# JAIN VIDYALAYA

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Education Today Leadership Tomorrow

## JV MISSION

To create the leaders of tomorrow who are physically, psychologically, intellectually, and ethically strong, to overcome all challenges with ease in every sphere of life.

## IB MISSION

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

Jain Vidyalaya is a Candidate School* for the Career - Related Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Jain Vidyalaya believes is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org
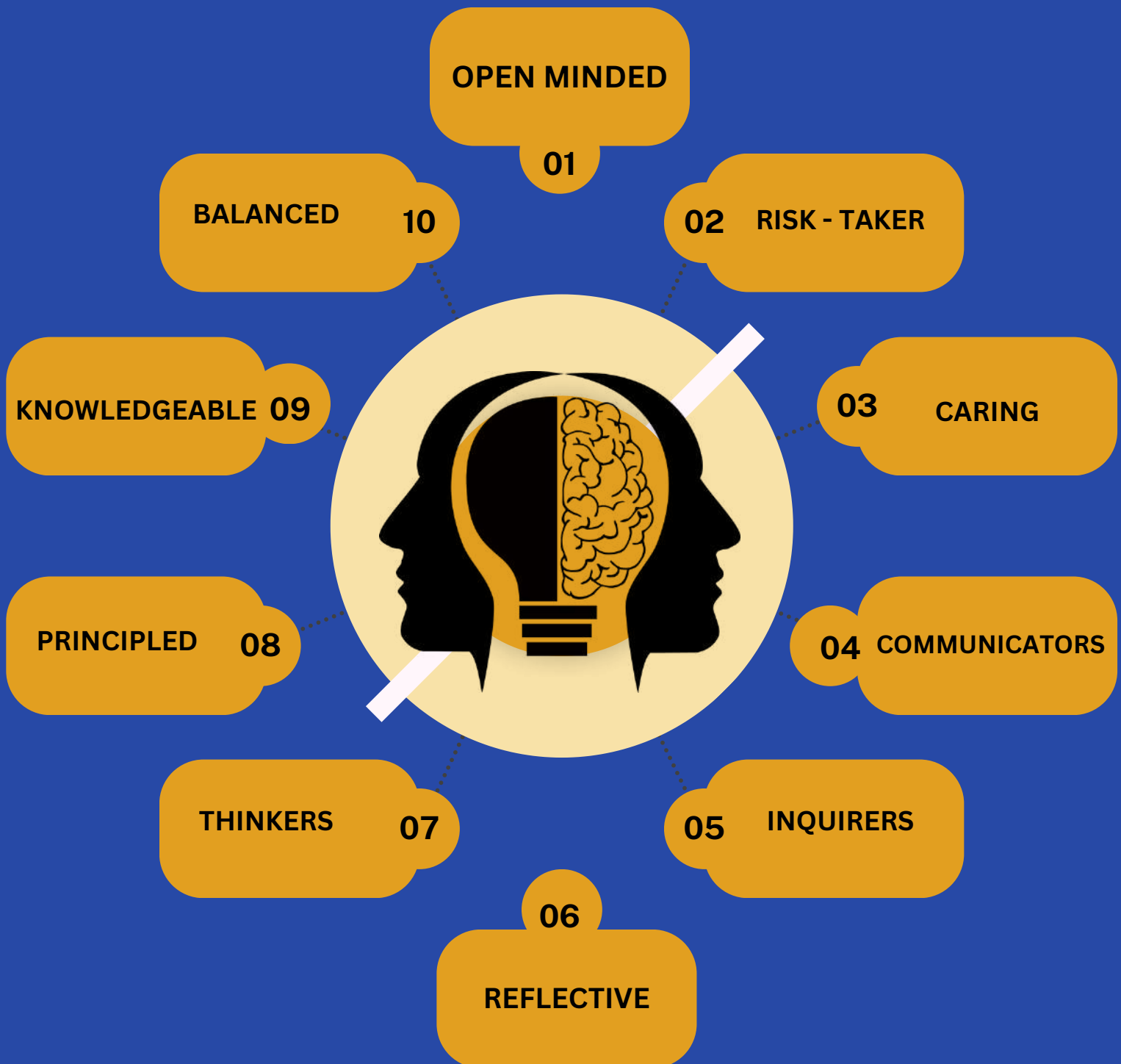
# What is IBCP?

The Career-related Programme (CP), designed by the International Baccalaureate (IB), is an innovative education programme tailored to students who want to focus on career-related learning in the last two years of high school. It allows students to create an individualized path that leads to either further study or employment after graduation.

By developing academic skills and employment-related competencies, the CP provides the basis for:

- Effective participation in the changing workplace
- Improved mobility and flexibility in employment
- Additional training
- Further education
- Lifelong learning

# IB LEARNER PROFILE

OPEN MINDED

01

BALANCED 10

02 RISK - TAKER

KNOWLEDGEABLE 09

03 CARING

PRINCIPLED 08

04 COMMUNICATORS

THINKERS 07

05 INQUIRERS

06

REFLECTIVE

# A SUCCESSFUL IBCP STUDENT IS

- Academically strong

- Skilled in a practical field

- Critical and ethical thinker

- Self-directed

- Collaborative learner

- Resilient and determined

- Confident and assured

- Caring and reflective

- An inquirer

## The IBCP TIMELINE

At JV, we start our academic session in June. The School intends to opt for the May examination session. The IBCP is a challenging course that endeavors to bring out the best in the motivated and persevering student. Those who are prepared to participate and make best of all the opportunities presented to them will thoroughly enjoy the programme and feel a real sense of achievement after completing it. The combination of elements in the IBDP allows students to develop their talents to become mature, global citizens and life-long learners.

# IBCP CURRICULUM

In IBCP, students are expected to select three IB Diploma Programme (DP) courses, a CP Core consisting of four components and a Career-Related study.

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

# REQUIREMENTS FOR ENTRY INTO IBCP

The programme is designed for highly motivated students and is of a particularly high academic standard for this age group. It therefore requires a good academic competence in the majority of subjects studied, which clearly involves a wide range of disciplines. The programme will demand a great deal of self-discipline, organizational skills and motivation.

These are of at least equal importance to academic competence. Each CP subject depends significantly on internally assessed work, for which there are critical deadlines occurring throughout the two-year programme. These are largely independent exercises for which students will have to demonstrate considerable initiative and personal time-management.

# IBCP COURSE OVERVIEW

1. DP subjects – Mathematics(AA)–HL, Physics – HL, Chemistry – SL, English – SL (HL 240 Hours / SL 150 Hours per subject)

2. Career-related study [AI] – 720 Hours – Spread over 2 years.

3. CP Core – 240 Hours

    a. Personal and Professional Skills (PPS) – 90 Hours

        b. Service Learning – 50 Hours

        c. Reflective Project – 50 Hours

        d. Language Development – 50 Hours

## CAREER-RELATED STUDY (CRS)

The Career-Related study is designed to prepare students for higher education, an internship or apprenticeship, or a position in a designated field of interest.

At JV, CRS includes Artificial Intelligence (AI). World Academy of Career Programme (WACP), an educational research organization, offers career related programmes in schools, higher education institutions and universities.

This Course provide a broad overview and a strong foundation in key areas as well as skills.

On the completion of the programme, students will receive the International Baccalaureate Career-related Programme Certificate, as well as the certification awarded by the career-related study provider at the end of year 1 and year 2.

## ASSESSMENT:

- Continuous/ongoing assessment
- Multiple assessment methods
- Externally moderated by WACP
- Certification awarded at the end of year 2 by the IBCP

# ARTIFICIAL INTELLIGENCE (AI)

Artificial Intelligence course provides a broad overview of the AI functions and a strong foundation in key Artificial Intelligence skills comprising of Programming, Python Programming, Human Computer Interaction (HCI), etc.

It is suitable for students wanting to pursue their Career Studies in Artificial Intelligence. The programme aims to strengthen their understanding of the subject and achieve incremental knowledge and specialisation. This programme provides theories, in order to understand the complex nature of the different functions of the industry.

**IB CAREER-RELATED PROGRAMME**

# ARTIFICIAL INTELLIGENCE

WACP WORLD ACADEMY™ OF CAREER PROGRAMMES

Career Related Study
(720 Guided Learning Hours)

INTERNATIONAL DIPLOMA + INTERNATIONAL ADVANCED DIPLOMA

## CP CORE COMPONENTS

Students will have to undertake four compulsory self-driven projects. All the four core-components should be linked to Career-Related study undertaken by the student, as per the guidelines specified by IB.

Language development: A central tenet of an IB education, language development ensures students have access and are exposed to a second language in order to increase their understanding of the wider world and enhance their skillsets within a highly competitive global workforce.

Personal and professional skills course: This course aims to develop responsibility, practical problem-solving, ethical understanding, perseverance and an appreciation of identity and perspective, as well as understanding of the complexity of the modern world.

Service learning: Practical application of knowledge and skills towards meeting an identified community need enables students to develop and apply personal and social skills in real-life situations involving decision- making, problem-solving, initiative, responsibility and accountability.

Reflective project: The reflective project is an in-depth body of work submitted towards the end of the programme. Students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies.

# 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 e ectively. 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 e ectively. 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

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 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.