



Our Mission:

“OIS is committed to promoting a respectful community of independent and passionate lifelong learners who are aware of their roles and responsibilities in an ever-changing world. To this end we offer a variety of learning experiences within a supportive and challenging environment of rigorous academic programmes.”

IB Career-Related Programme

Guide for parents and students

for examinations 2018

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IB Diploma and Careers Programme

- **What is the Diploma Programme (DP)?**

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The IB Diploma Programme's challenging curriculum educates the whole student, developing the capacity for inquiry, research and problem-solving as well as essential skills for communication and collaboration. The IB understands that success in higher education and beyond involves thinking critically and creatively and an ability to draw on knowledge and understanding of various cultures and histories in different contexts and across disciplines.

- **What is the Career-related Programme (CP)?**

- A **two-year study** of sufficient size to complement the IBCP
- **Accredited** by an **authority** or **government**, or recognized as an entry-level course into a **university** or higher education **institution**, or validated by an appropriate **employer** organization such as a sector skill council or a professional body
- Subject to a demonstrable form of **external assessment or quality assurance** that is reviewed by the accrediting or validating authority at least every five years

- **The curriculum**

In addition to at least 2 DP subjects the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

Through a **Reflective Project (RP)** students to identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies. The project can be submitted in different formats including an essay, web page or short film. This work encourages the student to engage in personal inquiry, action and reflection, and to develop strong research and communication skills.

Approaches to Learning (ATL)/Personal and Professional skills course introduces students to transferable life skills – to help students make sense of the world around them. The course emphasises critical and ethical thinking, intercultural understanding and the ability to communicate effectively.

Service Learning/Community and Service (CS) in the CP core uses community and service as a vehicle for new learning with academic value. The service learning model in the CP emphasises knowledge development, civic development, social development and personal development.

Language Development (LD) ensures that all CP students have access are and are exposed to, a second language that will increase their understanding of the wider world. Students are encouraged to begin or extend the study of an additional language that suits their needs, background and context.

- **Assessment**

- Externally assessed: DP Courses

- Internally assessed components:

1. Approaches to Learning (ATL)/Personal and Professional skills
2. Service Learning/Community and Service (CS)
3. Language development (LD) (Portfolios may be requested by the IB)
4. Reflective Project (moderated by the IB)

The career-related course is assessed by the career related course provider, not the IB.

In Portugal, DP grades are converted according to the table below.

IB Scale	Portuguese Scale: 0-20
1	3
2	6
3	9
4	11
5	14
6	17
7	20

The RP is converted according to the table below, provided students have passed all other core components at OIS and the UFCDs (vocational units) at Val do Rio (EPVR), the vocational provider.

IB Scale	Portuguese Scale: 0-20
Fail	0
E	9
D	10
C	13
B	16
A	20

- **University recognition**

Go to ibo.org website and visit the section "Information for Parents". In Programmes select the option Career-related Programme, followed by "Pathway to employment, then Career-related Programme and University recognition.

All school policies in

www.oirasinternationalschool.com/code-of-conduct-and-policies

- **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.

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- **Career-related Programme curriculum framework**



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IB CP students must choose 2 subjects from the six DP groups (1 to 6).

At OIS students need to choose English B and another subject from Environmental Systems and Societies, Sport Exercise and Health Science, Business and Management, Visual Arts and a third Language.

In addition to disciplinary study, the Career-related Programme features four core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

At OIS students need to take Language Development in both Portuguese and English.

The Career-related Programme at OIS

We follow “Despacho “9443/2015 published by the Portuguese government in August 2015, and all vocational courses are provided by Escola Profissional Val do Rio (EPVR). For the time being GRAPHIC DESIGN, TELECOMMUNICATIONS and JUNIOR SCHOOL ASSISTANCE are on offer but soon this can be extended to all level 4 (EU) qualifications on the “Quadro Nacional de Qualificações” (QNQ), published by ANQEP at the Portuguese Ministry of Education.

Students can access the CP once they are IB-MYP certified (or have gained equivalent qualifications).

In Portugal the CP is equivalent to secondary education, provided that students have fulfilled the required areas below:

Area	Requirements	Hours
<u>Scientific</u>	2 DP subjects	690h-960h/2 years
<u>Core</u> (Additional Requirements – AR)	CS/Service Learning	216h/2 years
	LD in Portuguese	180h/2 years
	LD in English	240h/2 years
	ATL/Personal and Professional skills	120h/2 years
	RP	108h/2 years
<u>Vocational</u>	Vocational units (UFCDs)	1100h/2 years
	Work practice	600h/2 years
	Students are submitted to a vocational exam (“PAP – Prova de Aptidão Profissional”) grade according to the Portuguese scale 0-20.	

- **DP subjects offered in 2015-17 to be extended on demand**

English B

Course Outline:

Group 2 courses exist to provide students with the opportunity to acquire or develop an additional language (or languages) and to promote an understanding of other cultures through the study of language. The courses are designed to provide students with the necessary skills and intercultural competence to communicate successfully in an environment where the language studied is spoken and is intended for students with at least 2 years of prior learning of the language. **Students may not take as Language B their mother tongue.**

Course Content:

The core—with topics common to both SL and HL—is divided into three areas: Communication and media, Global issues and Social relationships. In addition, at both SL and HL, teachers select two from the following five options: Cultural diversity, Customs and traditions, Health, Leisure and Science and technology. Also, at HL, students read **two** works of literature.

Assessment by:

Level	Assessment Task	Weight (%)
HL	EA Paper 1: Receptive skills	25
	EA Paper 2: Written Productive skills	25
	EA Written assignment: receptive and written productive skills (500-600+150w)	20
	IA Individual Oral	
	IA Interactive Oral Activity	20
		10
SL	EA Paper 1: Receptive skills	25
	EA Paper 2: Written Productive skills	25
	EA Written assignment: receptive and written productive skills (300-400+100w)	20
	IA Individual Oral	
	IA Interactive Oral Activity	20
		10

Listening skills are assessed in the context of group discussions (ie: there is no specific listening exam). Writing is assessed in a final written exam (ie: there is no written coursework).

What skills will it develop?

Language acquisition will be achieved through the development of the receptive, productive and interactive skills and competencies that can be accomplished through a variety of activities in oral and/or written forms.

Business management

Course outline:

Business and management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalization, innovation and strategy), the business management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

Course Content:

Topic 1: Business organization and environment

Topic 2: Human resources management

Topic 3: Finance and accounts

Topic 4: Marketing

Topic 5: Operations management

Assessment:

Level	Assessment Task	Weight (%)
HL	Paper 1: 3 sections based on prescribed case-studies	35
	Paper 2: based on stimulus material	40
	IA Research Project based on an issue or a decision to be made, facing an organization (2k)	25
SL	Paper 1: 2 sections based on prescribed case-studies	35
	Paper 2: based on stimulus material	40
	IA Written Commentary based on supporting documents about an issue facing an organization (1.5k)	25

What skills you will gain:

- Students learn to analyze, discuss and evaluate business activities at local, national and international levels.

Environmental Systems and societies

Course outline:

As a transdisciplinary subject, environmental systems and societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). Students will be able to study this course successfully with no specific previous knowledge of science or geography.

Course content: Topics studied in this course include Systems and Models, The Ecosystem, Human population, carrying capacity and resource use, Conservation and Biodiversity, Pollution Management, The issue of global warming and Environmental value systems.

Where will it lead?

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

Assessment:

Level	Assessment Task	Weight (%)
SL	EA Paper 1: Short and data based	30
	EA Paper 2: Case study and 2 essay questions	50
	IA Practicals	20

What skills will you gain?

- Understand, apply and use information
- Synthesize, analyse and evaluate hypothesis
- Make judgements using appropriate sources
- Develop practical and research skills

Sports, Exercise and Health Science

Course outline:

If you enjoy the subjects of science and sport and have aspirations of progressing to higher education to study a sports science related degree this course should be ideal for you. The general work of a sports scientist may involve designing training programmes based on critically analysis of an athletes' physiological, biomechanical and psychological performance in related activities. Furthermore, in a world where many millions of people are physically inactive and afflicted by chronic disease and ill health, the sport and exercise scientist should be equally proficient when prescribing exercise for the promotion of health and well-being.

Course content:

Core: There are six compulsory topics in the core (Anatomy, Exercise physiology, Energy systems, Movement analysis, Skill in Sport, Measurement and Evaluation of human performance).

Options: Students need to study two options choosing between: Optimizing physiological performance, Psychology of sport, Physical activity and health and Nutrition for sport, exercise and health.

Where will it lead?

This course aims to equip students with the skills and knowledge to potentially be a sports scientist.

Assessment:

Level	Assessment Task	Weight (%)
SL	EA Paper 1: multiple-choice questions on the core	20
	EA Paper 2: Short and extended-response questions on the core.	32
	EA Paper 3: Questions on the options studied.	24
	IA Report on short and long-term Investigations	24

Visual Arts

Course outline:

The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Assessment

Level	Assessment Task	
HL/SL	EA Part 1: Comparative Study	20
	EA Part 2: Process Portfolio	40
	IA Part 3: Exhibition	40

* The Visual Arts journal

Although sections of the journal will be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

Distinction between SL and HL

The visual arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth, greater depth and the production of a larger body of works.

What skills will you gain?

- Research skills
- Technical skills for a range of practical applications
- Time Management skills
- Organisational skills
- Critical thinking skills and Independence

Where will it lead?

Architecture, Interior Design, Advertising, Illustration, Publishing, Film Making, Television, Teaching, Art History, Fashion, Furniture and Product Design, Artist, Stylist, Costume Design, Theatrical Make-up, Graphic Designer, Model-Making, Curator, Photographer, Marketing.

CP Deadlines Policy

- **Conditions to complete Yr12 IBCP 2016-17**

In order to move on to yr13 students need to comply with the OIS passing conditions of no more than two grade 3s, at least 80% attendance and have acceptable standards in the completion of the key assignments listed below. Work must be handed in on time in order to be assessed. Deadlines can be consulted on Managebac.

IB Group	Subject	Assignment	Completed	Not completed
Core	Reflective Project	Topic chosen and a plan for the Summer		
	ATL	Completion of all tasks within the 3 units covered		
	Language Development	Complete Portfolio including 3 sections (Profile, Evidence,		
	Community Service	Up to date reflections on Managebac and ongoing project		

- **IBCP Reflective Project Deadlines from Yr1 of the Course**

January: Initial meeting with IBCP students

February: Research on Ethics

March: Define a topic

April: Concrete research question

May: Plan with dates

June: Progress check according to student's plan

September: Research – collecting information completed

October: Analysis completed

December: Final draft completed

January: Final version RP

1. If a student misses a deadline the subject teacher will contact the homeroom tutor who will then contact parents and copy the respective Coordinator expressing his/her concern. The Coordinator will take further action if necessary.
2. Late work for DP or Core subjects will not be assessed and the teacher has the right to give or not give feedback.
3. Each term's summative grade will be based on work handed in on time.
4. A parental note is needed to justify absence on a deadline day, otherwise an extension will not be granted.
5. The DP Coordinator will contact the parents if this has happened in more than one DP subject. For the CP the C Coordinator needs to be informed at least before planned CP meetings.
6. If the deadline missed is the final deadline for a compulsory component of a DP subject a meeting with parents, student and DP Coordinator will be arranged to discuss further action which may include failing that component.

Students have access to an online database (Managebac) where all deadlines are posted. This enables them to plan accordingly and to foresee any problems concerning dates. If exceptional circumstances apply, students should see teachers well in advance.

- **Academic Standards**

In the CP, the RP is moderated by the IB and the other Core subjects are internally assessed.

The Career-related course is assessed by the course provider, this meaning Val do Rio (EPVR) at OIS

- **Dress Code**

A dress code operates for students in years 12 and 13. Clothes should be clean, tidy, socially and culturally acceptable, appropriate for the season and suitable for the activity.

It is not permitted to wear T-shirts with slogans, spaghetti straps or strapless tops or excessively low-cut blouses or flip-flop sandals. Shirts or tops should meet trousers or skirts, without exposing the midriff or undergarments. Hats or caps should not be worn inside the buildings.

Career counselling and university applications

The school provides the following services:

- ISCO profiling for students in years 11 and 12.
- guidance to students in their Diploma subject choices and university selection based on students' interest ISCO profiling, university requirements and teacher's recommendation (or predicted grades) .
- advice to students in the development of time management, organization and research skills
- guidance to students in writing their Personal Statements for university applications
- preparation of students for interviews when required by universities
- support in the completion of university application forms
- assistance in the preparation of the documentation needed for university entrance after the publication of the results