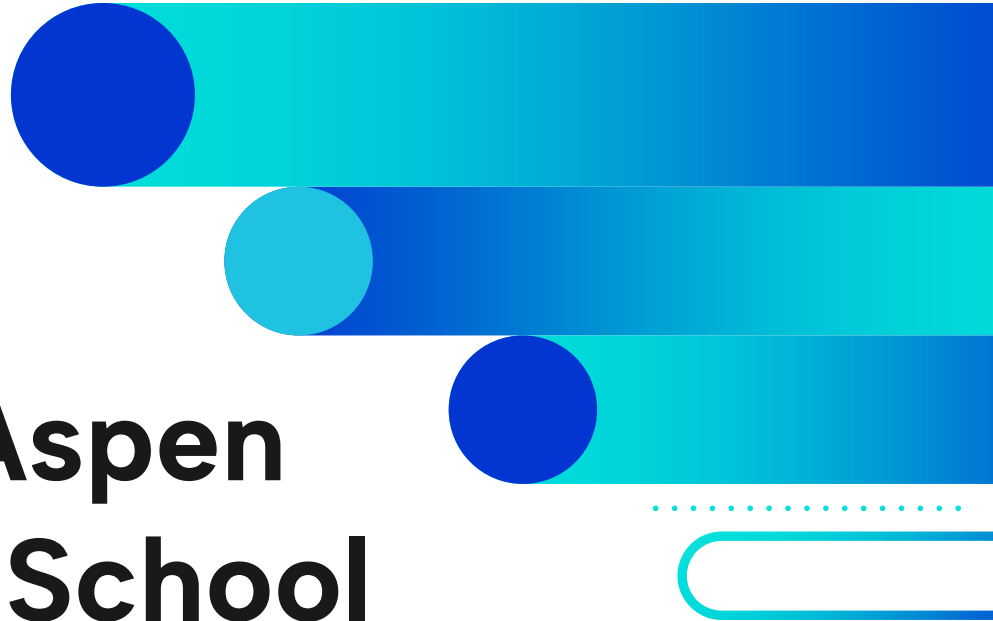


IB Prospectus



Welcome to Aspen Heights British School



Scholarships for IB

Aspen IB scholars should be able to demonstrate a strong all round academic performance, exemplify the IB learner profile characteristics. They should be globally minded with a drive to make a difference in our world whilst fostering a love for learning through inquiry, with the ability to care for others and our planet.

More Information about [Scholarships is available here](#)

Academic Scholarships are available for our IBDP students with fee discounts and a bespoke enrichment programme





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A globally recognized educational program

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IB Learner profile

Ideal characteristics of a student

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The IB program at Aspen Heights British School

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Admissions and Assessment

Pathway to success






01

What is the IB?



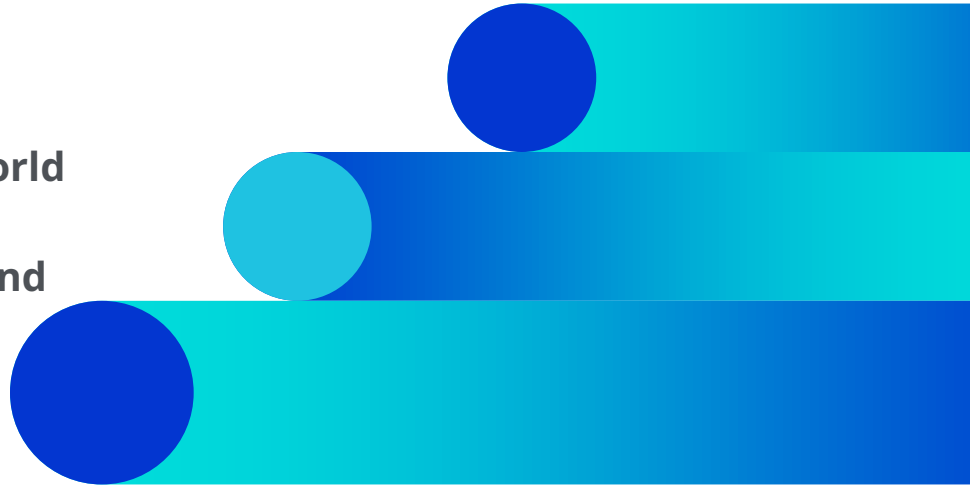


A little bit about the IB!

- The IB is an international education that promotes intercultural understanding and a sense of global citizenship.
 - The IB curriculum is inquiry-based and designed to develop critical thinking and problem-solving skills.
 - The IB has a strong focus on community service and developing responsible, active citizens.
- 


Our IB Mission at Aspen

“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 the IB at Aspen?

- IB students graduating with the IB diploma are able to **study at universities all around the world**, often with advanced credit.
- Students report that their involvement with the IB has given them the **tools needed to succeed at college**. In particular, students comment on their sense of **preparedness, self-confidence, research skills and their ability to manage their time**. Even more important, they have developed a sense of the world around them and their responsibility to it.



A study conducted by the University of Chicago found that IB students had higher ACT scores, higher GPAs, and higher college persistence rates than non-IB students.

What is IB and what does it mean for Aspen Students?

Challenge

An academically challenging and balanced programme requiring **coursework, orals, examinations**



Assessment

On a scale from 1–7 with a **maximum of 45** points.



Results


Preparing students for **university that are Internationally** recognised
Your child could go to study in the UK, USA, Canada, or Europe.





Advantages of IB

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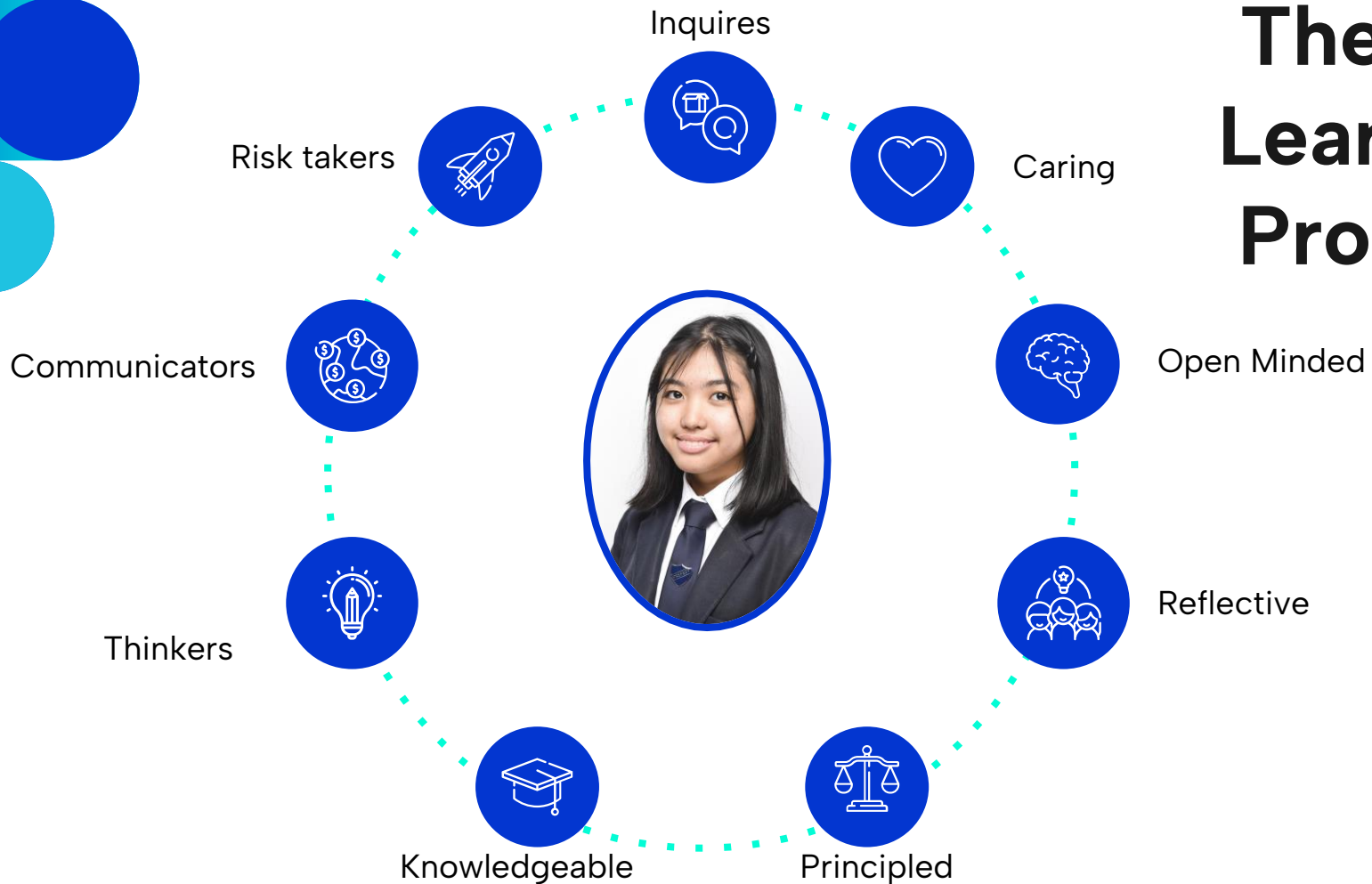


02

IB Learner profile

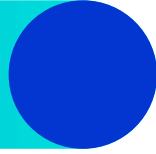


The IB Learner Profile



Some personal reflection.

Agnes



I think that the IB serves as a great **stepping stone** for the **work done and expected at research-based institutions.**

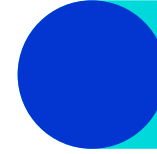
Going into my first year, after having completed the program, I felt **confident in my research skills** and in ideating and completing projects and essays based on personal interests. It definitely **prepared me for the independent learning** and study so central to university courses.

39 Points

University: St Andrews

Applying to Postgraduate programs presently

Annie



For me the IB prepared me to **write essays for university.** It made me **think critically.** I went to the university of Norwich and then did my Master degree at BAU – College of Arts and Design Barcelona.

24 points

University: Norwich
BAU – Master in Arts



03

Courses



What are the subject groups?



**Language
Literature**



**Language
Acquisition**



**Individuals
& Societies**



Sciences



Mathematics



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.

What would the Aspen program look like?

- Students will choose **6 subjects**
- HL(3 subjects- 5 hours per week).
SL (3 subjects- 3 hours per week)
- Subject choice should be based on **interest, ability and future plans**






The CORE of the IB Programme:

- TOK - Theory of Knowledge
- CAS - Creativity/Activity/Service
- EE - Extended Essay

Three additional requirements: the **Theory of Knowledge (TOK)**, the **Extended Essay** and at least 150 hours of **CAS—Creativity, Activity and Service** tasks outside of the classroom.





TOK: The Theory of Knowledge (TOK) is a course that requires students to contemplate the nature of knowledge and the process by which we acquire knowledge. Students at Aspen will be enrolled in TOK classes throughout Year 12 and 13. The students' understanding of TOK is evaluated through both an oral exhibition and a 1600-word essay.



The 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, Service (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.

Group 1 – Language and Literature

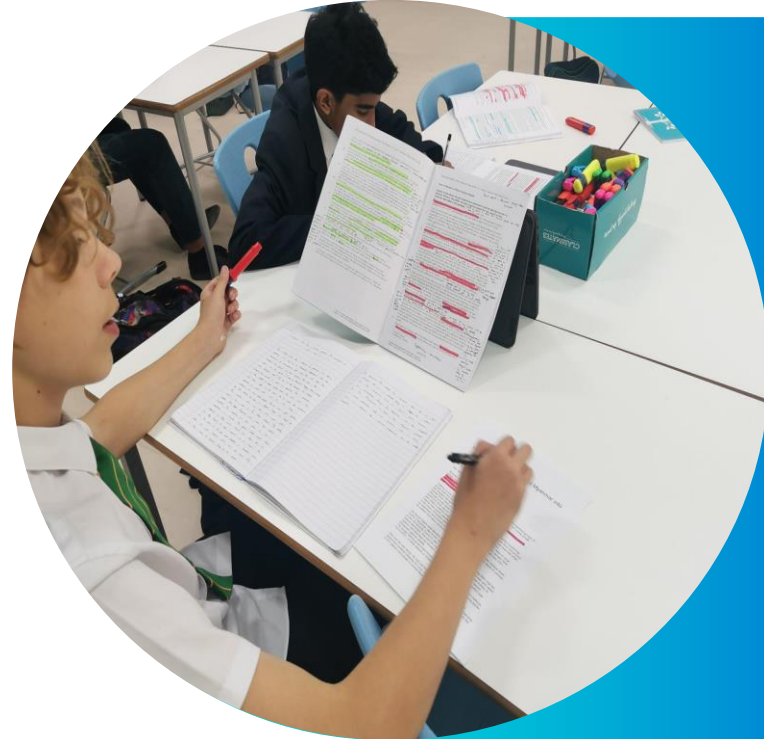
Students take at least one subject from studies in language and literature.

These courses offer a **broad range of texts**, and students grow to **appreciate a language's complexity**, wealth and subtleties in variety of contexts.

At Aspen we offer: Group 1 Language and Literature

English Language and Literature HL

English Language and Literature SL



Group 2 – Language Acquisition

The main emphasis of the modern language courses is on the **acquisition and use of language** in a range of contexts and for different purposes while, at the same time, **promoting an understanding of another culture** through the **study of its language**.

At Aspen we offer: Group 2 Language Acquisition

Arabic B HL/SL

Arabic Ab Initio SL

*Spanish Ab Initio SL

*French Ab Initio SL

*Mandarin Ab Initio SL

<https://pamojaeducation.com>



Group 3 – Individuals and Societies

Each subject is designed to foster in students the capacity to identify, to **analyse critically** and **to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.**

At Aspen we offer: Group 3 Individuals and Societies

Economics HL/SL



Group 4 – Sciences

Students **explore the concepts, theories, models** and techniques that underpin each subject area and through these **develop their understanding of the scientific method.**

A **compulsory project encourages students to appreciate the environmental, social and ethical implications of science.** This exercise is **collaborative** and **interdisciplinary** and provides an opportunity for students to **explore scientific solutions to global questions.**

At Aspen we offer: Group 4 Sciences

Biology HL/SL

Chemistry HL/SL

Physics HL/SL



Group 5 – Mathematics

All of the mathematics courses aim to **enable students to develop mathematical knowledge** and concepts as well as **logical, critical and creative thinking**. In addition, each of these courses requires students to employ and **refine their powers of abstraction and generalization**.

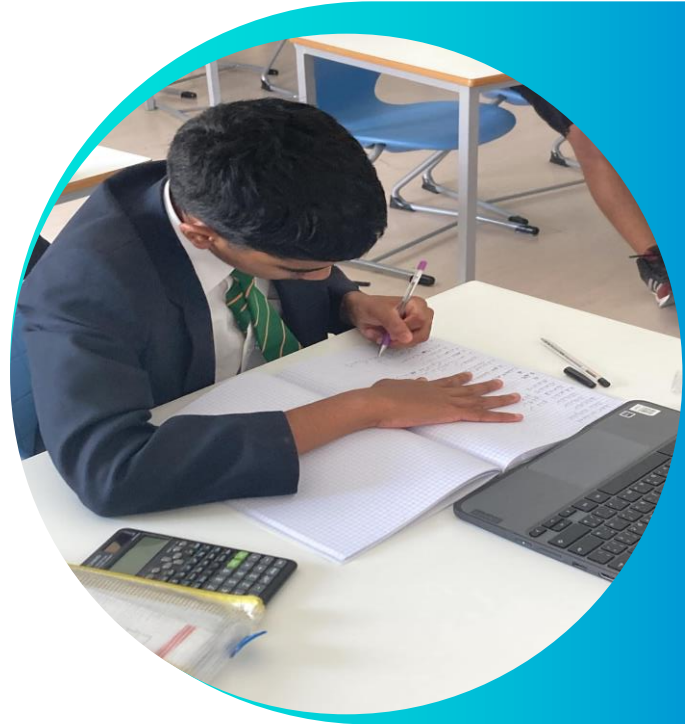
Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

At Aspen we offer – Group 5 Mathematics

Mathematics Analysis and Approaches HL

Mathematics Analysis and Approaches SL

Mathematics Applications and Interpretation SL



Group 6 – Arts/Electives

The subjects in the arts allow a high degree of adaptability to different cultural frames of reference. The **emphasis is on creativity in the context of disciplined, practical research into the relevant genres**. In addition, each subject is designed to **foster critical**, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and **express themselves with confidence and competence**.

At Aspen we offer: Group 6 The Arts/Electives

Visual Arts HL

Visual Arts SL

Computers SL

*Film Studies SL

*Psychology HL

* Courses offered through Pamoja

* <https://pamojaeducation.com>





04

Admissions and Assessment





1. Placement of Students in the IBDP Program (International Baccalaureate Program)

- I. The IBDP at Aspen is an inclusive and broad curriculum provision, supporting students to develop the skills, knowledge and understanding to enable them to thrive in tertiary education and the workplace.
- II. To ensure students are fully equipped to engage with the breadth and depth of the IBDP it is recommended that students would have attained at least **Grade 4 in 5 GCSE/iGCSE subjects**, if that is their curriculum pathway.
- III. Entry into the IBDP is on a personalised case-by-case basis, and we hope to facilitate access into the diploma programme for all students.

Our Admissions Policy

https://docs.google.com/document/d/1Yo_Laym2DHqgC_3g7b1Roc-jPFBHRC11/edit?usp=drive_link&oid=118154779338182589556&rtfpof=true&sd=true

Admissions



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.

Assessment



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



Assessment & MOE Equivalency

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



**If you have further questions please
contact:
Fiona Stewart
DP Coordinator
Fstewart@ahbs.ae**