INTERNATIONAL CURRICULUM

IBDP OPTIONS BOOKLET

2024/25

REPTON
DUBAI

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Introduction

Welcome to our International Curriculum Options Booklet! As you consider your options at Repton Dubai, we are pleased to present the International Baccalaureate Diploma Programme (IBDP), a globally recognised and enriching educational journey. As you stand at the start of your Sixth Form education, we are excited to introduce you to the comprehensive and transformative opportunities that the IBDP offers.

The IBDP is a unique and rigorous two-year programme designed to cultivate inquisitive minds, global perspectives, and a holistic approach to learning. Through a carefully curated combination of subjects and core components, the IBDP empowers students to become lifelong learners, critical thinkers, and responsible global citizens.

Within this options booklet, you will discover the nature of the IBDP, where academic excellence is integrated with creativity, activity, service, and the development of key skills such as research, communication, and intercultural understanding. Our commitment to fostering an international mindset and nurturing well-rounded individuals sets the IBDP apart as a beacon of holistic education.

Each section provides detailed insights into the six subject groups, Theory of Knowledge (TOK) Extended Essay, and Creativity, Activity, Service (CAS), ensuring that you gain a comprehensive understanding of the program's structure and its impact on your personal and academic growth.

Choosing the IBDP is not just selecting a course of study, it is about embracing a philosophy that transcends traditional boundaries, encouraging you to explore, question, and contribute meaningfully to the world around you. Our dedicated team of educators is here to support you as you embark on this intellectual and transformative journey.

Welcome to the International Baccalaureate Diploma Programme – your journey starts here!

The IB Diploma Programme

The IB Diploma Programme (IBDP) is an academically rigorous, balanced and holistic programme of study that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The International Baccalaureate Organisation (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB programmes encourage students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. They incorporate key Approaches to Learning within their curriculum. These are deliberate strategies, skills and attitudes that permeate the teaching and learning environments. They are intertwined with the IB learner profile, allowing students to learn and learn 'how' to learn, at the same time as assisting them with preparation for the next stage of their life journey.

The IBDP is a course which offers academic rigour, genuine breadth and coherence, and aims to develop initiative and resourcefulness. We live in a world of global economies and communications; students who will be part of this world need the education that allows them to succeed in it.

As a fully authorised IB World School, we are delighted to offer the prestigious IB Diploma Programme at Repton School. Our results have exceeded the world average points score (29 points) in all of our cohorts. In 2015, 2016, 2018 and 2019 we achieved an average point score of 34 points; and in 2021 we achieved our highest ever average points score of 36 points equalled in 2022 and 2023. Our IBDP graduating cohort has increased from 31 students in 2015 to 43 students in 2023.

The Diploma Programme Curriculum

The IB Diploma Programme is organised into 6 groups. Students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, an additional language, the social sciences, the experimental sciences and mathematics. Students may then choose either an arts subject from group 6, or a second subject from groups 3 or 4. Four or Three subjects are studied at Higher Level, and three or a minimum of two are studied at Standard Level.

In addition to disciplinary and interdisciplinary study, the Diploma Programme features three 'core' elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

The Core

The core programme consists of a course in the Theory of Knowledge (TOK), an Extended Essay (EE) in the form of a research paper, and completion of a series of activities outside of the classroom showing Creativity and involving Activity and Service (CAS).

Theory of Knowledge (TOK)

Essentially, TOK is the thread which weaves together all of the IB subjects. Whilst TOK is central to the philosophy of the Diploma, it ultimately teaches you to think critically about the origins of and the accumulation of knowledge. Amongst other things, it seeks to do the following:

- To help you to discover the richness of knowledge, and to realise how empowering knowledge can be.
- To examine how knowledge is built up, examined, and evaluated by individuals and societies.
- To reflect on how we learn – both inside and outside school – and to make links between the academic disciplines and our thoughts, feelings and actions.
- To reinforce the idea that we have many different ways of thinking, perspectives, and assumptions because of our cultural and individual positions obscuring the way we see the world.

More importantly, TOK encourages you to consider the role of knowledge in the global community and enables you to recognise the need to act responsibly in an increasingly multifaceted society.

How is TOK structured?

Theory of Knowledge does not have a final examination; however, that's not to say that you're expected to sit in a darkened room and think your own thoughts for two years! There is a great deal of content to TOK, not just an obligatory list of topics you have to learn. The starting point is to think about what we mean by the term 'Theory of Knowledge' and what we define as knowledge through the core unit 'Knowledge and the Knower'. The questions which underpin the course itself have engaged philosophers for many centuries; How is knowledge gained and from what sources? To what extent do personal experience and ideology influence our knowledge? What is the difference between 'I am certain' and 'it is certain'? Can we think without language? Can feelings have a rational basis? You will provide an answer to 1 of 35 knowledge prompts through an exhibition, which you display 3 objects and explain the connections to the knowledge prompt in 950 words. This is a 33% component of the assessment of TOK.

Next, you will move on to think about the ways we gather knowledge and process it. We explore through the optional units of Knowledge and Language plus Knowledge and Technology. Finally, you will move on to looking at the Areas of Knowledge (AOKS) and whether one area of knowledge holds greater credence. This supports the 1600-word essay component of the assessment for TOK, which is worth 66.6% of the course.

Extended Essay (EE)

The Extended Essay is an independent research paper based on a topic chosen by the student and is compulsory for all DP students. It is externally assessed in combination with the grade for Theory of Knowledge, contributing up to three points to the total score for the IB Diploma. Students select a topic from within one of the IB subject areas that is both interesting and challenging to them but specific enough for students to examine in depth.

It should take about 40 hours in total and may be experimental or library based research. A teacher of the subject of the Extended Essay will act as an academic supervisor and will offer guidance and advice. The essay is a maximum of 4000 words long.

Examples of Extended Essays are:

- The effect of location on the educational attainment on indigenous secondary students in Queensland, Australia.
- How and why have Sylvia Plath in The Bell Jar and Charlotte Perkins Gilman in The Yellow Wallpaper used inanimate objects as motifs for female madness?
- The effect of forming a producers group on gum prices and incomes of women gum collectors in the Banaskanthan/Patan region of Gujarat, India.
- What makes people recycle? An evaluation of attitudes and behaviour in the London borough of Hammersmith and Fulham.
- How did the September 11th attack on the United States affect the European economy?
- How does the resonance of different structures of bridge of the same length and constructed of the same materials vary, and how does this affect the stability of the structure?

Creativity, Activity & Service (CAS)

Creativity, Activity & Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential core elements in every student's Diploma Programme experience. The three strands of CAS, which are often interwoven with particular activities, are characterised as follows:

Creativity: Exploring and extending ideas leading to an original or interpretive product or performance

Activity: Physical exertion contributing to a healthy lifestyle

Service: Collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment** and **enjoyment.**

Aims

The CAS programme aims to develop students who:

- Enjoy and find significance in a range of CAS experiences
- Purposefully reflect upon their experiences
- Identify goals, develop strategies and determine further actions for personal growth
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained and collaborative CAS projects
- Understand they are members of local and global communities with responsibilities towards each other and the environment

All three strands will allow you to satisfy one or more of the CAS elements. For example, if you choose to volunteer for an environmental project, this will meet both action and service requirements. If you write about your experiences, you can also be rewarded for creativity. There are self-evaluations and school evaluations of your commitment to CAS, and the IBO monitors standards. You record your CAS experiences on the ManageBac portal where you reflect on the benefits you, and possibly other people, have gained from your experiences. This portfolio may also include photographs and any other relevant material.

Students must fulfil the CAS requirements in order to be awarded the Diploma.

Assessment in the IB Diploma Programme

At the end of the programme students take written examinations which are marked by external IB examiners. Students also complete assessment tasks in school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and the Extended Essay. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme, and to satisfactory participation in the CAS requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Assessment is criterion-related, which means student performance is measured against prespecified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities value the rigour and consistency of Diploma Programme assessment practice.

IB Courses

IB Courses is an alternative to studying the full Diploma Programme. For non-Emirati students and those students who do not require equivalency, students may choose any number of subjects at either HL or SL. These are treated as individual subject qualifications. Students do not need to meet the requirements of ToK, EE and CAS.

For those students requiring equivalency, 6 subjects must be chosen, with one subject chosen from each group. Students must choose English, one science based subject and Mathematics. Students who are nationals of Arab countries must study Ministry Arabic alongside their course. Muslim students must also study Islamic Studies alongside their course.

Creating the best IB Diploma for you

Read this booklet carefully and take time to discuss it with your parents, tutor and teachers. Make your decisions on your options only when you are fully informed. The IB team will take you through a series of assemblies and meetings in order to assist you with your choices.

Choosing your Subjects

- Choose one subject from each group. Three must be studied at Higher Level (HL) and three must be studied at Standard Level (SL)
- Arab nationals must complete the UAE Ministry Arabic requirement
- All Muslim students study Islamic Studies during IB1, in addition to their six selected subjects
- Whilst we will endeavour to ensure all selections are possible, courses may not be viable if insufficient students make that option choice. If this is the case then it may be withdrawn. We will advise students whether a course is able to run or not as soon as the timetable is constructed in August after the release of IGCSE results.
- It may be possible to take a mother-tongue language in group 1. This would be a self-taught, school supported programme and would be only available as a Standard Level, Literature course. The school will consider offering self-taught school supported languages if the following are evident:
    - A need to support the mother-tongue of a student
    - The student is motivated and able to work independently to achieve goals
    - A tutor in the mother-tongue is available and capable of guiding the student at the required level
    - The parents of the student are supportive and are willing to pay for the tuition required outside school
    - The student's previous progress and attainment is such that it supports the success of such an option being undertaken
    - Suitable literature can be sourced in the mother-tongue language
- Candidates should note that specific requirements are laid down by each Department for access to IB Diploma courses. The general entrance requirements are at least a grade 6 at IGCSE. However, several subjects require grade 7 for the subject to be taken at Higher Level. If you are unsure, speak to the Head of Department.
- Higher Level Mathematics cannot be taken in conjunction with Higher Level English, owing to timetabling restrictions.
- Remember that you are creating an overall Diploma Programme of subjects which support your university and careers aspirations. Do, however, ensure that the overall programme is manageable and represents a realistic challenge.
- Make the perfect Diploma for your strengths and then base your careers and university choices on your Diploma, rather than the other way around.
- Don't make choices based on your friends' choices, which teachers you like or which subjects you think one ought to take – make the perfect Diploma for you.

IBDP Option Blocks 2024/25

Students will have the opportunity to choose one subject from each option block. They must select three Standard Level (SL) and three Higher Level (HL) subjects.

Each subject will either have three or four lessons of teaching depending on the level taken per week. These qualifications will be studied alongside the core programme.

When selecting courses, students should consider the career that they wish to follow, the subjects they enjoy and are most confident in and, of course, the subjects in which they have been the most successful.

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
English Language SL	Arabic AB inito	Business SL	Biology SL	Maths AI SL	Biology SL
English Language HL	Arabic SL	Business HL	Biology HL	Maths AI HL	Biology HL
English Literature SL	Arabic HL	Economics SL	Chemistry SL	Maths AA SL	Economics SL
English Literature HL	French AB inito	Economics HL	Chemistry HL	Maths AA HL	Economics HL
	French SL	History SL	Computer Science SL		Geography SL
	French HL	History HL	Computer Science HL		Geography HL
	German AB inito	Psychology SL	Design Technology SL		Physics SL
	German SL	Psychology HL	Design Technology HL		Physics HL
	German HL		Physics SL		
	Spanish AB inito		Physics HL		
	Spanish SL		Sport Science SL		
	Spanish HL		Sport Science HL		
			Environmental Systems and Societies SL only course		

Please note that options blocks are subject to change and subjects may be removed if there is insufficient demand.

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Subject Guidance

Group 1: Studies in Language & Literature

Through studies in language and literature, the Diploma Programme aims to develop a student's lifelong interest in language and literature, and a love for the richness of human expression.

The aims of language and literature are to enable students to:

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures.
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing.
- Develop skills in interpretation, analysis and evaluation.
- 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.
- 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.
- Develop an understanding of the relationships between studies in language and literature and other disciplines.
- Communicate and collaborate in a confident and creative way.
- Foster a lifelong interest in and enjoyment of language and literature.

English Language A: Language and Literature

Course overview:

This course introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non-literary text-types. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.

Content Overview

Works read	SL	HL
Works in translation written by authors on the Prescribed reading list	Study of a minimum of one work	Study of a minimum of two works
Works originally written in English, by authors on the Prescribed reading list	Study of a minimum of one work	Study of a minimum of two works
Total works studied	4	6

Assessment Overview

External Assessment		
	SL	HL
Paper 1	Analysis of one unseen non-literary text	Analysis of two unseen nonliterary text
Paper 2	In response to one of four questions students write a comparative response essay based on at least two of the literary texts studied during the course. The questions for SL and HL are the same; however, there are differences in the marking criteria.	
Internal Assessment		
	SL	HL
Individual Oral (IO)	SL/HL Students perform an oral activity presenting their analysis of a literary work and a non-literary body of work studied	
Essay (HL)		HL students are required to complete a 1,200-1,500 word essay on a text (or collection of texts) studied during the course.
Levels available:	Higher and Standard Level are available.	
Entry requirements:	SL = IGCSE 6. HL = IGCSE 7	

Group 2: Language Acquisition

Arabic, French, Spanish & German

Contact person: Ms S Brenchley

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Course overview:

Modern languages can be studied at different levels depending on the level of proficiency of the student in that language. The programmes cover advanced text-handling, oral presentations, discussions and extended writing skills. Repton School offers Arabic, French, Spanish and German.

They are studied through the four main language skills (listening, speaking, reading and writing) to ensure that the student can communicate spontaneously, appropriately and effectively with an audience of the language in both familiar and unfamiliar circumstances. This level of competence is achieved through an understanding of three interrelated areas which form the basis of the assessment criteria: using the language accurately in terms of grammar and vocabulary, selecting language appropriate to a particular cultural and social context and understanding how ideas are organised for appropriate communication.

Language 'Ab Initio' courses will be available for those with little or no previous knowledge in French, Spanish or German. However, this is an intensive course which aims to bring pupils to a very high standard by the end of the two years and a lot of effort and dedication must be applied to such a programme.

Assessment in Group 2

Ab Initio / Standard Level / Higher Level		
External assessment	75%	**Paper 1** (25%) - Productive skills

		*Ab Initio: Two writing tasks of 70-150 words each from a choice of three. *Standard and Higher level: One writing task of 250–400 words (Standard level) and 450–600 words (Higher level) from a choice of three. **Paper 2** (50%) – Receptive skills - Comprehension exercises on three audio passages and three written texts *Listening comprehension *Reading comprehension
Internal assessment	25%	**Individual oral** – Productive skill Ab Initio / Standard level: A conversation with the teacher, based on a visual stimulus, followed by a discussion based on an additional theme. Higher level: A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.

Language B: Standard Level and Higher Level

Language B students will focus mainly on language acquisition and the development of the linguistic skills of listening, speaking, reading and writing, up to a fairly sophisticated level.

The Course

Language students will learn language structures and use these in a range of situations and for a range of purposes which can include work situations, social relationships and the discussion of abstract ideas. They will also explore culture using a variety of texts in the language at HL. At least one literary work will be studied in detail.

Previous Knowledge

The Language B course is designed for second language learners with some previous experience of learning the language. For Modern Foreign Language this is 4 to 5 years for Higher Level and 2 to 3 years for Standard Level.

Levels available:	Higher and Standard Level are available.
Entry requirements:	For SL = IGCSE 6. For HL = IGCSE 7

Language Ab Initio

If a student wishes to learn a new Modern Foreign Language and does not have a second language or no experience in French, Spanish or German, they should choose an Ab Initio course.

The Course

The student will acquire a good knowledge of the language so that they can engage in everyday conversations in a variety of situations and understand and write confidently. The course aims to develop a good command of the grammatical structures of the language, a variety of linguistic skills and a basic awareness of the culture associated with the language. The course also focuses on everyday situations and aspects of the culture related to these situations.

Previous Knowledge

For the Ab Initio course, no previous knowledge is required as this is for the beginner who has limited or no previous experience of the language.

**If a student has achieved higher than a IGCSE 3 or equivalent they will not be able to take the Ab Initio course to comply with IB rules.*

Entry requirements:	Ab Initio languages courses are only available at Standard Level.

Group 3: Individuals and Societies

Business Management

Contact person: Mrs S Roca

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Course overview:

The course gives students an appreciation of complex business activities. It considers the diverse range of business organisations and activities and the cultural and economic context in which business operates. Emphasis is placed on four key concepts: change, creativity, ethics and sustainability. Students are encouraged to create links between concepts, content and context, promoting a holistic overview of business activity. Students will complete either the IB Standard or Higher course with a full understanding of the core Business Management functions. They will be able to confidently explain the purpose of each function and be mindful of external pressures impacting the role of businesses in the modern and globalised world.

Example of units

Unit 1: Introduction to business management
What is a business, types of business entities, Business objectives, Stakeholders, Growth and evolution, Multinational companies (MNCs).

Unit 2: Human resource management
Introduction to human resource management, organisational structure, Leadership and management, Motivation and demotivation, Organisational (corporate) culture (HL only), Communication, Industrial/employee relations (HL only).

Unit 3: Finance and accounts
Introduction to finance, Sources of finance, Costs and revenues, Final accounts, Profitability and liquidity ratio analysis, Efficiency ratio analysis (HL only), Cash flow, Investment appraisal, Budgets (HL only).

Unit 4: Marketing
Introduction to marketing, Marketing planning, Sales forecasting (HL only), Market research, The seven Ps of the marketing mix, International marketing (HL only).

Unit 5: Operations management
Introduction to operations management, Operations methods, Lean production and quality management (HL only), Location, Break-even analysis, Production planning (HL only), Crisis management and contingency planning (HL only), Research and development (HL only), Management information systems (HL only).

Progression

Alongside other IBDP subjects, Business Management can take you on to various degree courses. You could also enter apprenticeships such as those in Banking, Retailing or Accountancy. Many Business Management graduates end up in careers in Finance or Business. Banks recruit many Business Management alumni, as do the civil service and insurance firms.

Extra-curricular activities

Trips and visits to banks and accountancy firms.

Assessment

Standard Level		
External assessment	35% 35%	**Two written papers:** Paper 1: 1 hour 30 minutes exam Paper 2: 1 hour 30 minutes exam
Internal assessment	30%	20 hours written piece
Higher Level		
External assessment	25% 30% 25%	**Three written papers:** Paper 1: 1 hour 30 minutes exam Paper 2: 1 hour 45 minutes exam Paper 3: 1 hour 20 minutes exam
Internal assessment	20%	20 hours written piece
Levels available:	Higher and Standard Level are available.	
Entry requirements:	It is recommended, that students have studied Business at IGCSE/GCSE/MYP or other equivalent curriculums. For SL = IGCSE 6. For HL = IGCSE 7	

Economics

Contact person: Mrs S Roca

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Course overview:

Economics is a social science that is often described as 'the study of how and for whom we allocate scarce resources in society'. However, it is perhaps more helpful to mention some of the issues that students cover in the two years of studying Economics:

What can be done about climate change?
How can a government reduce income inequality?
What are the most appropriate strategies for reducing poverty in developing countries?
How and why might a country restrict international trade?
Are multinational companies beneficial for developing countries?
Does government intervention in markets like healthcare and education automatically improve efficiency and access for all?

Economics is a topical course and students are expected to show an interest in the world around them by reading quality news articles/ blogs and watching relevant programmes/ lectures/ TED talks etc. No prior subject knowledge is assumed and the mathematical content of the course is undemanding. Those who find numbers straightforward will find some topics easier than those who do not, but anyone who can obtain a level 6 at IGCSE Mathematics should not be put off.

The Course

The aim of the course is to provide students with precise knowledge of the basic tools of economic reasoning, an understanding of contemporary global economic problems and also to encourage 18 students to apply economic analysis to different contexts.

The course is designed around nine key concepts: scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention.

There are four sections of the syllabus:

- Introduction to Economics: What is Economics? How do Economists approach the world?
- Microeconomics: Markets, market failure and government intervention in markets including
- Economics of the Environment (HL only). Supply and demand analysis and related issues of efficiency and equity.
- Macroeconomics: Government macroeconomic objectives and policies. Assessment of government policy objectives including economic growth, inflation, unemployment and inequality and poverty.
- The Global Economy: Focus on issues of trade, protectionism, exchange rates and sustainable development. Understanding why countries trade; how exchange rates are determined and the impact of a change in the exchange rate; free trade and trade protectionism such as tariffs, quotas and subsidies; issues of sustainable development, MNCs, trade, aid, debt, the IMF and the World Bank.

Assessment		
Standard Level		
External assessment	30% 40%	**Two written papers:** Paper 1: An extended response paper. Students answer one question from a choice of three. Paper 2: A data response paper including some quantitative questions, Students answer one question from a choice of two.
Internal assessment	30%	**Portfolio:** Students produce a portfolio of three commentaries (800 words each) based on contemporary news articles linking economic theory to a real-world situation. For each commentary students will use a different key concept as a lens with which to analyse the content of their news article.
Higher Level		
External assessment	20% 30% 30%	**Three written papers:** Paper 1: An extended response paper. Students answer one question from a choice of three. Paper 2: A data response and extended response paper including some quantitative questions. Students answer one question from a choice of two. Paper 3: A policy paper including both quantitative and qualitative questions. Students answer two compulsory questions.
Internal assessment	20%	**Portfolio:** Students produce a portfolio of three commentaries (800 words each) based on contemporary news articles linking economic theory to a real-world situation. For each commentary students will use a different key concept as a lens with which to analyse the content of their news article.
Levels available:	Higher and Standard Level are available.	
Entry requirements:	It is recommended, that students have studied Economics at IGCSE/GCSE/MYP or other equivalent curriculums. For SL = IGCSE 6. For HL = IGCSE 7	

Geography

Contact person: L Mitchell

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Course overview:

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.

Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.

The Course

The Geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity.

Syllabus Content

Part 1: Optional themes (SL complete two options, HL complete three options)

- Freshwater – drainage basins
- Oceans and coastal margins
- Extreme environments
- Geophysical hazards
- Leisure, tourism and sport
- Food and health
- Urban environments

Part 2: Geographic perspectives – global change (completed by SL and HL)

- Population distribution – changing population
- Global climate – vulnerability and resilience
- Global resource consumption and security

Part 2: HL Core Extension. Geographic perspectives – global interactions (HL only)

- Power, places and networks
- Human development and diversity
- Global risks and resilience

Fieldwork (SL and HL)

Our field trip currently takes place in northern Thailand in November of IB1. This destination may be subject to change dependent upon availability.

Assessment

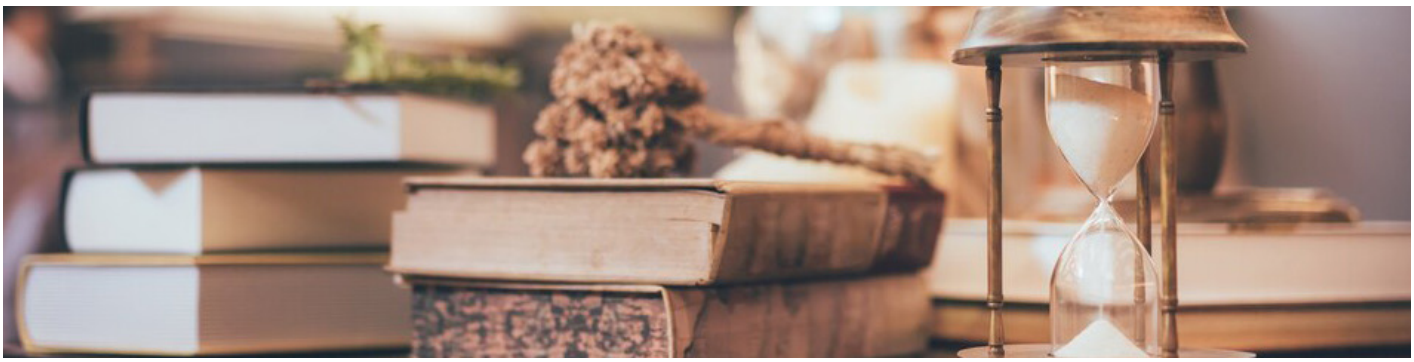
Higher Level		
External assessment	35% 25%	Paper 1: Geographic Themes–Students answer three structured questions based on stimulus material from a choice of seven themes, listed below. Paper 2: Based on Part 2 Core: Geographic perspectives – global change. Students answer three structured questions based on each unit listed below, structured questions based on infographic or visual stimulus material and one extended question.

	20%	Paper 3 – Based on Part 2 Core extension: Geographic perspectives – global interactions. Students answer one of three extended answer questions.
Internal assessment	20%	Fieldwork leading to one written report of 2,500 words. The fieldwork is hypothesis-based and related to a theme in the syllabus.
Standard Level		
External assessment	35% 40%	Paper 1 – Geographic Themes – Students answer two structured questions based on stimulus material from a choice of seven themes, listed below. Paper 2 – Based on Part 2 Core: Geographic perspectives – global change. Students answer three structured questions based on each unit listed below, structured questions based on infographic or visual stimulus material and one extended question.
Internal assessment	25%	Fieldwork leading to one written report of 2,500 words. The fieldwork is hypothesis-based and related to a theme in the syllabus.

*The **geography** course has a compulsory field trip element which is often overseas to collect data for the Internal Assessment*

Levels available:	Higher and Standard Level are available.
Entry requirements:	It is recommended, that students have studied geography at IGCSE/GCSE/MYP or other equivalent curriculums. For SL = IGCSE 6. For HL = IGCSE 7

History



Contact person: Ms M Turner

Email: megan.turner@reptondubai.org

Course overview:

Who was responsible for the Cold War? Who was a more totalitarian dictator: Castro or Hitler? Which political ideas have had the greatest influence on the modern world? How have the views of historical schools of thought changed over time?

History at IB is about developing your writing and thinking skills. It involves investigation, reflection, questions and argument. Students learn to think independently so that all historical knowledge is challenged and reassessed. Thinking can be original, creative and even controversial. The main thing is to develop skills that make arguments persuasive, comprehensive and justifiable.

Not only is the subject itself enjoyable but the skills acquired are highly sought after by employers. The ability to collate, organise and synthesize information, to work out thorough responses and write convincing analysis and argument is paramount to many types of careers ranging from Business to Law or Marketing.

Assessment		
Higher Level		
External assessment	20% 25% 35%	**Three written papers:** Paper 1: A document-based paper set on prescribed subjects drawn from the 20th century world history topics. Paper 2: An essay-based paper on the 20th century world history topics Paper 3: An essay paper based on the regional options; answer three out of 25 questions
Internal assessment	20%	Historical investigation
Standard Level		
External assessment	35% 40%	**Two written papers:** Paper 1: A document-based paper set on prescribed subjects drawn from the 20th century world history topics. Paper 2: An essay-based paper on the 20th century world history topics.
Internal assessment	25%	Historical investigation
Levels available:	Higher and Standard Level are available.	
Entry requirements:	It is recommended, that students have studied History at IGCSE/GCSE/MYP or other equivalent curriculums. For both SL and HL IGCSE 7 or equivalent.	

Psychology

Contact person: Ms C Quilliam

Email: candice.quilliam@reptondubai.org

Course overview:

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.

All skills needed for the course are developed during the two year teaching period. A good command of English and confident mathematical skills helps to tackle the challenges of the course. A keen interest in Biology is also a recommendation.

The Aims of the Course

- Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour.
- Apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study.
- Understand diverse methods of inquiry.
- Understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries.
- Ensure that ethical practices are upheld in all psychological inquiry and discussion.
- Develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.

Assessment

Syllabus Component	Level	Comments
Approaches to behaviour • Biological • Cognitive • Sociocultural	SL/ HL	This is the core component and is compulsory for both HL and SL. This knowledge will be assessed in Paper 1 of the exam
Extensions to the core approaches	HL	- Extension upon the Cognitive Approach above - Cognitive processing in the digital world
Options • Developmental • Psychology • Health Psychology	SL / HL	SL pupils study 1 option and HL pupils study 2 options. This constitutes for assessment in Paper 2. SL students answer one question in essay form, while HL answer two questions in essay form.
Qualitative and Quantitative Research	HL	The research methodology and its evaluation is taught through lessons in both the years for HL and SL. Study for Paper 3 examination purpose is taught to HL only. This is a 1 hour paper externally assessed paper.
Simple Experimental Study	SL /HL	This internally assessed work is compulsory for both SL and HL.

Distinction between SL and HL

There are three main distinctions between this course at SL and at HL.

1. The extensions to the core approaches are studied at HL only (see table above). This differentiation is reflected in paper 1 section B of the external assessment.

2. SL students are required to study one option while HL students study two options. This differentiation is reflected in paper 2 of the external assessment.
3. Both SL and HL students will be expected to show their understanding of approaches to research in the internal assessment and critical thinking in paper 1 section B and paper 2 responses. Additionally, HL students will be directly assessed on their understanding of approaches to research in paper 3 of the external assessment. This will cover both qualitative and quantitative research methods.

Levels available:	Higher and Standard Level are available.
Entry requirements:	It is recommended, that students have studied Psychology at IGCSE/GCSE/MYP or other equivalent curriculums. For SL = IGCSE 6. For HL = IGCSE 7

Group 4: Experimental Sciences

Contact person: Mr G Bonfante

Email: giuseppe.bonfante@reptondubai.org

In this group of classes, students choose a physical science or technological science to study. The goal is to have students deepen their understanding of the scientific method.

The experimental sciences of Biology, Chemistry, Physics and Design Technology share a common structure: a core of material that is studied at both Higher and Standard Level plus additional material that is taken at Higher Level. The Sports, Exercise & Health Science (SEHS) course is available at Higher and Standard Level.

The assessment pattern is similar for most Group 4 subjects. Written papers at the end of the course contain a wide range of questions based on theoretical and practical work. Experimental investigations stretch throughout the course, including fieldwork in some subjects; set and assessed internally by the subject teachers, and subsequently moderated externally. As part of this internal assessment, all students studying one or more group 4 subjects must take part in a cross-disciplinary Group 4 Project.

*The **Biology** course has a compulsory field trip element which is often overseas. (Please ask for further details before committing).*

Assessment for Biology, Chemistry and Physics

Assessment		Higher Level		Standard Level
External assessment	36% 44%	**Two written papers:** Paper 1 (2hrs): Multiple choice questions on the whole syllabus, and data based questions. Paper 2 (2hrs30): Short answer and extended response questions on the whole syllabus.	36% 36%	**Two written papers:** Paper 1 (1hr30): Multiple choice questions on the whole syllabus, and data based questions. Paper 2 (1hr30): Short answer and extended response questions on the whole syllabus.
Internal assessment	20%	One scientific investigation, 6-12 pages (10 hours) - marking is criterion referenced - and a compulsory Group 4 Project (10 hours). Practical activities (40 hours).	20%	A scientific investigation, 6-12 pages (10 hours) - marking is criterion referenced - and a compulsory Group 4 Project (10 hours). Practical activities (20 hours).

Assessment for Design Technology

Assessment		Higher Level		Standard Level
External assessment	20% 20% 20%	**Three written papers:** Paper 1: Multiple choice questions. Paper 2: Data-based and extended-response questions. Paper 3: short-answer questions in each of the two options studied	20% 20% 20%	**Three written papers:** Paper 1: Multiple choice questions. Paper 2: Data-based and extended-response questions. Paper 3: short answer questions in each of the two options studied
Internal assessment	40%	60 hours: design project (student choice)	40%	40 hours: design project (student choice)

Assessment for Sports, Exercise & Health Science

Assessment		Higher Level		Standard Level
External assessment	20% 35%	**Three written papers:** Paper 1: Multiple choice questions on the Core and Additional HL. Paper 2 - Section A: One data-based question and several short-answer questions on the Core and Additional HL. Section B: Two extended-response questions on the Core and Additional HL.	36% 35% 25%	**Three written papers:** Paper 1: Multiple choice questions on the Core syllabus. Paper 2: Section A: one databased question and several short-answer questions on the Core. Section B: one extendedresponse question on the Core.

	25%	Paper 3: Several short-answer and extended-response questions from the Options.	25%	Paper 3: Several short-answer questions from the Options
Internal assessment	20%	Practical investigations and the completion of a Group 4 science project.	20%	Practical investigations and the completion of a Group 4 science project.

Biology

- How do large molecules such as glucose travel through cell membranes?
- Why does a mammalian heart continue to beat when removed from the body?
- How exactly is light energy used to convert CO2 and H2O to sugar?
- How does DNA actually provide the 'genetic code'?

These are just some questions which IGCSE leaves unanswered. Fortunately, IB Biology will help to answer these questions and countless others that you might have asked yourself during IGCSE Biology.

The IB DP Biology course encompasses a wide range of skills which build on those learned during Key Stages 3 & 4 which include tabulating, graphing, drawing and independent research. There is a very large content to be covered and it is essential that those who elect this subject understand the need for well-practised study skills and spend time reading around the subject outside normal lessons to deepen and broaden their contextual knowledge.

Biology literally means "the study of life". Biology is such a broad field, covering the minute workings of chemical nano-machines inside our cells, to broadscale concepts such as ecosystems and global climate change. Biologists study intimate details of the cell, the composition of our genes, and the functioning of our major body systems. Biologists recently all but completed the deciphering of the human genome, the sequence of deoxyribonucleic acid (DNA) bases that may determine much of our innate capabilities and predispositions to certain forms of behaviour and illnesses.

In Biology you will study not only the science of living organisms but also develop a broad understanding of the overarching principles of the subject. These principles are found in the four basic concepts that run through the course. The first concept concerns the fact that the structures present in living organisms are intimately integrated to their function. The second is the concept of evolution which is viewed as the major driving force behind organismal diversity. The third concept explains that a dynamic equilibrium is essential for the continuity of life at both ends of the biological scale from the smallest bacterium to the ecosystems in which we live. The last concept focuses on the idea that whilst many molecules, processes and structures are common to many organisms, these organisms are nevertheless of such a mind-blowing diversity as to make their direct comparison almost impossible to begin.

The Course

A variety of topics are studied at Standard and Higher Level. Units studied include: Cells, Biological Molecules, Genetics, Plant Biology, Human/animal Physiology, Ecology and Evolution, Respiration and Photosynthesis and Nucleic Acids.

Levels available:	Higher and Standard Level are available.
Entry requirements:	HL - minimum of grade 7 at IGCSE; SL - minimum of grade 6 at IGCSE.

Chemistry

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often 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.

Earth, water, air and fire are often said to be the four classical elements. They have connections with Hinduism and Buddhism. The Greek philosopher Plato was the first to call these entities elements. The study of chemistry has changed dramatically from its origins in the early days of alchemists, who had as their quest the transmutation of common metals into gold. Although today alchemists are not regarded as being true scientists, modern chemistry has the study of alchemy as its roots. Alchemists were among the first to develop strict experimentation processes and laboratory techniques. Robert Boyle, often credited with being the father of modern chemistry, began experimenting as an alchemist. Despite the exciting and extraordinary development of ideas throughout the history of chemistry, certain things have remained unchanged. Observations remain essential at the very core of chemistry, and this sometimes requires decisions about what to look for. The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working chemists today and, crucially, are also accessible to students in schools. The body of scientific knowledge has grown in size and complexity, and the tools and skills of theoretical and experimental chemistry have become so specialised, that it is difficult (if not impossible) to be highly proficient in both areas. While students should be aware of this, they should also know that the free and rapid interplay of theoretical ideas and experimental results in the public scientific literature maintains the crucial link between these fields.

The Course

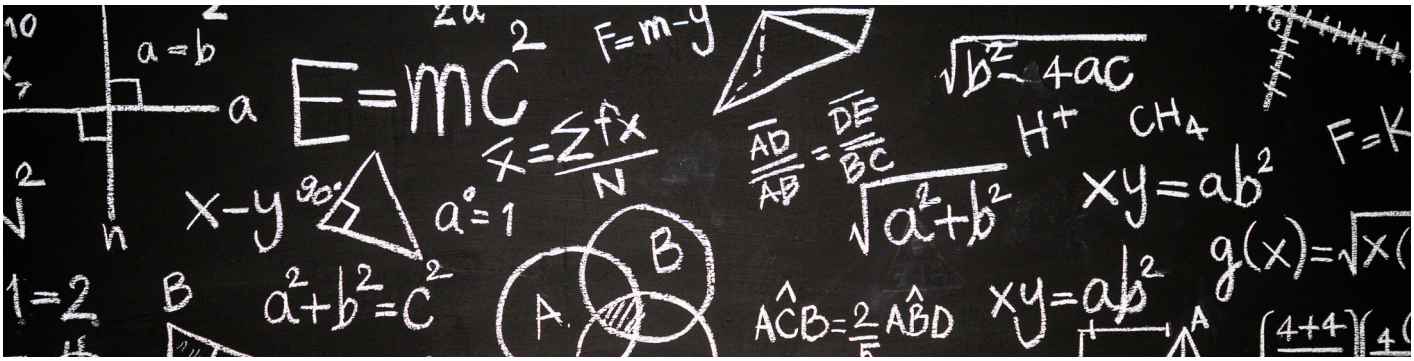
The Diploma Programme Chemistry course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both Standard Level (SL) and Higher Level (HL), and therefore accommodates students who wish to study chemistry as their major subject in higher education and those who do not. The Diploma Programme Chemistry course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. It

also allows students to develop interpersonal skills, and digital technology skills, which are essential in 21st century scientific endeavour and are important life-enhancing, transferable skills in their own right.

The internal assessment is an individual investigation and will be assessed on the following criteria: engagement, exploration, analysis, evaluation and communication.

Levels available:	Higher and Standard Level are available.
Entry requirements:	HL - minimum of grade 7 at IGCSE; SL - minimum of grade 6 at IGCSE in both Chemistry and Mathematics

Physics



Physics is a subject of enormous breadth. In Physics, students will seek explanations to the universe itself - a study that will take you from the very smallest particles to the vast distances between galaxies. It gives basic explanations of how stars evolve, how planets move, and the wave-particle dual nature of subatomic particles. Physics enables us to alter our surroundings – to build bridges, launch satellites and make delicate instruments for microsurgery. It has given us the internet and advances in sports equipment and medical imaging. It may also provide the answers to the big issues facing the world in the 21st century, such as the shortage of world energy resources and climate change.

Human history can be shown through the discoveries and development of ideas in Physics; from Aristotle, Galileo and Newton to Rutherford and Einstein. At the time some of these ideas seemed extraordinary but soon became accepted. For example, Newton's law of universal gravitation describes and predicts the motion of heavenly bodies but was developed further by Einstein's theory of relativity.

Physics can be described as having two aspects. First, it is a body of information containing the rules that govern the universe we live in and helps us appreciate our surroundings. Secondly, Physics provides the tools for the many human activities – of engineers, astronomers, software designers and medical researchers – that allow us to alter and construct the material world to suit our needs and to pursue our wish to discover the unknown.

The Course

The course is split into 5 themes: Space, Time and Motion; The Particulate Nature of Matter; Wave Behaviour; Fields; Nuclear and Quantum Physics. Each theme contains both Standard Level and Higher Level content. Students will also complete a Scientific Investigation.

Previous Knowledge

IB Physics is a very challenging subject. Students must be prepared to study hard and need also to be competent mathematicians. To study Higher Level Physics, it is recommended that pupils achieve a minimum of a grade 7 at IGCSE Physics (triple Science) and Mathematics.

Levels available:	Higher and Standard Level are available. Students wishing to apply for Standard Level Physics should achieve a minimum of a grade 6 at IGCSE. Physics/Science and Mathematics.
Entry requirements:	HL - minimum of grade 7 at IGCSE; SL - minimum of grade 6 at IGCSE.

Design Technology

Design Technology provides opportunities to learn to adapt to new experiences and to approach problems with the appropriate skills and techniques to identify the important elements with the aim of finding the best solution. The design cycle, starting with a significant problem then researching and designing a solution, is at the core of the course and will be used by the students in both practical and theoretical work. Design Technology allows you to apply all of the theory learnt in science and maths to real life situations.

The Course

The course combines technological theory with a significant amount of design-based practical work. Theoretical topics include the study of materials, production processes, human factors, modelling, energy sources, the role of the designer and the impact of technology upon the environment. Students will get to design and make products using up-to-date manufacturing processes such as laser cutting CNC routing and 3D printing.

The Higher Level course includes a wider range of theoretical topics and concentrates more on how a product would be produced in industry and sold. Students' coursework will include a "major project" where an area of particular interest to the individual can be studied in some depth. They will also be tasked with completing a series of Internal Assessments where students research and evaluate different areas and products.

Previous Knowledge

No previous knowledge in design or technology is necessary, however it would be of benefit if you have studied the subject at iGCSE level or equivalent.

Levels available:	Higher and Standard Level are available.
Entry requirements:	HL - minimum of grade 7 at IGCSE; SL - minimum of grade 6 at IGCSE.

Sports Exercise & Health Science

This is an exciting and challenging course which introduces students to the many different facets of sports science, preparing students for future careers in the sporting fields of exercise physiologist, health promotion specialist, fitness instructor, sports coach and Physical Education teacher, while complimenting other careers such as medicine and physiotherapy. The traditional scientific components of Sport, Exercise and Health are studied, such as anatomy and physiology, biomechanics, psychology and nutrition. The Diploma Programme course involves studying the impact these elements make on physical performance and general well-being. Although the course does not incorporate assessing practical ability in sport, it does provide the opportunity to apply these principles through both a practical and theoretical perspective.

Students are provided with the opportunity to investigate topics of interest and consider the factors that promote sporting excellence and healthy living within the core and optional topics. For example, does the length of the femur correlate to how high a sports person can jump? If so, should all high jumpers be tall? What is the optimum height for a basketball player?

The Course

Students will cover all six core subject areas and two of the optional topics, alongside carrying out practical investigations in both the laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance with the use of video technology.

CORE (Six compulsory topics)

- Anatomy
- Exercise Physiology
- Movement Analysis
- Energy systems
- Measurement and Evaluation of Human Performance
- Study of Skill in Sport

OPTIONS (two from four options)

- Optimising Physiological Performance.
- Psychology of Sport
- Physical Activity and Health
- Nutrition for Sport, Exercise and Health

Recommended Prior Learning For All 3 Subjects:	IGCSE PE (6); IGCSE Biology (6); IGCSE Physics (6)
Levels Available:	Higher and Standard Level are available.

Computer Science

The aim of Computer Science is to provide students with the opportunities in applying thinking skills critically to identify and resolve complex problems. Computer Science aims to develop skills necessary to use technology to become independent learners and to understand its impact on society.

The IB Computer Science course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course, the student will develop computational solutions.

The Objectives of the Course are to

- Provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning.
- Provide a body of knowledge, methods and techniques that characterize computer science.
- Enable students to apply and use a body of knowledge, methods and techniques that characterize computer science.
- Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems.
- Engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems.
- Develop logical and critical thinking as well as experimental, investigative and problemsolving skills.
- Develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively.
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Assessment

Higher Level		
External assessment	40%	**Three written papers:** Paper 1 is an examination paper consisting of two compulsory sections. • Section A (30 minutes approximately) consists of several compulsory short answer questions. The maximum mark for this section is 25. • Section B (100 minutes approximately) consists of five compulsory structured questions. The maximum mark for this section is 75.
	20%	Paper 2 is an examination paper linked to the option studied. The paper consists of between three and seven compulsory questions. The SL/HL core questions are common and worth 45 marks, HL extension is worth 20 marks. (65 marks).

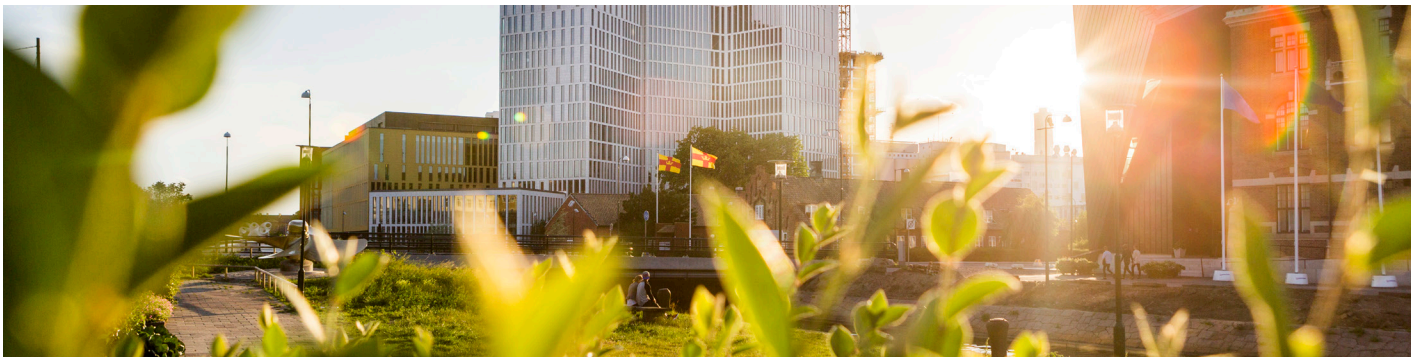
	20%	Paper 3 is an examination paper of 1 hour consisting of four compulsory questions based on a pre-seen case study. (30 marks)
Internal assessment	20%	Project: The development of a computational solution (2000 word limit).
Standard Level		
External assessment	45% 25%	**Two written papers:** Paper 1 is an examination paper consisting of two compulsory sections. • Section A (30 minutes approximately) consists of several compulsory short answer questions. The maximum mark for this section is 25. • Section B (60 minutes approximately) consists of **three** compulsory structured questions. The maximum mark for this section is 45. Paper 2 is an examination paper linked to the option studied. The paper consists of between two and five compulsory questions.
Internal assessment	30%	Project: The development of a computational solution. (2000 word limit)
Levels available:	Higher and Standard Level are available.	

The Group 4 Project

This usually takes place in the third term of IB1. It is a compulsory requirement of the Group 4 subjects and students collaborate on a project conducting practical work and sometimes opting for a site visit. The Group 4 Project contributes 10 hours to the practical requirement. Students studying more than one Group 4 subject need only complete it once. This is not formally assessed; however, students are required to write a reflective statement highlighting strengths and areas for improvement.

The Group 4 project is a collaborative activity where students from different Group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas. The emphasis is on interdisciplinary cooperation and the scientific processes.

Environmental Systems and Societies



Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfil either the individuals and societies or the sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subjects groups simultaneously while studying one course. ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment.

As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

The Course

The aims of the DP environmental systems and societies course are to enable students to:

- Acquire the knowledge and understandings of environmental systems and issues at a variety of scales.
- Apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales.
- Appreciate the dynamic interconnectedness between environmental systems and societies.
- Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues.
- Be critically aware that resources are finite, that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability.
- Develop awareness of the diversity of environmental value systems.
- Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge.
- Engage with the controversies that surround a variety of environmental issues.
- Create innovative solutions to environmental issues by engaging actively in local and global context.

Assessment

Standard Level		
External assessment	3 Hours 75% of grade	
Paper 1	25%	Case study (One hour paper).

Paper 2	50%	Short answers and structured essays (Two hour paper).
Internal investigation	25%	Individual investigation Written report of a research question designed and implemented by the student of 2250 words.

	Standard Level	Higher Level
Paper 1 Non-Calculator	90 minutes – 40% Section A: Short response questions Section B: Extended response 80 marks	120 minutes – 30% Section A: Short response questions Section B: Extended response 110 marks
	Standard Level	**Higher Level**
Paper 2 Calculator	90 minutes – 40% Section A: Short response questions Section B: Extended response 80 marks	120 minutes – 30% Section A: Short response questions Section B: Extended response 110 marks
Paper 3 (Higher Level only)	N/A	60 minutes – 20% 2 investigation questions 55 marks

Content

Part 1: Themes

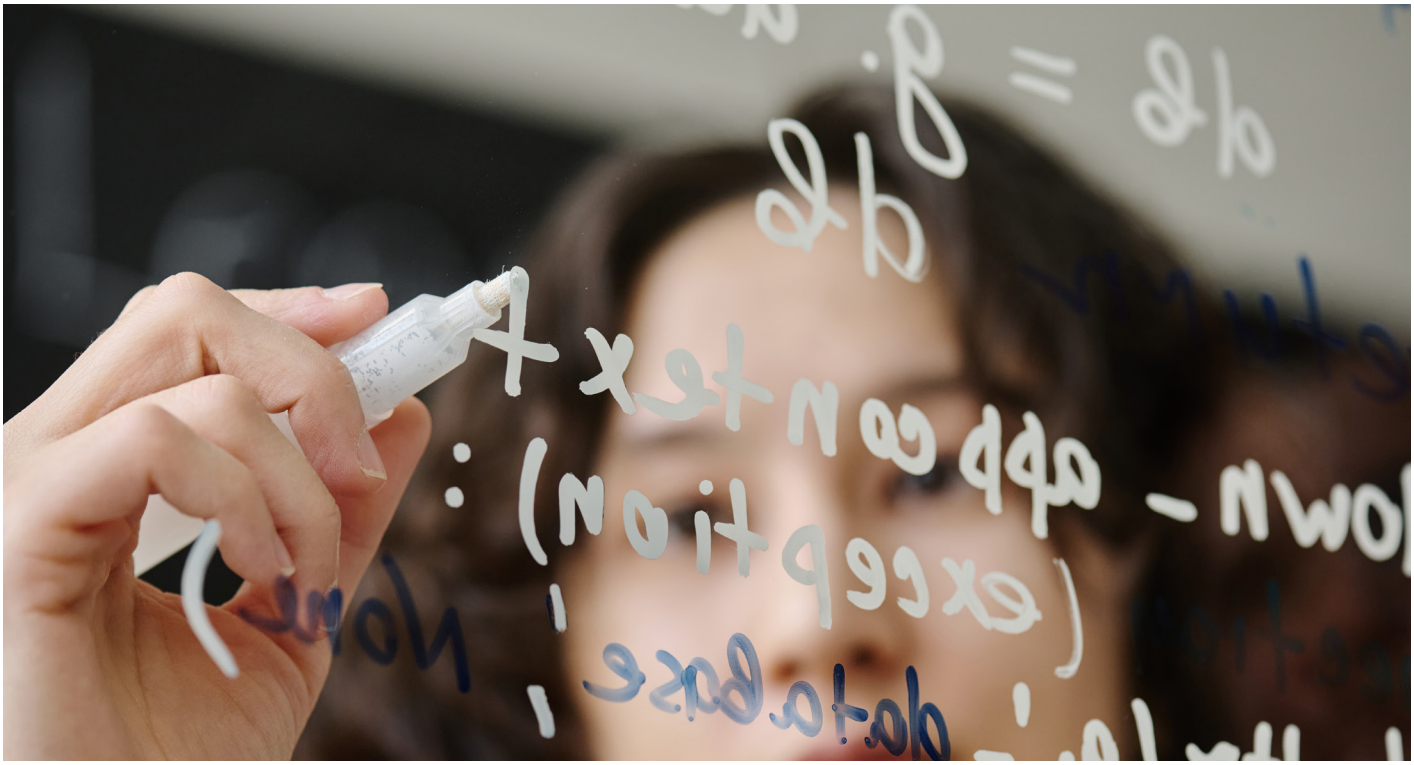
- Foundations of environmental systems and societies.
- Ecosystems and ecology.
- Biodiversity and conservation.
- Water and aquatic food production systems and societies.
- Soil systems and terrestrial food production systems and societies.
- Atmospheric systems and societies.
- Climate change and energy production.
- Human systems and resource use.

Part 2:

- Practical scheme of work (30 hours)
- Practical activities 20 hours
- Individual investigation 10 hours

Level Available:	Standard Level is available.
Recommended Prior Learning Subjects:	Biology and Geography.
Entry Requirements:	Minimum of grade 6 at IGCSE in geography, biology or both.

Group 5: Mathematics



Contact person: Mr D Prak

Email: david.prak@reptondubai.org

Students who study the diploma program will have to choose a subject in Mathematics. In recent years the IB have made drastic changes to structure of the mathematics courses they offer with the focus being on more students being able to take Higher Level Mathematics.

The two subjects offered as part of the diploma program are Analysis & Approaches, and Applications & Interpretations. These courses covering varying parts of mathematics, but each course is broken down into five main areas:

- Number and Algebra
- Functions
- Geometry and Trigonometry
- Statistics and Probability
- Calculus

Both subjects require the use of a graphical calculator to be successful in their studies. Here at Repton, we recommend the use of the Casio FX-CG50 as these are the calculators the IB recommend, and our staff are trained on how to use them effectively for students to be successful in their studies.

Mathematics: Analysis and Approaches

This subject is aimed at students who have an affinity with pure mathematics, including having a good understanding of algebraic manipulation. Students who study Analysis and Approaches with the intention of studying mathematics, engineering or medicine at university.

We offer both standard level and higher-level courses each cover 90 hours of the same material with the higher-level students deepening their knowledge and understanding of the topics studied in standard level classes.

As part of this subject students will learn to recognise patterns, be able to explain proofs and analyse different methods of solving problems with links created to the real-world as well.

External Assessment 80% Final Grade

	Standard Level	Higher Level
Paper 1 Non-Calculator	90 minutes – 40% Section A: Short response questions Section B: Extended response 80 marks	120 minutes – 30% Section A: Short response questions Section B: Extended response 110 marks

Internal Assessment 20% Final Grade

All students who study Mathematics, must write an exploration. This piece of work is worth 20% of their final grade and will require them to apply an area of the syllabus to a problem or question they are interested in.

It will take the students roughly 20 hours to complete, and time will be spent during the course teaching students the skills and techniques needed to complete this effectively.

Levels available:	Higher and Standard Level are available.
Entry requirements:	For SL = IGCSE 6. For HL = IGCSE 7.

Mathematics: Applications and Interpretations

This subject is aimed at students who want the answer to the question "when will we use mathematics in real-life?". Students who want to study more applied subjects at university such as accounting, psychology, social studies, and sport's science.

Dependent on the number of students who select the course we can offer both standard level and higher-level courses each cover 90 hours of the same material with the higher-level students deepening their knowledge and understanding of the topics studied in standard level classes.

The objective of this course is to develop students mathematical thinking and leads to them being able to apply their knowledge to many more real-world concepts and interpret the answers in context to the question.

External Assessment 80% Final Grade

	Standard Level	Higher Level
Paper 1 Short response	90 minutes – 40% Calculator allowed 80 marks	120 minutes – 30% Calculator allowed 110 marks
Paper 2 Extended response	90 minutes – 40% Calculator allowed 80 marks	120 minutes – 30% Calculator allowed 110 marks
Paper 3 Higher Level only	N/A	60 minutes – 20% 2 investigation questions 55 marks

Internal Assessment 20% Final Grade

All students who study Mathematics, must write an exploration. This piece of work is worth 20% of their final grade and will require them to apply an area of the syllabus to a problem or question they are interested in.

It will take the students roughly 20 hours to complete, and time will be spent during the course teaching students the skills and techniques needed to complete this effectively.

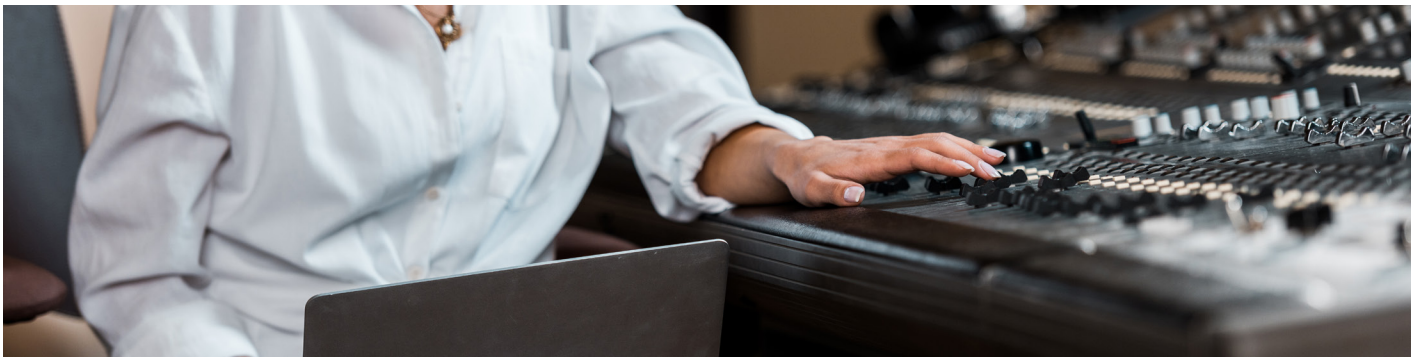
Levels available:	Higher and Standard Level are available.
Entry requirements:	For SL = IGCSE 6. For HL = IGCSE 7

*Please consult the school University Guidance Counsellor before selecting this course as it isn't fully internationally recognised such as in Canada.

Group 6: Arts and Electives

In this group you can study one of the following subjects or another subject from Groups 2, 3 or 4, subject to timetabling constraints.

Music



The course aims to give students the opportunity to explore the diversity of music throughout the world. It will encourage students to develop perceptual skills through a breadth of musical experiences in which students learn to recognise, analyse, identify, discriminate and hypothesise in relation to music.

The Course

The course will enable students to develop creatively their knowledge, abilities and understanding through performance and composition. Students will also be assisted to develop their potential as musicians, both personally and collaboratively, to the full.

Assessment

	SL	HL	The Assessment Task
External assessment	30%	20%	**Exploring music in context** Students select samples of their work for a portfolio submission. Students submit: a) Written work demonstrating engagement with, and understanding of, diverse musical material b) Practical exercises in creating and performing
	40%	30%	**Presenting music** Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: a) Programme notes b) Presenting as a creator: composition and/or improvisation c) Presenting as a performer: solo and/ or ensemble
Internal Assessment	30%	20%	**Experimenting with music** Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/ or global context. The report provides a rationale and commentary for each process. Students submit: a) A written experimentation report that supports the experimentation b) Practical musical evidence of the experimentation process in creating and performing
		30%	**The contemporary music-maker (HL only)** Students submit a continuous multimedia presentation documenting their real-life project which evidences: a) The project proposal b) The process and evaluation c) The realized project, or curated selections of it.

Previous Knowledge

Candidates are required to have some experience in instrumental music and are required to play a musical instrument to a minimum of grade 4 (external musical awarding body ABRSM). Candidates are also required to have a minimum of grade 3 in music theory (external musical awarding body ABRSM).

*If students are unsure about what these grades stand for, they should ask for further clarification.

Levels available:	Higher and Standard Level are available.

Theatre Studies

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. Students will develop their acting skills through a variety of improvisational exercises designed to develop their imaginative emotional response to dramatic situations and their physical embodiment of character. Theatre is an exciting, challenging journey of self-discovery for students, enabling them to grow in self-confidence and emotional expression as well as developing an understanding of themselves, their society and their world.

The Course

The course contains Practical and Theoretical elements:

- Practical assessments consist of creating and performing a Solo Performance—a fully realized piece of theatre with performance and production elements. Also, students will participate in the Collaborative Project—a devised performance built on the creative process of a given theatre company.
- The theoretical components lead to creative research into various forms of theatre in cultures worldwide. Students will explore and discover directorial artistic visions and intended artistic impacts on a given audience.

A portfolio is kept by pupils throughout the course. This is central in tracking a personal evaluative journey as a developing theatrical practitioner.

Assessment

	SL	HL	The Assessment Task
External assessment	35%	35% 20%	**Solo Theatre Piece** - Higher level only - Solo performance of between 4 and 8 minutes - 3000 word report **Directors Notebook** - Explore an unknown play text - Create a director's notebook (20 pages maximum) which includes the student's presentation of their final directorial intentions and the intended impact of these on an audience **Research Presentation** - Plan and deliver a presentation to their peers (maximum 15 minutes) based on a theatre tradition they have not previously studied - Submit an unedited video - Provide a list of all sources cited
Internal Assessment	35%	25%	**Collaborative Project** - Students at higher and standard level work together to create and present an original piece of theatre (13-15 minutes in length) created from a starting point of their choice. - A process portfolio (maximum of 15 pages).

Previous Knowledge

Completion of an introductory course in theatre is desirable, such as the IGCSE Drama course, though this is not mandatory. Students without previous experience should speak to the Head of Department for further information.

Levels available:	Higher and Standard Level are available.

Visual Arts

This course is organised in such a way that it combines the development of technical and practical skills with intellectual and conceptual understanding. It allows students the opportunity to express their ideas in a wide variety of media and explore themes and ideas that are wholly led by the students. The course has three components through which it encourages students to explore their aesthetic, imaginative and creative faculties and trains them to become artists, critics and communicators.

The Course

External Assessment Task		SL	HL
Task 1	**Comparative Study** Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. SL: compare at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 pages. HL: As SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3–5 pages).	20%	20%
Task 2	**Process Portfolio** The students' journey of artmaking is stressed; their engagement with different media and techniques, documentation of process, reflections on artists and artworks and the development of ideas. Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. SL: 9–18 pages. The submitted work should be in at least two different artmaking forms. HL: 13–25 pages. The submitted work should be in at least three different art-making forms.	40%	40%
Internal Assessment Task		**SL**	**HL**
Task 3	**The Exhibition (with a written rationale)** Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. SL: 4–7 pieces with exhibition text for each. A curatorial rationale (400 words maximum). HL: 8–11 pieces with exhibition text for each. A curatorial rationale (700 words maximum).	40%	40%

Previous Knowledge

Students must have studied visual arts before and obtained a grade 6 or above in IGCSE or an equivalent course.

Levels available:	Higher and Standard Level are available.

REPTON
DUBAI

I think that IB is a great opportunity, not just for me but for everybody else. *It doesn't just give you a challenge - it helps you grow, mature and learn responsibility, and it teaches you to become a better person.*

Hugo Debare
IBDP Student

The information given in this booklet is as accurate as possible at the time of publication. Any changes will be reported to parents in the school's newsletter and published on our website. It should not however be assumed that there will not be any changes before, during or after the school year 2024 – 2025.