



جيمس مودرن أكاديمي
GEMS Modern Academy



International Baccalaureate Curriculum Information Booklet



Contents

Key Acronyms	2
Letter from the Diploma Coordinator	3
Application Process Timeline	4
The IBDP Curriculum at GMA	5
The IBDP Learner Profile	7
Expectations for our IBDP Students	9
The IB Diploma Programme	10
Category of study – Diploma	12
Category of study – Diploma Course (‘Certificate’)	13
Diploma Programme Subject Options	14
The IB Diploma Core (CAS/EE/TOK)	16
Subject Option Prerequisites & Recommendations	17
The Pre-IBDP Bridge Programme	18
Admission Process	19
University Recognition of the IB Diploma Programme	20
IBDP Fees	21
The IBDP Team at GMA	21
 <i>DP SUBJECT INFORMATION:</i>	
IBDP Subject brief	22

Key Acronyms and Terms

The following acronyms are used throughout this booklet. Subject specific acronyms are explained in the relevant subject pages.

IBO	<i>International Baccalaureate Organisation</i>
IB	<i>International Baccalaureate</i>
IBDP	<i>International Baccalaureate Diploma Programme</i>
IBDPC	<i>International Baccalaureate Diploma Programme Coordinator</i>
SL	<i>Standard Level</i>
HL	<i>Higher Level</i>
CORE	<i>Comprised of TOK, EE and CAS</i>
EE	<i>Extended Essay</i>
TOK	<i>Theory of Knowledge</i>
CAS	<i>Creativity, Activity, Service</i>
DP1	<i>Grade 11 DP</i>
DP2	<i>Grade 12 DP</i>
IA	<i>Internal Assessment</i>
IO	<i>Individual Orals (For English)</i>
GMA	<i>GEMS Modern Academy</i>

Dear Parents,

It is a pleasure to reach out to you as the Diploma Programme Coordinator at GEMS Modern Academy. I'm excited to share more about the International Baccalaureate Diploma Programme (IBDP) and how it uniquely prepares students for the challenges of today's world.

The IB Diploma Programme is not just about academics; it's an immersive journey where students develop skills crucial for the 21st century—critical thinking, adaptability, innovation, and effective communication. As our global landscape continues to evolve, the ability to learn how to learn becomes a valuable asset. Through the DP, students are encouraged to think beyond textbooks, use technology thoughtfully, and build connections that enhance their understanding and problem-solving abilities.

In a world that thrives on diversity and interconnectedness, the DP provides a learning environment that fosters global awareness and cultural sensitivity. At GEMS Modern Academy, we are proud to offer an atmosphere that supports this holistic growth, aligned with both the IB Learner Profile and our own Modern Learner Profile.

Success in the DP is a result of consistent effort, resilience, and a willingness to embrace mistakes as part of the learning process. We believe that each student has unique potential, and our role is to support them in unlocking it. Your support as parents will play a key role in your child's journey as they set and achieve their individual goals.

Together with the IBDP team, I look forward to welcoming your interest in the programme and working alongside you to guide your child through this exciting and transformative phase of their education.

A handwritten signature in black ink.

Vinaya Jaydev
IBDP Coordinator

paliyath.v_mhs@gemsedu.com

A handwritten signature in black ink.

Sheldon John Dias
Asst IBDP Coordinator

sheldon.d_mhs@gemsedu.com



The IBDP Team at Modern

IB Diploma Advisor	Dr. Sunipa Neogi	sunipa.n_mhs@gemsedu.com
IB Diploma Coordinator	Mrs. Vinaya Jaydev	paliyath.v_mhs@gemsedu.com
IB Diploma Asst Coordinator & Extended Essay Coordinator	Mr. Sheldon John Dias	sheldon.d_mhs@gemsedu.com
IB CAS Coordinator	Ms. Kamalpreet Dhaliwal	kamalpreet.d_mhs@gemsedu.com
IB CAS Coordinator	Mr. Charles Miranda	charles.a_mhs@gemsedu.com
TOK Coordinator	Mrs. Srividya Jagathrakshagan	srividya.j_mhs@gemsedu.com
Assistant Supervisors	Ms. Rumana Aziz	rumana.a_mhs@gemsedu.com
	Ms. Srividhya Sathyamurthi	srividhya.s_mhs@gemsedu.com

Application Process Timeline 2026-28

October 2025	• Curriculum orientation by Career team
November 2025	• Application opens for IBDP internal and external students • IBDP Info Pack for prospective parents by DPC
December 2025	• Last date for application after which late applicants will be put on waiting list External applications accepted at any time subject to student numbers
May 2026	• Bridge Programme Begins (For ICSE/CBSE students)
May-June 2026	• Evaluation/interview process begins for applicants
June – July 2026	• IBDP offer letters distribution commences
July – August 2026	• Parents/students to confirm acceptance of offers.
August 2026	• Offers made to students on waiting list



The IBDP Curriculum at GEMS Modern Academy

At GEMS Modern Academy we offer two IBDP categories of study for students from the International Baccalaureate Organization (IBO).

- **The IB Diploma Programme (IBDP)**

An academically stimulating and balanced programme of education with final examinations in six subjects and an additional 'Core' programme of study (TOK, CAS, EE), that prepares students for success at university and life beyond.

- **The IB Diploma Course**

A flexible and equally stimulating version of the Diploma Programme in which students take 6 DP subjects at any level and have the option of taking parts of the 'Core' of the Diploma Course (TOK, CAS and EE). This category also provides students with the qualifications to access a wide range of universities.

International Baccalaureate Organisation

The International Baccalaureate Organization was established in the late 1960s to meet the educational needs of students in International Schools. From these early days it has grown to an organization that teaches over 1.95 million students in 5600 schools in nearly 159 countries. The IB is now taught in both International Schools and State sector schools across the globe, with the highest number of schools being in the United States.

The International Baccalaureate Organization (IBO) is based in Geneva with its head curriculum office in Cardiff in the UK. There are regional offices that deal with Professional Development and administration of the program in different parts of the world in the Asia Pacific, South America, North America and Europe, Middle East and Africa.

The IBO Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The International Baccalaureate at GMA

Why has Modern chosen the IBDP?

The IB is recognized as one of the pre-eminent curriculum programmes worldwide. It is a holistic, and student-centred curriculum that helps prepare students become successful 21st-century learners. Heavily focused on inquiry, critical thinking and problem solving, it encourages international mindedness, compassion, tolerance and a love for learning. These values are shared by all Modernites which makes the decision to offer the IB an obvious one. The robust IB curriculum is recognized globally as an excellent preparation for university and beyond. One of the driving motivations for implementing the IBDP is the fact that it is acknowledged by universities worldwide as an excellent qualification and it is particularly sought after by the world's top universities.

We strongly believe that the IB Mission aligns closely with the Modern Mission and Vision statements:

The GMA Mission Statement

GEMS Modern Academy aims to develop vibrant and exemplary students who are nurtured to achieve their optimal potential and work respectfully towards creating a more peaceful world.

Modern provides opportunities for a holistic and all-inclusive student-focused learning environment (Dubai Inclusive Education Policy, Law No. (2), Executive Council Resolution No. 2) with an overarching emphasis on building mature and sensitive young people, with the cultural intelligence to make a positive difference in local and global communities.

The GMA Vision Statement

Inspiring children to be positive change-makers.

The Learner Profile and the IB Curriculum

The IB Learner Profile is at the core of all IB curriculum models.

The breadth of the IB Programmes adds a value independent of any specific course. It is hard to quantify the value of scientists being required to study literature, or of artists being required to study mathematics, but we believe that it adds much to the educational experience of those in our IB programmes.



Beyond the explicitly academic aspect of the courses, the IB's mission statement is translated into a set of learning outcomes as identified in the Learner Profile. The IB Learner Profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply commitment to help all members of the school community learn to respect themselves, others and the world around them. Each of the IB's programmes is committed to the development of students according to the IB learner profile.

The profile aims to develop learners who are:

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

Read more about the IB Learner Profile here: <http://www.ibo.org/benefits/learner-profile/>

Expectations for our IBDP Learners at GMA

In line with the IB philosophy, an IBDP learner at Modern will receive an enriching, student- centered and holistic education. Each of our students should be ready to embrace the following expectations and privileges.

As an IB learner at Modern, you should:

- be fully committed to the requirement of IB Philosophy and curriculum
- utilise your time productively inside and outside of the classroom
- aspire to be a learner who inquires creatively and pursues intellectual and extracurricular interests with enthusiasm
- strive to learn both independently and together with others balance your intellectual, physical and emotional needs
- embrace new opportunities and challenges with the support of your peers and teachers
- be caring and empathetic participants in the school, local community and beyond
- undertake positions of responsibility and leadership both locally and globally reflect on your experiences and of those in the world around you
- act as a positive role model for the rest of the school and community be approachable and available to support and assist younger students



The IB Diploma Programme (IBDP) is an academically enriching and balanced programme of education that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. Over the past 50 years, the DP has gained recognition and respect from the world's leading universities. It prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- acquire breadth and depth of knowledge and understanding **by studying subjects across six subject groups**
- **study at least two languages** (English and a foreign language) while developing a sense of international-mindedness
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique **Theory of Knowledge (TOK)** course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines through the **Extended Essay (EE)**
- enhance personal and interpersonal development through **Creativity, Activity and Service (CAS)**.

IB Diploma Programme candidates must choose at least one subject each from six groups:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- Arts*

*In place of an Arts subject, students may select a second subject from the approved list within the Individuals and Societies or Sciences groups.

It is important to note that the IB Diploma Programme is a package, and the whole is bigger than the sum of its parts. In addition to subject-specific knowledge, the academic challenge of taking six subjects, the Extended Essay (EE) and Theory of Knowledge (TOK) allow students to develop excellent academic and personal skills in preparation for further study.



The Diploma Programme is nicely summarized in the IBDP logo below -- note that the curriculum puts the learner and IB learner profile at the center of its philosophy and structure.

IB Diploma Programme - Categories of Study

1. IB Diploma

IB Diploma candidates must study three subjects which are taken at higher level (HL, 240 recommended teaching hours), while the remaining are taken at standard level (SL, 150 recommended teaching hours). HL and SL courses differ in scope but are measured according to the same grade descriptors with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each subject is scored on a points scale from 1 to 7 (the highest grade being 7).

In addition to the 6 subjects, there are three compulsory core elements that are central to the philosophy of the programme and worth a maximum of 3 bonus points in total:

- The Extended Essay (EE)
- Theory of Knowledge (TOK)
- Creativity, Activity and Service (CAS)

International Baccalaureate Diploma Award

The Diploma is awarded to students who achieve a minimum score of 24 (out of a possible total of 45), fulfil other minimum requirements (e.g. completing an Extended Essay) and have no failing conditions (see the list below).

At Modern, we have organized reporting, monitoring and counselling systems that highlight areas of concern for students at an early stage. The full requirements for students to pass the Diploma can be found in the IB General Regulations Booklet section 13 on the IBO website:

<https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/general-regulations-diploma-programme-en.pdf>

The current updated IBDP Diploma Not Awarded are listed below:

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

2. The IB Diploma Course (aka ‘Certificate’)

In line with its inclusive philosophy, the IBO offers the **Diploma Course** category which provides a flexible pathway for students to experience the DP and gain entry to university. Approximately 40% of global IB candidates choose this route for a variety of reasons. Some can directly gain university entry without needing to meet all of the passing requirements for the Diploma category. Others individually tailor the programme to maximize their strengths and build on their weaknesses in a safe way, free from any possible failing conditions.

Students still undertake 6 subjects, but there is no requirement to study 3 at the Higher Level. While CAS is still mandatory and a very constructive experience, students have the option to undertake TOK and/or the Extended Essay.

At the end of the Programme, students are awarded a **Certificate of Diploma Course Results**, which serves as their credential for university

A multitude of universities across the world recognize the DP Courses as a valid prerequisite for study at Higher Education. All students, regardless of their DP pathway, are carefully guided to choose subjects that allow access to Higher Education at the end of Grade 12 (IB Year 2). We have a number of graduates since our first graduating batch who have gone on to successfully gain admission to universities in the UK, USA and India via the Diploma Course route.

Typical IB Diploma Course Outline

Subjects

- English SL
- Mathematics AA / AI SL
- Foreign language
- 3 further subject choices (at SL unless DP subject entry requirements met for HL)

Core

- CAS
- Theory of Knowledge (optional course)
- Extended Essay (optional and with consultation)

The Diploma Programme Subject Options

Students choose one subject from each group (three at HL and three at SL for 'Diploma' candidates). The only exceptions being those who choose Environmental Systems and Societies and/or the free elective in Group 6 (see below).

Group 1: Studies in Language and Literature (English)

- Language A: Literature HL/SL
- Language A: English Language & Literature HL/SL

Group 2: Language Acquisition

- Arabic B SL
- French ab initio SL
- French B SL
- Hindi B SL
- Hindi B HL
- Spanish B SL
- Spanish ab initio SL
- German ab initio SL

Ab Initio language is an entry level language focusing more on conversational language – students choosing Ab Initio courses should not have any prior language study at Grades 7 to 10 (ages 11-16) in the chosen language.

Group 3: Individuals and Societies

- Business Management HL/SL
- Economics HL/SL
- Geography HL/SL
- History HL/SL
- Digital Society HL/SL
- Psychology HL/SL
- Social and Cultural Anthropology HL/SL

Group 4: Sciences

- Biology HL/SL
- Chemistry HL/SL
- Computer Science HL/SL
- Environmental Systems and Societies HL/SL
- Physics HL/SL
- Sport, Exercise and Health Science HL/SL

Group 5: Mathematics

- Math - Applications and interpretation HL/SL
- Math - Analysis and approaches HL/SL

Group 6: Arts and Electives

- Music HL/SL
- Visual Arts HL/SL
- Business Management HL/SL
- Global Politics HL/SL
- Economics HL/SL
- Psychology HL/SL
- Physics HL/SL
- Chemistry HL/SL
- Computer Science HL/SL

The full range of subjects offered will be dependent on student interest.

The IB Diploma Programme Core

In addition to disciplinary and interdisciplinary study, the Diploma Programme features three core elements that broaden students' educational experience. This gives students a unique and definitive edge in terms of university preparation.

Theory of knowledge (TOK)

TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. Students develop an understanding of how knowledge is constructed, communicated and developed over time in different areas of knowledge. By exploring different perspectives and considering the different ways in which we acquire knowledge, students carefully reflect upon "knowledge questions" which lie at the heart of the TOK course. This unique subject takes students on a 100-hour journey that culminates in two final assessments - an exhibition and a 1400-1600 word essay.

The Extended Essay (EE)

The EE allows students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The World Studies extended essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.

With guidance from an assigned supervisor, students navigate the research process and build invaluable skills that prepare them for the demands of university life. The outcome is a 4000-word essay which is developed over approximately 40 hours of research time.

Creativity, activity, service (CAS)

CAS involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and reflection.

Activities planned by students in the past have included the Future Hope trip to Kolkata to support orphans, Project Scarlett, Blood Donation camp, The Green Cycle Drive, bake sales for raising money for Dubai cares, and the organization of the first intra-school Model United Nations program here at Modern. The CAS legacy wall is a testament to all the student projects that have been handed over from one batch to another.

Here at Modern we offer a comprehensive array of creative activities, events such as Model United Nations, World Scholar's Cup, debating, sports, expeditions and service-related opportunities allow students to take part in the activities needed while also providing them with structured support at all stages through the utilization of the online ManageBac system. Activities planned and completed as part of the CAS programme significantly augment a student's curriculum vitae and help differentiate them at both university and employment related interviews.

An in-depth description of all three core areas can be found later in this booklet.

Admissions Process

Subject Option Prerequisites & Recommendations

In conjunction with our general school admissions policy, we are proud to be a fully-inclusive programme. It is our first priority to help students access the IB Diploma Programme in the way that suits each child best.

Selection of Diploma subject options should be undertaken with careful consideration of student interest, possible university pathways, Grade 10 outcomes, work ethic, and any additional context that can be gained from standardized CAT4 testing conducted within the school.

Consultation with in-house career counsellor is offered (on request) for selection of most suitable subjects. We can use this information to counsel students on the Diploma stream and subject options in which they are most likely to have positive learning experiences and outcomes. *There are several IB-specific admission requirements that should be noted:*

- If a student wishes to select a Diploma subject that they have not previously studied, then the consistency of their overall attainment will be considered. Subjects such as Visual Arts and Music require a consultation with the subject teacher to ensure that the prerequisite technical skills required are present.
- The recommended prerequisite Grade 10 scores for English, Mathematics and Science Higher Level selections are as follows. Consistency in attainment across both the Grade 10 preliminary examinations and final examinations is essential.

DP Subject Choice	ICSE Grade 10 Pre-requisite (Preliminary and Final)	MYP Internal Assessment
English HL	80%	6
Mathematics AA/AI HL	92%	6
Physics HL	85%	6

The GMA IBDP Bridge Programme (For ICSE and other curriculum students)

We have found that our students adapt remarkably well, making a smooth and successful transition from ICSE, CBSE, IGCSE, or other curricula to the IB Diploma Programme. To help them transition smoothly, the purpose-built and bespoke modules of our Bridge Programme were designed here at Modern to help students develop the skills necessary to be successful in the DP. It is unique and unparalleled in the UAE, focusing on the IB approaches to teaching and learning, developing learner profile attributes through soft skill training like critical thinking, inquiry, academic writing, life skills, collaboration, analysis of texts, etc.

Teaching is:

- Differentiated to meet the needs of all learners- a personalized approach.
- Based on inquiry
- Focused on conceptual understanding
- Informed by formative and summative assessment
- Developed in collaboration with local and global contexts (i.e. international-mindedness)

The following learning skills are developed:

- Communication skills
- Social skills
- Thinking skills
- Self-management skills
- Research skills

The Bridge provides an engaging framework of learning that encourages students to become creative, critical and inquiring thinkers. Students attend the Bridge Programme in the April term after their Grade 10 ICSE examinations are completed in March.

The following modules have been designed at Modern to address the gaps identified in the section above. The 6 modules on the left hand side mirror their respective IB subject group, i.e. Deconstruct helps student develop skills relevant to Group 1: Studies in Language and Literature. The other 6 modules focus on the Core components of the IB Diploma Programme and the “approaches to learning” that are critical to success.

PHILOSOPHY	PRACTICE	FUTURE READY
• Global Citizenship • Cultural Diversity • Learner Agency • Flexi	• Data Analysis • Deconstruct • Investigative Sciences • Assessment (ATL Skills) • Philosophy of Learning • Research Ready • Creativity Compass	• Career Pathways • Internships • Leadership Competencies • Social Entrepreneurship • Life Skills

IB Diploma Programme - Application Process

Application Process: The required application details can be submitted via the school IB application portal:

IDBP Subject choice selection

As part of the application, students will need to write no more than one side of A4 to explain why they would like to study in the Diploma Programme, where their main passions and areas of enthusiasm lie, and what long-term goals they might be working toward.

Evidence of achievements, leadership roles and responsibilities need to be mentioned in the application and they will be discussed at the IB interviews. Students should discuss activities undertaken both inside and outside of school and they can be of an academic or non- academic nature.

Subject teacher recommendations:

Subject recommendations will be solicited from ICSE subject teachers in many cases. With these recommendations and the Grade 10 year's average (percentage), we will advise each student on safe and informed decisions regarding selection of Higher Level and Standard Level subjects.

University Recognition:

IB Diploma and DP Courses

The IB Diploma Programme is widely recognised and often pursued by universities around the world as a qualification of excellence. In many cases IB graduates are often preferred over other qualifications because of the breadth of their prior studies. Even a modest Diploma pass fares favourably with other qualifications like the ISC, British A-level or American curriculum.

Below is the link for country wise acceptances -

[Find countries and universities that admit IB students - International Baccalaureate® \(ibo.org\)](https://ibo.org/en/country-acceptance)

The IB helps universities develop effective admissions and recognition policies so IB students can gain equitable and competitive offers.

Information about individual entry requirements and the UCAS tariff tables for UK University admissions can be found on the UCAS websites.

Nevertheless, like all High School qualifications, it is important to check your target university to see specific university and course requirements. Modern will offer clear, informed guidance on university selection and tertiary options over the course of the DP. For the Courses Programme students' UCAS points are awarded for each IB course finished and also for the TOK course (if taken).

IB Examination Registration Fees

Parents/Guardians are required to pay an IB Diploma registration fee for the final board examinations in addition to the school's regular tuition fees.

There are also fees for any changes or amendments to IB subject options that are requested in the second year of the IB Diploma. These will be communicated by the IB Coordinator at the time of the request.

IBDP Subject Information

To access the syllabus or curriculum overview for each subject, please click on this link (<https://www.ibo.org/programmes/diploma-programme/curriculum/>) to the official IB website.

You will find the *International Baccalaureate Diploma Programme Subject Brief* for each subject, which includes the assessment model and course overview. Please note that the website is updated regularly to reflect any curriculum revisions made by the IB following its review cycles. While choosing subjects, students may also refer to the advice and guidelines provided below to make informed and balanced decisions.



GEMS Modern Academy
P.O. Box 53663
Dubai, United Arab Emirates Tel: +971 4 326 3999
Fax: +971 4 326 3402
info_mhs@gemsedu.com
<http://www.gemsmodernacademy-dubai.com>

 [Linkedin.com/company/gemseducation](https://www.linkedin.com/company/gemseducation)

 [@GMA_IBDP](https://twitter.com/GMA_IBDP)