



INTERNATIONAL BACCALAUREATE CAREER-RELATED PROGRAMME HANDBOOK 2025-2026

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,

Welcome to the IB programme at GEMS World Academy (GWA)-Dubai.

It's an exciting time as you join us, especially with our Senior School's continued recognition as one of the top institutions for secondary education in the UAE. Excellence is our standard, and we're thrilled to have you embark on this journey with us.

This handbook is designed to equip you with essential information for the next two years. Whether you're new to GWA or transitioning from the MYP to the Senior School, familiarising yourself with our expectations and resources is crucial.

We eagerly anticipate welcoming you and witnessing your growth in our dynamic learning environment. At GWA, your journey will be marked by opportunities for personal development, academic achievement, and unforgettable experiences.

You'll become part of a supportive community that fosters innovation, collaboration, and a genuine love for learning. Together, we'll accomplish remarkable achievements and joyfully celebrate your successes every step of the way.

Please complete the [acknowledgement form](#) after reviewing the handbook.

Sincerely,

IBCP 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 2,100 students representing over 100 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 34 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-centred 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 you to be mindful of these skills and actively try to improve them through the various learning opportunities you are given.

SECTION TWO: CURRICULUM OVERVIEW

IB CAREER-RELATED PROGRAMME (IBCP)

The IBCP is an exciting study pathway 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 pursue university study or employment.

At GWA, the IBCP consists of:

1. A BTEC-Business Level 3 Extended Diploma.
2. Two IBDP subject courses.
3. The IBCP Core:
 - Service Learning
 - Personal and Professional Skills
 - Reflective Project
 - Language Development

Through these components, along with a variety of educational visits and guest speakers, IBCP students graduate from the Academy fully equipped to thrive in the modern world. They are especially well-prepared with the skills, knowledge and ethical understanding to perform effectively and responsibly as participants in the economic sphere.



IB CAREERS PROGRAMME (IBCP)- CORE

SERVICE LEARNING

Service learning provides opportunities for students to understand their capacity to make a meaningful contribution to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions. The purpose is for students to contribute to society by improving the lives of people or assisting the environment or animals.

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. Failure to complete the Service Learning component 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.

PERSONAL AND PROFESSIONAL SKILLS (PPS)

Personal and professional skills is a core component of the IBCP. It 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.

The overall aims of PPS are for students to develop as reflective, lifelong learners who can adapt to diverse situations, recognize personal strengths, and identify ways to overcome challenges. Additionally, students should be aware of and respond effectively to ethical dilemmas, value cultural diversity and perspectives, and demonstrate the ten attributes of the IB learner profile.

REFLECTIVE PROJECT

The Reflective Project stands as a cornerstone of the IBCP, offering students a platform for in-depth exploration and contemplation of ethical issues relevant to their chosen career paths. It embodies the essence of the Career-related Programme, serving as a unique and meaningful assessment tool that allows students to integrate and demonstrate their learning across various program components.

At its core, the Reflective Project facilitates formal assessment of students' development, both indirectly and directly, in all core components as well as their DP courses. It represents the culmination of their academic and vocational endeavours, providing a tangible manifestation of their growth and proficiency.

Upon completion, students present their Reflective Project through one of two options:

Option 1: A written essay (maximum 3,000 words) covering all project requirements except reflection, which is detailed in the Reflections on Planning and Progress Form (RPPF).

Option 2: A written essay (1,500–2,000 words) complemented by an additional format such as a film, oral presentation, interview, play, or display. Together, the written essay and additional format encompass all project requirements, excluding reflection.

LANGUAGE DEVELOPMENT

Language development ensures that all students have access to and are equipped with a language program that enhances their understanding of the global landscape. Proficiency in multiple languages is fundamental to the International Baccalaureate's vision of providing an international education.

In the IBCP, students are encouraged to enhance their fluency in languages beyond their primary or best language. As part of their requirements, CP students maintain and complete a language portfolio. This portfolio serves as a documentation of their learning activities and demonstrates their engagement and progress in language acquisition.

If a CP student opts to pursue a Language Acquisition course within the Diploma Programme (DP), alongside the minimum requirement of two DP courses for the CP, it fulfils the language development requirement. However, completion of the language portfolio remains mandatory and must meet the school's standards.

Successful fulfilment of the language development component is determined by the student's demonstrated progress in language proficiency, as measured against predefined language phases. While there is no obligation for students to transition from one phase to the next, they must provide evidence of development in the target language to meet the minimum requirement.

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 IAEA 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

Please refer to our [home school agreement](#).

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.

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.

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.

EXAM REVISION AND EXAM DATES

25 March – 4 April – Spring break holiday

6 April - 25 April Grade 12 timetable will operate as normal with a teaching and structured revision

25 April – Last official day for grade 12

28 April – 21 May – International Baccalaureate World Exams

ATTENDANCE

It is extremely important that students maintain exceptional attendance throughout senior school. The pace of IB programmes means 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 of 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

At GEMS World Academy, in alignment with other GEMS schools, we employ Unifrog as our primary tool to facilitate the university and career planning journey for our students. Additionally, depending on

the destination of their applications, students may utilise external university application platforms such as UCAS, Studylink, CommonApp, OUAC, among others. Some countries and universities require students to apply directly through their own university website. It is incumbent upon each student to thoroughly research the specific application requirements and collaborate closely with their counsellor to ensure a timely and thorough application process.

The university and career planning process ideally commences as early as grade 9, with a more proactive approach recommended by grade 10. Our dedicated counsellors provide invaluable support to students throughout this journey, assisting with university planning, postsecondary planning and essay writing processes. Moreover, students receive guidance on course selection through various channels, including assemblies, workshops, university fairs, personalised 1:1 student and parent meetings, and a myriad of other resources and initiatives.

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.

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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 Term 3 of Grade 11.

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, counselor (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 Career-Related Programme students must meet the criterion outlined by our [curriculum pathways and prerequisites](#).

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 3 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

If a student is unable to meet these targets, they will be expected to 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:

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- 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.

Home Learning Policy (Secondary School)

Introduction

The GEMS Home Learning Policy emphasises creating meaningful learning opportunities that reinforce classroom instruction and support students' development of essential skills and responsibility. It aligns with GEMS values and aims to strengthen the home-school partnership. The policy includes guidelines to ensure purposeful home learning.

Home learning is tailored to diverse student needs, balancing routine tasks with novel challenges to foster creativity and independence. For secondary students, tasks are more specialised, often requiring in-depth research and critical thinking. Home learning assignments across grade levels cover various subjects, encouraging curiosity, time management, and responsibility, supporting a well-rounded education.

Frequency and Time Allocation

Home learning expectations will vary across each phase of the school. The expectations for each phase are outlined below, detailing the types of activities assigned and the estimated time needed for completion.

<p>Grades 11 & 12 DP/CP</p>	<p>Home Learning in the International Baccalaureate (IB) Diploma Programme:</p> <p>Volume and Frequency</p> <ul style="list-style-type: none"> • Regular Assignments: Students have daily homework across subjects, including readings, problem-solving tasks, essays, and smaller projects.
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	<ul style="list-style-type: none"> ● Extended Assignments: In addition to daily work, long-term projects like the Extended Essay and Internal Assessments (IAs) require several weeks to complete, allowing for in-depth exploration. <p>Types of Homework</p> <ul style="list-style-type: none"> ● Research and Inquiry: Many assignments involve independent research, critical analysis of sources, and synthesis of information, fostering skills in inquiry and evidence-based argumentation. ● Critical Thinking: IB homework emphasises critical thinking, requiring students to engage meaningfully with material and develop reasoned perspectives rather than rote memorisation. ● Collaborative Work: Group projects encourage teamwork, communication, and the sharing of ideas, which are crucial skills in the IB learning environment. <p>Balancing Core and Subject-Related Academic Work</p> <ul style="list-style-type: none"> ● IB students must balance their subject academic workload with Core commitments (TOK, EE, and CAS) - making time management a critical skill. <p>Preparation for Assessments</p> <ul style="list-style-type: none"> ● Homework is designed to prepare students for IB's internal and external assessments, such as exams, portfolios, and essays, which are essential for obtaining the diploma. Regular homework also familiarise students with the types of questions and problems they will encounter in exams. <p>Teacher Support and Feedback</p> <ul style="list-style-type: none"> ● Teachers provide constructive feedback on homework assignments, guiding students' understanding and growth. They may offer extra support through office hours, study groups, or digital platforms, especially for challenging projects like IAs. <p>Promoting Self-Directed Learning</p> <ul style="list-style-type: none"> ● IB emphasises self-directed learning, with assignments encouraging students to take initiative, manage deadlines, and explore topics
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	independently. This fosters resilience and independence, which are valuable skills for university-level study and beyond.
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Parental Involvement

Parents play an essential role in supporting home learning by establishing a productive environment and keeping open communication with teachers regarding any challenges or feedback. Effective home-school communication encourages a collaborative learning environment. For Foundation Stage and Primary students, parents are encouraged to actively participate in home learning, making it a positive bonding experience. In secondary school, students are expected to manage their workload independently, but parents should still reach out to teachers about any difficulties their children may face. Additionally, parents should not wait for specific homework notifications; if no homework is assigned, students are expected to spend one hour per subject each week reviewing class content.

Feedback and Evaluation

In Secondary School, graded homework will consist of projects assigned as formative assessments on ManageBac. Self-study tasks are not graded, but students are encouraged to return to class to seek clarification on any misunderstandings.

Technology Integration

Digital tools will be incorporated into home learning to enhance student engagement and provide students and teachers with access to a comprehensive range of resources. Only digital tools that have received school approval may be utilised, and these must be employed with careful attention to safety and responsible usage.

In secondary school, all home learning tasks are monitored through ManageBac, Google Classroom, Assess Prep, Education Perfect, MyIMath, Kognity, etc.

Flexibility and Accommodations

To enable all students to fully engage in home learning, accommodations are available to promote equitable and inclusive learning experiences. These accommodations may include flexible deadlines, tailored assignments, alternative learning formats, individualized support, and accessible resources.

At GWA Secondary School we have a strict policy to adhere to given deadlines unless the teacher has given an extension due to extenuating circumstances.

DRESS CODE

Students in Grades 11 and 12 are required to wear white GWA long or short sleeve polo shirt with blue trousers. 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. Clothing must be practical, comfortable and modest.

Uniform Item	Boys	Girls
Top outermost layer	GWA Senior School Jacket (Friday only)	GWA Senior School Jacket Senior school jacket (Friday only)
Top	GWA White polo shirt	GWA White polo shirt
Bottom	Navy blue formal trousers Skinny trousers, jeans or tracksuit material are not permitted	Navy blue formal trousers OR Formal navy blue fabric skirt cut on/below the knee Skinny trousers, jeans or tracksuit material are not permitted Skirts with high slits, ruffles or billows are not permitted
Socks	Socks should match the trouser	Socks should match the trouser or skirt If stockings are worn, they should be neutral or black
Shoes	Black shoes (no other colours showing) with predominantly leather upper material with either a lace, buckle or Velcro fastening mechanism. The sole or rise of the shoe should be no more than 3cm. Shoes must have a solid back and enclose the toes. Shoes not permitted: boots, flip flops, sandals, canvas shoes, suede shoes, and any other colour leather style shoes other than black, dark grey or dark brown.	
Other	Hair should be neatly styled	Hair should be neatly styled

	<p>Jewellery must be discrete and not disrupt learning</p> <p>No visible body piercings or tattoos</p> <p>If worn, facial hair should be well-groomed and workplace appropriate</p> <p>If worn, cologne/body spray must be lightly applied</p> <p>A large water bottle is needed each day</p>	<p>Jewellery must be discrete and not disrupt learning</p> <p>No visible body piercings or tattoos other than stud earrings in each lobe</p> <p>Accessories should not be distracting or disruptive to lessons</p> <p>If worn, nail polish should be transparent or light-coloured</p> <p>If worn, makeup must be light</p> <p>If worn, perfume/body spray must be lightly applied</p> <p>A large water bottle is needed each day</p>
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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.

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 a 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

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.

SENIOR SCHOOL: IBCP STUDENT CONTRACT

As an IBCP student at GEMS World Academy Dubai, I hereby commit to:

- Taking full responsibility for my learning, including adhering to course requirements and submitting all assignments on time, as outlined in GWA's Deadline Policy.
- Ensuring that all submitted work is my own, in compliance with GWA's Academic Honesty Policy.
- Adhering to the Academy's Uniform Policy.
- Respecting the facilities and utilising the Senior School Lounge appropriately during study periods.
- Maintaining punctuality, aiming for an attendance rate of over 98%. In cases of illness, I will notify the Secondary Office by 08:00.
- Serving as a positive role model for younger students by upholding exemplary standards of behaviour in line with the Academy's Behaviour Policy.
- Actively engaging in the Academy community through participation in volunteering and extracurricular activities.
- Attending all interventions recommended by the Senior School team.
- Completing the four-week trial period with outstanding behaviour and dedication to studies to secure my place in the course.

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

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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

