



The IBCP Experience in  
Genesis Global School,  
Noida.

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## Core

- Personal And Professional Skills
- Service Learning
- Reflective Project
- Language Development

## Option for Career-Related Study

- Business Administration

### DP Subjects

Business Management | Economics

- Sports Management

### DP Subjects

Business Management | Economics

- Film making and New Media

### DP Subjects

Language and Literature | Economics

- Artificial Intelligence

### DP Subjects

Physics | Chemistry | Mathematics

- Experiential Learning at Genesis Global School
- Outstanding Features of Career-Related Programme
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- Pathways after IBCP
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Promising Futures

## ABOUT THE SCHOOL

At Genesis Global School, High Quality Teaching and Learning takes into consideration the emotional and physical needs of the learners and ensures a safe supportive learning without fear.

Learning experiences challenge conceptual understanding using an inquiry and personalised approach to learning embracing technology as a tool – with an emphasis on developing critical thinking, creativity, and innovation.

The learning environment is aimed to strengthen collaborative learning, speaking, listening, reading and writing and other forms of communication and oracy.

The curriculum has an emphasis on providing an experiential learning experience using both local and global contexts.

As a result, learning incorporates formative assessment, summative assessment and self-assessment integrated in the activities to inform learner progress.

A high-quality teaching and learning environment reinforce the values of integrity, empathy, humility, and compassion.



# VISION

Dream, inspire, act.

# MISSION

Genesis Global School aims to nurture all students to become resilient and confident learners as socially responsible leaders serving diverse communities and cultural contexts.



# What is an IB education?

The IB continuum of international education, for students aged 3 to 19, is unique because of its academic and personal rigour. IB programmes challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a quest for learning throughout life that is marked by enthusiasm and empathy. The IB aspires to help schools develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating their common humanity, and are prepared to apply what they learn in real-world, complex and unpredictable situations.

## An IB education:

Focuses on learners- IB programmes are student-centred and promote healthy relationships, ethical responsibility and personal challenge

Develops effective approaches to teaching and learning-IB programmes are taught by teachers who help students to learn how to develop the attitudes and skills they need for both academic and personal success

Works within global contexts- IB programmes increase understanding of languages and cultures and explore globally significant ideas and issues

Explores significant content- IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

At the heart of all IB programmes is the IB learner profile. IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

# IB CAREER-RELATED PROGRAMME

The IB Career-related Programme (CP) is designed for students interested in pursuing a career-related education in the final two years of secondary school. It provides them with an excellent foundation to support their further studies, as well as ensure their preparedness for success in the workforce.

The **CP core components**—Students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning. The CP core components give context to the DP courses and the career-related study and draw all aspects of the framework together.

The **personal and professional skills** course aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understanding, perseverance, resilience, an appreciation of identity and perspective and an understanding of the complexity of the modern world. Emphasis is placed on the development of skills needed to successfully navigate higher education, the workplace and society.

**Service learning** is the practical application of knowledge and skills toward meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.

**Language development** ensures that all CP students have access and exposure to a second language. The opportunity to learn a second language is a central tenet of an IB education and increases students' understanding of the wider world. Students are encouraged to begin or extend the study of an additional language that suits their needs, backgrounds and contexts. It develops students' oral, visual and written linguistic and communicative abilities.

The **reflective project** is an in-depth body of work produced over an extended period and submitted toward the end of the programme. Through the reflective project, students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action and reflection, and to develop strong thinking, research and communications skills.

**Career-related studies**—Students are provided with practical, real-world approaches to learning designed to prepare them for higher education, an internship or apprenticeship, or a position in a designated field of interest.

The career-related studies are aligned with student needs and progress toward further study or direct employment.



# UNIQUE FEATURES OF THE WACP PROGRAMME



## CAREER SPECIALIZATION

A unique programme where you have the option of choosing a specialization from Grade 11.



## MASTERCLASS & WORKSHOP

Discover the secrets of experts through Master Classes and Workshops



## CAREER PATHWAY

It's the only programme that gives you a chance to receive direct admission to Colleges and Institutions affiliated with prestigious State and Central Universities.



## PRACTICAL TRAINING

It's the only programme that offers Practical Training and Industry exposure.



## CASE STUDIES

It's the only programme to have Case Studies



## CAPSTONE PROJECT

It's the only programme that offers a Capstone Project in Grade 11 and 12

# HIGHLIGHTS OF THE PROGRAMME:



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The IB Career-Related Programme is one of the most prestigious pre university courses in the world . It has been designed to achieve academic proficiency, civic responsibility and international understanding.

Career-related programme students undertake a minimum of three IB Diploma Programme (DP) courses in GGS, a core consisting of four components and a career-related study.

For CP students, DP courses provide the programme's theoretical underpinning and academic rigour; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps them develop skills and competencies required for lifelong learning.

The CP was specifically developed for students who wish to engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement.

It is a flexible, yet comprehensive curriculum with rigorous, international standards and a strong co-curricular and sports programme

Goal setting to promote a growth mindset and prepare them for a Complex world

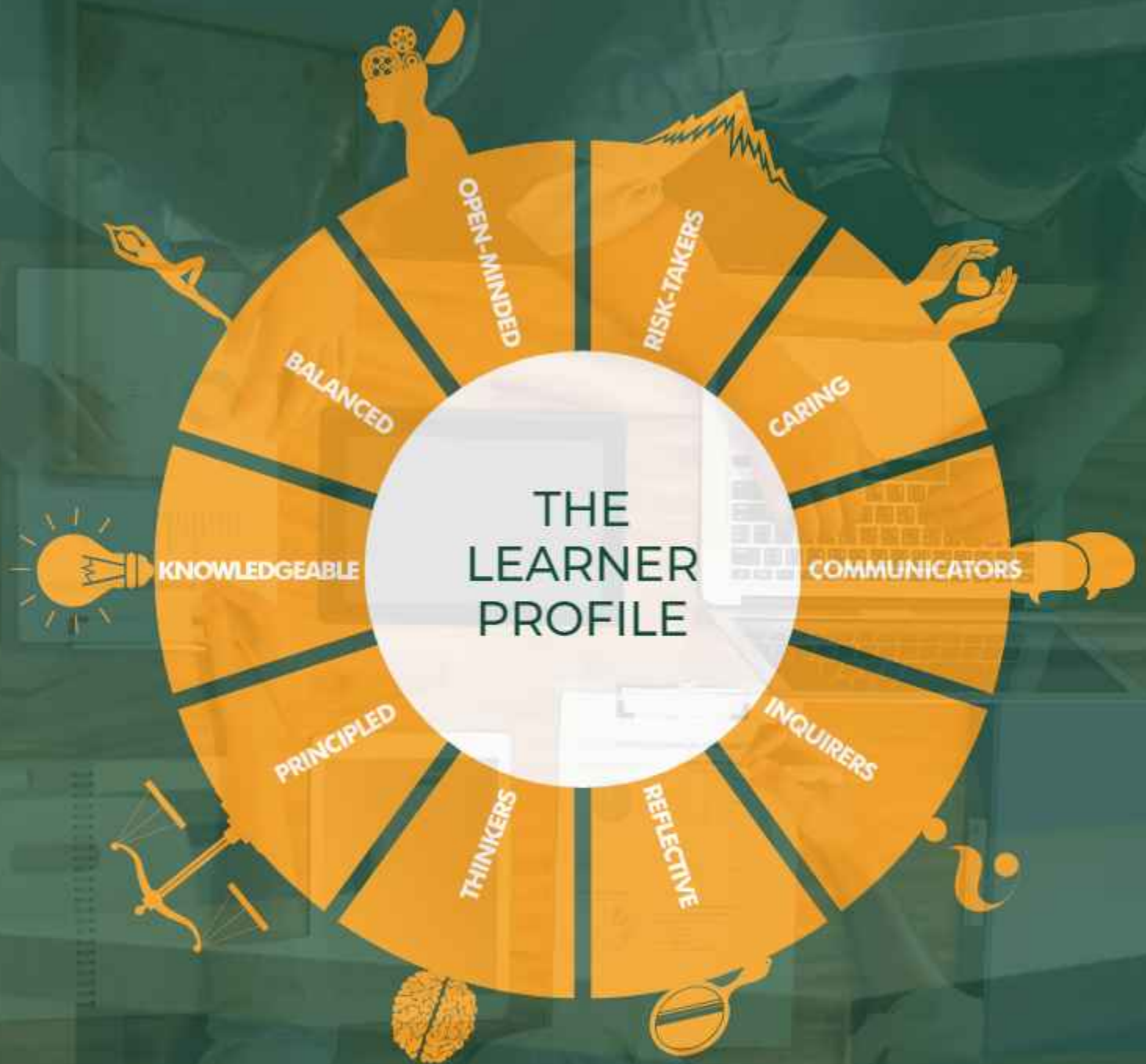
Going beyond the mandate to build modern day competencies through an Entrepreneurship Programme.

IBCP students have higher acceptance rates to colleges across the globe.

IB standards are aligned with the best practice in education and support effective teaching methodology





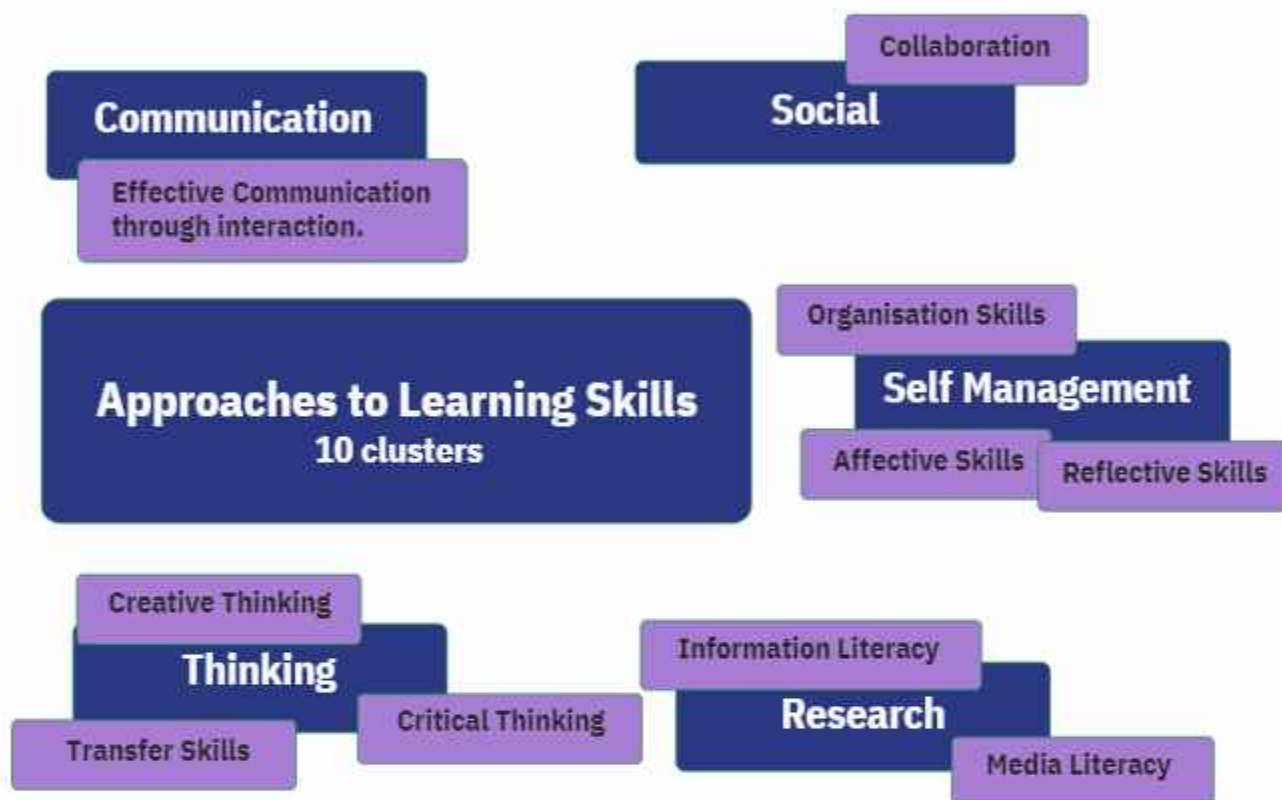


The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

# IB APPROACHES TO LEARNING

## LIFELONG SKILL DEVELOPMENT

The importance of Approches to Learning at IB Level and how they support student outcomes



At IB Level, all IB students experience their lessons and course contact with the Approaches to learning in mind. The approaches to Learning are skills that are strategically designed by the IB in order to assist the students to become better learners.

The Approaches to Learning consists of 5 key areas which are broken down into smaller clusters; Self Management skills, Social skills, Communication skills, Research skills and Thinking skills.

Ultimately the Approaches to Learning provide a common language for the students and teachers and these 5 key area are taught to students both explicitly and implicitly in order for them to develop in these 5 key areas. Developing their behaviours and skills in alignment with the five key areas above allows the students to have greater to be at the center of their own learning experiences.

Throughout the day to day teaching of IB, students will attend their lessons, learn new course content and experience a wider range of learning activities that develop each of the five skills/key areas. Staff at Wellington International School, strategically design lessons with the approaches to learning in mind so that every opportunity is taken to develop students in these five key areas, this in turn also allows them to transfer these skills throughtout their curriculum subjects and ultimately enable them to achieve better outcomes both at IB level and at University and beyond.

# The CP Educational Framework

## Core

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- › Personal And Professional
  - › Skills Service Learning
  - › Reflective Project
  - › Language Development
- 

## Option for Career-related

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- › Business Administration
    - DP Subjects**  
Business Management | Economics
  - › Artificial Intelligence
    - DP Subjects**  
Physics | Chemistry | Mathematics
  - › Sports Management
    - DP Subjects**  
Business Management | Economics
  - › Film making and New Media
    - DP Subjects**  
Language & Literature | Economics
-

# PERSONAL PROFESSIONAL SKILLS

**Personal Professional Skills is a professional ethical thinking course which explores the ethical context of the career-related study and its implications in the real-world**

The course aims to develop transferable skills with an emphasis on the nature of thinking critically and ethically and being able to communicate effectively. The Key Skills covered range from personal development, intercultural understanding, thinking and communication.

**The course also explores global contexts through the following broad themes:**

- **Technologies**
- **Environments**
- **Workplaces**
- **Communities**

The personal and professional skills course (PPS) is a compulsory component of the Career-related Programme (CP) core. 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. Personal Professional Skills is a professional ethical thinking course which explores the ethical context of the career-related study and its implications in the real-world. The course aims to develop transferable skills with an emphasis on the nature of thinking critically and ethically and being able to communicate effectively. The Key Skills covered range from personal development, intercultural understanding, thinking and communication.



**Other qualities the course develops include:**

- **Responsibility**
- **Perseverance**
- **Resilience**
- **Self-esteem**
- **Academic honesty**

**The overall aims of personal and professional skills are for the students to:**

- **Develop as reflective and lifelong learners who can adapt to diverse situations**
- **Recognize personal strengths and identify ways to overcome challenges**
- **Be aware of and respond effectively to ethical dilemmas**
- **Value diversity of cultures and perspectives**
- **Demonstrate the ten attributes of the IB learner profile**

# SERVICE LEARNING

Through Service Learning, students will develop working relationships with the community

They will explore the Principles of Service Learning:

- Knowledge development
- Social development
- Civic development
- Personal development

Service learning is a component of the Career related Programme core. 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.

**The aims of service learning are for students to:**

- Develop and apply knowledge and skills towards meeting an authentic community need
- Develop as leaders who take initiative, solve problems and work collaboratively with others
- Enjoy the experiences of both learning and service
- Develop a sense of caring about, and a responsibility for, others
- Gain a deeper understanding of themselves, their community and society through meaningful reflection
- Enhance and strengthen their experience with the existing school curriculum.



# REFLECTIVE PROJECT

The reflective project is one of the four compulsory components of the IB Career-related Programme (CP) core. The reflective project is an in-depth body of work produced over an extended period of time and submitted year 2 of the Career-related Programme. It is the product of the students' own initiative and should reflect their personal experience of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches. The reflective project is assessed using grades A to E, with A representing the highest level of achievement. A minimum of 50 hours is expected to be devoted to the reflective project. In addition to a written essay (see Options), students keep a record of their reflections on the process of undertaking and completing the reflective project using the Reflections on planning and progress form (RPPF). This record forms part of the final reflective project assessment.

- The Reflective Project is a structured piece of work that can take a variety of forms including an academic paper, a video documentary, a short film or a website to name but a few options.
- A student will be able to identify, analyse, explore, critically discuss and evaluate the ethical dilemma of an issue arising from their career-related study and linked to some contemporary event or situation.

FORMAT	MAXIMUM LENGTH
Essay	3000 words.
Short Film	7 minutes in length accompanied by a 1500-2000 word written report .
Interview	7 minutes in length accompanied by a 1500-2000 word written report.
Spoken Presentation	7 minutes in length accompanied by a 1500-2000 word written report
Play	7 minutes in length which supports elements of the reflective project accompanied by a 1500-2000 word written report.
Display	Up to 15 single images accompanied by a 1500-2000 word written report.

**The written report should aim to cover the assessment criteria not addressed by the format used. It should also contain references to sources used.**

# LANGUAGE DEVELOPMENT

Language Development provides the students with the necessary skills and intercultural understanding to enable them to communicate using the chosen language in a variety of contexts. A language portfolio is required to demonstrate students' engagement with the language

Language development is one of the four compulsory components of the IB Career-related Programme (CP) core. Language development ensures that all students have access to and are exposed 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. Language development encourages students to improve their proficiency in a language other than their best language. Language Development provides the students with the necessary skills and intercultural understanding to enable them to communicate using the chosen language in a variety of contexts. A language portfolio is required to demonstrate students' engagement with the language. The IB acknowledges the crucial role of language in an IB education and, as such, is committed to providing language development for all CP students.

## THE AIMS OF LANGUAGE DEVELOPMENT ARE TO:

- Enable students to understand and use the language they have studied in context
- Encourage an awareness and appreciation of the different perspectives of people from other cultures
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

- These aims are applicable to all students, regardless of the level of linguistic proficiency they have when they begin the CP. Language development is designed to accommodate all students and ensure they are exposed to language other than their best language that will assist and further their understanding of the wider world.



IB CAREER-RELATED PROGRAMME

# BUSINESS ADMINISTRATION







## IB CAREER-RELATED PROGRAMME

# BUSINESS ADMINISTRATION

CAREER RELATED STUDY  
(720 Guided Learning Hours)

## COURSE STRUCTURE

### DP Subjects

Recommended DP subjects which compliment the CRS Programme

- **Business Management**
- **Economics**

### Core Subjects

- Personal and professional skills
- Service learning
- Reflective Project
- Language Development



# DP SUBJECTS

## Business Management

- Encourage a holistic view of the world of business
- Empower students to think critically and strategically about individual and organizational behaviour
- Promote the importance of exploring business issues from different cultural perspectives
- Enable the student to appreciate the nature and significance of change in a local, regional and global context
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
- Develop an understanding of the importance of innovation in a business environment.

## Economics

- Develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
- Develop an appreciation of the impact on individuals and societies of economic interactions between nations
- Develop an awareness of development issues facing nations as they undergo the process of change.





## IB CAREER-RELATED PROGRAMME

# BUSINESS ADMINISTRATION

## CAREER-RELATED STUDY (720 Guided Learning Hours)

### Human Resource Management

- Introduction
- Job Design & Analysis
- Performance Appraisal & Career Planning
- Participative management & Industrial Relations
- Concept & Theory of OB

### Principles of Management

- Introduction to Management
- Planning and Organising
- Leading and Motivation
- Directing, Monitoring and Controlling

### Research Methods

- Introduction to Research Methods
- Data Collection and Processing
- Data Analysis and Interpretation
- Advanced Report Writing

### Strategic Management

- Understanding Strategy
- Internal Environment of a Company
- Generic Competitive Strategies
- Strategy Implementation
- Blue Ocean Strategy

### Workshops, Projects, Internship & Industry Engagement

### Principles of Accounting

- Introduction to Accounting
- Accounting Principles
- Accounting Process
- Accounting for Special Transactions

### Principles of Marketing

- Introduction to Marketing
- Marketing Environment
- Segmentation, Target Marketing and Positioning
- Consumer Behavior
- Marketing Mix

### Digital Marketing

- Digital Marketing Planning and Structure
- Facebook Marketing Fundamentals
- Google Adwords
- Youtube Marketing
- Email Marketing – Content Writing

### Entrepreneurship

- Being an Entrepreneur
- Customer Discovery
- The Financial Road Map
- Entrepreneurial Leadership
- Business Plan

### Capstone Project

IB CAREER-RELATED PROGRAMME  
**ARTIFICIAL  
INTELLIGENCE**



IB CAREER-RELATED PROGRAMME

# ARTIFICIAL INTELLIGENCE

## COURSE STRUCTURE



### DP Subjects

Recommended DP subjects which compliment the CRS Programme

- **PHYSICS**
- **CHEMISTRY**
- **MATHEMATICS**

### Core Subjects

- **PERSONAL AND PROFESSIONAL**
- **SKILLS SERVICE LEARNING**
- **REFLECTIVE PROJECT**
- **LANGUAGE DEVELOPMENT**



# DP SUBJECTS

## PHYSICS

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies.

## CHEMISTRY

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills.

## MATHEMATICS

- Develop mathematical knowledge, concepts and principles
- Develop logical, critical and creative thinking
- Employ and refine their powers of abstraction and generalisation



IB CAREER-RELATED PROGRAMME

# ARTIFICIAL INTELLIGENCE

CAREER RELATED STUDY  
(720 Guided Learning Hours)



## GRADE XI

- Introduction to Artificial Intelligence
- Artificial Intelligence for Society and Ethics
- Mathematics for Artificial Intelligence – I
- Data Mining
- Programming for Problem Solving
- Design Thinking for Innovation
- Modern Day Apps and Human Computer Interaction (HCI)
- Python Programming
- Artificial Intelligence Programming
- Capstone – I

## GRADE XII

- Mathematics for Artificial Intelligence – II
- Data Analytics
- Machine Learning
- Computational Linguistics and NLP, Vision and Speech
- Critical and Creative Thinking
- Application of Artificial Intelligence and Machine Learning in Industries (Domain)
- Full Stack Development
- Deep Learning
- The Art of Story Telling
- Capstone – II



CAREER-RELATED PROGRAMME

# FILM MAKING & NEW MEDIA





CAREER-RELATED PROGRAMME

## FILM MAKING & NEW MEDIA



### COURSE STRUCTURE

#### DP Subjects

Recommended DP subjects which compliment the CRS Programme.

- **ECONOMICS**
- **BUSINESS MANAGEMENT**

#### Core Subjects

- **PERSONAL AND PROFESSIONAL SKILLS SERVICE LEARNING**
- **REFLECTIVE PROJECT**
- **LANGUAGE DEVELOPMENT**



# DP SUBJECTS

## Language & Literature

- Encourage a holistic view of the world of business
- Empower students to think critically and strategically about individual and organizational behaviour
- Promote the importance of exploring business issues from different cultural perspectives
- Enable the student to appreciate the nature and significance of change in a local, regional and global context
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
- Develop an understanding of the importance of innovation in a business environment.

## Economics

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## CAREER RELATED STUDY (720 Guided Learning Hours)

### CAREER-RELATED PROGRAMME

# FILM MAKING & - NEW MEDIA

#### Evolution of Films & New Media

- Origin of film and media as a storytelling around the world.
- Introduction to New Media: Element and Scope.
- Critical Approach to New Media from various decades & demography

#### Study of Film Ideologies & Filmmakers

- Comparative analysis of National & International ideologies in various time period
- Filmmakers' point of view & report on genre and style, casting, muse-en-scene; a global perspective
- Producing a fictional film; screenplay writing, multi cam setup, production design and edit.

#### Production of film & New Media. (Fictional & Non-fictional)

#### Fundamentals of Audio-Visual Production

- Understanding the process of Audio-Visual production for film & new media.
- Writing for film and new media
- Micro elements of audio-visual production
- Post production basics; editing & graphics

#### Digital storytelling Art & Application

- Introduction to film & new media roles, scope, and application in other industries.
- Coherent study of integrating arts in film making & new media for digital storytelling.
- Understanding rights and safety.

#### Workshops, Projects, Internship & Industry Engagement

#### Capstone Project/Film Submission

IB CAREER-RELATED PROGRAMME

# SPORTS MANAGEMENT



IB CAREER-RELATED PROGRAMME  
**SPORTS**  
MANAGEMENT



## CAREER-RELATED STUDY (720 Guided Learning Hours)

### COURSE STRUCTURE

#### DP Subjects

Recommended DP subjects which  
compliment the CRS Programme

- **BUSINESS MANAGEMENT**
- **ECONOMICS**

#### Core Subjects

- **PERSONAL AND PROFESSIONAL**
- **SKILLS SERVICE LEARNING**
- **REFLECTIVE PROJECT**
- **LANGUAGE DEVELOPMENT**



# DP SUBJECTS

## Business Management

- Encourage a holistic view of the world of business
- Empower students to think critically and strategically about individual and organizational behaviour
- Promote the importance of exploring business issues from different cultural perspectives
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## Economics

- Develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
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# IB CAREER-RELATED PROGRAMME

# SPORTS MANAGEMENT



## CAREER-RELATED STUDY (720 Guided Learning Hours)

### Marketing & Sponsorship

- Introduction to Marketing & Sponsorship
- Overview of Above The Line Activities
- Overview of Below the Line Activities
- Inter-relationship IMC & Sports Industry

### Overview & Evolution of Sports Industry

- The Sport Management Environment
- Sports Governance
- Planning Sports Activities

### Principles & Functions of Sports Management

- Nature of Management
- Principles of Management
- Planning, Organising, Staffing, Directing & Controlling
- Sport Management Principles

### Sports Industry Research & Study

- Overview of Sports Activities & Events
- Research Types & Process
- Data Collection & Analysis
- Research Project Work & Field Work

### Sports Business Concepts & Application

- Work on innovative ideas
- Create a plan
- Work on a Business Model Concept

### Workshops, Projects, Internship & Industry Engagement

### Capstone Project

# CERTIFICATES

The WACP - CRS Certifications are coveted qualifications which recognize outstanding students by substantiating their conduct and professionalism to prospective employers. Academic excellence, dedication, project work, ingenuity and originality of ideas, communication skills coupled with a certain degree of confidence and flair are a few of the requisite attributes necessary to be awarded the WACP-CRS Certifications. It boosts one's academic and resume credentials and gives an added advantage over other candidates in the world. WACP offers higher education career counselling to IBCP students so that they can make informed career choices. In some countries due to regulations and requirements of institutions we may offer "Certificate" qualifications instead of "Diploma" qualifications.







# PATHWAYS after IBCP

Pathways to Undergraduate Degree programmes in Business Administration, Artificial Intelligence, Sports Management and Film Making & New Media are available to all the students who complete the IBCP programme. Many International universities offer higher education in Business Administration, Artificial Intelligence, Sports Management and Film Making & New Media at graduation and post-graduation levels. With the approval of equivalence to class 12th Qualification of IBCP with other Indian Boards by the Association of Indian Universities (AIU) and the NEP 2020 reform by the Government, IBCP has become the most sought-after programme by students. Students of IBCP are eligible to be admitted to Indian and Foreign Universities. Students would need to fulfil the entry requirements of Indian and overseas universities like for any other board. The IBCP in India is treated as equivalent to class 12th Qualification and the Diploma certificate.

# Frequently Asked QUESTIONS

## 01 What kind of students choose the IBCP?

The students choosing the IBCP tend to be those who think long-term and want to keep their options open. It can lead to university or directly to a career, usually through higher level apprenticeship.

The programme prepares students for success in further study, but also develops the skills employers seek.

## 02 How does the IBCP give students advantages?

It enables them to gain qualifications recognised by universities and employers, not only throughout the UK but worldwide. IBCP students develop as highly effective teamworkers, showing self-confidence, determination, initiative and enterprise. The core of the programme also provides students with skill sets that they may not acquire through other qualifications.

## 03 What makes the IBCP different?

The IBCP differs from most other post-16 programmes because it unites both academic and vocational studies into a flexible and coherent course, rather than offering a 'pick and mix' selection of unconnected subjects.

It enables them to gain qualifications recognised by universities and employers, not only throughout the UK but worldwide. IBCP students develop as highly effective teamworkers, showing self-confidence, determination, initiative and enterprise. The core of the programme also provides students with skill sets that they may not acquire through other qualifications.

## 04 Where is the IBCP available?

The IBCP is expanding very rapidly. At present, it is taught in 21 countries worldwide, with the largest numbers of IBCP schools found in the UK and the USA.

## 05 How are the IB parts of the programme assessed?

Assessment is by a combination of examinations and coursework. The examinations are taken at the end of the programme, and marked externally by IB examiners. All IB subjects include coursework, which is assessed by the school.

## 06 What are the core elements?

The Core is one of the most important differences between the IBCP and other post-16 qualifications and programmes. It is a compulsory element and consists of four components: Personal and Professional Skills, Service Learning, Language Development and a Reflective Project. These components are all blended together to develop critical thinking and intercultural understanding, and are at the heart of why IBCP students excel in job and university applications.

## 07 Why are IBCP students required to complete a Reflective Project?

The Reflective Project is an in-depth independent study, based on the vocational area chosen in the programme. It enables students to develop the research and writing skills that they will need to achieve at university, but will also use in their careers.

## 08 Why is there a Language Development component?

This part of the Core is designed to give students the confidence to work successfully in multicultural teams and international businesses. It is a culture-based rather than vocabulary-based approach to exploring a new language, and has no examination.

## 09 What makes IBCP students special?

Because the IBCP develops students personally and socially, as well as academically, it raises their aspirations. It encourages students to be enterprising, a characteristic that it shares with all other IB programmes.

## 10 If a student has a specific career in mind, will choosing the IBCP impact on this?

At 16, some students already have a clear idea of their career intentions and are looking for hands-on experience in that field. The IBCP is ideal for students who are interested in a particular industry and want to specialise early on. Should their career interests change, it offers students the opportunity to gain transferable skills, while also staying on track to succeed both academically and professionally, with a view to attending university, opting for a higher level apprenticeship or entering the world of work. The IBCP also keeps doors open for students who haven't decided what path they would like to take at 18, or beyond. The IBCP allows students to maintain a broad spectrum of academic subjects and personal development, while gaining valuable insights into the world of work.



# How Does the IBCP Give Students an Edge Over Others?

THE IBCP ENABLES  
STUDENTS TO:

1



**It encourages you to think about others**

The service learning course allows you to make a positive difference to the world around you.

2



**Explore, understand and engage in real world issues**

The CP requires you to explore, analyse and evaluate global issues from a local perspective.

3



**It integrates academic and practical learning**

The CP combines academic rigour with practical study; and develops skills and competencies required for life-long learning.

4



**It allows you to do what you really want to do**

You can combine your academic subjects with your interests and skills.

10



**Become an independent learner**

Taking part in the reflective project, you learn how to research subjects and explore multiple sources of information.

6



**Learn about different cultures**

Language development encourages you to engage with other cultures and increase your understanding of the wider world.

5



**It gives you more career options**

With a CP, you can access further education, apprenticeships and employment in areas such as business, IT, health care, sports and many others.

9



**Develop essential life skills**

Skills including critical thinking, communication and personal development are an important focus of the CP.

7



**Build friendships and connections**

Collaborative projects allow you to build friendships as well as working relationships.

8



**Explore and apply your creativity in innovative ways**

Personal and professional skills courses promote creative thinking techniques.

