



RAFFLES
WORLD ACADEMY

**International Baccalaureate
Career-related Programme
RWA IBCP
Student Handbook
2019-2021**



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IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:

Inquirers

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

Knowledgeable

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

Thinkers

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

Communicators

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

Principled

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



Open-minded

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

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. **Risk-takers** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

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

Reflective

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

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

Background to the IBCP

Originating from an IB project that began in 2004 in Finland, the IB Career-related Certificate (IBCC) was extensively piloted around the world before being introduced into IB schools in 2012. Two years later, in November 2014, to align with the other three IB programmes, the IBCC was renamed the Career-related Programme (CP).

Raffles World Academy is an IB World School offering the IB Diploma Programme as well as the Primary Years Programme (PYP) and the Middle Years Programme (MYP). It is now also a candidate school* for the IB Career-related Programme. IB World Schools share a common philosophy - a commitment to high-quality, challenging and international education - that we believe is important for our students.

* Only schools authorized by the IB Organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP) or the Diploma Programme (and in addition the IB Career-related Programme). Candidate status gives no guarantee that authorization will be granted.

The IBCP Curriculum Model for Grades 11 – 12

The diagram below represents the IB Career-related Programme curriculum model. The IBCP framework allows students to specialise in, and focus on, a career-related pathway. The programme's three-part framework comprises the study of at least two Diploma Programme courses alongside career-related studies and the distinctive IBCP core which is designed to create a bridge that connects each student's chosen Diploma Programme courses and career-related studies.



The Career-related Study (BTEC)

The Pearson BTEC National Diploma in Business is a qualification for students wanting to continue their education through applied learning, who aim to progress to higher education and ultimately to employment, probably in the business sector. The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is also appropriate for and consistent with current practice.

Everyone will study four mandatory units, covering the following content areas:

- The Business Environment
- Business Resources
- Introduction to Marketing
- Business Communication

Optional units have been designed to support progression to the range of sector-related courses in Higher Education and to link with relevant occupational areas. They cover content areas such as human resources, accounting, management, retail and marketing.

In addition, the qualification includes work experience unit which enables all students to benefit from practical experience of the sector.

The assessment approach of the BTEC qualifications in Business allows learners to receive feedback on their progress throughout the course as they provide evidence towards the assessment and grading criteria and is continually assessed rather than assessed in final examinations. Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentation. Delivery strategies will reflect the nature of work within the business sector by encouraging learners to research and carry out assessment in the workplace or in simulated working conditions wherever possible.

For more information, please see the BTEC student handbook.



The IBCP Core

In addition to career-related study in Business and other IB courses the Programme features core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding, research and communication skills.

The core programme consists of courses in Personal and Professional skills (PPS) and Language Development as well as a Reflective Project (RP) and Service Learning (SL)

Personal and Professional Skills (PPS)

The Personal and Professional skills course introduces students to transferable life skills – to help students make sense of the world around them. The course emphasises critical and ethical thinking, intercultural understanding and the ability to communicate effectively.

Language Development (LD)

Language Development ensures that all CP students have access and are exposed to a second language that will increase their understanding of the wider world. Students are required to begin or extend the study of an additional language that suits their needs, background and context and show evidence of language development through a portfolio of evidence.

The Reflective Project (RP)

Through a Reflective Project students to identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies. The project can be submitted in different formats including an essay, web page or short film. This work encourages the student to engage in personal inquiry, action and reflection, and to develop strong research and communication skills.

Service Learning (SL)

Service Learning in the CP core uses service as a vehicle for new learning with academic value. The service learning model in the CP emphasises knowledge development, civic development, social development and personal development.

For further information on each of these core elements of the programme, please refer to the student guides for each.

IB Diploma Programme courses

IBCP requirement:

A minimum of two and maximum of four Diploma Programme courses must be studied. The courses can come from any of the groups, 1 to 6 (apart from two mathematics courses from group 5), and can be studied at higher level, standard level or a combination of the two.

At RWA:

IBCP Students may choose two subjects from the following Diploma Programme courses:

Group 1 (compulsory):

- Language A
 - English Language and Literature
 - English Literature
 - Self-taught SL

Group 2:

- Language B
 - Arabic
 - English
 - French
 - Spanish
- Language *Ab Initio*
 - Spanish
 - French
 - Arabic
 - Mandarin

Group 5:

- Mathematics
 - Analysis and Approaches
 - Applications and Interpretations

English A: Literature

PARTS OF THE COURSE	SL	HL
Part 1: Works in translation	Study of two works in translation	Study of three works in translation
Part 2: Detailed study	Study of two works, each of a different genre	Study of three works, each of a different genre (one of which must be poetry)
Part 3: Literary genres	Study of three works of the same genre	Study of four works of the same genre
Part 4: Options	Study of three works	Study of three works
Internal assessment	SL	HL
Written assignment	Students submit a reflective statement and literary essay on one work studied in Part 1.	Students submit a reflective statement and literary essay on one work studied in Part 1.
Individual oral commentary	A 10-minute oral commentary based on an extract from one of the works studied in Part 2.	An oral commentary on poetry studied in Part 2, followed by a discussion based on one of the other two works studied (20 minutes)
Individual oral presentation	A presentation based on two works studied in Part 4 (10 minutes)	A presentation based on two works studied in Part 4 (10-15 minutes)
External assessment	SL	HL
Paper 1: Literary analysis	A literary analysis of a previously unseen passage in response to two guiding questions (1 hour 30 minutes)	A literary commentary on a previously unseen passage (2 hours)
Paper 2: Essay	An essay based on at least two works studied in Part 3 (1 hour 30 minutes)	An essay based on at least two works studied in Part 3 (2 hours)

English A: Language and Literature: HL and SL

This course comprises four parts: two relate to the study of language and two to the study of literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live.

A key aim of the Language and Literature course is to encourage students to question the meaning generated by texts, and to see their relation to culture. Students, as in the previous course, engage in textual analysis of both literary and non-literary texts, and the formal elements used to create meaning. Students are enabled to understand that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally-determined reading practices.

PARTS OF THE COURSE	SL	HL
Part 1 Language in cultural context	Miscellaneous non-fiction	Miscellaneous non-fiction
Part 2 Language and mass communication	Miscellaneous non-fiction	Miscellaneous non-fiction
Part 3 Literature - texts and contexts	Study of two works, one of which is a text in translation	Study of three works, one or two, in translation
Part 4 Literature - critical study	Study of two works	Study of three works
Internal assessment	SL	HL
Written tasks	Production of three written tasks, one of which is submitted for external assessment	Production of four written tasks, two of which are submitted for external assessment
Further oral activity	Students complete at least two further oral activities, one based on Part 1 and one based on Part 2 of the course.	Students complete at least two further oral activities, one based on Part 1 and one based on Part 2 of the course.
Individual oral commentary	Students comment on an extract from a literary text studied in Part 4.	Students comment on an extract from a literary text studied in Part 4.



External assessment	SL	HL
Paper 1 Textual analysis	An analysis of one unseen non-literary text or extract (1 hour 30 minutes)	An analysis of a pair of unseen non-literary texts or extracts (2 hours)
Paper 2 Essay	Essay based on two literary texts studied in Part 3 (1 hour 30 minutes)	Essay based on at least two literary texts studied in Part 3 (2 hours)

Please note that the IB does not permit Group 2 languages to be taken as self-study or externally tutored courses.

Language B: HL and SL

These are second language courses for students with previous experience of two to five years of learning the language who have attained a fair level of fluency. The focus is on language acquisition and development and the discovery of the culture of countries where the language is spoken; the study of literary and other texts plays an important part. The skills of listening, speaking, reading and writing are developed and assessed.

Students of Arab nationality must select Arabic B at HL or SL unless they have chosen self-taught Arabic in Group 1.

They are also required to sit the UAE Ministry of Education Arabic exam in order to meet graduation requirements.



Assessment outline SL

Assessment component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks)</p> <p>One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p>Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<p>25%</p>



Assessment outline HL

Assessment component	Weighting
<p>External assessment (3 hours 30 minutes)</p> <p>Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks)</p> <p>One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p>Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (1 hour) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>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. (30 marks)</p>	<p>25%</p>

Please note that the IB does not permit Group 2 languages to be taken as self-study or externally tutored courses.

Language Ab Initio: SL only

Language ab initio courses provide an opportunity for students to study the language at a beginner’s level. Students should have no previous or no more than one year of experience with the language. The *ab initio* course focuses on spoken interaction, using a whole range of resources and texts as a stimulus for discussion. Listening, speaking, reading, and writing skills are developed. There are plenty of opportunities not just to learn the language but also about cultures within these courses.



Vocabulary and grammar is structured around the following topics:

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

Students will be assessed according to the IBO guidelines for internal and external assessments. The internal assessment will count towards 25% and the external assessment will count towards 75% of the final course grade. The rubrics will be made familiar to the students through their regular use throughout the course.

At the end of the Language ab initio course candidates will be expected to demonstrate the ability to:

- communicate information and some basic ideas clearly and effectively, in a limited range of situations
- understand and use accurately the essential spoken and written forms of the language
- understand and use a limited range of vocabulary in common usage
- use a register that is generally appropriate to the situation
- show an awareness of some elements of the culture(s) related to the language studied

Mathematics: Analysis and Approaches

The Mathematics: Analysis and Approaches course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content, for example, engineering, economics, physics, statistics, etc.

Mathematical Studies: Applications and Interpretations

The Applications and Interpretations course is intended for students who enjoy solving practical problems using mathematics; those who are interested in using the power of technology alongside exploring mathematical models and for those who enjoy the more practical side of mathematics.

Overview of IBCP timetable

Distribution of periods per week (from September 2019)

Grade 11	
First DP course	5 lessons
Second DP course	5 lessons
BTEC	10 lessons
BTEC Study Hall	5 lessons
PPS	3 lessons
Form/Service Learning	1 lesson
Reflective Project	2 lessons
Language Development	2 lessons
Islamic Studies/Study Hall	2 lessons
Total	35 lessons

DP subject Coursework

Starting in the first year of the IBDP courses, students will begin to hand in coursework assignments for all their subjects. The need to organise this coursework is crucial. Should students fall behind, they will find it almost impossible to meet all the demands made upon their time. It is important that students:

1. Manage their time effectively
2. Keep up to date with all assignments
3. Always respect coursework deadlines
4. Ask their subject teachers, or the CP and DP Coordinators for help or guidance should they find that they are unable to manage the workload.

Parents have an important role in helping their children to manage their coursework. Students whose parents are supportive and sympathetic will find the course easier to manage. All coursework must be submitted by the deadlines published by the DP and CP Coordinators. To help students manage



their time, coursework deadlines have been staggered to include part of Grade 11 and most of Grade 12. The deadlines allow students to work through each subject in turn. If a deadline is missed, then a student will not have time to catch up because another assignment will be due. It is, therefore, crucial that the coursework schedule be closely followed.

Coursework deadlines must be respected. Failure to meet deadlines will have serious consequences, which may include students being asked to return home until they have completed assignments, and ultimately, they may be excluded from IB Diploma courses examinations.

(IBDP Course Booklet, 2017-18)

Academic Honesty

All internal assessment or coursework— i.e. work which is submitted to IB as a part of a student’s final assessment – must be the student’s own, unaided work. If a student allows a tutor, friend, sibling or other family member to help with coursework, then this student’s work will be disqualified. The IB is very clear that coursework must be the unaided efforts of the student. Similarly, students who copy the work of others and then try to submit it as their own, are being dishonest and guilty of malpractice.

Students entered for IB Diploma courses examinations found guilty of malpractice will be reported to the IB and their coursework will be disqualified. Furthermore, students excluded from IB examinations for reasons of malpractice may, in severe cases, be excluded from all future IB examinations.

All coursework must be appropriately referenced using the Harvard Referencing System. The CP and DP Coordinators will introduce Academic Honesty in the IB to all students in their first year of the programme.

(IBDP Course Booklet, 2017-18)