



SWISS  
INTERNATIONAL  
SCIENTIFIC SCHOOL  
— D U B A I —

# IB DIPLOMA PROGRAMME (DP) & CAREER-RELATED PROGRAMME (CP) OPTIONS BOOKLET



2023 - 2024



# INTRODUCTION

## The IB Diploma Programme (DP)

The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay.

Through the Diploma Programme (DP) core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

Students must select one subject from six groups, which will be described in this booklet. Furthermore, all students must complete the compulsory Community/Action/Service (CAS), Extended Essay and Theory of Knowledge (TOK) core components.



# GROUP 1

## LANGUAGE A: LANGUAGE AND LITERATURE

**French (SL/HL), English (SL/HL), German (SL/HL), Arabic A (SL only)**

The language and literature 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.

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1: Guided textual analysis	Guided analysis of unseen non-literary passage/passages from different text types.	1.25	2.25	35	35
Paper 2: Comparative essay	Comparative essay based on two literary works written in response to a choice of one out of four questions.	1.75	1.75	35	25
HL essay	Written coursework component: 1,200–1,500 word essay on one literary work or a non-literary body of work studied.				20
Internal					
Individual oral	Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue.			30	20



# GROUP 2

## LANGUAGE ACQUISITION

### English B, French Ab Initio, French B, Spanish Ab Initio, German B, German Ab

It is a requirement of the programme that students study at least one subject from group 2 (or a second group 1 subject).

The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

Three subjects are available to accommodate students' interest in and previous experience of language study. The first two subjects are offered in a number of languages.

### Modern Languages

- Language ab initio courses are for beginners (that is, students who have little or no previous experience of learning the language they have chosen). These courses are only available at standard level.
- Language B courses are intended for students who have had some previous experience of learning the language. They may be studied at either higher level or standard level.

#### Assessment at a glance

Language B SL and HL assessment outline		Weighting
External 75%	<b>Paper 1</b> (productive skills) One writing task from a choice of three	25%
	Writing—30 marks	
	<b>Paper 2</b> (receptive skills) Separate sections for listening and reading	
	Listening—25 marks	25%
	Reading—40 marks	25%
Internal 25%	<b>Individual oral assessment</b> 30 marks	25%

#### Assessment at a glance

Language ab initio SL assessment outline		Weighting
External 75%	<b>Paper 1</b> (productive skills) Two written tasks—each from a choice of three	25%
	Writing—30 marks	
	<b>Paper 2</b> (receptive skills) Separate sections for listening and reading	
	Listening—25 marks	25%
	Reading—40 marks	25%
Internal 25%	<b>Individual oral assessment</b> 30 marks	25%

# GROUP 3

## INDIVIDUALS AND SOCIETIES

**History, Histoire (in French), Business and Management, Psychology, Global Politics, Economics**

Students are required to choose one subject from each of the six academic areas, including one from Individuals and societies. They can choose a second subject from each academic area except the arts.

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

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

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

### History SL

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
<b>External</b>		2.5	75
Paper 1	Source-based paper based on the five prescribed subjects	1	30
Paper 2	Essay paper based on the 12 world history topics	1.5	45
<b>Internal</b>			
Historical investigation	A historical investigation into a topic of the student's choice.	20	25

### History HL

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
<b>External</b>		5	80
Paper 1	Source-based paper based on the five prescribed subjects	1	20
Paper 2	Essay paper based on the 12 world history topics	1.5	25
Paper 3	Essay paper based on one of the four regional options	2.5	35
<b>Internal</b>			
Historical investigation	A historical investigation into a topic of the student's choice.	20	20

# GROUP 3

## INDIVIDUALS AND SOCIETIES

### Business and Management SL

#### Assessment at a glance

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		3 hours	70
Paper 1	Based on a pre-released statement that specifies the <i>context</i> and <i>background</i> for the unseen case study	1 hour 30 minutes	35
Paper 2	Based on unseen stimulus material with a quantitative focus	1 hour 30 minutes	35
Internal			
Business research project	Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	20 hours	30

### Business and Management HL

#### Assessment at a glance

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		4 hours 30 minutes	80
Paper 1	Based on a pre-released statement that specifies the <i>context</i> and <i>background</i> for the unseen case study	1 hour 30 minutes	25
Paper 2	Based on unseen stimulus material with a quantitative focus	1 hour 45 minutes	30
Paper 3	Based on unseen stimulus material about a social enterprise	1 hour 15 minutes	25
Internal			
Business research project	Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	20 hours	20

### Global Politics SL

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	75
Paper 1	Stimulus-based paper based on a topic from one of the four core units	1.25	30
Paper 2	Extended response paper based on the four core units	1.75	45
Internal			
Engagement activity	A written report (2,000-word maximum) on a political issue explored through engagement and research.	20	25

# GROUP 3

## INDIVIDUALS AND SOCIETIES

### Global Politics HL

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4	60
Paper 1	Stimulus-based paper on a topic from one of the four core units	1.25	20
Paper 2	Extended response paper based on the four core units	2.75	40
Internal			
Engagement activity	A written report (2,000-word maximum) on a political issue explored through engagement and research.	20	20
HL extension: global political challenges	Two video-recorded oral presentations (10-minute maximum each) of two case studies chosen from two different HL extension topics.	90	20

### Psychology SL/HL

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		3	5	75	80
Paper 1	Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. <b>HL only:</b> essays will reference additional HL topic.	2	2	50	40
Paper 2	<b>SL:</b> one question from a choice of three on one option. <b>HL:</b> two questions; one each from a choice of three on two options.	1	2	25	20
Paper 3	Three short answer questions on approaches to research.		1		20
Internal		20	20	25	20
Experimental study	A report on an experimental study undertaken by the student.	20	20	25	20

### Economics SL

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	80
Paper 1	Extended response paper on microeconomics and macroeconomics	1.5	40
Paper 2	Data response paper on international and development economics	1.5	40
Internal			
Portfolio	Three commentaries based on different sections of the syllabus and on published extracts from the news media.	20	20

### Economics HL

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		4 hours 45 mins	80
Paper 1	Extended response paper based on all units of the syllabus	1 hour 15 mins	20
Paper 2	Data response paper based on all units of the syllabus	1 hour 45 mins	30
Paper 3	Policy paper based on all units of the syllabus	1 hour 45 mins	30
Internal			
Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	20

# GROUP 4

## THE SCIENCES

- **Biology (SL/HL)**
- **Chemistry (SL/HL)**
- **Physics (SL/HL)**
- **Environmental Systems and Societies (SL)**
- **Design technology—(SL and HL)**

*It is a requirement of the programme that students study at least one subject from group 4.*

Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

A compulsory project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.

### Biology/ Chemistry/ Physics SL



First assessment 2025	
Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>80%</b>
<b>Paper 1 (1 hour and 30 minutes)</b>	<b>36%</b>
Paper 1A—Multiple-choice questions	
Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes)	
(Total 55 marks)	
<b>Paper 2 (1 hour and 30 minutes)</b>	<b>44%</b>
Section A—Data-based and short answer questions	
Section B—Extended-response questions	
(Total 50 marks)	
<b>Internal assessment (10 hours)</b>	<b>20%</b>
The internal assessment consists of one task: the scientific investigation.	
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
(Total 24 marks)	

### Biology/ Chemistry/ Physics HL



First assessment 2025	
Assessment component	Weighting
<b>External assessment (4 hours 30 minutes)</b>	<b>80%</b>
<b>Paper 1 (2 hours)</b>	<b>36%</b>
Paper 1A—Multiple-choice questions	
Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes)	
(Total 75 marks)	
<b>Paper 2 (2 hour and 30 minutes)</b>	<b>44%</b>
Section A—Data-based and short answer questions	
Section B—Extended-response questions	
(Total 80 marks)	
<b>Internal assessment (10 hours)</b>	<b>20%</b>
The internal assessment consists of one task: the scientific investigation.	
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
(Total 24 marks)	

# GROUP 4

## THE SCIENCES

### Environmental Systems and Societies

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	75
Paper 1	Case study	1	25
Paper 2	Short answers and structured essays	2	50
Internal			
Individual investigation	Written report of a research question designed and implemented by the student.	10	25

### Design technology (SL/HL)

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4	60
Paper 1	Multiple-choice questions on core and HL extension material	1	20
Paper 2	Data based, short-answer, and extended-response questions on core material	1.5	20
Paper 3	Structured questions on HL extension material	1.5	20
Internal		60	40
Design project	Individual design project	60	40

# GROUP 5

## MATHEMATICS

- **Mathematics: analysis and approaches SL**
- **Mathematics: analysis and approaches HL**
- **Mathematics: applications and interpretation SL**

*Students can only study one course in mathematics as part of their diploma.*

All DP mathematics courses serve to accommodate the range of needs, interests and abilities of students, and to fulfil the requirements of various university and career aspirations.

The aims of these courses are to enable students to:

- develop mathematical knowledge, concepts and principles
- develop logical, critical and creative thinking
- employ and refine their powers of abstraction and generalization.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

All DP mathematics courses require students to appreciate the use of technology in mathematics and become proficient with graphic display calculators.



# GROUP 5

## MATHEMATICS

### Mathematics AA SL/HL

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	No technology allowed. <b>Section A:</b> compulsory short-response questions based on the syllabus. <b>Section B:</b> compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed. <b>Section A:</b> compulsory short-response questions based on the syllabus. <b>Section B:</b> compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed.  Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

### Mathematics AI SL

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	Technology allowed.  Compulsory short-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed.  Compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed.  Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

# GROUP 6

## THE ARTS

- Music (SL/HL)
- Visual Arts (SL/HL)
- Theatre (SL/HL)

*Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts.*

Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

The subjects in the arts allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres.

In addition, each subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence.

### Music SL

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
<b>External</b>			<b>50</b>
<i>Listening Paper</i>	Four musical perception questions	2	30
<i>Musical links investigation</i>	A written media script of 2,000 words or less, investigating the significant musical links between two or more pieces from distinct musical cultures		20
<b>Internal</b>			<b>50</b>
<i>Creating or performing</i>	Students choose one of the three options. <b>Creating:</b> Two pieces of coursework with recordings and written work <b>Solo performing:</b> A recording selected from pieces presented during one or more public performances <b>Group performing:</b> A recording selected from pieces presented during two or more public performances		

### Music HL

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
<b>External</b>			<b>50</b>
<i>Listening paper</i>	Five musical perception questions	2.5	30
<i>Musical links investigation</i>	A written media script of 2,000 words or less, investigating the significant musical links between two or more pieces from distinct musical cultures		20
<b>Internal</b>			<b>50</b>
<i>Creating and performing</i>	<b>Creating:</b> three pieces of coursework with recordings and written work		25
	<b>Solo performing:</b> A recording selected from pieces presented during one or more public performances		25

# GROUP 6

## THE ARTS

### Visual Arts SL

#### Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	<ul style="list-style-type: none"> <li>10–15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists</li> <li>A list of sources used</li> </ul>	20
Process portfolio	<ul style="list-style-type: none"> <li>9–18 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities</li> </ul>	40
Internal		40
Exhibition	<ul style="list-style-type: none"> <li>A curatorial rationale that does not exceed 400 words</li> <li>4–7 artworks</li> <li>Exhibition text (stating the title, medium, size and intention) for each artwork</li> </ul>	40

### Visual Arts HL

#### Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	<ul style="list-style-type: none"> <li>10–15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists</li> <li>3–5 screens which analyse the extent to which the student's work and practices have been influenced by the art and artists examined</li> <li>A list of sources used</li> </ul>	20
Process portfolio	<ul style="list-style-type: none"> <li>13–25 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities</li> </ul>	40
Internal		40
Exhibition	<ul style="list-style-type: none"> <li>A curatorial rationale that does not exceed 700 words</li> <li>8–11 artworks</li> <li>Exhibition text (stating the title, medium, size and intention) for each artwork</li> </ul>	40



# GROUP 6

## THE ARTS

### Theatre SL

#### Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		65
Director's notebook	Develop ideas regarding how a play text could be staged for an audience.	35
Research presentation	Deliver an individual presentation (15 minutes maximum) that outlines and physically demonstrates research into a convention of a theatre tradition.	30
Internal		35
Collaborative project	Collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience.	35

### Theatre HL

#### Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		75
Solo theatre piece	Create and present a solo theatre piece (4–8 minutes) based on an aspect(s) of theatre theory.	35
Director's notebook	Develop ideas regarding how a play text could be staged for an audience.	20
Research presentation	Deliver an individual presentation (15 minutes maximum) that outlines and physically demonstrates research into a convention of a theatre tradition.	20
Internal		25
Collaborative project	Collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience.	25



# THE IBDP CORE

## The IBDP Core (compulsory for all IBDP students)

The three core elements are:

**Theory of knowledge**, in which students reflect on the nature of knowledge and on how we know what we claim to know. Theory of knowledge (TOK) is assessed through an exhibition commentary and a 1,600 word essay. It asks students to reflect on the nature of knowledge, and on how we know what we claim to know.

**The extended essay**, which is an independent, self-directed piece of research, finishing with a 4,000-word paper. The topic will be based on one of the six selected subjects.

**Creativity, activity, service**, in which students complete a project related to those three concepts. CAS requires students to take part in a range of experiences and at least one project. These should involve:

- real, purposeful activities, with significant outcomes
- personal challenge
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning



# IB CAREER-RELATED PROGRAMME

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

For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.

The following core components are compulsory for all CP students:

## **Personal and professional skills**

Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future.

In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

## **Service learning**

Service learning is the development and application of knowledge and skills towards meeting an identified and authentic community need.

In this research-based approach, students often undertake service initiatives related to topics studied previously in their academic disciplines, utilizing skills, understandings and values developed in these studies.

## **Reflective Project**

The reflective project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. Through a reflective project students identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies.

The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity.

# IB CAREER-RELATED PROGRAMME

## Language development

Language development ensures that all students have access to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education.

Language development encourages students to improve their proficiency in a language other than their best language.

## BTEC

At SISD, we offer a BTEC Business and Hospitality pathway for career-related study. A description of the course can be found below:

The Pearson BTEC International Level 3 Extended Diploma in Business and Hospitality is a course intended for students who prefer to pursue applied learning in order to further their education, with the goal of eventually entering the business sector. The course content has been created in consultation with academics to ensure that it supports progression to higher education. Furthermore, employers and professional bodies have been consulted to confirm that the content is also relevant to current practice.

The units in this course have been designed to support students in progressing to a range of sector-related courses in higher education and to link with relevant occupational areas. These units cover a variety of content areas such as human resources, accounting, management, retail, marketing, front office, and accommodation operations.

The course also includes a work experience unit, allowing all students to benefit from practical experience in the sector. We are delighted to be working with Emirates Academy of Hospitality Management, who will provide our students with practical experience and work experience in top world-wide hotels, including the Jumeirah Group.

Assessment of this BTEC qualification in Business and Hospitality is conducted continually throughout the course, providing students with feedback on their progress as they work towards the assessment and grading criteria. The assessment approach allows for a diverse range of activities, including assignment and project work, case studies, workplace assessment, role play, and oral presentations, to be used as evidence for assessment. Delivery strategies will reflect the nature of work within the business and hospitality sector, encouraging learners to conduct research and assessments in the workplace or in simulated working conditions wherever possible.

# IB CAREER-RELATED PROGRAMME

<b>Pearson BTEC</b> <b>International Level 3 Diploma Extended in Business and Hospitality</b>		
UNIT	TITLE	UNIT SIZE
<b>1</b>	Exploring Business (Mandatory)	90h
<b>2</b>	Research and Plan a Marketing Campaign (Pearson Set Assignment) (Mandatory)	90h
<b>3</b>	Business Finance (Mandatory)	90h
<b>4</b>	Managing an Event (Mandatory)	90h
<b>5</b>	Business Decision Making (Pearson Set Assignment)(Mandatory)	120h
<b>6</b>	The Hospitality Industry (Pearson Set Assignment) (Mandatory)	60h
<b>7</b>	Environment and Sustainability in the Hospitality Industry (Pearson Set Assignment) (Mandatory)	60h
<b>8</b>	Customer Service Provision in Hospitality (Mandatory)	60h
<b>9</b>	International Business	60h
<b>11</b>	Human Resources	60h
<b>17</b>	Market Research	60h
<b>22</b>	Luxury Hospitality	60h
<b>23</b>	Front Office Operations	60h
<b>24</b>	Accommodation Operations	60h
<b>28</b>	Marketing for Hospitality	60h
		<b>1080 GLH</b>

# IB CAREER-RELATED PROGRAMME

## **Qualifying requirements for the Pearson BTEC International Level 3 Extended Diploma in Business and Hospitality (1080 GLH)**

1. Learners must complete at least fifteen units, of which eight are mandatory and at least four are assessed using a Pearson Set Assignment.
2. Learner must complete all units, achieve a Pass or above in all mandatory units unless otherwise specified.
3. Learners must complete and have an outcome (Distinction, Merit, Pass or Unclassified) for all units within a valid combination.
4. Learners must achieve the required units at Pass or above.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example, a unit of 120 GLH will contribute double that of a 60 GLH unit. Qualifications in the suite are graded using a scale of P to D\*, or PP to D\*D\*, or PPP to D\*D\*D\*.