

Curriculum Handbook

Diploma Programme

Khalifa City Campus



RAHA
INTERNATIONAL
SCHOOL
Khalifa City Campus



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Welcome to our Diploma Programme

Welcome to the Diploma Programme (DP) at Raha International School, Khalifa City Campus (KCC). The DP offers students the flexibility to pursue either the full Diploma or a DP courses route, with both options designed to meet different learning needs and aspirations. At KCC, we believe that students should make subject selections based on their passions and strengths, ensuring they are engaged and motivated throughout their studies. Whether students choose the full Diploma or the courses route, our goal is to provide a learning experience that prepares them for success beyond school.

Both pathways encourage students to maintain a broad perspective in their subject choices. For those pursuing the full Diploma, we recommend the "default Diploma," where students select one subject from each of the six groups, including the Arts. This ensures a balanced and interdisciplinary education. The DP courses route, while offering more flexibility, still allows students to focus on areas of personal interest and strength, providing depth in subjects they are passionate about while maintaining a broad, well-rounded academic experience.

At KCC, we value both the full Diploma and the DP courses route equally, recognizing that each student has unique goals and needs. The full Diploma pathway might suit students who want to challenge themselves with a comprehensive program, while the DP courses route offers an equally valid option for students looking to tailor their studies more specifically to their strengths or future plans. Both pathways emphasize the importance of intellectual engagement, critical thinking, and personal growth.

In addition to the subject choices, both routes offer students the opportunity to engage with core elements such as Theory of Knowledge (TOK), the Extended Essay, and Creativity, Activity, Service (CAS). These components, particularly in the full Diploma, allow students to develop essential skills such as research, critical thinking, and community engagement. However, the DP courses route also provides opportunities for students to apply their learning in practical, meaningful ways that align with their interests and future goals.

Whether students choose the full Diploma or the DP courses route, the DP experience at KCC is designed to help them grow into well-rounded, adaptable individuals. This guide outlines both pathways, subject options, and core components, along with the support systems in place to ensure that each student finds the path that best suits their aspirations. We encourage students to carefully consider which option aligns with their passions, strengths, and future goals, knowing that either route offers a valuable and enriching educational experience. Contact your child's mentor at any time to ask questions or share information about your child's learning journey.

Kieran Burgess

Head of Secondary



The KCC Promise

Our Core Commitment.

To open doors.

Our Mission

Our Mission is to cultivate Knowledge, Courage and Connection to unlock the potential in all.

Our Vision

Our Vision is a community of global learners exceeding expectations.



Khalifa City Campus Senior Leadership Team 2024/2025

Senior Management Team



Abigail Fishbourne
Principal

Anna Lacey Vice-Principal
Head of Early Years

Kieran Burgess
Head of Secondary

Anne Watkins
Head of Primary

Secondary SLT



Monica Woodward
Deputy Head of Secondary

Kevin Holden
Assistant Head and MYP Coordinator

Anjali Tyagi
Assistant Head and DP-Coordinator

Whole School SLT



Saeed Smith
Head of Learning, Teaching & Innovation

Fatima Miller
Head of Multilingualism

Eileen McCrea
Head of Inclusion

Raquel Pessoa
Head of Student Support

The IB Learner Profile

The International Baccalaureate learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.



The IB Diploma Programme

All students in Grades 11 and 12 will undertake the IB Diploma Programme. There are two pathways for students either to study the 'Full Diploma' or 'IB Courses'.

The IB Diploma Programme (DP) was established in 1968 to provide an international education that would enable young people to better understand and manage the complexities of our world and to provide them with the skills and attitudes to take action to improve it. Such an education was grounded in the more progressive educational thinking of the time but also in the belief that the world could be made better through an education that focused on concepts, ideas and issues that crossed disciplinary, cultural, national and geographical boundaries.

The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession. Additionally the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life. From The Diploma Programme: From Principles into Practice, IBO, 2015.

The IB Diploma Programme overview

What makes the Diploma Programme unique is the focus on learner centered approach and the holistic experience. The curriculum framework and the supporting structures and principles are designed to ensure that each student is necessarily exposed to a broad and balanced curriculum. The Learner Profile and the Core are positioned at the centre of the programme and the core requirements of Theory of Knowledge (TOK), the Extended Essay and Creativity, Activity, Service (CAS) broaden the educational experience and challenge students to apply their knowledge and understanding in real-life contexts.

Students study six subjects concurrently. These include two languages, one subject from individuals and societies (group 3), one experimental science (group 4), one mathematics subject (group 5) and one subject from the arts (group 6) or another subject from groups 1 to 4 where university entrance demands it, subject to timetabling. In order to prepare students for the future, an IB education equips students with the depth of discipline-specific knowledge and skills across a breadth of areas of knowledge. Students are expected to study three subjects at a higher level (HL). This is balanced with a requirement for breadth by expecting students to study three subjects at standard level (SL).

In addition to the 6 group subjects, students complete three other core requirements: a course in Theory of Knowledge (TOK); an Extended Essay academic research project (EE), and; a programme of personal growth in Creativity, Activity and Service experiences (CAS). All six courses and core requirements are completed over a two-year period. Course offerings will vary year to year based on student and timetabling constraints.

Possible Course Offerings

Group 1

Studies in Language and Literature

Studies in Language and Literature (or Language A) courses are designed for students who can use or converse in the language in unfamiliar contexts. This language could be the student’s dominant, first or home language, or could simply be a language they are additionally comfortable in using in academic settings. All DP students are required to take at least one Language A.

A second language A can be chosen instead of a foreign language study also, which leads to the award of an officially recognised Bilingual Diploma - a highly prestigious and rare variant of the regular IB Diploma. All KCC students must take an English A course, and have the option of a second Language A course too: either Arabic (taught course) or any other language in the world (via school-supported self-taught). All languages in the A group equally allow for Diploma points to be awarded.

Arabic A: Language and Literature SL/HL

English A: Language and Literature SL/HL

The Language A: Language and Literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

Arabic A: Literature SL/HL

English A: Literature SL/HL

The IB Diploma Programme Language A: Literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In Language A: Literature, the formal analysis of texts and wide coverage of a variety of literature — both in the language of the subject and in translated texts from other cultural domains — is combined with a study of the way literary conventions shape responses to texts.

Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

School-Supported Self-Taught Literature (SSST)

Students who proficiently use any language other than English or Arabic (i.e. their home or first language, or a second language of fluency) can maintain their connection to this language through a the SSST: Literature A course. The school will timetable the student with a DP Literature course expert during the school week who will guide them through choosing their texts of study, course requirements, preparing for the oral exam, and administering the coursework and final exam schedules. Additionally, the family engage a private tutor who can converse with the student in that language, and is able to discuss the themes present in the chosen texts, review student work and liaise with the school supervisor on progress. The IB will guarantee that any language can be studied in this course, even the small endangered languages!

Group 2

Language Acquisition

All students are required to study a second language, usually as a Language Acquisition course (learning a foreign language) or as a second Language A course.

Placement in DP Language Acquisition courses is strictly regulated, to ensure that every student experiences ‘appropriate academic challenge’. Put simply, a student who has studied a language before, or who has been exposed to it in their environment, may not be placed into an Ab Initio course. A student who is already able to converse in unfamiliar contexts (i.e. not specifically taught topics) may not be placed into a Language B course. At KCC, we operate on the basis that the student chooses the language, and we choose the level, based on their language profile.

Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity. There are strict rules set by the IB about the placement of students into the correct language acquisition course, based on appropriate academic challenge. Therefore, students will be able to select their second language in DP, but KCC staff will choose the appropriate course – either Language A, Language B or Ab Initio.

Arabic Language B SL/HL

French Language B SL/HL *(suitable for students working at proficient level in phase 2–4)*

Spanish Language B SL/HL *(suitable for students working at proficient level in phase 2–4)*

Language B is a language acquisition course designed for students with some previous experience of the target as a foreign language. In the Language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

Arabic ab initio SL

Spanish ab initio SL

French ab initio SL

Language ab initio is a language acquisition course designed for students with no prior experience of the target language. It is not appropriate to study ab initio with prior learning in the language, or for exposure to the language in the environment for any length of time beyond those new to the country. It should be noted that language ab initio is offered at SL only. All students registered with an Arabic speaking country’s passport must take the Arabic Ministry exams and be enrolled in an Arabic course in the Diploma.



Group 3

Individuals and Societies

Economics SL/HL

Economics is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The IB-DP Economics course emphasises the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies.

These economic theories are not studied in a vacuum — rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues and raises students’ awareness of their own responsibilities at a local, national and international level. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer and use of primary sources.

Business Management SL/HL

The Business Management course is designed to develop students’ knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organisations from all sectors, as well as the sociocultural and economic contexts in which those organisations operate.

The course covers the key characteristics of business organisation and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Through the exploration of six underpinning concepts (change, culture, ethics, globalisation, innovation and strategy), the course allows students to develop a holistic understanding of today’s complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real-world examples and case studies.

Psychology SL/HL

The IB-DP Psychology course aims to develop an awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behaviour and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry.

Global Politics SL/HL

The global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies and also invites comparison between such examples and case studies to ensure a transnational perspective.

Group 4

Sciences

Biology SL/HL

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

Chemistry SL/HL

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Physics SL/HL

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations and these themselves can become theories that attempt to explain the observations. By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Environmental Systems and Societies SL

Environmental systems and societies (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 recognise and evaluate the impact of our complex system of societies on the natural world. This course can fulfill either the Individuals and Societies or the Sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subject groups simultaneously while studying one course.

Design Technology SL/HL

DP design technology aims to develop internationally-minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. It focuses on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterises design technology within the DP sciences subject group. Both science and technology have a fundamental relationship with design. Technology preceded science, but now most technological developments are based on scientific understanding. Traditional technology comprised useful artifacts often with little understanding of the science underpinning their production and use. In contrast, modern technology involves the application of scientific discoveries to produce useful artifacts. The application of scientific discovery to solve a problem enables designers to create new technologies and these new technologies, in turn, can impact on the rate of scientific discovery.

Computer Science SL/HL

The DP Computer science SL/HL 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, under-pinned 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.

Sports, Exercise and Health Science (SEHS) SL/HL

Sports, exercise and health science (SEHS) SL/HL is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context.

Apart from being worthy of study in its own right, SEHS is good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries. Both the SL and HL have a common core syllabus, internal assessment scheme, and overlapping elements in the options studied. While the skills and activities are common to all students, HL requires additional material and topics within the options. Through studying any of the group 4 subjects, students should become aware of how scientists work and communicate, and the variety of forms of the ‘scientific method’ with an emphasis on a practical approach through experimental work.

Group 5

Maths

Mathematics: Applications and Interpretations SL/HL

This course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

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Mathematics: applications and interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

Mathematics: Analysis and Approaches SL/HL

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Mathematics: analysis and approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalisation.

Group 6

The Arts

Grade 11–12 students are not required to choose an Arts course and may opt for a second course in another subject group (1–4) instead.

Theatre SL/HL

Theatre is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

It gives students the opportunity to make theatre as creators, designers, directors and performers. It the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualise their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members— they gain a richer understanding of themselves, their community and the world.

While some students choose Theatre as a course to develop them as actors, most students appreciate the course for its practical engagement with global issues, and learn more about what it means to be human. They apply these perspectives to a wide variety of career paths. There are no exams in Theatre: it is assessed by the IB completely through project work completed during the two years at school.

Visual Arts SL/HL

The DP Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organise learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

Music SL/HL

Through the DP Music course, students will develop to become well-rounded modern musicians through a combination of practical work, theoretic and technical training and the development of creative competencies.

This holistic course achieves this by scaffolding and integrated approaches to: deep listening skills, performance proficiency, compositional craft, the ability to discuss music critically, the ability to justify creative choices and the capacity for entrepreneurship in the musical world.

Throughout this course, students and teachers have flexibility and agency to access unique and personalised content and approaches to engaging with music. Four Areas of Inquiry combined with diverse contexts offer students the opportunity to experience a variety of musical works, forms and genres in a meaningful manner. Throughout the course, students embody three roles, the researcher, the creator and the performer. Through their work, students inquire, create, perform and reflect on their work in progress. This creative process of working in the arts and specifically in music, is encapsulated in the three musical processes, exploring music in context, experimenting with music and presenting music.

This flexibility is about choice in the learning, teaching and assessment as well as forging deep, life-long connections between students’ passions and interests and the wider world of music and music-making.

Core Requirements

The IB Diploma has core requirements that must be met in addition to the subject requirements.

Theory of Knowledge (TOK)

IB-DP candidates are required to take Theory of Knowledge as an interdisciplinary course during their Grade 11–12 years. Theory of Knowledge calls for students to look critically at the nature of knowledge and examine the knowledge questions implicit in real life situations. How do we know what we know? How is knowledge generated and disseminated in different disciplines? The requirements of the course include an exhibition and essay. For IB Diploma students, the exhibition is internally assessed and externally moderated and the essay will be externally assessed and moderated.

Extended Essay (EE)

Each student will complete an independent research project in a discipline of their choosing, leading to an original scholarly essay. The extended essay is an in-depth study of a focused topic. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

Scores in TOK are paired with EE scores to allow a Bonus Matrix of up to +3 points toward the IB Diploma’s accumulated point system.

Creativity, Activity, Service (CAS)

All students are expected to be engaged in ongoing meaningful experiences outside of the classroom. At KCC students will have opportunities to engage with the creative arts, with physically demanding activity and with service to the community both within the school and beyond and each student is responsible to build a programme that reflects their interests and allows them to grow as a thinker and learner.

Over the two-year programme, students collect a range of reflective evidence demonsatring the ongoing process of learning through experience. While this is not formally assessed students actively participate in three formal documented interviews with their CAS coordinator/adviser to describe their learning and growth. As successful completion of CAS is a requirement for the award of the IB Diploma we encourage students to give CAS as much importance as any other element of the Diploma Programme.

Course Selection

Over the two-year programme, students collect a range of reflective evidence demonsatring the ongoing process of learning through experience. While this is not formally assessed students actively participate in three formal documented interviews with their CAS coordinator/adviser to describe their learning and growth. As successful completion of CAS is a requirement for the award of the IB Diploma we encourage students to give CAS as much importance as any other element of the Diploma Programme.

Students will be asked to choose from an initial long-list of subjects, on the understanding that no subject or combination can be guaranteed at this stage.

Once student demand is analysed, the subject offer is amended, published, and set for the following programme cycle. Students will be offered the opportunity to change their selection within this confirmed list of subjects. Courses and levels generally cannot be changed after this time.

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Please note: *Environmental Systems and Societies (ESS)* is an interdisciplinary course which meets the requirement for both *Individuals and Societies AND Sciences*. Students are therefore able to choose a second subject from either the *individuals and societies group* or the *sciences group*, subject to timetabling.

Course selection must allow for three Higher Level and three Standard Level courses.

SL classes meet for a minimum of 150 hours over the two years of the programme while HL classes meet for 240 hours. The extended times for HL classes reflect the greater depth and complexity of the content studied. Some KCC classes will be taught with the levels combined. SL students are normally released for self-study while HL content is being covered.

Assessment in the Diploma Programme

B Diploma courses at KCC are designed to prepare students for success on the assessments required by the IBO.

Each subject has specific required assessment components. These assessment components include a combination of the following:

Internal assessments (IAs): Individual projects completed by students over time under the supervision of their teachers. These projects are assessed by the teacher and the marks for the cohort are moderated by the IBO. IAs include Explorations in Math, Oral Presentations in languages, Investigations in Science, etc.

External assessments (EAs): Individual projects completed by students over time under teachers’ supervision, assessed by IB examiners only. These EAs include Written Tasks in language subjects, portfolios in arts subjects, the TOK essay and the Extended Essay.

Papers: Formal written examinations to be taken in May of the second year of the programme. Group 1–5 subjects all have two–three Papers, each with format and requirements specific to the subject, level and Paper

All assessment tasks set by teachers throughout the two-year programs are preparation for the formal IB assessments. Summative assessments are designed to be graded according to IB mark schemes and grades are issued directly by the IB. In Grade 11, these expectations are modified to address only content and skills covered thus far in the course. In Grade 12, assessments increasingly mirror final IB expectations.

Students will be assessed continuously throughout the two year course, with classwork, class discussion, submitted assignments, ‘mock’ IAs, mock exams and in-class presentations and tests all contributing to the grades reported on the transcript issued each semester. These transcript grades are formed using the teacher’s expert knowledge of the course’s grade boundaries and expectations, and all evidence to date from the student. They often serve a purpose in university applications, but are superseded entirely by the final IB-issued grades in July after the second year. Only the IB-issued final grades count towards a student’s Diploma points score.

IB Diploma Points

Students can achieve a maximum score of seven points per course, for maximum subject score of 42 for their six courses.

Achievement in TOK and the Extended Essay can add a maximum of a further three points to a student’s overall Diploma score. TOK and the Extended Essay are graded on A–E scales and the two grades are combined on a matrix to generate the extra points. The highest score possible for all components of the programme, then, is 45 points.

IB Diploma Requirements

Completion of six IB-DP courses meeting subject group requirements, with three taken at Higher Level.

All assessment components for each of the six subjects and the core Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

Awards in the Diploma

The IB Diploma will be awarded to a candidate who is awarded a minimum of 24 points across a valid combination of subjects, provided all the following requirements have been met:

- CAS requirements have been met
- There is no 'N' awarded for TOK, the EE or for a contributing subject
- There is no grade E awarded for TOK and/or the EE
- There is no grade 1 awarded in a subject/level
- There are no more than two grade 2s awarded (SL or HL)
- There are no more than three grade 3s or below awarded (SL or HL)
- 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)
- The candidate has not received a penalty for academic misconduct from the final award committee.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Academic Integrity

As KCC students develop into 'inquiring, knowledgeable and caring learners who contribute positively to their communities,' they have daily opportunities to read and write, to consider and create. They draw upon a broad base of shared information and ideas to construct and express their own understandings, support their own arguments and articulate new ideas in their own unique voices.

We are committed to the practice of academic honesty in all aspects of teaching and learning and expect that the conduct and work of all KCC stakeholders will be consistent with Principled behaviour described by the IB Learner Profile.

We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.

All KCC students are expected to:

- Ensure that all submitted work is authentic in nature. This means that the work must be the student's original work and expression and that the work of any others included in the submission must be accurately and entirely acknowledged.
- Include a Bibliography or Works Cited page with any assignment that draws on sources.
- Cite the work of others, whether quoted or paraphrased, using the most current MLA format.
- Respect the concept of intellectual property for non-textual sources, whether creative or expressive, when working with publications, images, music, video or any other sources of others' work.
- Conduct themselves appropriately within a testing environment to ensure that both the fact and appearance of academic honesty are maintained at all times.





Proudly
táaleem

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