

Empowering Global Citizens

International Baccalaureate
Diploma Programme at Aspen



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Welcome Note from Head of Secondary

At Aspen Heights British School, we take pride in delivering the IB Diploma Programme (IBDP) as part of our commitment to high-quality education. We encourage our students to explore and develop their abilities across a broad and rigorous curriculum designed to prepare them for success in higher education and beyond.

In Years 12 and 13 (ages 16–18), our students undertake the globally recognised IB Diploma Programme. The IBDP is a two-year programme that promotes academic excellence, critical thinking, and international-mindedness. Students engage in six subject groups alongside the Core Components: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS).

The IBDP equips students with the skills and knowledge necessary for university applications worldwide, including in the UAE, UK, Europe, and beyond. A key focus of our Sixth Form wellbeing programme is providing individualised guidance and support, helping students make informed choices about their IB subjects and future aspirations.



Dr. Kate Plumb
Head of Secondary

Welcome Note from IBDP Coordinator

I'm so excited to welcome you to the IB Diploma Programme at Aspen Heights British School! This is more than just an academic pathway; it's a journey of discovery, growth, and preparation for your child's Future Pathway.

The IB is designed to challenge and inspire, helping students develop critical thinking skills, independence, and a global perspective. Through a balance of rigorous academics, creativity, activity and service, our students are given the opportunity to achieve outstanding results but also grow into well-rounded, compassionate individuals ready to take on the world.

This is an exciting time for your children, and I encourage them to embrace the challenges, take risks, and make the most of every opportunity at our school. You are part of a special community here at Aspen Heights, and I can't wait to see all that you accomplish.

Welcome to an incredible journey!



Mrs Fiona Stewart
IBDP Coordinator

Our IB Mission

“To empower globally minded learners who would thrive and make a difference in our world whilst fostering a love for learning through inquiry, knowledge and care for each other and our planet.”

Why Choose the IBDP at Aspen Heights British School?

Academic Rigour with Balance: A challenging curriculum pushing students to excel. Depth in interests. Breadth across disciplines. Strong preparation for university demands. IB students often outperform peers due to high standards.

Global Recognition: One of the world's most respected qualifications. Recognised by top universities. Proven success in higher education. Many institutions offer advanced credit or scholarships for IB Higher Level subjects.

Holistic Development: Education beyond academics. Focus on life skills, creativity, health, ethics. IB students develop intellectual, emotional, and social awareness. Open-minded, empathetic, culturally aware learners.

Community Engagement and Leadership: With Creativity, Activity, Service (CAS), IB students actively contribute to their communities. Charity drives, environmental campaigns, mentorship. Real-world problem solvers. Compassionate leaders making a lasting impact.

Critical Thinking and Research Skills: The Extended Essay and Theory of Knowledge develop analytical thinking. Students research, evaluate evidence, and formulate arguments. Essential preparation for university and future careers.



Broad Curriculum and Personal Choice: Students tailor subjects to passions and strengths. Science, arts, languages, humanities—flexible options. Personalised learning keeps students engaged and motivated.

University & Career Readiness: Time management, organisation, independent study, collaboration. Skills essential for university success. AHBS provides strong university and career counselling, guiding students through applications, personal statements, and résumés.

AHBS's IBDP transforms students. A rigorous, rewarding journey. Unparalleled academic and personal growth. Strong relationships with staff. Personalised support ensuring every learner thrives.

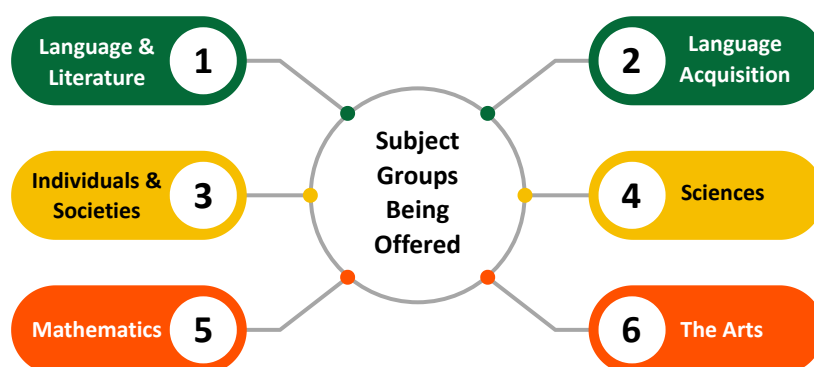
Overview of the IB Diploma Programme at Aspen Heights

The **IB Diploma Programme (DP)** is a two-year educational programme for students aged 16–19 that is globally recognized for its academic rigor and breadth. It is an academically challenging and balanced curriculum with course work and final examinations, designed to prepare students for success at university and life beyond school. In the IBDP, students develop intellectually, personally, emotionally, and socially, as the curriculum encourages them to think independently and engage with a range of subjects and ideas. The IB's emphasis on inquiry-based learning and holistic development aligns closely with AHBS's mission, equipping students with the knowledge, skills, and character they need to thrive in a globalized world.

Curriculum Structure: The IBDP curriculum at AHBS comprises **six subject groups** and the IB core. Students **select one course from each subject group** – Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, and The Arts – thereby receiving a balanced education across disciplines. Typically, three subjects are taken at Higher Level (for depth) and three at Standard Level (for breadth), allowing students to explore some areas in greater detail while maintaining a broad base of knowledge. In addition to the six subjects, all IBDP students complete three core components: **Theory of Knowledge (TOK)**, the **Extended Essay (EE)**, and **Creativity, Activity, Service (CAS)**. These core elements foster critical thinking about knowledge, independent research skills, and a commitment to personal and social development.

Subject Groups Being Offered

1. Language & Literature
2. Language Acquisition
3. Individuals & Societies
4. Sciences
5. Mathematics
6. The Arts



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

The IB Core

TOK - Theory of Knowledge

CAS - Creativity/Activity/Service

EE - Extended Essay

Three additional requirements: Theory of Knowledge (TOK) project, the Extended Essay and CAS —Creativity, Activity and Service tasks outside of the classroom.

Theory of Knowledge (TOK)

Requires students to discuss the nature of knowledge and the process by which we acquire knowledge. Students at Aspen will enrol in TOK classes throughout Y12 and Y13. Their understanding of TOK is evaluated through both an internal exhibition, including the discussion of 3 different objects, and an external 1600-word essay.

Extended Essay (EE)

involves undertaking a self-directed research project, culminating in a 4,000-word paper. At Aspen, students commence the EE process during their last term of Y12 year and aim to finish it by the end of the first Term of their Y13. Students have the freedom to choose a subject area that intrigues them, and they are assigned a supervisor who will guide them throughout the entire process.

Creativity, Activity Services (CAS)

At Aspen, students participate in projects that incorporate all three concepts. The program aims to encourage students to take part in various clubs, lead their own initiatives, and propose projects that help them gain experience in all three areas.

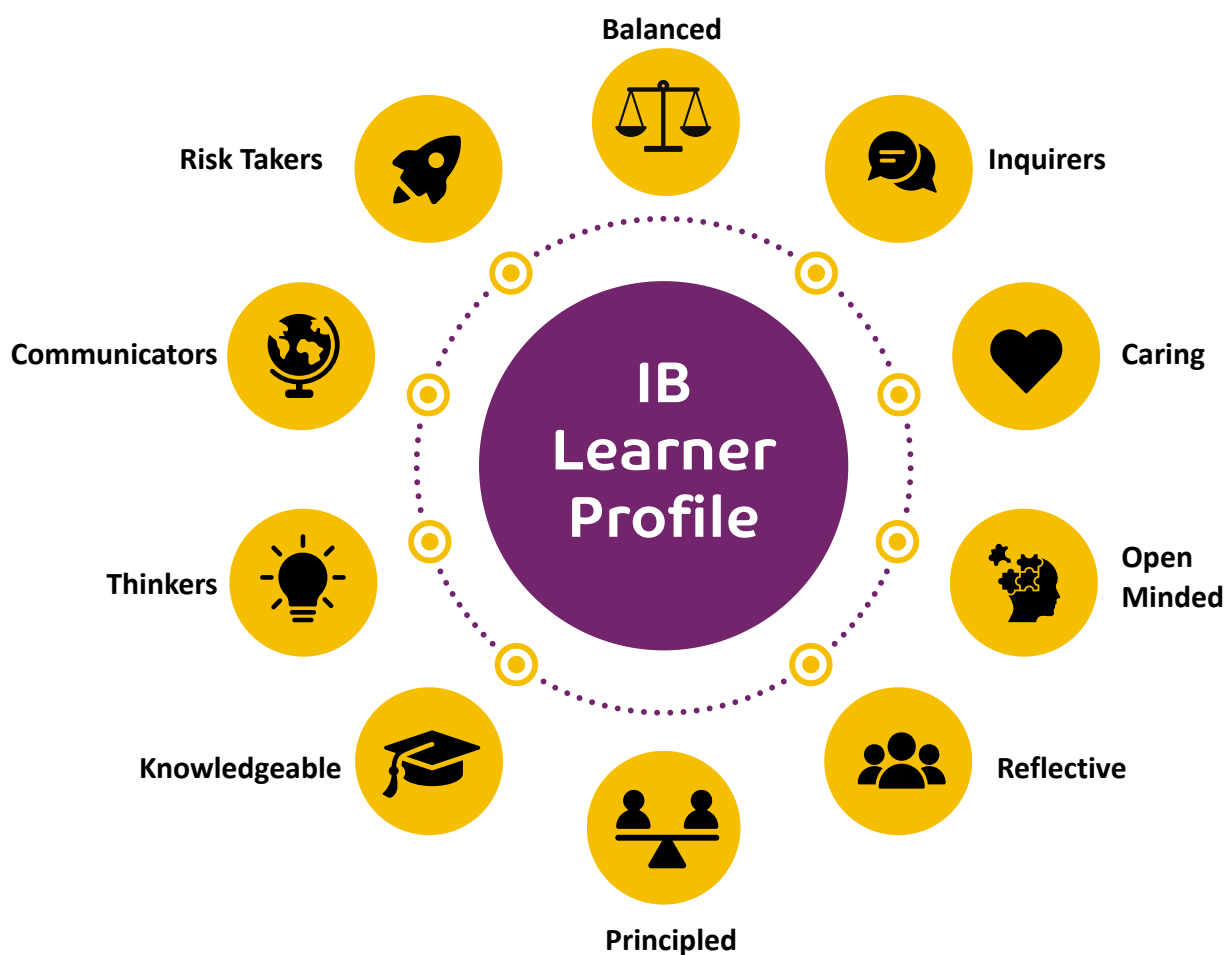
IB Learner Profile

The IB Learner Profile is a set of ten attributes that the International Baccalaureate (IB) aims to develop in students. These attributes reflect the core values of the IB and help students become well-rounded, internationally minded individuals who contribute positively to society.

The 10 IB Learner Profile Attributes:

1. **Inquirers** – Develop a natural curiosity and a love for learning.
2. **Knowledgeable** – Explore concepts, ideas, and issues across various disciplines.
3. **Thinkers** – Apply critical and creative thinking to solve problems and make decisions.
4. **Communicators** – Express ideas confidently in multiple languages and ways.
5. **Principled** – Act with integrity, honesty, fairness, and responsibility.
6. **Open-minded** – Appreciate and respect different perspectives, cultures, and traditions.
7. **Caring** – Show empathy, compassion, and a commitment to making a positive impact.
8. **Risk-takers** – Approach uncertainty with confidence, resilience, and courage.
9. **Balanced** – Recognise the importance of intellectual, physical, and emotional well-being.
10. **Reflective** – Thoughtfully evaluate strengths and areas for growth.

These attributes guide IB students in becoming independent, responsible learners who are prepared for both university and life beyond school.



Exploring Future Pathways through IBDP



A Note by Jamie Leigh Smith – CAS Coordinator and Careers Counsellor

At Aspen Heights British School, we believe that every student's journey is unique. As they navigate their education, we encourage them to think beyond the classroom; to explore their strengths, passions, and aspirations. Future pathways are not just about choosing a university or a career, they are about developing a mind-set of curiosity, adaptability, and lifelong learning.

Through the IB Diploma Programme and our Careers Guidance, we support students in making informed decisions, whether they aim for top universities, specialised training programmes, or impactful careers in fields they are passionate about. CAS (Creativity, Activity, Service) plays a crucial role in this journey, allowing students to develop real-world skills, social responsibility, and the confidence to take on challenges beyond school.

Our goal is to empower every student to carve their own path, one that aligns with their values and ambitions, preparing them not just for the next step, but for a fulfilling future.



Student Reflections from the IB Diploma Programme

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Noor Bajabar

- IBDP Student and a Scholarship Student
- Accepted into both University of Bath and University of Bristol, UK. predicted IB Score 39
- IB Learner Profile: Thinker and Inquirer

“The IB has been invaluable in preparing me for university-level Biology. The emphasis on research, critical thinking, and independent learning gave me a strong foundation for the challenges ahead. Writing my Extended Essay in a scientific field helped me develop analytical and investigative skills, making me more confident in conducting research. The programme also taught me to manage time effectively, balancing multiple subjects while delving deep into areas of personal interest. As I step into my first year at University, I feel well-prepared to embrace the academic rigour and independent study expected at this level.”

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Kirril Mertengren

- IBDP Student
- Accepted into University of Sheffield, UK and University of Kyoto, Japan.
- Predicted IB Score 36
- IB Learner Profile: Principled and Reflective

“The IB has been an incredible foundation for my university journey. The emphasis on critical thinking, independent research, and time management has prepared me well for the challenges ahead. Whether it was writing extended essays, managing multiple subjects, or approaching problems from different perspectives, the programme pushed me to develop skills that will be invaluable in higher education. As I step into this next chapter, I feel confident in my ability to adapt, learn, and thrive in an academic environment.

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IBDP Subject Overview

Group 1

Language and Literature

At Aspen we offer

- English Language and Literature HL/SL

Group 2:

Language Acquisition

At Aspen we offer

- Arabic B HL/SL
- Arabic Ab Initio SL
- French Ab Initio SL
- Spanish Ab Initio SL

*Mandarin Ab Initio SL

Group 3

Individuals and Societies

At Aspen we offer

- Economics HL/SL
- Environmental Societies and Systems HL/SL

*Business Management HL/SL

*Psychology HL/SL

Group 4

Sciences

At Aspen we offer

- Biology HL/SL
- Chemistry HL/SL
- Physics HL/SL
- Environmental Systems and Societies HL/SL

* Computers HL/SL

*Psychology

Group 5

Mathematics

At Aspen we offer

- Mathematics Analysis and Approaches HL/SL
- Mathematics Applications and Interpretation SL

Group 6

Arts/Electives

- Visual Arts HL/SL
- Environmental Societies and Systems HL/SL
- Computers HL/SL

*Business Management HL/SL

*Film Studies SL

*Psychology HL/SL

* Courses offered through Pamoja :

<https://pamojaeducation.com>

Individual subject guides can be found here:

Subject Guides >>

Assessments

Each subject is graded on a scale from **1 point (the lowest) to 7 points (the highest)**.

The maximum score is **45 points: 42** from the individual subjects and a maximum of 3 bonus points available for combined performance in the Extended Essay and Theory of Knowledge components. The Extended Essay and Theory of Knowledge components are graded from A to E.

IB Requirements for Passing the DP

- TOK/CAS/EE requirements have been met.
- The candidate's total points should achieve 24 or more out of a possible 45 from all 6 subjects.
- To pass each subject you need to achieve a 2 or above in 5 out of 6 subjects.
- If a grade 1 is achieved in a subject, you do not pass the DP program.
- You must have a minimum of 9 in SL and 12 in HL are needed.

Assessment & MOE Equivalency

Or Second Approach: The student shall pass six (6) of the IB Subjects Certificates successfully according to the following terms:

- a. Any of the subjects' points shall not be less than 3 points.
- b. The student total points shall be at least 21 points.
- c. The student shall pass the following compulsory subjects within the six (6) subjects required for equivalency: English Language, Mathematics and one of the Science subjects and those subjects can be taught in the Standard Level or the High Level.
- d. Islamic Education shall not be included within the six (6) subjects required for the equivalency



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