



IBDP/CP HANDBOOK 2020/2021

Student-centred and personalised learning for every student, in a respectful environment so that all our students are safe, secure and successful.



We see genius
in every child



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WELCOME TO GEMS WORLD ACADEMY

Dear Student

Congratulations on securing your place in the Senior School at GEMS World Academy (GWA). You are joining at a very exciting time; in the last few years, the Senior School has grown rapidly to become one of the best in the UAE, and we look forward to you becoming part of our success when you graduate.

This handbook has been put together to provide you with the key information you will need over the next two years. Whether you are new to GWA, or making the transition from the MYP to the Senior School, it is important that you spend some time familiarising yourself with our expectations.

We hope you enjoy the rest of your summer, and look forward to seeing you in September.

Yours faithfully



Mrs. Rania Hussein
IBDP/CP Coordinator

SECTION 1: INTRODUCTION

ABOUT GEMS WORLD ACADEMY

Since it was opened in 2008, the Academy has established itself as an international academy for young world citizens, where students benefit from an education that reaches beyond any single national curriculum.

With over 1,300 students representing over 90 nationalities, our multicultural community allows us to develop an understanding of what makes people different, whilst celebrating our similarities within an increasingly connected world.

There are nearly 250 students in the Senior School, all of whom study the IB Diploma Programme, the IB Courses, or the IB Career-Related Programme. Alongside these qualifications, students also graduate with a CIS and NEASC accredited High School Diploma. All programmes on offer have their merits, and the best of these programmes is the one which best matches students' individual approaches to learning, and what they individually want to achieve from their next two years of study.

GWA was judged Very Good by KHDA in 2018, and over the past 5 years the results have continued to increase by almost one IB point every academic year. In addition to our 36 point average, GWA has a 100% pass rate with over 90% of our students attending their number 1 or number 2 choice university.

At GWA, we believe that the IB programmes offer students *“the knowledge, skills and character necessary to take action and create a better, more peaceful world”*. To fuel our mission, we strive to ensure every student leaves us a well-rounded young person with exceptional results.

Our ethos is student-centered and offers personalised learning for every student in a safe and respectful environment. All staff and students are expected to subscribe to our GENIUS values:

Grounded
Entrepreneurial
Nurturing
Innovative
Unique
Sophisticated

THE IB LEARNER PROFILE

The IB Learner Profile comprises ten attributes and responsibilities which go beyond academic success and help students to meet the aims of the IB programme: to develop internationally minded people with a shared commitment to building a better, more peaceful, world.

All GWA students are expected to strive to follow the IB Learner Profile. In doing so, you learn to respect yourselves, others, and the world around you. The profile aims to develop learners who are:

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



Approaches to Learning

Approaches To Learning (ATL) are deliberate skills and strategies, which are embedded into your lessons to help you learn. They are:

1. Thinking skills
2. Communication skills
3. Social skills
4. Self-management skills
5. Research skills

We want for you to be mindful of these skills and actively try to improve them through the various learning opportunities you are given.

SECTION TWO: CURRICULUM

THE IB DIPLOMA PROGRAMME (IBDP)

The IB Diploma Programme is a holistic course that aims to develop students to have excellent breadth and depth of knowledge. It is a challenging course, but one that hopes to produce students who flourish intellectually, physically, emotionally and ethically.

The DP curriculum is made up of six subject groups and the DP core, comprising Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay. Through the core, students reflect on the nature of knowledge, complete independent research, and undertake a project that often involves community service.

The IBDP offers students more than just the passive acquisition of knowledge, but the opportunity to question, challenge and think creatively in and out of the classroom. It encourages you to become active, compassionate and lifelong learners who are equipped to create a better and more peaceful world through intercultural understanding and respect.



THE IB COURSES PROGRAMME

In addition to the IBDP, GWA offers the IB Courses Programme. This alternative pathway offers students the opportunity to study 5 – 6 IB subjects at the Standard Level.

IB Courses are well recognised worldwide and offer students the opportunity to engage in an IB programme without completing the three core components outlined above. This pathway offers students the opportunity to focus on their academic performance whilst still engaging in a rigorous programme of study.

THE IB CAREER-RELATED PROGRAMME (IBCP)

The IBCP is an exciting course which combines academically rigorous IB Diploma Programme courses with essential careers development to equip students with transferable and life-long skills, whether they choose to head to university or into employment.

At GWA, the IBCP consists of:

1. A BTEC Level 3 Extended Diploma. This is the student's "main" course. Students study Business (subject to availability)
2. Two IB Certificates: students take Mathematics and English
3. The IBCP Core, consisting of:
 - Language development
 - Professional and Personal Skills
 - Service Learning: See page 9.
 - Reflective Project: A 3,000 word, degree-level, investigative project



Through these components, along with a wide range of educational visits and external speakers, IBCP students leave the Academy fully equipped to flourish in the modern world and especially well prepared to perform effectively and responsibly as participants in the economic sphere.

CAS / SERVICE LEARNING

“If you believe in something, you must not just think or talk or write, but must act.”

Alec Peterson, Head of the IBO, 2003

Creativity, Activity, Service (in the IBDP) and Service Learning (in the IBCP) are embedded in their relevant programmes, and they are important features which are at the heart of their respective programmes. They offer you the opportunity to develop more than just your academic skills, but also to enhance personal and interpersonal skills.

CREATIVITY, ACTIVITY, SERVICE (CAS) (IBDP)

Along with Theory of Knowledge (TOK) and the Extended Essay (EE), Creativity, Activity, Service (CAS) makes up the core of the IBDP. The three strands are:

- Creativity: Art, Music, Drama, creative writing and experiences of creative thinking
- Activity: Physical exertion contributing to a healthy lifestyle and enhanced strength and control of your body and its movements
- Service: An unpaid and voluntary exchange that has a learning benefit for the student

Although it is not graded, students must pass CAS in order to achieve the Diploma - such is its importance to the IB's philosophy. To do this, students must reflect on their experiences and provide evidence of meeting the eight learning outcomes for CAS. These are documented on ManageBac and students have the opportunity to examine these further in their timetabled CAS sessions. Full details are found in the CAS handbook which can be found on ManageBac.

SERVICE LEARNING (IBCP)

In line with the CP's philosophy, Service Learning is focused on developing professional skills, through, identifying, planning for, and meeting an identified and authentic community need. The concept of community may be viewed from a local or global perspective. The emphasis is on developing local knowledge, civic responsibility, social aptitude and personal growth. Service Learning provides students with opportunities to use their existing skills and knowledge in real-life situations, while developing learning, responsibility, practical and social skills, and caring for others. Most students directly link this component to both their Reflective Project and their career-related studies.

Students must produce reflections and evidence of how they have met this objective. Service Learning is ongoing and occurs throughout the CP with a minimum of 50 hours outside class time devoted to it. Again, failure to complete Service Learning will result in the student not achieving the IBCP. Full details can be found in the Service Learning handbook which can be found on ManageBac.

KEY DATES AND DEADLINES

All programmes on offer in the Senior School are rigorous programmes of study. It is essential that students stay on top of all deadlines. To assist with this, GWA has an IA/EA Deadlines calendar on ManageBac. In addition, all deadlines will appear on ManageBac.

The Form Tutor can also help with planning time efficiently.

If a student fails to meet a deadline they will be expected to stay in the Academy each day for a set period of time, and work under supervision. Once this period expires, their work will be submitted, even if it is not considered to be finished.

This might seem counter-intuitive, but experience tells us that meeting deadlines and moving on to the next piece of work is the best way to get through the programme.

For more information on the consequences of missing deadlines, please refer to the Deadline Policy in Section Four.

SECTION 3: STUDYING AT GWA

BEHAVIOUR AND CONSEQUENCES

Our Expectations

As role models for the rest of the Academy, we expect only the highest standards of behaviour from senior school students. This involves adhering to the GWA GENIUS Values and the IB Learner Profile at all times.

Privileges of being a GWA Senior School student

Grade 11 and Grade 12 students are entitled to certain privileges as senior students.

These privileges include:

- Using the Café in the reception area
- Using the cafeteria on the First Floor lounge
- Access to the Senior School Lounge
- Business dress
- Study periods
- Enrichment Thursdays

Behaviour during Study Periods

Senior School students may have study periods during the Academy day during which they may use either the Senior School Lounge or the Library. Both are working areas, so students are asked to be mindful of other people.

Students are not allowed to work unsupervised in break out spaces or other class rooms.

Repercussions

In cases where a student fails to adhere to Academy expectations, they will receive sanctions in accordance with the GWA Behaviour Policy which can be found on the GWA website. Students in Senior School who fail to meet expectations in terms of behaviour or attendance may have their Senior School privileges removed for a minimum 2-week period at the discretion of the Senior School Leadership Team. More serious incidents will be dealt with according to the GWA Behaviour Policy. The Grade 11 and Grade 12 Contract can be found in Appendix B.

THE ACADEMY DAY: Grades 11-12

Sunday to Wednesday

Academy open	07:30 – 08:00
Lesson 1	08:00 – 09:10
TOK/Core/Tutor Time	09:10 – 10:00
Recess	10:00 – 10:20
Lesson 2	10:20 – 11:30
Lesson 3	11:35 – 12:45
Lunch	12:45 – 13:20
Period 4	13:20 – 15:00
Enrichment/Intervention/ After School Activities	15:00 – 16:20

Thursday

Academy open	07:30 – 08:00
Lesson 1 & 2	08:00 – 09:40
Core/Tutor Time/Islamic	08:10 – 10:00
(Islamic A)	(10:10 – 10:40)
(Islamic B)	(10:30 – 11:10)
Recess	11:00 - 11:30
Lesson 3	11:35 – 13:15
Independent Study	15:00 - 16:20

Study Periods

Any lessons in which students do not have a timetabled lesson should be considered study periods, and should be spent working in the Senior School or Library. Students are not permitted to work in unsupervised areas around the building.

Lunch

Students can purchase lunch from the various food areas in the building. You may also bring in a packed lunch. Food should not be eaten anywhere else in the Academy building.

ATTENDANCE

It is extremely important that students maintain good attendance throughout senior school. The pace of IB programmes mean that, if students begin to fall behind, it is very difficult to catch up again. We expect students to be in the Academy every day.

Registration

Morning registration is essential and takes place during period one class at 08:00. Attendance continues to be recorded during the day, and students are expected to arrive on time to all their lessons.

Absences

If a student is going to be absent from the Academy, his or her parents must contact the Academy or indicate the absence on iSams in advance. If an advance request is approved, the absence will be recorded as an “excused absence” and students must then inform teachers in advance and collect any missed work. Acceptable reasons for an absence during school may include urgent medical appointments, university interviews, and religious holidays only.

TUTOR TIME

Each student at GWA has a Form Tutor. The Form Tutor is responsible for supporting students throughout their time at GWA, and for leading Tutor Time.

Personal Support

The Form Tutor will arrange to meet with students on a 1:1 basis at regular intervals. The timings of these meetings are arranged between the student and their Form Tutor and are a crucial chance for students to reflect on their progress, as well as raise any questions, comments or concerns they may have - although they can of course raise any issues outside of this meeting too.

The Form Tutor will also be the main point of contact between the Academy and parents, and will meet with parents several times throughout the year at Parent Teacher Conferences.

UNIVERSITY APPLICATIONS

The Application Process

Depending on where students are applying to, university portals such as UCAS, Studylink, CommonApp, OUAC and many more are used to support the application process. Some countries require students to apply to the universities directly, and it is the student's responsibility to research these expectations beforehand. This process begins in Quarter 4 of Grade 11.

The counsellors will support students with university planning and essay writing processes. Students are supported with course selection through a series of assemblies, teaching them how to research options on Unifrog, university fairs and through 1:1 meetings with the counsellors.

USE OF ICT

The Senior School is proud to be innovative in its use of IT. All students are expected to have a laptop in the Senior School, ensuring that they have access to all available resources in their lessons. There are a number of platforms which all Senior School students are expected to use regularly:



Managebac

ManageBac is our main VLE - students submit work here, download lesson resources, view the calendar and receive announcements from the Senior School Team.

ManageBac



Google Apps

Students receive an Academy email, powered by Gmail. Google Docs are recommended for written work, due to the ease of collaboration.



Unifrog

Unifrog is an exceptionally powerful search and organisation tool for universities and apprenticeships.



iSams

Parents and students access reports and attendance via this platform.

STUDENT LEADERSHIP

It is expected that all students in the Senior School take on leadership responsibilities, through CAS or Service Learning (the CAS or Service-Learning Handbooks detail these outcomes and expectations).

Many students also assist with the running of the Academy, through working as part of the Senior Committee, SEWA or working as House Captains, and mentoring MYP students through the House System.

The Senior School also has an active Student Executive team, which provides leadership to both the Secondary School and the rest of the Academy. Full details of the application process will be communicated by the Head of Secondary in Quarter 3 of Grade 12.

PERSONAL WELL-BEING

The final two years of secondary school are a period of transition – from childhood to adulthood. This is an extremely exciting time, but it can be quite unsettling too. Students and parents are making many decisions about the future. On top of this, students are embarking on a new, demanding educational course and may be in a new school situation with new peers.

All of this can be very overwhelming and unsettling; it is therefore no surprise that young people aged 16-19 experience particularly high rates of anxiety, stress, and, sometimes, depression.

At GWA, there is nothing we take more seriously than student health and wellbeing. **If you are struggling, don't struggle alone!** Make sure you speak to your Form Tutor, counsellor (or any of the Senior School Team). There is no such thing as a problem which is too trivial - the sooner you seek help; the sooner we can support you in making sure it doesn't become a bigger problem. Although you might feel like you are the only one struggling, the chances are you won't be alone.

You can also find support within your peer group and use your friendship network to look out for and look after each other. Outside of your friendship group, your counsellors and Grade Leaders can also support you in tackling some of these issues.

SECTION 4: EXPECTATIONS

The documents contained in this section are summary guidance only; the full policies are on our website. The most important two documents are the Senior School Contract and the Progression Requirements; students will be asked to sign these before enrolling.

MYP QUALIFICATION REQUIREMENTS

Every student in GWA with a good behavioural record is entitled to a place in the Senior School. Depending on students' academic performance they are able to qualify for one of the three pathways on offer.

To qualify for the Diploma Programme students must:

- Ensure that all MYP grades are a 3 or above by Q4
- Ensure that subjects the student selects as a SL are a 4 or above
- Ensure that subjects the student selects as a HL are a 5 or above
 - HL Maths Analysis: students must be in the Extended Maths class with a score of 6 or above
 - HL Physics and Chemistry: students must be in the G10 Chemistry/Physics class with a score of 6 or above
 - HL Art and Design: students must be enrolled in the MYP Art and Design course

PROGRESSION REQUIREMENTS

We are committed to ensuring that all students are successful on their course. It is essential that students take Grade 11 seriously and make good progress. We therefore expect students to have achieved the following by the end of Year 11:

IBCP Students:

- Achieve at least grade 4 in each of the IB subjects taken in Grade 11
- Be on track to achieve a grade C or better in the reflective project
- Be on track to pass Service Learning, Personal and Professional Studies and Language Development
- Be on track for at least MMM in the BTEC Extended Diploma

IBDP Students:

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- Achieve at least grade 4 in each of the IB subjects taken in Grade 11
- Be on track to achieve a grade C or better in the Extended Essay and in TOK
- Be on track to pass CAS

If a student is unable to meet these targets, they will be expected to move to the Courses route and spend the summer catching up on outstanding coursework.

DEADLINE POLICY

Both the IBCP and the IBDP are demanding, rigorous courses. It is essential that students work steadily throughout the year, and submit all IAs or BTEC units in line with the Academy's calendar; not doing so will lead to everything piling up towards the end of the course, to the student's detriment.

We therefore operate the following deadline policy within the Senior School:

- On the first occasion that a piece of coursework is not submitted on time, the Secondary School Team will email the student's parents to notify them and record it on iSams.
- The student will then be expected to stay after school under supervision for up to three school days until the work is submitted.
- On the third school day, the most up to date version received will be submitted, irrespective of whether the student considers it to be 'finished'. Students will have no further opportunities to revise this piece of work.
- Any further deadlines must be adhered to exactly. Not doing so will jeopardise the student's right to be entered for the qualification.

DRESS CODE

Students in Grades 11 and 12 are required to wear business dress; this is an important step towards preparing them for life after school. Our Grade 11 and 12 students are both role models for the Academy and ambassadors for GWA, attire worn to the Academy should be in keeping with both these roles. Students are expected to maintain a high standard of appearance at all times and to adhere to the Academy rules regarding the dress code as outlined in the Uniform Policy which can be found on the GWA website. Clothing must be practical, comfortable and modest.

LOCAL AND INTERNATIONAL VISIT AGREEMENT

Students at GEMS World Academy will, as part of their studies, frequently take part in activities, including trips, visits and community work, to both local and international destinations. To enable staff to effectively administer these activities, GWA operates a local and international visit agreement. This

agreement means that staff will inform parents, by letter, when their child is taking part in an activity in the local or international community. It is assumed that if a parent has signed the visit agreement, they consent to their child taking part, unless they contact the member of staff organising the event to withdraw consent.

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APPENDIX A: SENIOR SCHOOL ACADEMIC INTEGRITY POLICY

All GWA, Senior School students are expected to maintain the highest standards of Academic Integrity. The list below gives some examples of unacceptable conduct; please note, this is an illustrative, non-exhaustive list.

- Copying material from a textbook, the internet, or another student and presenting it as one's own work. For example, for homework, coursework, any BTEC work or for an IB Internal Assessment. This is known as plagiarism
- Colluding with another student, resulting in work being presented as one's own when it has not been produced independently
- Taking unauthorised material into an exam room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone) regardless of whether this material is used or potentially contains information pertinent to the exam
- Misconduct during exams, including any attempt to disrupt the exam or distract a candidate
- Exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the exam
- Failing to comply with the instructions of the invigilator or other member of the Academy's staff responsible for the conduct of the exam
- Impersonating another candidate
- Using an unauthorised calculator during an exam
- Disclosing or discussing the content of an exam paper with a person outside the immediate Academy community within 24 hours of the end of the exam. This includes discussion on social media, website blogs or similar

The distinction between legitimate collaboration and unacceptable collusion or plagiarism

There are occasions (e.g. in IB language B group orals, BTEC coursework, science labs / practicals) when group work is entirely desirable and acceptable. This is legitimate collaboration. In such a case, each student involved should play a distinct part so that it can be clearly seen how her or his contribution differs from that of others in the group. Any written work presented must be individual. One student cannot do the writing for another.

Unacceptable collusion occurs when one student copies from another with her or his agreement, or when one student does the work for another.

Action to be taken by the Academy, the International Baccalaureate

Incident	Likely Response
A student pastes a paragraph from the internet into an essay that he is writing for homework.	The student will receive a behaviour point, and be required to do the work again.
Two students hand in identical or excessively similar homework/ practical reports, etc.	The students will receive a behaviour point, and are required to do the work again, handing in separate reports.
A student copies a paragraph from a book into an essay that he is writing for internal assessment, or for BTEC submission.	The incident will be reported to the IB Diploma Coordinator (IBDPC). The student will be required to completely redo the work. The student's name will be added to a list of students under suspicion, and the student may be removed from the DP.
A student brings unauthorised material (e.g. some notes on a piece of paper) into an IB exam, or copies from another student during an exam.	The incident will be reported to the IBDPC and the Assistant Principal. A report will be made to the IB, following the procedures given in their publication – <i>Academic Honesty – Guidance for Schools</i> . <i>This will normally result in disqualification from ALL IB exams.</i>
A student is found to be plagiarising work repeatedly	The incident will be referred to the DPC and repercussions may include removal from the DP.

APPENDIX B: EXPECTATIONS OF STUDENTS

PROGRESSION REQUIREMENTS

We are committed to ensuring that all students are successful on their course. It is essential that students take Grade 11 seriously and make good progress. We therefore expect students to have achieved the following by the end of Grade 11:

IBCP Students

- Achieve at least grade 4 in each of the IB subjects taken in the Grade 11 Final Exams
- Be on track to achieve a grade C or better in the reflective project
- Be on track to pass Service Learning, Personal and Professional Studies and Language Development
- Be on track for at least MMM in the BTEC Extended Diploma

IBDP Students

- Achieve at least grade 4 in each of the IB subjects taken in the Grade 11 Final Exams
- Be on track to achieve a grade C or better in the extended essay and in TOK
- Be on track to pass CAS

If a student is unable to meet these targets, they will be expected to spend the summer catching up, and will need to submit outstanding coursework and/or retake mock exams at the beginning of Grade 12. Failure to show significant progress will prevent automatic progression to Grade 12.

By signing below, you agree to these Progression Requirements:

	Print Name	Signature	Date
Student	_____	_____	_____
Parent/Carer	_____	_____	_____
Head of Senior School	_____	_____	_____

SENIOR SCHOOL: IBCP & IBDP STUDENT CONTRACT

As an IBCP student or IBDP student at GEMS World Academy Dubai, I agree to:

- Take responsibility for my own learning, by committing fully to my course and submitting all work on time in accordance with GWA’s Deadline Policy
- Ensure all work I submit is entirely my own, in accordance with the GWA’s Academic Honesty Policy
- Follow the Academy’s Uniform Policy
- Respect the facilities, and make good use of the Senior School Lounge during study periods
- Arrive punctually each day, to maintain an attendance of over 98% (if you are unable to attend the Academy due to illness, you are expected to contact the Secondary Office by 08:30)
- Be a role model for younger students, by maintaining exemplary standards of behaviour in accordance with the Academy’s Behaviour Policy
- Engage fully in the Academy community, through volunteering and extra-curricular activities
- Attend all interventions recommended by the Senior School team
- Complete the four week trial period by exercising exemplary standards of behaviour and a conscientious approach to my studies in order to secure my place on my course.

By signing below, I understand that not meeting these requirements will result in sanctions. For persistent or severe breaches, this may include exclusion from the Academy.

	Print Name	Signature	Date
Student	_____	_____	_____
Parent/Carer	_____	_____	_____
Head of Senior School	_____	_____	_____

Please take a photograph of the signed agreements. Please name the photograph with your family name and date. Your Form Tutor will provide details of where to upload the photograph of the agreement.