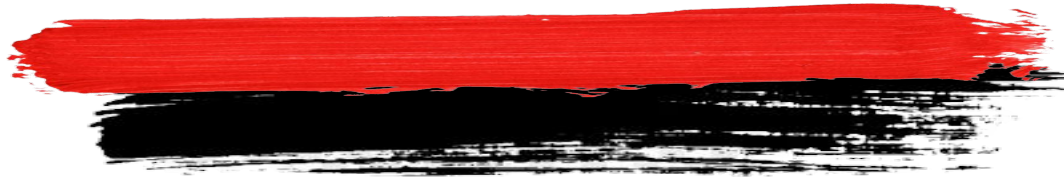


Gr 11 & 12 @ VIS



IB DP



VIS DP



IB CP

**PROGRAMMES ON OFFER FOR
THE CLASS OF 2023**

Learning @VIS



Effective learning occurs in a positive and nurturing environment fostering a reflective growth mindset.

GUIDING STATEMENTS

We strive to ensure that all our students become **knowledgeable, inquisitive and ethical contributors to our world.**

• OUR VISION

To be the international school of choice, celebrating diversity, empowering and inspiring future generations.

• OUR MISSION

At VIS we strive to ensure that all of our students become knowledgeable, inquisitive and ethical contributors to our world.

• OUR EDUCATIONAL PHILOSOPHY

- To prepare our students to be ready for tomorrow's world by encouraging learning through inspirational education using 21st century learning methods.
- To create a unique environment where each student can grow and discover their true potential.
- To promote an enquiring mind with a thirst for knowledge.
- To embrace diversity in our multi-cultural society.
- We trust that a caring inclusive community will help build a sense of self-worth and a profound respect for others.

STUDENT PROFILE

We strive to ensure that all our students become **knowledgeable, inquisitive and ethical contributors to our world.**

• KNOWLEDGEABLE

Students at VIS have an understanding of concepts, ideas and issues across a broad range of disciplines with global and local significance.

• INQUISITIVE

Students at VIS participate in their learning by exploring a variety of situations with courage and an open mind. They are reflective and appreciate diverse points of view.

• ETHICAL

Students at VIS act with integrity and honesty. They demonstrate a strong sense of justice and fairness by respecting individuals, communities and the environment.

• CONTRIBUTORS

Students at VIS actively pursue opportunities to contribute responsibly to their local and global communities.





IB DP



VIS DP



IB CP

THE PROGRAMMES ON OFFER

At Verdala we offer 3 different pathways through High School. The IB Diploma Programme, the VIS Diploma or the IB Career-related Programme.

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students for success at university and life beyond. The programme is taught over two years and has gained recognition and respect from the world's leading universities.

The VIS Diploma is designed as an alternative pathway for students who would like to prepare themselves for specific US colleges or the workplace. It is a school-leaving certification that gives you the opportunity to enrol in three or more DP Courses at either Higher or Standard Level. In addition to the VIS Diploma, students can earn a number of IB certificates through coursework and testing. **CAS requirements will also need to be met in order to obtain the VIS High School Diploma.**

The IB Career-related programme is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The aim of the programme is to provide students with an excellent foundation to support their further studies and specialised training, as well as ensuring success in the workforce. The CP combines highly regarded and internationally recognized IB Diploma Programme courses with an approved career-related study and a unique CP core.

	VIS DP	IBDP	IBCP
DP subjects	3+ Higher or Standard Level	3 Higher Level 3 Standard Level	2+ Higher or Standard Level
Core Program	Senior Essay Creativity Action Service Theory of Knowledge	Extended Essay Creativity Action Service Theory of Knowledge	Personal Professional Skills Service Learning Language Development Reflective Project
Additional requirements			Career-related subject BTEC Enterprise & Entrepreneurship LEVEL 3 DIPLOMA

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

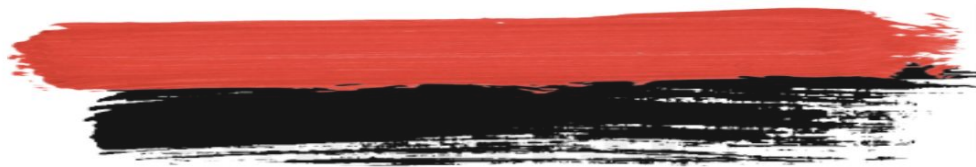
Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



A few words from the High School Principal



Welcome to Grade 11 at VIS,

In a speech to high school students in 1990, former South African President Nelson Mandela told the audience that “education is the most powerful weapon which [one] can use to change the world.” I like to believe that at Verdala International School we take this quote said by a leader who gained respect all over the world for his empathy, insight, and life-long love of learning to heart.

We offer three uniquely designed pathways for students entering the final two years of their high school experience: The International Baccalaureate Diploma Program (IBDP), the International Baccalaureate Careers Related Program (IBCP), and the VIS Diploma. We guide students in ensuring they choose the program that offers the best pathway for success; based on academic aptitudes and abilities, university and career interests, and personal approaches to learning.

The IBDP is renowned around the world, not only as an excellent university preparatory program of study, but also as a personally challenging and fulfilling experience. Our newly offered IBCP offers parallel academic opportunities as the IBDP, but with additional emphasis on career-related subject matter. For learners interested in engaging an alternative pathway towards graduation, we also offer the VIS Diploma. There are less requirements for completing external assessments, like in the IBDP and IBCP. However, the VIS Diploma enables those who work hard and aim high to achieve success, thereby having access to further education past secondary school. These three pathways will be demanding and formidable. But nothing truly worth having in life ever comes easy.

Those who enter into IBDP, IBCP, or VIS Diploma in Grade 11 are on a journey to becoming critical, reflective thinkers who can engage with the world from multiple perspectives. They become well-balanced individuals, conscious of their own understanding, and lack of understanding, of the world around them; and respectful of the viewpoints, cultures, traditions, and experiences of others. In tomorrow’s ever-changing multicultural community and fast-paced world, the ability to engage with people from multiple backgrounds will be seen as one of the most important personal qualities.

While academic success is the aim of those entering their final years of school, at VIS we also pride ourselves on developing a moral obligation to serve one’s community within our student body. The IBDP, IBCP, and VIS Diploma have requirements for students to actively engage in service learning experiences. You will be provided with the opportunity to become leaders of and contributors to your world and be expected to engage with local and global issues and to have a real and lasting impact on the world around you.

Students who complete the IBDP, IBCP, and VIS Diploma will possess strong approaches to learning that contribute to their ongoing success. Our graduates are known for their confidence and levels of maturity, for their open-mindedness and willingness to take intellectual risks, and for their integrity and principled behaviour.

As you choose the courses you will take over the next two years; do so with clarity, pick subjects of personal interest, focus on what you actively enjoy, and be prepared to be challenged. The IBDP, IBCP, and VIS Diploma are difficult programs of study and there will certainly be times when you want to walk away, give up, or quit. For this very reason, take time to have discussions with parents, teachers, career counselors, etc so that you choose the courses that will most likely help you achieve the success of which you are capable.

I shall end this letter as it began, with a final quote from President Nelson Mandela from his 1994 autobiography [A Long Walk to Freedom](#):

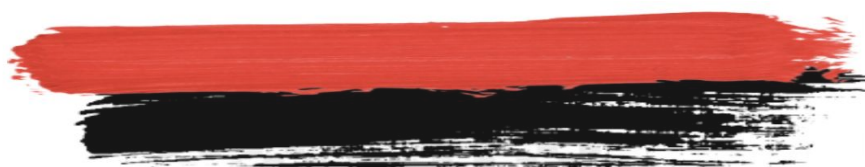
Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another.

Welcome to the beginning of the end of your high school journey!

LaTosha Parker-Jackson
High School Principal



A few words from the IB Coordinator



Dear incoming Grade 11 students,

The phrase 'we're all in this together' has never been so appropriate. As you prepare to take the next big step in your life, diving into a new programme, approaching the final and hopefully the most memorable years at school, I too, together with you, am about to start a new chapter in my life at VIS. So I fully get it if right now you feel there is a lot of information coming your way. You must be feeling excited but also nervous about the unknown. Embrace all this, take it on, digest it and grow with it.

The three different pathways we offer at VIS, the IBDP, IBCP & VISDP, all offer a unique experience guided by the VIS educational policy, to prepare you for tomorrow's world, to create an environment where each of you can grow to your full potential, to embrace diversity and develop an enquiring mind because at VIS we strongly believe that *a caring inclusive community will help build a sense of self-worth and a profound respect for others.*

So as we embark on this decision making process, led by a strong support team, Ms. Trapani, Ms. Parker-Jackson, the HS teachers and myself, we encourage you to ask questions, do your research, draw your own mind maps to clarify your thoughts, listen to others that have gone through the experience and learn from them, and, when you have all this information, listen to yourself! Think about your passions, your strengths, your future plans but don't forget your dreams. The next two years are your bridge to the future, you need to decide where this bridge should lead you to, design it, have the appropriate resources to build it a step at a time, find a way to evaluate & reflect along the way to ensure your bridge leads you to a successful future beyond VIS. And just like any company that builds bridges you too will have supporting you a formidable team, a team that will offer you support & advice along the way.

Your team of dedicated teachers will offer you so many opportunities to explore the subject, connect with the outside world, broaden your knowledge and make your own discoveries. Take all these opportunities and make them count.

Your family are interested in what you are going through, they too have been through this point in their life and they are there to support and encourage you, to remind you that you are not alone and when life gets tough, reach out to them, talk to them and ask for help if you need it.

And finally a very important part of my job is to be there for you. Apart from wanting you to succeed in all your subjects, the thing that is most close to my heart is that, at the end of your 2-year journey everyone is able to see a cohort of students who have transformed into principled, caring, communicators who are knowledgeable, open-minded thinkers about the world beyond. Individuals who are capable of leading a balanced life and are curious enough to take risks in their learning, but above all know how to reflect & grow from every experience.

So I hope you are all as enthusiastic as I am to kickstart this journey together. I must say I feel honoured to have this cohort as my first group to lead through Gr 11 & 12, a group that I have seen grow all the way from elementary.

Yes, it will be hard. Yes, it will be stressful at times but it will also be exciting, inspiring & memorable! Make every moment count!

Daphne Said

IBDP Coordinator (2021)



The IBDP at VIS



WHAT IS THE IBDP?

The IB Diploma Programme (IBDP) is designed as an academically challenging and balanced programme of education with final examinations that prepares students for success at university and life beyond. The programme is taught over two years and has gained recognition and respect from the world's leading universities.

CURRICULUM

IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the sciences, and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 4. At least three and not more than four subjects are taken at Higher Level (240 teaching hours), the others at Standard Level (150 teaching hours). This is done alongside the 3 Core Components.

The three core elements are: Theory of Knowledge (TOK), Extended Essay (EE) & Creativity, activity, service (CAS)

- Theory of knowledge (TOK) is assessed in two ways through an exhibition and a 1,600 word essay. The subject asks students to reflect on the nature of knowledge, and on how we know what we claim to know.
- The extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- Creativity, activity, service, in which students complete a project related to those three concepts. CAS requires students to take part in a range of experiences and at least one project. All students should be involved in activities they've initiated themselves.

ASSESSMENT IN THE IBDP

For the DP subjects students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either internally assessed by teachers and then moderated by external moderators or sent directly to external examiners.

Core Components will also contribute to your final points to achieve the IB Diploma

The IB Diploma is awarded to students who gain at least 24 points of the total 45 points.



The IBCP at VIS*



WHAT IS THE IBCP?

The IB Career-related programme is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The aim of the programme is to provide students with an excellent foundation to support their further studies and specialised training, as well as ensuring success in the workforce. The CP combines highly regarded and internationally recognized IB Diploma Programme courses with an approved career-related study and a unique CP core. Upon completion of the full programme students will receive the IBCP Certificate which is recognised in a growing number of universities worldwide.

DP subjects - CP students can choose a minimum of 2 and a maximum of 4 HL/SL subjects. These courses can be chosen from Block A; D; E; F.

Core Programme - A key element of the International Baccalaureate® Career-related Programme (CP), the CP core enhances student's personal and interpersonal development, with an emphasis on experiential learning.

The CP core bridges the IB academic courses and the career-related study - BTEC Enterprise & Entrepreneurship - and provides students with a combination of personal and professional skills and practical application.

Four interrelated compulsory components form the core - Personal and professional skills, Service learning, Reflective Project & Language Development

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. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

Service learning is the development and application of knowledge and skills linked to their career-related study and applied in community projects for the benefit of all stakeholders.

The reflective project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. 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.

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. The language offered at Verdala is Mandarin.

Assessment in the IBCP

For the DP courses students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. Every CP student must complete the four elements of the CP core; the reflective project, service learning, personal and professional skills, and language development.

The reflective project is assessed by the school and moderated and graded by the IB. They are graded from A to E, with A being the highest. The school is responsible for confirming with the IB that students have completed the requirements for service learning, personal and professional skills and language development. These are assessed by the school.



The VIS Diploma



WHAT IS THE VIS DP?

The VIS High School Diploma is an alternative option for graduation, offering students an additional (but less rigorous) pathway to an university education. The number of credits earned as a result of the VIS Diploma is equivalent to an American High School Diploma graduate. All courses studied from Grade 9 onwards count towards the VIS HS Diploma. Where students transfer to VIS at a later stage (i.e. after the first semester of Grade 9) their previous records are considered towards their VIS HS Diploma, as detailed below.

The VIS HS Diploma is awarded to students at the end of Grade 12, subject to them meeting the credit and attendance requirements. Credits are awarded for each semester of study, according to the following system:

CURRICULUM

Grade 9-10 courses: A minimum of a D on the Semester Report

Grade 11-12 courses: A minimum of a 3 on the Semester Report (D in the case of TOK or EE)

Assuming the student has achieved the minimum level of performance required, credits are awarded as follows:

Year	Course	Credits per semester	Max Credits possible
9 & 10	English & Science	0.75	3
	All other courses	0.5	2
11 & 12	Per HL subject	0.75	3
	Per SL subject	0.5	2
	TOK	0.25	1
	EE	0.25	0.5
	CAS	1 credit is awarded for successful completion of CAS at the end of Grade 12	

ASSESSMENT IN THE VIS DP

For the DP courses chosen students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. Statistically the range of scores that students have attained has remained stable and universities value the rigour and consistency of Diploma Programme assessment practice.

A High School Diploma is awarded to all students who achieve at least 24 credits and who meet the course prerequisite minimum credit requirements.



Assessment in DP subjects



Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. Statistically the range of scores that students have attained has remained stable and universities value the rigour and consistency of Diploma Programme assessment practice.

You will be graded on a combination of internal & external assessments, final exams plus the IB core components.

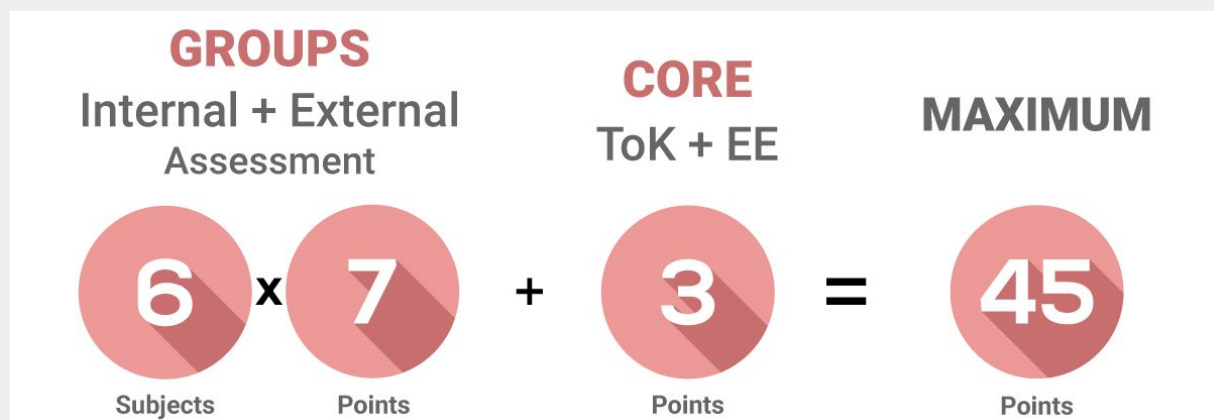
(1) Internal Assessment (IA): In class throughout the 2 years, you will be required to complete internal assessment tasks (e.g. oral presentations, practical work, written papers), which contribute anywhere between 20% to 50% of your total grades. Internal assessments are marked by your school teachers and moderated by IB external examiners.

(2) External Assessment (EA): Generally, you will take 2 – 3 papers per subject at the end of the 2-year programme. These examinations are marked by external IB examiners.

Group 4 Project: The Group 4 Project is a compulsory collaborative task for all group 4 subjects. As completion of this component is mandatory, all students must ensure that they will be in school during the Group 4 Project time. Failure to complete this component of the course will result in an automatic failure of the group 4 subject, and consequently, the IB Diploma or DP course.

All information about the assessments and the criteria are in each subject's handbook. We encourage all students to refer to this handbook from time to time.

Internal and external marks are added together to calculate the final score. The grade awarded for each subject ranges from 1 (lowest) to 7 (highest). For the IB diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total Diploma Programme points score is 45. All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB Diploma. Candidates must receive a minimum of 24 overall points in order to be awarded the IB Diploma.



CHOOSING SUBJECTS FOR THE IBDP

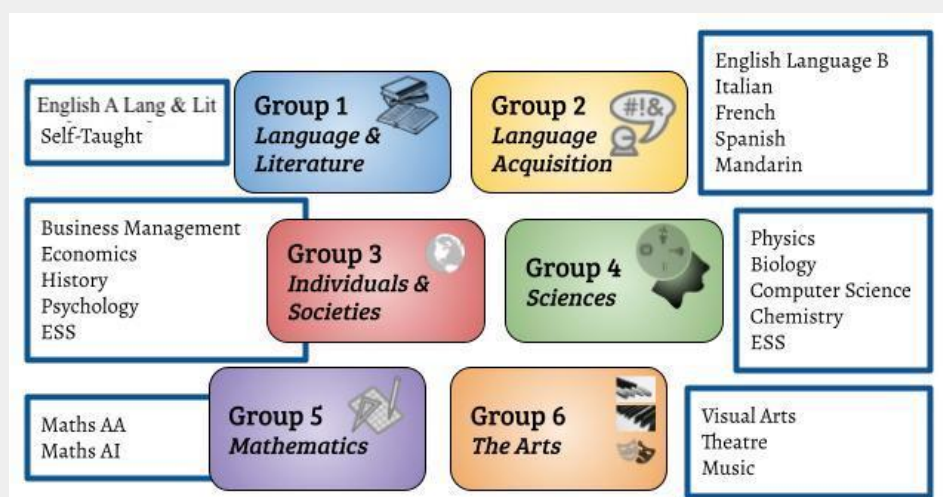
You will be required to take 6 subjects, one from each group. However, for The Arts group, you may opt to study an additional subject that is available in BLOCK F.

3 subjects need to be at Higher Level (HL) and another 3 subjects will need to be at Standard Level (SL). HL subjects have more extended syllabi than SL subjects.

It is suggested that you base your choice on your personal strength, interest and future career & study plans.

For Higher Level subjects, choose subjects that you are good at or have a strong interest in and ones that are most related to your university degree.

For your Standard Level subjects, you can choose any subject of your choice



You should become familiar with the specific requirements of universities in the countries to which they intend to apply, as entrance requirements vary enormously. It is important to be aware that specific subjects or combinations of subjects could be required (or excluded) by the university of their choice. Guidance about universities is available from our College Counsellor. Subject teachers can also give advice based on their experience of the IBDP and their knowledge of each students' strengths.

This does not mean, however, that everyone must know at this stage exactly what they want to study at university in order to make sensible choices now. The IB Diploma Programme, which by its nature requires students to take a broad range of subjects, ensures that many options remain open.

<i>Thinking about a career in</i>	<i>then consider choosing...</i>
Architecture	Physics + Mathematics + Art
Designer	Art + Strong Portfolio
Biochemistry	Chemistry or Biology + Maths AA
Communications	Theatre
Computer Programmer	Maths or Computer Science
Economics	Maths AI
Engineering	Maths AA + Physics + Art
Law	English + History
Medicine	Biology + Chemistry
Pharmacy	Chemistry + Biology or Maths or Physics
Politics	History + Modern Languages
Psychology	Biology
Physiotherapy	Biology

The IBDP is a challenging programme, and it is important students select courses they will remain motivated in even when the going gets tough. As their journey through the IBDP progresses, ideas about future pathways often become clearer as students get a better sense of their interests and areas of strength and expertise.





Pamoja - Online courses

Offering you a broader choice of subjects

Some subjects are not offered at VIS. There is the option of following these IB courses via an online learning platform provided by the IB-approved online learning firm Pamoja Education (Pamoja). Students in Pamoja courses have a dedicated IBDP teacher and are enrolled in classes with other IB DP students in IB World Schools around the globe. For more details about these courses, please visit <http://pamojaeducation.com>.

Students wishing to enrol in an online course need to have a record of high effort grades and need the approval of the IB DP Coordinator. Although students will be working primarily with an IB- trained online teacher, a site-based coordinator for Pamoja students will monitor the student's progress in the subject area in school.

With the exception of some cases based on our school policy, students will be required to pay a non-refundable annual fee for the delivery of the online course as described below:

1. Pamoja online courses include a fee per year, last year they were subject **Euro 1,150** plus additional admin fees. This will be paid by the family and not the school.
2. The deadline for dropping a course, changing a course or changing the level of a course is 29 September 2020.
3. A fee will be charged:
 - If a Year 1 student is withdrawn within the first four weeks of the course; a **Euro 300** (last year's figure) withdrawal fee applies.
 - If a Year 1 student is withdrawn after the drop period deadline (**29th September 2021**), the full Year 1 tuition fee will be charged.

An up to date list of courses offered by Pamoja can be found on their website.
www.pamojaeducation.com

The Bilingual Diploma

Communicate confidently in two languages

Some students may elect to pursue the IB Bilingual Diploma, a prestigious course demonstrating the candidate's ability to communicate confidently and with sophistication in at least two languages. In order to be eligible for the Bilingual Diploma, candidates must either:

1. Complete two languages selected from group 1 (studies in language and literature) with an award of a grade of 3 or higher in both; or
2. Complete one of the subjects in group 3 or 4 in a language that is not the same as the candidate's group 1 language. The student must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

Few qualifications allow students to document proficiency in two languages. While the Bilingual Diploma serves this purpose, it will also show to universities that the student is able to handle the added rigours of the Bilingual Diploma.



Frequently Asked Questions

What help will we be given to choose the subjects?

You will all be given the opportunity to meet with the support team. During this meeting you will be able to discuss your interests and find out the different pathways that are best suited for you.

When do students register for the IB examinations?

Students are registered for their IB examinations at the beginning of 12th grade. Applications for the exam session in May will take place in October of the same scholastic year via ManageBac.

What is the cost for registering for the IB exams?

As an illustration only, the fees for a diploma candidate in May 2019 were €802. For May 2021, there may be some increase in charges levied by the IB and/or the school's administrative charge.
For the CP

What if I don't want to do the full diploma?

A student who does not wish to complete the IB Diploma may enter for examinations as a Course candidate. For each subject entered, a result will be awarded and may provide the student with university credit (**students should check individual college or university requirements for specific details**). The registration fee for course candidates will vary depending on the number of courses taken.

Useful Contacts & Links

Ms. LaTosha Parker-Jackson - HS Principal
[VIS Academic Honesty Policy](#)

vishigh@verdala.org

Ms. Daphne Said - IBDP Coordinator

said@verdala.org

Ms. Nicky Schembri - IBCP Coordinator

schembrin@verdala.org

Ms. Rose Ann Trapani - HS Guidance Counsellor
[VIS High School Counselling Handbook](#)

hscounsellor@verdala.org

Ms Corinne Borg - Inclusion Coordinator

inco@verdala.org

Mr. Stephen Crichton - CAS Coordinator

crichtons@verdala.org

Mr. Joseph Barker - EE Coordinator

barkerj@verdala.org

Ms. Daphne Baldacchino - Admissions

admissions@verdala.org

Ms. Totty Aris - Head of School

headofschool@verdala.org

"Verdala International School is a candidate school for the Career-related Programme. This school is pursuing authorization as an IB World School.