

International Baccalaureate Career-Related Programme and Diploma Programme Handbook



Table of Contents

WELCOME TO FAIRGREEN	3
OUR MISSION AND VISION	4
OUR MISSION	4
OUR VISION	4
OUR PILLARS	4
THE IB DIPLOMA PROGRAMME (IBDP)	5
THE IB CAREER-RELATED PROGRAMME (IBCP)	8
IB Diploma Programme Courses	11
PROGRAMME APPLICATIONS	12
STUDENT REGISTRATION	13
INDUCTION	14
ASSESSMENT, REPORTING AND AWARDING OF DIPLOMAS	14
UNIVERSITY AND CAREER GUIDANCE	22
CONTACT DETAILS	24

WELCOME TO FAIRGREEN

Dear Fairgreen Community,

At Fairgreen International School we strive to ensure your child is happy and achieving their full potential. As an IB World School, we are pleased to be one of the few schools in Dubai that offers the full IB continuum. As such, we offer both the IB Diploma Programme (IBDP) and the IB Career-related Programme (IBCP) in Grades 11 and 12. These programmes are recognised worldwide and best prepare students for the rigour and challenge of further education and beyond.

The International Baccalaureate is designed to develop internationally minded young people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. We achieve this by encouraging *all* members of our community to strive to develop the ten attributes of the IB Learner Profile by becoming better:

- Inquirers
- Communicators
- Caring
- Risk Takers
- Knowledgeable
- Thinkers
- Open-minded
- Balanced
- Principled
- Reflective



We hope this guide will help answer some of the questions you may have about each of the programmes we offer. It is important to us that we work together to ensure your child gains the most from their education.

Yours in learning,

The Secondary Leadership Team

OUR MISSION AND VISION

OUR MISSION

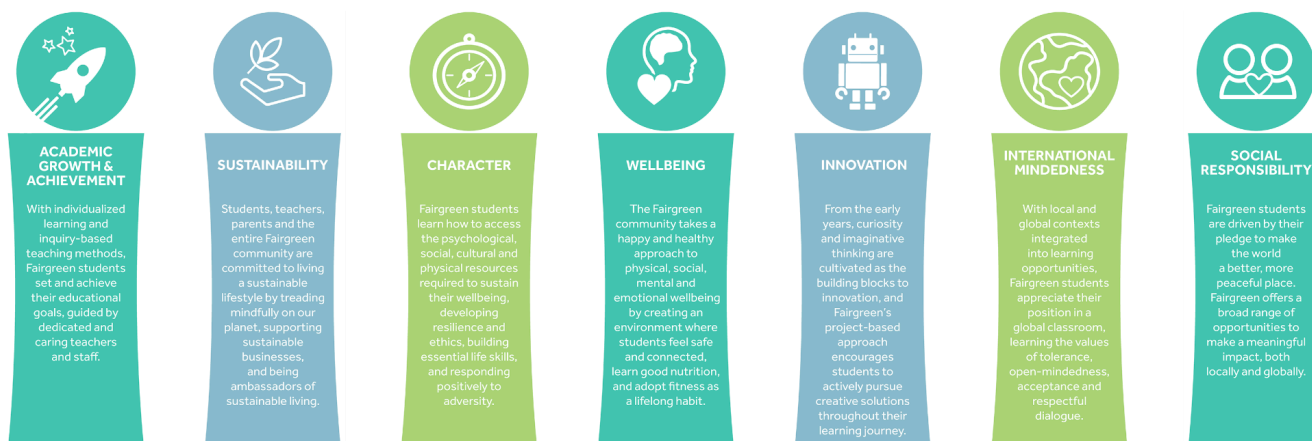
At Fairgreen International School in Dubai, our mission is to provide an exceptional international education that embraces sustainability in all its forms.

OUR VISION

Our vision is to be an exemplary learning community that promotes purposeful and innovative solutions for a sustainable world.

OUR PILLARS

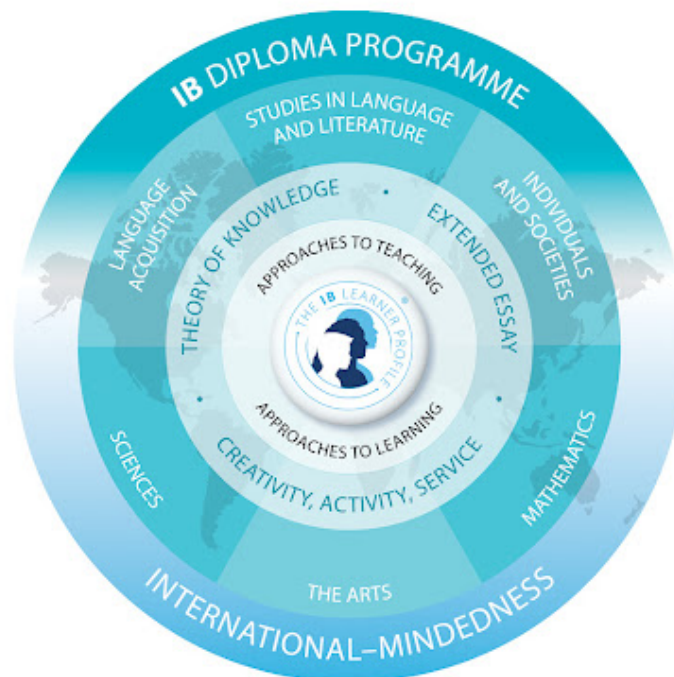
As a member of the Fairgreen International School educational family, you will have the opportunity to experience and bring alive the central pillars that drive our journey to educational excellence.



THE IB DIPLOMA PROGRAMME (IBDP)

The IB Diploma is a two-year programme for students aged 16-19. Recognized internationally by universities across the world, the IBDP aims to develop students who have excellent breadth and depth of knowledge, who flourish physically, intellectually, emotionally and ethically. Students share an educational experience that emphasises critical thinking as well as intercultural understanding and respect for others in the global community.

The IBDP offers a broad and balanced curriculum where students apply what they learn in the classroom to real world issues and problems. Subjects are taught from an international mindset.



Course Requirements for IBDP Candidates

IBDP students are required to study six (6) subjects from the IB Diploma Programme Model. Three (3) subjects must be studied at Higher Level (HL) and three (3) subjects must be studied at Standard Level (SL).

Students must choose one course from each subject group to take for the duration of the two-year programme. Students may replace the group 6 subject with an additional subject from group 3 or 4 to meet university requirements; this is subject to appropriate timetabling and staffing. Course offerings will be consistently reviewed and based on student interest. If the school is not able to offer a course, other options can be explored such as Pamoja, an online learning platform that offers a limited range of IBDP courses.

Current courses available at Fairgreen:

All subjects are available at both the SL and HL levels unless specified otherwise.

Group 1: Studies in Language and Literature	Group 2: Language Acquisition	Group 3: Individuals and Societies	Group 4: Sciences	Group 5: Mathematics	Group 6: Arts
English Language & Literature	Arabic B	Business Management	Biology	Analysis and Approaches	Visual Arts
	French B	Economics	Chemistry	Applications and Interpretations	
	Self Taught Language A: Literature (SL only)	Geography	Design Technology		
	Spanish Ab Initio (SL only)	History	Environmental Systems and Societies*		
		Psychology	Physics		
			Sports, Exercise and Health Science		

*Environmental Systems and Societies can also be taken as a Group 3 subject

Things to consider:

- Students should consider their choices to meet the requirements from any university or course they wish to pursue in higher education.
- There may be other requirements for students depending on local or international regulations. For example, in the UAE, students with an Arab region passport must take Arabic for their Group 2 subject.
- HL subjects will be those that students are passionate about, excel at, and those that they need to pursue for a particular university degree. At this level, students are expected to demonstrate a greater body of knowledge, understanding and skills.

- Group 2 (Language Acquisition) - The Languages department and IBCP/IBDP coordinator will have the final decision when deciding on which level of Language Acquisition course is most appropriate for a student based on evidence of the attainment and progress demonstrated by the student. *Ab Initio courses are designed for students who have little or no experience with the language. Students may have limited speaking and writing skills in a limited range of everyday situations, understand simple and short texts and only know basic vocabulary and grammar.*
- Group 6 (The Arts) - students should have selected a subject from this group during the MYP in order to access these courses at the DP level. For example, a student wishing to pursue Visual Arts should have taken this option from Grade 9 in the MYP.
- Self-taught Language A: Literature - students can apply to take a self-taught language in their mother tongue if they have studied the language in an academic context and the language is recognised by the IB. If approved by the IBDP coordinator, the student will need to find a tutor who is available for regular meetings with the student and the Self Taught Literature coordinator throughout the 2 years of study.

The DP Core:

In addition to the 6 courses, students will participate in three core elements, the Extended Essay, Theory of Knowledge and Creativity, Activity, Service. These are compulsory courses and are central to the philosophy of the programme.

The Extended Essay

The extended essay is an externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. It is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research.

Theory of Knowledge

The Theory of Knowledge (TOK) course provides an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. It engages students in explicit reflection on how knowledge is arrived at, on what these areas have in common and the differences between them.

Creativity, Activity and Service

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS is organised around the three strands of creativity, activity and service defined as follows:

Creativity - exploring and extending ideas leading to an original or interpretive product or performance.

Activity - physical exertion contributing to a healthy lifestyle.

Service - collaborative and reciprocal engagement with the community in response to an authentic need.

THE IB CAREER-RELATED PROGRAMME (IBCP)



The IBCP is an exciting pathway which combines academically rigorous IB Diploma Programme courses with essential career development to equip students with transferable and life-long skills, whether they choose to head to university or into employment. The CP's three-part framework consists of the study of at least two Diploma Programme (DP) courses alongside the distinctive CP core and a career-related study. The CP's three-part educational framework enables Fairgreen to meet the needs, backgrounds, contexts, passions and interests of students. Fairgreen's CP students apply knowledge, critical thinking, communication, and cross-cultural engagement to make a positive difference in their future and the future of our planet.

Career-related Study (CrS):

The career-related study is designed to prepare students for higher education, an internship or apprenticeship, or a position in a designated field of interest. It provides the opportunity for students to learn about theories and concepts through application and practice while developing broad-based skills in authentic and meaningful contexts.

At Fairgreen, we have partnered with Pearson (BTEC qualification) and the Sustainability Management School of Switzerland ([SUMAS](#)) as providers of the CrS. Both of these organisations are IB approved Strategic Providers.

Each CrS qualification will be achieved through the delivery of structured lessons, informal and formal assessments and external assessments (depending on the type and level of qualification). Active participation in all aspects of your studies will be required to successfully achieve the qualification. Within both BTEC and SUMAS qualifications there is an expectation that students will undertake independent study to support their learning. At the commencement of your studies your assessors (teachers) will work with you to set a target grade for your overall achievement. This will be monitored throughout your course and targets will be set to help you achieve your goal; use this to focus the effort and time you invest in your assessments.

Pearson - BTEC



Vocational (career-based) BTEC qualifications are designed to give students the skills and knowledge needed to move into employment or progress to higher education. The content of your qualification is therefore created and developed with the support and input of employers, industries and Higher Education establishments. These qualifications are written to meet the regulatory expectations of Government and national organisations. The delivery and assessment of your qualification is carefully planned and monitored through clearly identified quality assurance measures to ensure that every BTEC student's achievement is judged fairly and equally.

Pearson is a Strategic Provider to the IBCP, providing a range of courses from different sectors at varying levels that gives students options and flexibility in furthering their education. At Fairgreen, we will offer the International Level 3 Foundation Diploma in [Enterprise and Entrepreneurship](#) which covers the fundamentals of enterprise and entrepreneurship and supports progression to higher education in relevant fields of study.

SUMAS



SUMAS, integrates academia with hands-on, real-world learning for students with an interest in or passion for sustainability, offering a more career-focused experience complemented by challenging coursework.

A Strategic Provider to the IBCP, [SUMAS CrS® courses](#) are based on practical projects guided by industry professionals and SUMAS professors, offering students an alternative way of learning. It is delivered directly to our school via live streaming and with the use of interactive online platforms and in school mentoring.

Students will be able to embrace an international network, by choosing tracks in: Sustainable Hospitality, Sustainable Fashion, Nature Conservation, Sustainable Finance and Digitalization, Sustainable Culinary Art, or Sustainable Tourism.

IBCP Diploma Course Requirements

Alongside the CrS component, students complete a minimum of two and a maximum of four IBDP courses. The courses available to students are dependent on the CrS they choose due to the hours of study required for the BTEC and SUMAS courses. Students will be guided on their selection of IBDP courses to ensure they complement their CrS choice and meet any university requirements.

Guidance

- IBCP students should choose IBDP courses that complement their career-related studies. These courses broaden their experience and enhance the theoretical underpinnings and academic rigour of the IBCP.
- Students take Language and Literature and Mathematics courses to help strengthen university applications.
- Students can select SL or HL level. It is important to find out about specific university requirements in terms of subject and level.
- BTEC requires more contact hours with students. As a result, there may be less IBDP courses to choose from due to timetabling constraints..

The CP Core:

The CP Core bridges the IBDP academic courses and the career-related study and provides students with a combination of academic and practical skills.

Personal and Professional Skills (PPS)

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. It aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understanding, perseverance, resilience, an appreciation of identity and perspective and an understanding of the complexity of the modern world. Emphasis is placed on the development of skills needed to successfully navigate higher education, the workplace and society. Students will take part in an internship programme with a local business in The Sustainable City as part of their PPS course, developing their workplace ready skills.

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 another language of their choosing. Students will develop their written, spoken and aural skills, as well as explore culture, food, geography and traditions associated with the target language.

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, utilising skills, understandings and values developed in these studies.

Students must produce reflections and evidence of how they have met the learning objectives. Service Learning is ongoing and occurs throughout the CP with a minimum of 50 hours outside class time devoted to it. CP students should link their Service Learning experiences to their Career-related studies.

Reflective Project

The Reflective Project is an in-depth body of work produced over an extended period of time and submitted during the second year of the programme. 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.

IBCP Equivalency

Please note that there are specific requirements from the Ministry of Education to gain equivalency when taking the CP pathway. Completing the IBCP with SUMAS as the career-related studies component does not meet the equivalency criteria, which may impact eligibility to study in the UAE.

For more information, please refer to Ministerial Decree no. 40 for the Year 2023.

For more information on country recognition statements please refer to the IBO publication on the following website:

[IBO University Recognition](#)

IB Diploma Programme Courses

In some scenarios, an alternative pathway to the IB Diploma and Career-related Programmes may be the most suitable option. In these cases, students may pursue the IB Diploma Courses pathway. It is not uncommon that a student begins the IBDP and transfers to IB Diploma Courses at a later stage, especially at the end of Grade 11.

All students who engage in DP courses experience a high level of rigour and learn to think critically, communicate effectively, and care deeply about the world. DP Courses students sit the same exams as Diploma Programme students and are assessed to the same rigorous IB standards.

- Students select 6 IBDP courses to complete over the 2 years. In cases where a student changes from the IBDP to DP Courses, they will continue to study the 6 subjects they have selected.
- The courses may be all SL or a mix of SL and up to 3 HL courses across the subject groups. If a student has changed from the IBDP to DP Courses, they are able to change subjects from HL to SL.
- All IBDP Courses subjects involve the same internal and external assessments as in the IBCP and IBDP.
- Students taking IB Courses will complete CAS alongside their chosen subjects.

University Applications

Students who earn IBDP Courses certificates are able to access university. These applications are often considered on an individual basis, which the University and Careers Counsellor can provide support with.

IB Courses Equivalency

Students who earn IBDP Courses certificates are able to earn equivalency in the UAE, thus granting them access to universities in the UAE.

In order to gain equivalency, students must earn at a grade of 3 or above in all of the courses they complete, and gain a total of no less than 21 points. Please refer to Ministerial Decree no. 199 for more details.

PROGRAMME APPLICATIONS

Fairgreen is an inclusive school and we believe each student can access the IB curriculum when given appropriate guidance and support. When students apply to each of these programmes, the following guidelines are used to make an informed decision on what is the most appropriate programme for each student. This is done to ensure that each student is challenged and able to experience success, whilst maintaining a healthy balance that is conducive to wellbeing.

IB Diploma Programme

- Students should achieve a grade of 4 or above at the end of the MYP for DP subjects that they wish to study at SL level.
- Students should achieve a grade of 5 or above at the end of the MYP for DP subjects that they wish to study at HL level.
 - Maths:
 - students who have completed 'Standard' level in the MYP will be suitable candidates for the Applications and Interpretations course.
 - Students who have completed 'Extended' level in the MYP will be suitable candidates for the Analysis and Approaches course. Further, if a student wishes to take HL in this course, it is strongly recommended that they have achieved a 6 or above at MYP.
 - Science:
 - If students wish to study Physics at HL, it is strongly recommended that they have achieved a 6 or above at MYP (or equivalent).

- Successful completion of the Personal Project.
- 'Meeting expectations' in Approaches to Learning.

IB Careers-related Programme

- Students should achieve a grade of 4 or above at the end of the MYP for DP subjects that they wish to study at SL level.
- Students should achieve a grade of 5 or above at the end of the MYP for DP subjects that they wish to study at HL level.
 - Maths:
 - students who have completed 'Standard' level in the MYP will be suitable candidates for the Applications and Interpretations course.
 - Students who have completed 'Extended' level in the MYP will be suitable candidates for the Analysis and Approaches course. Further, if a student wishes to take HL in this course, it is strongly recommended that they have achieved a 6 or above at MYP.
 - Science:
 - If students wish to study Physics at HL, it is strongly recommended that they have achieved a 6 or above at MYP (or equivalent).
- Successful completion of the Personal Project.
- 'Meeting expectations' in Approaches to Learning.

IBDP Courses

- Students should achieve a grade of 4 or above at the end of the MYP for DP subjects that they wish to study at SL level.
- Students should achieve a grade of 5 or above at the end of the MYP for DP subjects that they wish to study at HL level.

In addition to the above requirements per course, the following will be taken into account when considering applications to each of the pathways:

- Attainment and progress demonstrated throughout MYP or other curricula, especially in Grades 9 and 10.
- eAssessment grades.
- CAT4 and other external data.
- Teacher feedback and recommendations with regards to study habits.
- Engagement in service and other extracurricular activities.
- Attendance and punctuality.

The Secondary Principal, Vice Principal and IBDP/CP Coordinators will make final decisions on all course placements.

STUDENT REGISTRATION

We understand that students are making an important decision when it comes to their chosen pathway at Grade 11. As such, they are given the opportunity to review their choices in the first month of Grade 11. Within this month, they may seek advice from

coordinators about the suitability of the subjects, levels and programme they are enrolled in. Should the decision be made that they should change subjects or pathways, this must be done by the end of the first month. After this, changes are not permitted unless there are extenuating circumstances associated with the request to change.

BTEC students are required to be registered with Pearson before November of the year they commence their studies (or within six weeks for roll-on, roll-off programme).

If you are on a programme of study being delivered from September to July it is vitally important that deadlines for assessed work are met to prevent any delays in your certification.

If your programme includes examination fees the cost of your first attempt is included in your registration fee, if you are eligible and require a resit for any exams you may be required to pay this additional charge.

INDUCTION

An induction period will take place at the start of the course. The purpose of this is to ensure students are clear about the systems and structure of their chosen course and have information that will ensure success in the qualification.

The induction will include information on:

- Specific details about the chosen programme of study.
- Policies, such as behaviour and academic honesty policies.
- The curriculum and units of work to be completed.
- Key dates in the calendar, such as exams weeks and PTCs.
- Appropriate sources of support available through pastoral leads, counsellors and coordinators.

Information on the above can also be found in the general Secondary School Handbook.

ASSESSMENT, REPORTING AND AWARDING OF DIPLOMAS

To ensure meaningful engagement and success in both the CP and DP programme, students are assessed continuously over the two years.

In-School Assessment:

- Includes unit tests, past exam paper practice, projects and mock exams (students will write mock exams under official conditions twice in year 1 of the programme, and once in year 2).
- These assessments help to inform teachers of how students are accessing the curriculum, and if further support or interventions need to be put in place for a particular individual.
- These assessments are marked against official IBDP Criteria.

Internal Assessment:

- IBDP Courses include an internally assessed component that is graded by the teacher and then moderated by the IB.
- These are introduced to students a few months into the programmes with sufficient guidance and a realistic timeline for drafting and completion.
- Students are provided with a reasonable amount of feedback during the process but it is also largely self driven.
- As Internal Assessment marks may change during the official IB moderation process, students understand that the initial judgement is a prediction.

External Assessment:

- DP Courses may also include an externally marked coursework component.
- Students are guided through the process for these and supported by the teacher to a reasonable extent.
- At the end of the two years, students will write external exams in most subjects. These are regulated by the IB in that they both send the exam scripts as well as mark them.

More details about assessment can be found in the school's assessment policy.

Grading in the IBDP

IB subjects are graded on a 1- 7 scale with 7 being the highest score. All assessments and subjects use the following assessment criteria:

Grade	Descriptor
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesise qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesise evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent

	terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of the audience and evidence of intercultural understanding.
3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organisation of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organise work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of

	intercultural understanding.
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organisation is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

Specific grade descriptors for subject groups are available [here](#).

- The Extended Essay and Theory of Knowledge components are graded from A - E.
- CAS is not awarded a grade, but requirements must be fulfilled.

Successful Completion Of The Diploma Programme

In order to obtain the IB Diploma, students will have to meet the following minimum requirements:

1. A total of 24 points (between courses and core components).
2. A total of 12 points from their HL subjects.
3. A total of 9 points from their SL subjects.
4. Students must not score a 1 in any subject.
5. Students must not score a 2 in a higher level subject.
6. A passing grade for their Extended Essay.
7. A passing grade for Theory of Knowledge.
8. CAS requirements have been met.

The overall diploma points are calculated by adding together the grades (1 up to 7) achieved from each of the six subjects and then including between zero and three points from the core. This means that the highest score that a candidate can achieve is 45 points, a maximum of 42 points from the 6 subjects and a maximum of 3 points from the core.

TOK/EE grading matrix:

TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

Grading in the IBCP

Assessment in BTEC

All BTEC qualifications are regulated by rules regarding the management of the quality of assessment of learning and the awarding of grades. You will not be expected to complete a formal assessment to demonstrate your understanding of a topic, or part of a topic, until all relevant teaching has been completed.

Internal Assessment

- The content of the assessment will be outlined on an Assignment Brief. For every assessment there will be a clear deadline by which the work must be submitted to your teacher. There is a ONE submission policy in place for BTEC assignments. However, it is also understood that under certain conditions it might be appropriate to allow a student an additional opportunity to achieve more.
- You must understand that in order for the Lead Internal Verifier of your course to be able to authorise a resubmission these conditions must be met:
 - A student has handed in their initial submission by the published deadline (or applied for an extension in line with published procedures).
 - A student has confirmed that their submission was their own work and/or appropriately acknowledged another's work.
 - The assessor has authenticated the student's submission and believes that the student can improve their submission independently with no further teaching.

Your work will be marked within 2 weeks following that a sample of the assessments will be checked by another member of the teaching team to ensure the grading is fair and accurate. Once this has been completed you will be given your grade for that assignment and feedback which will help you to improve and develop your skills. You will be awarded a Pass, Merit or Distinction based on the quality of work produced. The requirements for a Pass, Merit, Distinction will be clearly stipulated in the Assignment Brief.

Assessment in SUMAS

- The Core Units of Fundamentals of Sustainability, Sustainable Innovation and Psychology of Leadership are assessed in four ways; a report, a presentation, an end of unit exam and participation in the weekly live sessions and contributions to the graded forums.
- The Applied Component is assessed through a report and two presentations.
- The SUMAS component of the course is graded externally by SUMAS professionals. Students sit an exam at the end of the 2 year programme covering all aspects of the course which is moderated by SUMAS.

DP Courses as part of the CP Pathway

IBDP subjects taken as part of the IBCP pathway are graded in the same way as in the IBDP pathway. The CP Core components of PPS, LD and SL are graded as pass/fail. The Core Component of RP is externally assessed by the IB and a passing grade of A - D must be achieved.

Core Components of the CP

The CP Core is assessed through a portfolio of evidence produced throughout the 2 year programme. Each student will produce their own CP Site (or equivalent) demonstrating their learning in each of the Core areas; Personal and Professional Skills, Language Development, Service Learning and Reflective Project. Their progress is internally assessed at key reporting points based on their participation, evidence and reflections and the following indicators are used; Exceeding Expectations, Meeting Expectations, Approaching Expectations and Below Expectations. All students must be Meeting Expectations at least by the end of Grade 11 to progress into Grade 12.

Successful Completion Of The Career-Related Programme

In order to obtain the IBCP Certificate, students will have to meet the following minimum requirements:

1. A grade 3 or above in at least 2 DP courses (HL or SL).
2. A passing grade for the CrS component.
3. A passing grade (A-D) for Reflective Project.
4. Successful Completion of PPS.
5. Successful Completion of SL.
6. Successful Completion of LD.

A separate transcript will be issued by SUMAS on completion of this course and is worth 12 university credits.

Successful Completion of IBDP Courses

DP Courses students must complete all of their subject requirements and sit the IB exams for each of the courses they take. In addition, students complete all CAS requirements. DP Courses students receive a certificate of results issued by the IB.

Secondary School Diploma

In addition to the certificates issued by the IB, students completing their chosen pathway are also awarded a Secondary School Diploma if they fulfil the below requirements, which are aligned with the criteria set out by the Ministry of Education for equivalency purposes. As Secondary School Diplomas are awarded prior to IB results being released, they are based on internal assessments and predicted grades.

IBDP Students

A Secondary School Diploma is awarded if:

- The student fulfils all criteria outlined by the IB in order to successfully obtain the IB Diploma.

Or

- The student passes 6 IBDP subjects.
- The grade of each subject is no lower than a 3.
- The total points earned by the student is not lower than 21.
- The student completes all CAS requirements.

IBCP Students

A Secondary School Diploma is awarded if:

- The student earns at least a 3 in 2 IBDP subjects.
- The student completes and earns a passing grade for the CrS component.
- The student completes and earns a pass for all of the core components.
- The student earns at least a 'D' in the Reflective Project.

IBDP Courses Students

A Secondary School Diploma is awarded if:

- The student passes 6 IBDP subjects.
- The grade of each subject is no lower than a 3.
- The total points earned by the student is not lower than 21.
- The student completes all CAS requirements.

Assessment Deadlines

Students in both the IBCP and IBDP programmes will be responsible for meeting both internal and external deadlines throughout the 2 years. If assessment deadlines are not met, the following may occur:

- The most recent work submitted by the student will be taken as a draft or final submission.
- Failure of a subject or component.
- Students may not meet requirements for obtaining the diploma.

Mock Exams

Students sit mock exams in both Grade 11 and Grade 12. This is designed so students have the experience of sitting formal exams prior to official IB exams, and to inform both students and teachers of the progress that students are making.

The mock exams schedule will resemble that of the IB world exams as closely as possible, and will use previous exam papers.

Dates for mock exams are shared at the beginning of each academic year.

Academic Honesty

In addition to the school's policy on academic honesty, the IB has a very clear policy on academic honesty. Students are expected to demonstrate academic integrity at all times, and all work submitted should be their own, with work from other sources appropriately referenced where necessary using the appropriate referencing format. If a student allows a tutor, friend, sibling or other family member to help with coursework, then this student's work will be disqualified. Similarly, students who copy the work of others and then try to submit it as their own will be found guilty of academic dishonesty.

Students who are found to be guilty of academic dishonesty will be reported to the IB and their coursework will be disqualified. In some cases, students excluded from IB examinations for reasons of academic malpractice can be excluded from all future IB examinations.

Students who are found to not demonstrate academic honesty at any point are at risk of automatically failing the programme.

Reviewing Student Progress

Through ongoing assessment, student progress is continuously monitored to ensure that they are meeting the demands of the programme. At key times in the programme, the IBDP coordinator may make recommendations based on student progress. This may include:

- If a student is not making required progress, or consistently receives grades that reflect a DP failing condition (fewer than 12 points in HL subjects, a 2 in any subject, fewer than 24 total points, etc.) they may be recommended to change programmes.
- If a student is not accessing curriculum at HL in any given subject, they may be recommended to take the subject at SL instead. The student would still need to have 3 HL subjects, so this may mean taking a different subject at HL.
- If a student has not met expected deadlines and/or is not meeting diploma requirements at the time of registration for final exams in Grade 12, the student may not be registered for the next examination session which will delay their obtaining of the Diploma or certificate.

At the end of Grade 11, a full review of student progress is made to ensure that students remain on track. Students must meet the below requirements in order to remain in the programme:

IB Diploma Programme

- Achieving a grade of 4 or above in their HL subjects.
- Achieving a grade of 3 or above in their SL subjects.
- Achieving a grade C or better in the Extended Essay and in TOK.
- Meeting CAS requirements.

IB Careers-related Programme

- Achieving a grade of 3 or above in their chosen DP subjects.
- Be on track with CrS requirements.
- Achieving a grade C or better in the Reflective Project.
- Meeting expectations for Language Development, Personal and Professional Skills and Service Learning.

IBDP Courses

- Achieving a grade of 3 or above in their chosen DP subjects.
- Meeting CAS requirements.

If students are not meeting these requirements at the end of Grade 11, coordinators will make recommendations for continued study which may include a change of programme or curriculum.

Reporting

Managebac is the platform used by the school to provide information about, and grades for, formative and summative assessments. Students will use Managebac on a regular basis.

Student, teacher and parent communication is encouraged to take place as often as necessary. This communication can happen in various ways and through the different people within the school, such as:

- Subject teachers
- Heads of Departments
- IBCP or IBDP Coordinators
- Secondary Leadership Team

Any of these members of staff may reach out via email at any time, and may request meetings for various purposes. Students and parents are also encouraged to reach out when necessary. In addition to this:

- Progress reports will indicate a student's achievement at a specific point in time and indicate if they are on target..
- Students will receive Mid-Year and End of Year report cards that will provide details on student achievement.
- Transcripts are updated yearly and will summarise student achievement and progress.

UNIVERSITY AND CAREER GUIDANCE

Fairgreen International School has an onsite University and Career Counsellor who provides support to students throughout the university application process. The

counsellor will be able to guide students in both an academic capacity and as a source for social and emotional support.

Course Selection Guidance

The University and Career Counsellor will support students as they make decisions about what and where they want to study for university. This includes:

- Researching university requirements for specific courses that students are interested in.
- Guiding students on suitable countries and universities to study based on their interests and strengths.
- Informing students about any specific requirements, such as IELTS or EmSATs, that may be required for entry to university.
- Guiding students through the application processes.

For students who are interested in specific courses or careers, they should pay specific attention to courses they should study in the IBCP or IBDP, including the level of study (SL or HL) to ensure that they meet requirements.

Predicted grades

During Grade 12, students will begin the process of applying to universities for which they will use predicted grades. Predicted grades are provided by teachers which are based on the most recently available assessment evidence and the teachers' professional judgement based on the progress they have observed. Teachers will take into account mock exam grades, assessments and other forms of evidence to help them predict the grade that the student will achieve in their subject. *Whilst predicted grades aim to be as accurate as possible, there are times when the grade awarded by the IB in July will be different to the predicted grade provided by the subject teacher.*

- Students will be provided with a 1 - 7 grade for all subjects they study.
- Subjects that are not assessed from 1 - 7 will have the appropriate grade for that subject (e.g. Pass or Fail, A - E).
- Predicted grades are at the discretion of the subject teachers in collaboration with the IBCP and IBDP coordinators.

It is essential that all stakeholders understand that teachers are not responsible for providing a predicted grade that will support students in meeting a university entry requirement. It is our responsibility and aim to provide predicted grades that are as accurate as possible based on the assessment evidence available at that time.

Transcripts

From Grade 9, students' achievement is documented on a formal document called a transcript. This provides a summary of the student's achievement for each term for all of the subjects they study each academic year.

Students will normally use the transcript to apply to universities. An official transcript is provided to students upon graduation from Fairgreen, or after they leave if they do not graduate from Fairgreen, whilst unofficial copies of their transcript can be requested throughout the year to support university applications.

Students can request a transcript from the University and Career Counsellor.

Final Grades

Students are provided with final, official grades by the IB after they have completed the IB world exams. These grades are usually released in the first week of July.

- The grades awarded by the IB supersede any grades awarded by the school, including the predicted grades that were used to apply for university.
- Students will be provided with an individual password to access their grades upon their release on the IB website.
- If students meet the passing criteria to obtain the IB Diploma or the IBCP Certificate, they will be awarded with the appropriate qualification by the IB.
- If a student wishes to appeal against a grade for any reason, they should contact the IBCP or IBDP Coordinator who can guide them through the process.
- If a student does not obtain the IB Diploma or the IBCP certificate by failing to meet passing criteria, they are able to resit exams in the next exam session. Exam sessions are usually held in the November and May of each year. Any resits will come at a cost to the student that should be made to the school. *Students may only resit exams on a maximum of 3 occasions. Any resits taken do not need to be done successively.*

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