



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

 Al-Futtaim Education Foundation

IB DIPLOMA PROGRAMME HANDBOOK



2023/2024



BSO OUTSTANDING SCHOOL
• IN EVERY CATEGORY •

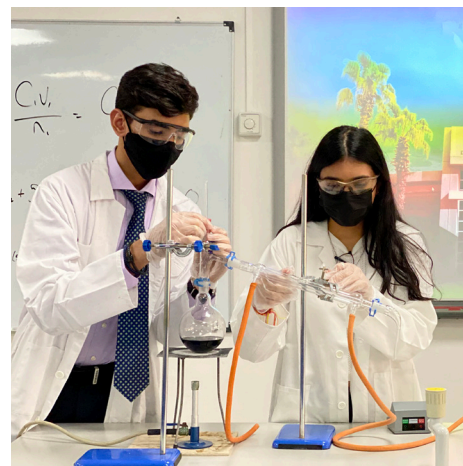


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IB LEARNER PROFILE

The aim of IB programmes is to develop internationally minded people who strive to be:



Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. As a result, they actively enjoy learning, and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems and make reasoned ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They have integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of individuals, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring

They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. In addition, they are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. As a result, they are able to assess and understand their strengths and limitations to support their learning and personal development.

A student with long dark hair, wearing a black face mask and a red lanyard with a white ID card, is sitting at a desk. She is wearing a green sweater over a white collared shirt. She is holding a white pen and writing on a piece of paper. The background is a blurred classroom setting with bookshelves. The entire image is overlaid with a semi-transparent green filter.

The core values at the
Deira International School
are:

**RESPECT,
EXCELLENCE,
COLLABORATION
AND INTEGRITY**

THE IB DIPLOMA PROGRAMME

The International Baccalaureate Diploma Program (IBDP) is a comprehensive and rigorous pre-university course taken in Years 12 and 13.

The program offers students:

1. A balanced and challenging academic experience, which emphasises the education of “the whole person”, thus developing socially responsible citizens of the world.
2. An internationally accepted university entrance qualification into universities.
3. International understanding through shared academic experience and development of global awareness.
4. A sense of identity and cultural awareness.
5. Development as critical and compassionate thinkers and informed participants in local and world affairs.

The IB Diploma Program is successful and is growing. The IB works with over 3,500 schools in 145 countries to offer the three IB programs to approximately 1,100,000 students. The Diploma Program for students aged 16 to 19 started in 1968 with first examinations in 1970 and is now offered by 2,417 IB World Schools. Over 5,300 IB World Schools in more than 140 countries teach IB Diploma courses.

The IB Organisation is registered as a foundation with the Swiss Federal Government and holds consultative status with UNESCO. It is funded largely from fees paid by participating schools. The Head Office is located in Geneva, Switzerland, and there are three Regional Offices: Africa/Europe/Middle East (office in Geneva), Asia – Pacific (Singapore) and The Americas (Washington, Buenos Aires and Vancouver).



The IB Diploma Programme is a balance between the desirability of a broad education and the need to allow some specialisation. In all subjects the emphasis is on the mastery of subject content along with the development of critical thinking and an appreciation of the value and art of learning. To achieve a broad and balanced programme the student must choose one subject from each of these six groups:

Students must choose three subjects for study in greater depth at Higher Level (HL) and three subjects for study in somewhat lesser depth at Standard Level (SL).

In addition to the above subjects, the Diploma student must complete the IB Diploma core which is made up of three additional requirements.

(1) Study a course of Theory of knowledge (ToK).

This is an interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. ToK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. ToK seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

(2) Undertake original research and write an Extended essay (EE) of some 4,000 words.

This project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university.

(3) Actively participate in Creativity, Activity and Service

Group 1	English Language and Literature	HL/SL
	Arabic A	HL/SL
Group 2	Arabic	SL
	Spanish	HL/SL/Ab <small>Initio</small>
	French	HL/SL/Ab <small>Initio</small>
Group 3	History	HL/SL
	Geography	HL/SL
	Economics	HL/SL
	Business	HL/SL
	Psychology	HL/SL
	Information Technology in a Global Society	HL/SL
Group 4	Biology	HL/SL
	Chemistry	HL/SL
	Physics	HL/SL
	Design Technology	HL/SL
	Computer Science	HL/SL
	Sports, Health and Exercise Science	HL/SL
Group 5	Environmental Systems and Societies	SL
	Mathematics: analysis and approaches	HL/SL
Group 6	Mathematics: analysis and interpretations	HL/SL
	Visual Arts	HL/SL
	Theatre	HL/SL
	Film	HL/SL
	Or any subjects from Group 3 or 4	HL/SL

(CAS).

CAS involves students in a range of activities alongside their academic studies throughout the Diploma Programme. 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 work elsewhere in the Diploma Programme.

Service: an unpaid and voluntary exchange that has a learning benefit for the student.

Students are able to use their co-curricular participation in sport, music and drama productions to fulfil their CAS requirements.

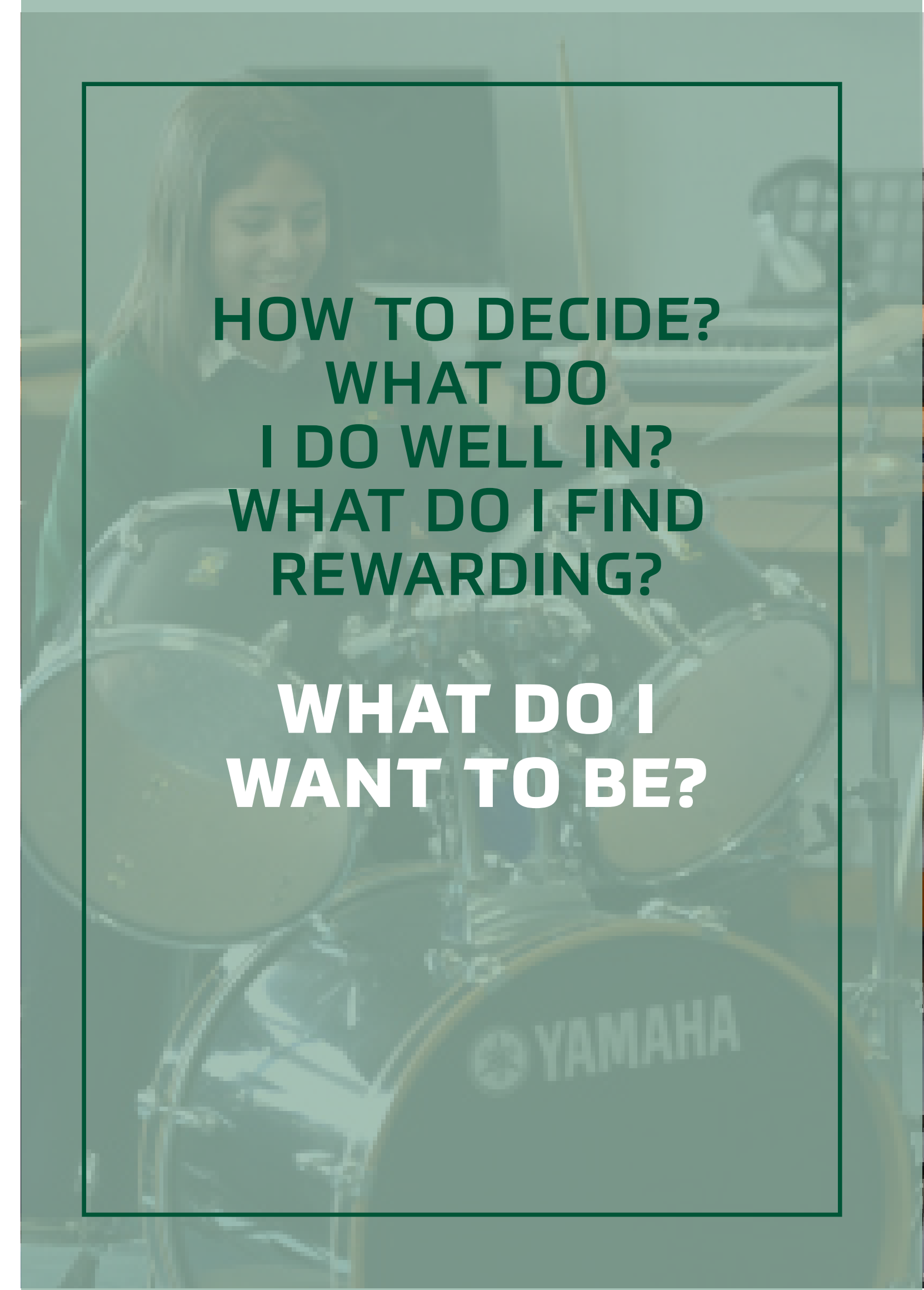
IB ENROLMENT REQUIREMENTS

We believe that the IB Diploma Programme is an exciting and challenging one. A student who wishes to be academically stimulated and is prepared to commit themselves to hard work should seriously consider the IB Diploma. The programme provides an excellent preparation for the demands of university.

Enrolment requirements

- Students currently enrolled at Deira International School are accepted into the Diploma Programme based on all-round Year 11 results. Most subjects have flexible requirements for success.
- Students from other schools are enrolled based on prior academic records and recommendations.
- All students must have a commitment to their studies and must be able to work independently.
- Commitment to achieve a grade 4 or higher in all subjects throughout the course.





**HOW TO DECIDE?
WHAT DO
I DO WELL IN?
WHAT DO I FIND
REWARDING?**

**WHAT DO I
WANT TO BE?**

CHOOSING YOUR DIPLOMA PROGRAMME SUBJECTS

This document should complement the workshops provides by the IB Team, current IB students and Alumni to help inform your subject choices. The process of subject choices should be consultative with the support of your IB mentor and parents. Remember that you need to choose six subjects, one from each group and that 3 must be at Higher Level and 3 at Standard Level.

Take into account:

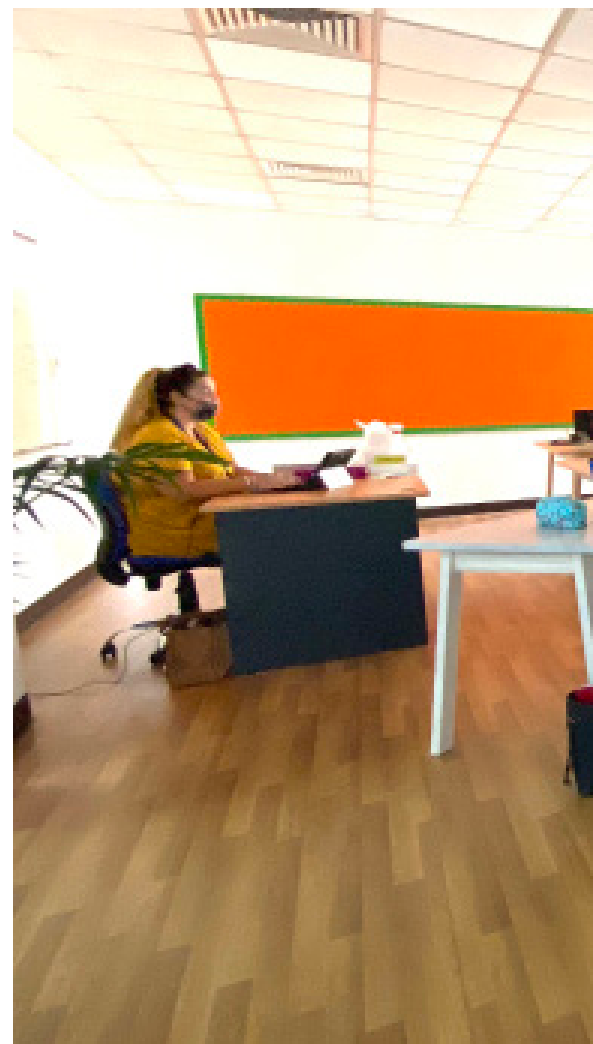
1. Your interest and ability in the subject.
2. Your commitment to your studies and ability to work independently.
3. Your university and career plans - ask the IB Coordinator and University Counsellors.

In making choices at Group 6, students should be very aware of their special interests and abilities. In particular, students with previous success in The Arts should consider taking up one of the DP Arts offerings. Learning in The Arts is an important part of the IB vision and reflects all aspects of the IB Learner Profile. All students considering taking the Diploma should discuss their proposed subject choices with the IBDP mentors before completing course selection forms.

Sample Diploma Programmes

Example 1: Humanities focus

Subjects	Core Requirements
English Lit & Lang (HL)	Creativity, Action, Service Theory of Knowledge Extended essay
French B (SL)	
History (HL)	
Sports science (SL)	
Mathematics: analysis and approaches (SL)	
Economics (HL)	



Example 2: Science focus

Subjects	Core Requirements
English Lit & Lang (SL)	Creativity, Action, Service Theory of knowledge Extended essay
Spanish ab initio (SL)	
Economics (SL)	
Chemistry (HL)	
Mathematics: analysis and approaches (HL)	
Physics (HL)	

Example 3: Creative focus

Subjects	Core Requirements
English Lit & Lang (HL)	Creativity, Action, Service Theory of knowledge Extended essay
Spanish B (SL)	
History (HL)	
Design and technology (SL)	
Mathematics: applications and interpretations (SL)	
Visual arts (HL)	



IB ASSESSMENT METHODS

A variety of assessment techniques are used by the IB to award an IB grade. These techniques vary from subject to subject.

1. Internal Assessments

In some subjects a proportion of the final marks is based on assessment by the subject teacher. In all cases the teacher's assessment is moderated by IB examiners who may require the school to submit samples of students' assessed work.

This applies to course work in Languages, Individuals and Societies, Sciences, Mathematics, Arts and to TOK essays. Internally assessed work usually counts for about 20% of the final grade in a subject.

2. Oral Examinations - in Languages

These are conducted by the subject teacher and recorded before being submitted to the IB examiners for moderation.

Written Examinations - in all subjects except Visual Arts, Theatre and Film.

These may include multiple choice tests, short answer questions, data and document based questions and essays. The examination scripts are marked by external examiners appointed by the IBO. The marking standards of these examiners are moderated by the Chief Examiner for the subject.

4. Theory of Knowledge

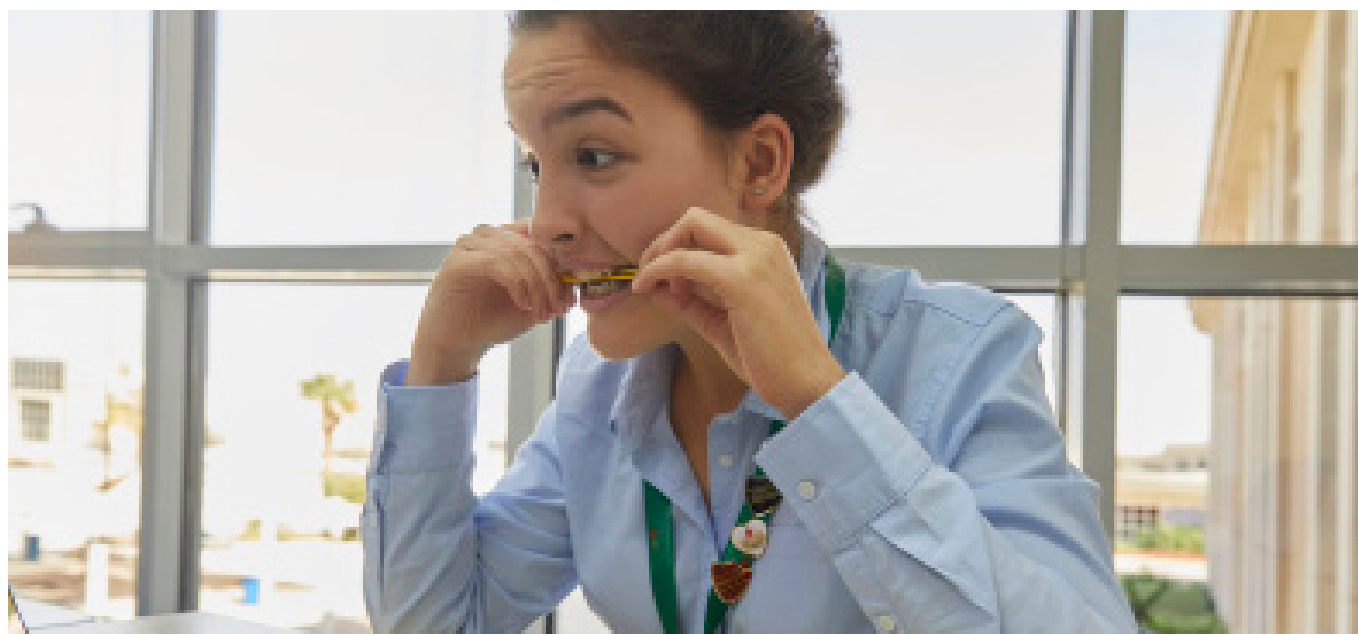
In Year 13, students are given a choice of six essay titles (prescribed by the IBO). They choose one to respond to. In addition, they must prepare a TOK exhibition. All Theory of Knowledge essays are marked and moderated by examiners appointed by the IBO.

5. Extended Essay

Depending on the topics chosen, each student is assigned a mentor / teacher who supervises the student through the research process. All Extended Essays are marked and moderated by examiners appointed by the IBO.

6. Creative Activity and Service Activities

Students complete self-evaluations of their activities and then activity supervisors also write a brief evaluation. These are then discussed with the CAS Coordinator. Samples of CAS folders are sent to the examiner for evaluation. If the school judges that a student has not satisfied the CAS requirement it will inform the IBO. This is likely to lead to the failure of the Diploma.



IBDP GRADING

The grading scheme used for IBDP examinations is as follows:

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

A grade will not be awarded in any subject where the student has failed to complete any of the required assessment components.

For a Diploma student the grades achieved in the six subjects are added together to obtain a total points score.



Bonus points are added to the total as follows:

Bonus points matrix

		Theory of knowledge (ToK)				
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E
Extended essay	Excellent A	+3	+3	+2	+2	Failing Condition
	Good B	+3	+2	+2	+1	
	Satisfactory C	+3	+2	+1	0	
	Mediocre D	+2	+1	0	0	
	Elementary E	Failing Condition				

A candidate who writes a Good Extended essay and whose performance in Theory of knowledge is judged to be Satisfactory, will be awarded +2 bonus point.

A candidate who fails to submit any work for Theory of knowledge will not be awarded a Diploma. The failure to submit an Extended essay is also a failing condition.

IB Diploma Score

The maximum score for the IB Diploma is 45.

Students study six subjects with a possible score of 7 in each (6 x 7 = 42).

A maximum of 3 bonus points (ToK and Extended essay) is added to give the final possible total of 45.



CONDITIONS FOR THE AWARD OF THE DIPLOMA

These conditions are an abridged version and should be read in conjunction with the following document published by the IBO – General Regulations: [For students and their legal guardians, available at <http://www.ibo.org>](http://www.ibo.org).

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of the IBO – General Regulations: For students and their legal guardians. The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

RECOGNITION OF THE DIPLOMA BY UNIVERSITIES

The clearest indication of the acceptance of the IB has been the wide recognition it has received from Ministries of Education and universities around the world.

Since the first examinations were administered in 1970, over 1,500,000 students have earned the Diploma. Many of them have chosen to continue their studies, often in other countries, by using their IB credentials in making application.

The terms of recognition vary from country to country. In some instances a negotiated agreement between IBO and a central national authority has been drawn up thereby requiring all institutions in that country to accredit the Diploma in the same way. In others it is left to individual universities to define their own conditions. More information is available from the IBO website: www.ibo.org.

A further distinction concerns the actual treatment of the Diploma by the universities themselves. Some use it simply as an admissions document; others find it more useful in placing students after they have been accepted. To some degree this distinction is often related to the time of year when final decisions are made by universities on the admission of students. If this occurs after the publication of IB results, the Diploma tends to be used principally as part of the admissions process itself. If it occurs before, as in some parts of the world, the results of the Diploma are more likely to assist university counsellors and tutors in placing students in the courses most appropriate to their proven academic record.

Two additional facts must be kept in mind. The extent of recognition is always dependent on the

individual student's record. A Diploma score of 36 points is obviously bound to be viewed more favourably than a score of 25. Also, the combination of subjects, particularly at the Higher Level, is often important. Similarly, the degree of familiarity of the college or university with the IB is likely to influence the way it interprets the Diploma.

IB recognition by USA Colleges

Being an IB student can help students applying to USA colleges in two ways. Firstly, the fact that a student is attempting the IB Diploma shows that the student is committed to serious and challenging academic work. This may help gain admission to college. Secondly, many colleges award credit or advanced placement for good IB examination scores. There is considerable variation in credit policy between colleges, between departments within a college, and even from year to year.

IB and UK Universities

The IB Diploma is well recognised by British universities. After considering the student's application submitted in the autumn before graduation the university may offer the student a place on the condition that they achieve certain IB grades. If she/he gets these grades she/he is guaranteed a place. If she/he just fails to achieve the required grades the university may still admit her/him if they have spare places following the publication of the UK examination results (A-levels) in August



GRADUATION CEREMONY

The IB graduation is the highlight of the school calendar each year. The school community come together at the InterContinental Hotel Festival City to celebrate the achievements of the graduating class. It is a time for reflection and celebration as students complete their 15 year journey at DIS.



STUDENT CASE STUDIES

Jana Eissa



GCSE Subject Choices

IGCSE Subjects:

1. Chemistry
2. Physics
3. Biology
4. Mathematics
5. English Language
6. English Literature
7. Business Studies
8. French
9. First Language Arabic

Medicine



University Choice

IB Subject Choices

IB Subject:

- Group 1: English Lang and Lit SL
- Group 2: Arabic B HL
- Group 3: Psychology SL
- Group 4: Chemistry HL
- Group 5: Maths AA SL
- Group 6: Biology HL

4 Years at DIS

Sara Rady



GCSE Subject Choices

IGCSE Subjects:

1. English Language
2. English Literature
3. Mathematics
4. Chemistry
5. Biology
6. Physics
7. Physical Education
8. Economics
9. Design Technology

Medicine



University Choice

IB Subject Choices

IB Subject:

- Group 1: English A: Language and Literature SL
- Group 2: Arabic B SL
- Group 3: Economics HL
- Group 4: Biology HL
- Group 5: Maths AA SL
- Group 6 : Chemistry HL

7 Years at DIS

Antara Ruia



GCSE Subject Choices

IGCSE Subjects:

1. English Language
2. English Literature
3. Mathematics
4. Chemistry
5. Biology
6. Physics
7. Art and Design
8. Psychology
9. History

Elementary Education



University Choice

IB Subject Choices

IB Subject:

- Group 1: English A: Language and Literature SL
- Group 2: French Ab SL
- Group 3: History HL
- Group 4: Biology HL
- Group 5: Maths AA SL
- Group 6 : Psychology HL

10 Years at DIS

Aarnav Goel



GCSE Subject Choices

IGCSE Subjects:

1. English Language
2. English Literature
3. Mathematics
4. Chemistry
5. Biology
6. Physics
7. Computer Science
8. Economics
9. Geography
10. Additional Maths

FinTech



UNIVERSITY OF
TORONTO
University Choice

IB Subject Choices

IB Subject:

- Group 1: English A: Language and Literature SL
- Group 2: French Ab SL
- Group 3: Economics HL
- Group 4: Physics HL
- Group 5: Maths AA HL
- Group 6 : Geography HL

12 Years at DIS

Zuhair Al Araf



GCSE Subject Choices

IGCSE Subjects:

1. English Language
2. English Literature
3. Mathematics
4. Chemistry
5. Biology
6. Physics
7. Computer Science
8. Economics
9. Design Technology
10. Additional Maths

Comp Sci



University Choice

IB Subject Choices

- Group 1: English A: Language and Literature SL
- Group 2: Spanish Ab SL
- Group 3: Economics HL
- Group 4: Physics HL
- Group 5: Maths AA HL
- Group 6 : Chemistry HL

7 Years at DIS

Mikaeel Somji



GCSE Subject Choices

IGCSE Subjects:

1. English Language
2. English Literature
3. Mathematics
4. Chemistry
5. Biology
6. Physics
7. Computer Science
8. Enterprise
9. Design Technology

**Economics and
Politics**



University Choice

IB Subject Choices

IB Subject:

- Group 1: English A: Language and Literature SL
- Group 2: French Ab SL
- Group 3: Economics HL
- Group 4: Physics SL
- Group 5: Maths AI HL
- Group 6 : Geography HL

14 Years at DIS



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