has been given; such notice should be given to the registrar, school secretary and the Progress and Wellbeing Leader Year 12 & 13, Mr Rob White whiter@eischools.ae.

Students wishing to be admitted to EIS-J should meet the entry requirements outlined above and may be admitted at the discretion of the Head of School.

General Administration – IB Examinations

The IB examinations are administered twice a year, in May and November. The school is registered for the May sitting though it is possible for students to retake exams in November if sufficient points have not been achieved for the diploma.

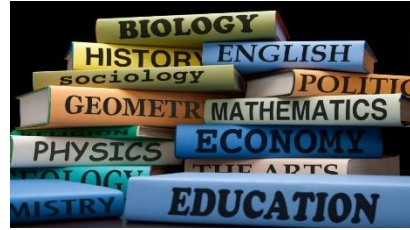
The IB charges a fee for the administration and assessment of the examinations; it is based on a registration fee plus a fee per subject. The school fee also consists of our administration charges which are over and above the IB fee – this includes courier charges, invigilation payments and other miscellaneous charges.

It is possible for a student to request that their results be sent directly to universities in electronic or paper format. For some countries, universities require that the IB diploma results document is legalised. In both these cases the student should make the coordinator aware of their requirements in writing.

Top 10 tips to prepare for IBDP/ IBCP!

1. Assess your IB subjects: Transition a lot easier if you can predict:

- Your hardest subject
- Your favourite subject
- The subject you'll spend the most time on



2. Get to know your new subjects

Do some research! Find out more about the subject what it involves and what kinds of topics you'll be learning about. For example:

Psychology – read blogs like [We're only human](#) which contains a bunch of articles about the oddities of human nature.

<https://www.psychologicalscience.org/news/were-only-human>

Business & Management – try paying extra attention to the business section in your local newspaper.

Global Politics – a quick browse of different news websites will be useful to start digging into these topics. Just remember that each one will have its own slant and perspective.

Economics – The Economist (<https://www.economist.com/>) touches on business and politics as well, it's a good place to start.

TOK – Philosophy for beginners – <https://podcasts.ox.ac.uk/series/>

3. Keep up the Languages

If English isn't your first language, it's important that you do as much as you can to polish up your skills.

Like with English, it's important to keep up your language B, as you're not going to naturally absorb anything unless you commit to it. Find ways to get yourself excited about the language, whether that's watching a Spanish TV show, or cooking using a French-language recipe book.

4. Keep things in perspective

The IB is incredibly transparent about how individual pieces of assessment contribute to your final mark, and you should bear this in mind when spending time on these tasks. For example, studying for an oral worth 10% should not come at the expense of falling behind on content for an exam worth 80% of your final mark.

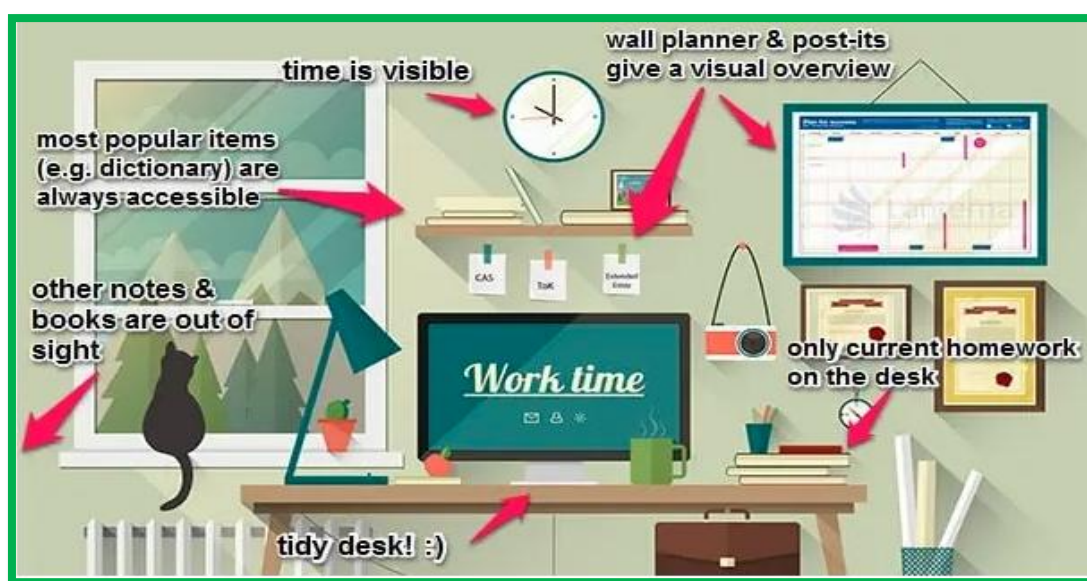
5. Explore extra-curricular activities

The IB isn't just about the academic things! The whole point of CAS is that the IB wants you to do things beyond the classroom. Sign up for After-School-Activities (ASA), try running your own clubs after school, or organize some events like Pink Week, Green Week, Anti-Bullying Week, Mental Health Week, etc.

6. Know your study strengths – Collaborate if that helps!!

Think about your study habits. and work out what study habits work for you. If you're missing deadlines because you leave work until the last minute, force yourself to do your homework on the day that it is set instead of the day before it's due. If you're always falling asleep before you finish your homework, try starting your work earlier. Collaborate with your peers to maximise your learning and avoid the burnout by combining study and (productive) social time. Create a group study strategy that works for you, and hold each other accountable for your learning.

7. Practice getting organized



Organisation is one of the most important things to learn in the IB, and practicing now will make it a lot easier next year. Buy a folder and practice putting your notes in there, in chronological order with deadlines, for the rest of the year. Download a to-do-list app (<https://todoist.com/app>) and make sure you use it every single day.

8. Read, Revise content regularly

With the IB being a globally-focused curriculum, having up-to-date knowledge of world affairs is critical to your success in nearly all subjects: languages, humanities, sciences

– the whole lot. Set aside some time each day to read the news, even if it's just 10 minutes in the car/school bus on the way to school.

Don't wait for mocks or mid-semesters to start revising – spend 10 minutes each day, per subject, summarising what you learned in class that day. It only has to be a sentence or two, and will take less than an hour all up, but will save you heaps of time (and stress) later on.

9. Know your mark schemes

In order to ace your exams, you need to know what the examiners want. Familiarise yourself with mark schemes and rubrics – do they want to see *synthesis* or *analysis*? – and looking out for key terms or lines of working required to receive the marks.

10. Get support – Engage with your teacher

If you are nervous about a certain subject or the workload in general, remember that help is always close at hand. Make time for one-on-one meetings with your teachers to discuss areas of difficulty or scope for academic extension. Get advice from them about how you can improve your studies. A little bit of extra reading or regular exercises in a subject can go a long way

SOURCE: <https://lanterna.com/blog/starting-the-ib/>

Should you need further support please feel free to contact me at rkamath@eischools.ae

Dr. Rose Kamath, CDA License: CDA-PL-0001197

