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The International Baccalaureate Learner Profile

The IB learner profile represents ten 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. (IB, 2013)

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>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.</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>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.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</td>
</tr>
<tr>
<td>Communicators</td>
<td>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.</td>
</tr>
<tr>
<td>Principled</td>
<td>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.</td>
</tr>
<tr>
<td>Open-minded</td>
<td>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.</td>
</tr>
<tr>
<td>Caring</td>
<td>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.</td>
</tr>
<tr>
<td>Risk-takers</td>
<td>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.</td>
</tr>
<tr>
<td>Balanced</td>
<td>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.</td>
</tr>
<tr>
<td>Reflective</td>
<td>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.</td>
</tr>
</tbody>
</table>
The International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme (IB DP) was established in Geneva in 1968 to provide an international, and internationally recognized, university-entrance qualification for students studying outside of their home country. The IB’s goal is to provide students with the values and opportunities that will enable them to develop sound judgment, make wise choices, and respect others in the global community. The IB Programme equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the center of the hexagonal curriculum model (below). Today the IB DP has expanded so that more than half the students opting for it come from state or national systems rather than from international schools. As the IB DP has grown, so too has its reputation for excellence; the IB DP is now recognized in almost every country in the world as a one of the pre-eminent pre-university qualifications.

The Curriculum Model

- **group 1**: language A
  - English
  - French
  - Spanish
  - Korean
  - Japanese
  - Self-Taught (SL only)

- **group 2**: language B
  - English
  - French
  - Spanish

- **group 3**: individuals and societies
  - History
  - Geography
  - Economics
  - Environmental Systems & Societies (SL)

- **group 4**: experimental sciences
  - Biology
  - Chemistry
  - Physics
  - Design Technology
  - Environmental Systems & Societies (SL)

- **group 5**: mathematics
  - Mathematics & Mathematical Studies (SL)

- **group 6**: the arts & electives
  - Visual Arts
  - Theater
  - Music
  - or one subject from groups 1 – 4

- **Extended Essay**
- **Theory of Knowledge**
- **CAS**
The IB Diploma Programme of Study

The IB Diploma Programme at ISP builds on our IB Middle Years Programme (IB MYP), a broad yet demanding course of study in Grades 6-10 (age 11-16). The IB Diploma Programme is a two-year (Grades 11-12, or age 16-19) international curriculum that allows students to fulfill the requirements for university entrance of their national or state education systems. Internationally mobile students are able to transfer into the IB Diploma Programme from other IB World schools, as well as from other school systems.

ISP’s full IB curriculum, Grades 6-12, can be seen on page 13.

Entry Requirements

To be eligible for the IB DP, ISP students should have passed the IB MYP Personal Project and successfully completed the School’s Community and Service requirements. In order to ensure access to an IB Diploma Higher Level course, a student must have studied the subject in Grade 10 and gained at least an end of year level 5 or equivalent. In order to ensure access to an IB Diploma Standard Level course, a student must have gained at least an end of year MYP level 4 (or equivalent) in the last year that he/she studied the subject. Please note, that if a subject is not offered in Grades 9 and 10, for instance group 3 Economics, a student should have gained a suitable grade in another subject from same group.

External applicants are assessed individually. There are no universal, formal entry requirements; however, in order to have access to instruction and to the course materials, it is a pre-requisite that a student has competent English skills – speaking, listening, reading and writing. If a student does not have sufficient English skills, then we may require that that he/she take a summer English language course before enrolling in the IB Programme in Grade 11.

Course Selection

All Grade 11 and 12 courses at ISP are IB courses. Students should start the process of choosing their personal program by consulting the list of subjects offered by ISP.

As well as considering their personal strengths in individual subjects, when making course selections students should also take into account their future education and career plans. Students should become familiar with the specific requirements of the universities in the countries to which they intend to apply as different universities in different countries have different entrance requirements. It is very important that you are aware that specific subjects or combinations of subjects could be required (or excluded) by the country or university of your choice. Information about universities around the world is available from ISP university counselors.

It is strongly recommended that students spend as much time as possible discussing their options with as many people as possible, including parents and teachers. Decisions made at this stage in a student’s education could affect the rest of their lives, so it is vital that choices are made only after full research and consultation.

To be eligible for the IB Diploma, each student is required to follow 6 (six) IB courses, with one subject taken from each group in the curriculum model:

- Group 1: language A (literature and/or language)
- Group 2: second language (language)
- Group 3: individuals and societies
- Group 4: experimental sciences
- Group 5: mathematics
- Group 6: arts OR one subject from groups 1-4

Further, all IB Diploma students must choose

- Three courses at Higher Level (HL)
- Three courses at Standard Level (SL)

In addition, all IB Diploma students must complete

- A course in the Theory of Knowledge (TOK)
- A 4000-word Extended Essay in a subject of their choice
- A Creativity, Action, & Service (CAS) programme
Grading

All IB courses, HL and SL, are graded on the IB 7-point scale:

7: Excellent  
6: Very Good  
5: Good  
4: Satisfactory  
3: Mediocre  
2: Poor

Grading with the ISP High School Diploma

If a student fulfills the graduation requirements set out by the school (see below), he/she will be awarded an ISP High School Diploma. This is the equivalent of an American High School Diploma, but may also have equivalency in other countries. The conditions for the award of the ISP High School Diploma are determined by the school and are not contingent on any external examinations.

IB Certificates

The majority of our students will take some examinations under the supervision of the International Baccalaureate. There are many subjects available at ISP; for a school of our size we offer an unusually generous and wide variety of courses. An IB Certificate will be awarded externally, by the IB, for any IB examination taken. IB Certificates are typically used in conjunction with an ISP High School Diploma to earn advanced standing credit. The award of IB Certificates is independent of the ISP High School Diploma.

IB Diploma

A student will be eligible for the award of the IB Diploma if he/she meets the criteria outlined by the IB (below). This will include taking external examinations in all courses, plus completing additional work specific to the IB Diploma: Theory of Knowledge (TOK), Creativity, Action, & Service (CAS) and the Extended Essay. The award of the IB Diploma is made externally by the IB. The award of the IB Diploma is independent of the ISP High School Diploma.

Usually over 90% of our students each year take the IB Diploma, and the recent pass rate at ISP has been higher than the average rate world-wide. However, students are not obliged to take the IB Diploma. Some students may feel that their needs are not best met by this course, and may choose to organize their program in a different way. It may be that the IB Diploma is not required either by a student’s university of choice or in the country where the student would like to study; in these cases a student may, or may not, complete CAS, TOK or the Extended Essay. A student may choose fewer than three Higher Level subjects, or all six subjects at Standard Level, or even select a combination of subjects that does not meet the requirements for the IB Diploma.

The Award of the IB Diploma

To be a successful IB Diploma student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record, and to complete work on time and to an appropriate standard. In all courses, students must complete mandatory coursework assignments; typically this coursework amounts to 25% of the final grade for each course, although in some cases it may be higher or lower. The key to doing this work to an acceptable standard is organization, and the importance of keeping to internal deadlines cannot be stressed enough.

There is a maximum of 7 points available for each of the six required elective courses; in addition, there are 3 points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be a Higher Level.

In general, in order to receive the IB Diploma a student will have to score at least a 4 in each subject, or 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

The IB Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met.

- Numeric grades have been awarded in all six subjects registered for the IB Diploma.
- All CAS requirements have been met.
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them.
There is no grade 1 in any subject.
There is no grade 2 at higher level.
There is no more than one grade 2 at standard level.
Overall, there are no more than three grades 3 or below.
At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level).
At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
The final award committee has not judged the candidate to be guilty of malpractice.

The IB Diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met.

- Numeric grades have been awarded in all six subjects registered for the IB Diploma.
- All CAS requirements have been met.
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them.
- There is no grade 1 in any subject.
- There is no more than one grade 2 at higher level.
- There are no more than two grades 2 at standard level.
- Overall, there are no more than three grades 3 or below.
- At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).
- At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
- The final award committee has not judged the candidate to be guilty of malpractice.

The Award of the ISP High School Diploma

High School Honors Diploma

- Participation in six courses, each from a different subject group, during Grades 11 and 12 (other than TOK)
- An average score of 21 points across all six courses over the two years
- No score lower than a ‘2’ in any course in Grade 12
- Satisfactory participation in the Service component of CAS (equivalent hours to those required for IB Diploma candidates). Creativity and Action are optional.
- Minimum 90% attendance in each course over the two years

High School Diploma

- Participation in six courses during Grades 11 and 12 (other than TOK)
- An average score of 18 points across all six courses over the two years
- Satisfactory participation in the Service component of CAS (equivalent hours to those required for IB Diploma candidates). Creativity and Action are optional.

Minimum 90% attendance in each course over the two years
Promotion from Grade 11 to Grade 12

To be promoted from grade 11 to grade 12, at the end of the first year of the IB Programme a student must be meeting the requirements of the ISP High School Diploma; this includes meeting the required attendance in each course.

University Entrance

The IB Diploma is a rigorous and demanding program that provides students with a first-class preparation for their future after ISP. Students follow a course of study with a global reputation for academic excellence, and universities throughout the world recognize the IB Diploma as an entrance qualification to higher education degree courses. In some countries, such as the United States and Canada, the IB Diploma qualifies students for advance placement or academic credits; furthermore, students with the IB Diploma are accepted at a higher rate at selective U.S. universities than those with other qualifications. In general, European universities prefer the IB Diploma for entrance over IB Certificates or the high school diploma. European universities may require standardized tests (SAT, ACT), if a student only has the high school diploma or the high school diploma with IB certificates.

ISP has a strong record in placing its graduates in universities around the world. We employ four counselors: for English-speaking universities (North America and the UK), for European universities, for Korean universities, and for Japanese universities. A detailed list of university acceptances can be found on our website: [http://www.isparis.edu/acceptances2012](http://www.isparis.edu/acceptances2012). Below, a sample of the many universities around the world where ISP graduates have been accepted:

**Continental Europe**

| Sciences-Po, Le Havre, Menton, Dijon | University of Manchester |
| Paris 1 (Panthéon-Sorbonne) | University of Oxford |
| Paris School of Business | Royal Holloway, University of London |
| SKEMA Business School, Nice | University of St. Andrews |
| CLCF, Conservatoire Libre du Cinéma Français | University College London |
| Strate College (design), Paris | University of Warwick |
| University of Leiden (Netherlands) | University of York |
| Rotterdam School of Management | 
| IE-University, Segovia (Spain) | 
| Politecnico di Milano | 
| Bocconi, Business School, Milano | 
| EHL, École Hôtelière de Lausanne | 

**United Kingdom**

| University of the Arts London | Smith College |
| University of Bath | University of Virginia |
| University of Bristol | Tufts University |
| University of Cambridge | Vassar College |
| Cardiff University | 
| City University | 
| University of Durham | 
| University of Edinburgh | 
| University of Exeter | 
| Goldsmiths College | 
| Imperial College London | 
| King's College London | 
| University of Leeds | 
| London School of Economics and Political Science | 
| Loughborough University | 
| University of Manchester University of Oxford | 
| Royal Holloway, University of London | 
| University of St. Andrews | 
| University College London | 
| University of Warwick | 
| University of York | 

**United States**

| American University | 
| Bard College | 
| Barnard College | 
| Bates College | 
| Bennington College | 
| Boston University | 
| Bowdoin College | 
| Brandeis University | 
| Bryn Mawr College | 
| Carnegie Mellon University | 
| Case Western Reserve University | 
| University of Chicago | 
| George Washington University | 
| Georgetown University | 
| Grinnell College | 
| Hampshire College | 
| John Hopkins University | 
| Kenyon College | 
| New York University | 
| Oberlin College | 
| Parsons New York | 
| University of Pennsylvania | 
| Reed College | 
| Rice University | 
| University of Southern California | 

**Korea**

| Hong Ik University | 
| Korea Hankuk University of Foreign Studies | 
| KAIST | 
| Korea University | 
| Seoul National University | 

**Japan**

| Tokyo University | 
| Kyoto University | 
| Kyushu University | 
| Nagoya University | 
| Tsukuba University | 
| Yokohama National University | 
| Tokyo Institute of Technology | 
| Keio University | 
| Waseda University | 
| Sophia University | 
| ICU |
The Core IB Curriculum

Theory of Knowledge (ToK)

Theory of Knowledge is a course centered around the question “How do we know?” Students are taught to seek out knowledge through critical thinking and analysis of the Ways of Knowing of Perception, Emotion, Reason and Language. By the end of the course, students should be proficient in formulating arguments and analyzing knowledge claims. The central features of the theory of knowledge course are critical analysis questions called Knowledge Issues.

ToK Course Content

Students complete 100 hours over the two-year course. The course is comprised of 9 units centered on the following Areas of Knowledge and other main themes; each unit lasts approximately 5 weeks, and is taught by a teacher specialized in that area of study. These units are:

- Mathematics
- Natural Sciences
- Human Sciences
- History
- Art
- Ethics
- Religion
- Contemporary Issues
- Knowers and Knowing

Assessment

In the second year (Grade 12) of the course students are officially assessed for their IB Diploma, based solely on two pieces of work:

The ToK Essay on a prescribed title (1200-1600 words). This is supervised by a teacher in the school, and then graded externally by an IB examiner.

The ToK Group Presentation (approx. 10 minutes per student). This is supervised and assessed by a teacher in the school. The final grade is then sent to the IB.

The final ToK grade and the final Extended Essay grade are entered into the Diploma Points Matrix (see below) to award a possible maximum of 3 extra points to be added to a student’s Diploma score. Candidates not submitting satisfactory work in either area will fail the Diploma.

The Extended Essay

The Extended Essay is an in-depth study of a limited topic within a subject. Its purpose is to provide a student with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the Extended Essay in compliance with IB guidelines. Students are required to devote 40+ hours to the essay over the course of twelve months.

Subject Choice

In choosing a subject, an essential consideration should be the personal interest of the student. The subject should offer the opportunity for in depth research but should also be limited in scope. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation.

Extended Essays submitted in Language B (Spanish or French) or Literature A1 (Japanese, Korean, French or English) must be written in that language

All other essays must be in English.

Organization of the Extended Essay

The Extended Essay is limited to 4,000 words and should include an abstract, an introduction, a development methodology, a conclusion, a bibliography, and any necessary appendices.

Assessment
The Extended Essay is externally examined. Marks are awarded against a set of published criteria (both general and subject specific).

The final Extended Essay grade and the final ToK grade are entered into the Diploma Points Matrix (see below) to award a possible maximum of 3 extra points to be added to a student’s Diploma score. Candidates not submitting satisfactory work in either area will fail the Diploma.

**The Diploma Points Matrix**

<table>
<thead>
<tr>
<th>Theory of Knowledge</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>+3</td>
<td>+3</td>
<td>+2</td>
<td>+2</td>
<td>+1 F*</td>
</tr>
<tr>
<td>B</td>
<td>+3</td>
<td>+2</td>
<td>+1</td>
<td>+1</td>
<td>F*</td>
</tr>
<tr>
<td>C</td>
<td>+2</td>
<td>+1</td>
<td>+1</td>
<td>0</td>
<td>F*</td>
</tr>
<tr>
<td>D</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>0</td>
<td>F*</td>
</tr>
<tr>
<td>E</td>
<td>+1 F*</td>
<td>F*</td>
<td>F*</td>
<td>F*</td>
<td>F</td>
</tr>
</tbody>
</table>

Failing conditions (F or F*):

If a student scores

- ‘E’ in **both** components he/she will automatically fail the Diploma (F)
- ‘E’ in **one** component he/she will require 28 points to pass the Diploma
- ‘E’ in **one** component but ‘A’ in the other (+28 points) he/she will be awarded 1 point (+1 F*)

**The CAS Programme**

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- Increased their awareness of their own strengths and areas for growth. They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
- Undertaken new challenges. A new challenge may be an unfamiliar activity, or an extension to an existing one.
- Planned and initiated activities. Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.
- Worked collaboratively with others. Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.
- Shown perseverance and commitment in their activities. At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
• Engaged with issues of global importance. Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).
• Considered the ethical implications of their actions. Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, or in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.
• Developed new skills. As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area. This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student’s development) that is of most importance.

ISP students are expected to
• Self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme.
• Plan, do and reflect (plan activities, carry them out and reflect on what they have learned).
• Undertake at least one interim review and a final review with their CAS adviser.
• Take part in a range of activities, including at least one project, some of which they have initiated themselves.
• Keep records of their activities and achievements, including a list of the principal activities undertaken.
• Show evidence of achievement of the eight CAS learning outcomes.

IB Language Programs
ISP offers language programs for mother-tongue or native speakers (language A), for near-native speakers (language A2), for those still acquiring the language (language B), and for beginners (ab initio). Language A1, A2 and B courses are available at Higher and Standard Levels.
### The International Baccalaureate at ISP, Grades 6-12

<table>
<thead>
<tr>
<th>Group 1</th>
<th>First Language</th>
<th>MYP: Grades 6-7</th>
<th>MYP: Grade 8-9</th>
<th>MYP: Grade 10</th>
<th>DP: Grades 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English, Language A or B</td>
<td>English, Language A or B</td>
<td>English, Language A or B</td>
<td>Languages A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2</th>
<th>Second Language</th>
<th>MYP: Grades 6-7</th>
<th>MYP: Grade 8-9</th>
<th>MYP: Grade 10</th>
<th>DP: Grades 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>French, Language A or B</td>
<td>French, Language A or B</td>
<td>French, Language A or B</td>
<td>Languages A or B</td>
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<tr>
<th>Group 3</th>
<th>Humanities</th>
<th>MYP: Grades 6-7</th>
<th>MYP: Grade 8-9</th>
<th>MYP: Grade 10</th>
<th>DP: Grades 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Integrated Humanities</td>
<td>Integrated Humanities</td>
<td>One subject from: History, Geography, Humanities</td>
<td>One subject from: Biology, Chemistry, Physics, Environmental Systems &amp; Societies (SL)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 4</th>
<th>Sciences</th>
<th>MYP: Grades 6-7</th>
<th>MYP: Grade 8-9</th>
<th>MYP: Grade 10</th>
<th>DP: Grades 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Integrated Sciences</td>
<td>Integrated Sciences</td>
<td>One subject from: Biology, Chemistry, Physics</td>
<td>One subject from: Biology, Chemistry, Physics, Environmental Systems &amp; Societies (SL)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 5</th>
<th>Mathematics</th>
<th>MYP: Grades 6-7</th>
<th>MYP: Grade 8-9</th>
<th>MYP: Grade 10</th>
<th>DP: Grades 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematics</td>
<td>Extended Mathematics or Standard Mathematics</td>
<td>Extended Mathematics or Standard Mathematics</td>
<td>Mathematics or Mathematical Studies (SL)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 6</th>
<th>The Arts</th>
<th>MYP: Grades 6-7</th>
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Group 1: Languages A

Language A: Literature (English, French, Japanese, Korean, Spanish)

The Language A: Literature course is primarily a pre-university course in literature. It is aimed at students who intend to pursue literature, or related studies, at university, as well as students whose formal study of literature will not extend beyond this point. The former would normally follow the Higher Level program and the latter the Standard Level program.

The program encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways, and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. The comparative framework emphasized for the study of these works further enforces it.

Language A1 Higher Level is a course for Native or near Native speakers. The students study 13 texts: 7 texts are chosen from the IB Prescribed List of Authors (originals in A1 Language), 3 texts chosen from the IB Works in Translation List (translations into A1 Language) and 3 texts are chosen by the individual teacher.

Language A1 Standard Level is designed for Native or near Native speakers. The students study 10 texts: 5 texts are chosen from the IB Prescribed List of Authors (originals in A1 Language) and 2 texts are chosen from the IB Works in Translation List (translations into A1 Language) and 3 texts are chosen by the individual teacher.

Part 1: Works in Translation (HL 3 texts, SL 2 texts), students submit a reflective statement and literary essay on one work studied in this part.

Part 2: Detailed Study (HL 3 texts, SL 2 texts, representing a range of genres), assessed by formal oral commentary examination. Poetry is compulsory for higher level.

Part 3: Literary genres (HL 4 texts, SL 3 texts), all drawn from one of the following genres: drama, poetry, prose fiction or prose other than fiction, assessed in Paper 2 of the written examination.

Part 4: Options (HL 3 texts, SL 3 texts), assessed as an oral presentation.

In addition to the written and oral work prescribed by IB, there will be regular internally assessed written and oral assignments.

There is also a possibility of other A1 languages being studied as “Self-Taught” subjects at Standard Level only. We will provide tuition, in English, for the ‘World Literature’ part of this course, while the student should have a private teacher for the remainder of the course. Students should work closely with the Coordinator of Externally Taught Languages who will make every effort to find a teacher and to provide resources, but the parents will bear the financial burden of the teacher.

Assessment

• Completion of one Written Assignment
• Completion of three (HL) two (SL) oral assessments
• Two external examination papers
Group 1: Languages A

Language A: Language and Literature (English, French)

Language A: Language and Literature is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process (in Language and Literature). This course is designed for students who have experience of using the language in an academic context, and supports future academic study in the subject by developing a high social, aesthetic and cultural literacy, as well as effective communication skills.

A key aim of the Language A1: Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text’s wider context in shaping its meaning is central to the course.

**Part 1: Language in Cultural Context.** Language and its cultural context looks at the audience and purpose of texts and how language, language changes, and meaning are shaped by culture and context, and involves the study of topics such as language and power, language and belief, language and taboo, language and gender, language history and translation.

**Part 2: Language and Mass Communication.** Language and mass communication looks at different forms of mass communication and how these use language to inform, persuade or entertain, and involves the study of topics such as the media institutions, political and legal language, popular culture, and advertising.

**Part 3: Literature – Texts and Contexts** (HL 3 texts, SL 2 texts). Texts and contexts examine meaning in a text as shaped by culture: that is, by the contexts of the circumstances of its production, by what the reader brings to it, and by social context, cultural heritage and historical change.

**Part 4: Literature – Critical Study** (HL & SL 3 texts) or the close reading of texts.

The assessment model for Language A: Language and Literature is the same at Higher Level (HL) and Standard Level (SL), but there are significant quantitative and qualitative differences between the levels. For example, HL students study six literary texts, SL students study four; HL students produce four written tasks of up to 1,000 words during the course, SL students three; and the questions in the essay assessment paper are the same for both levels, but with different assessment criteria applied.

**Language A: Language and Literature Assessment**

- Completion of TWO (HL) or ONE (SL) Written Assignment(s)
- Completion of two oral assessments
- Two external examination papers
Group 2: Languages B

English, French, Spanish, Chinese

Language B (HL or SL) is an additional language learning course designed for students with some previous learning of that language. The foci of these courses are language acquisition, intercultural understanding, and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and are related to the culture(s) concerned.

The core — with topics common to both levels — is divided into three areas and is a required area of study.

- Communication and media
- Global issues
- Social relationships

In addition, at both SL and HL, teachers select two from the following five options.

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

Language B Assessment for both HL and SL

Completion of one Written Assignment:

- Receptive and written productive skills: Creative writing of 300-400 (SL) or 500-600 (HL) words plus a plus a 100-word rationale, based on the core (SL) or 150 word rationale, based on one of the literary texts read.

Completion of two oral assessments:

- Individual Oral: 15 minutes’ preparation time and a 10-minute (maximum) presentation and discussion with the teacher.
- Interactive Oral (based on the core): three classroom activities assessed by the teacher.

Two external examination papers

- Paper 1 (Receptive skills): Text-handling exercises on four written texts, based on the core
- Paper 2 (Written productive skills): Compulsory writing exercises.
Group 3: Individuals and Societies

History

All students, higher and standard level, look at several topics from the DP history syllabus in detail. These are:

The Arab-Israeli conflict (1945 – 1979)

This topic uses a variety of sources to investigate the origins of the conflict, the role of the rest of the world, the series of clashes in the area (including the 1948-9 war, the 1956 Suez Crisis, the Six Day War and the 1973 October war) and the Egyptian-Israeli peace process of the 1970s.

The Cold War

Forming part of the final essay paper, we examine the origins of the Cold War (origins, process, and consequences). We look at how the Cold War developed in the 1950s and 1960s, and examine how it affected different parts of the world, including Asia (Korean War, Vietnam War), the Americas (Cuba) and Europe (especially Germany).

Democratic states: challenges and responses

We look at how democracies around the world have dealt with different challenges throughout the 20th century. Our study includes de Gaulle’s France (1958 – 1969), Japan (1945 – 1952) and the USA (1953 – 1973).

All students also complete one historical investigation (history coursework) at the end of Grade 11. Students can choose any historical topic of interest (which could be related to the course, but does not have to be) to complete their history coursework. Students are given the opportunity to form a research question, and use a variety of sources to find the evidence to answer it.

Higher Level Students will also look at the region of the Americas during the 20th century, focusing on the domestic and foreign policies of the USA, Cuba and Brazil.

Assessment

Historical investigation: (1500 - 2000 words) - SL 25%, HL 20%

Paper 1 (HL/ SL):
Source analysis paper – 5 source questions (1 hour)
Topic: the Arab-Israeli conflict

Paper 2 (HL/ SL):
Essay paper – 2 timed essays (1.5 hours)
Topics: The Cold War and Democratic States

Paper 3 (HL):
Essay paper – 3 timed essays (2.5hrs)
Topics: USA (1920s – 1970s)
Cuba under Castro
Brazil under Vargas
Civil Rights in the Americas
Group 3: Individuals and Societies
Economics

Why has the Euro fallen in value? Why is inflation a problem? What factors influence the price of oil? What policies can a government use to reduce traffic congestion? Why has the Chinese economy grown so quickly? Why does the US have such a large trade deficit? These are the types of questions that the IB Diploma Economics syllabus is concerned with.

The course will enable students to develop an understanding of microeconomic and macroeconomic theories and concepts and their real world application. In addition it develops an awareness of development issues that face nations as they undergo the process of change.

No prior knowledge of Economics is required however Higher Level Economics students should be taking at least Standard Level Mathematics due to the mathematical content of the Higher Level course. Standard Level Economics students would benefit if they feel comfortable using mathematical tools such as index numbers, percentages, simple multiplications and being able to draw and interpret graphs. However there is no requirement to study Standard Level Mathematics, Mathematical Studies would be acceptable.

Course Outline

Section 1: Microeconomics
- Competitive Markets: Demand and Supply
- Elasticity
- Government Intervention
- Market Failure
- Theory of the Firm (HL Only)

Section 2: Macroeconomics
- The level of overall economic activity
- Aggregate Demand and Aggregate Supply
- Macroeconomic Objectives
- Fiscal, Monetary and Supply-side Policies

Section 3: International Economics
- International Trade Exchange Rates
- The Balance of Payments Economic
- Integration Terms of Trade (HL Only)

Section 4: Development Economics
- Measuring Economic Development
- The Role of Domestic Factors
- The Role of International Trade
- The Role of Foreign Direct Investment
- The Role of Foreign Aid and Multilateral Development Assistance
- The Role of International Debt
- The Balance Between Markets and Intervention

Assessment

Internal assessment
Candidates must produce a portfolio of four commentaries, each 650–750 words, based on a news media extract, linking economic theory to a real-world situation. Three of the four commentaries must have as their main focus a different section of the syllabus, although it is acceptable for commentaries to make reference to other sections. The fourth commentary can focus either on a single section or on two or more sections of the syllabus. School deadlines in both Grade 11 and Grade 12 will be determined for both a draft and final version of the required commentaries.

External assessment
Extended –response question paper (HL and SL): 1 hour
Each question is divided into two parts and may relate to more than one section of the syllabus.
A data-response paper (HL and SL): 2 hour
Short- answer question paper (HL): 1 hour
This paper is based on all five sections of the syllabus.
Group 3: Individuals and Societies

Geography

The syllabus consists of one core theme and a number of options. The core theme “Population, Resources and Development” is common to both Standard and Higher Levels.

Population, Resources and Development

The topics covered in this theme include areas of knowledge, geographical concepts and skills which are also relevant to other schemes. The theme examines the nature of human populations and the human ability to exploit resources. Development is essentially a complex consequence of this exploitation. Thus, it is appropriate that the three topics of population, resources and development are considered together.

Geography options:

- Lithospheric processes and hazards
- Ecosystems and human activity
- Settlements
- Globalization (Higher Level only)

Teaching is largely based on case studies, and students’ research skills and inquiry methodologies are emphasized. Specific skills include data analysis including simple statistical analysis, presentation of arguments and results in short essays, map work, etc.

Both Higher and Standard level will have to carry out Internal Assessment work. A fieldwork trip is planned for both Higher and Standard Level students, to facilitate practical research work and completion of the internal assessment.

Assessment

- **Internal assessment**: Coursework based upon fieldwork undertaken by the student
- **External assessment**: External examination (2 papers at Standard Level, 3 papers Higher Level)
Group 4 Experimental Sciences

Biology, Chemistry, Physics and Design Technology are available at both Higher and Standard Levels, while Environmental Systems and Societies is studied at Standard Level only.

Methodology

All science programs have a strong focus on providing experimental evidence for the phenomena and concepts studied. As part of this process, students will:

- Consider science in its international context.
- Appraise the importance of communication and collaborative work in science.
- Acquire a body of concepts and skills for solving scientific problems.
- Develop an enquiring, investigative attitude.
- Evaluate and design experimental procedures.
- Develop the skills to analyze, synthesize and evaluate scientific information.
- Consider the ethical / moral, social, economic and environmental implications of scientific change.
- Develop an understanding and critical appraisal of the scientific method.
- Utilize information technology as a scientific tool.

Experimental work is carried out both individually and in small groups and support is given where possible to students for whom English is a second or other language.

Group 4 - Biology, Chemistry, Physics: Assessment

All subjects are assessed through three written examination papers in addition to the presentation of laboratory reports prepared over the two-year course. All students must also show evidence of participation in the trans-disciplinary Group 4 project.

Higher Level

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Standard Level

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Group 4 Environmental Systems and Societies: Assessment

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Group 4 Design Technology: Assessment

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Group 4: Experimental Sciences

Biology

Higher Level Biology is an in-depth study of modern biology and provides a sound foundation for college and university courses in Biology, Medicine, Biochemistry, Environmental Studies, etc.

A solid foundation in biology and a good working knowledge of chemistry are required for this course.

Core
- Statistical Analysis
- Cells
- The Chemistry Of Life
- Genetics
- Ecology and Evolution
- Human Health and Physiology
- Nucleic Acids and Proteins
- Cell Respiration and Photosynthesis
- Plant Science
- Further Genetics
- Human Health and Physiology

Options (2 of the following are taught)
- Evolution
- Neurobiology and Behavior
- Microbes and Biotechnology
- Ecology and Conservation
- Further Human Physiology

Standard Level Biology meets different needs than the Higher Level course. The course contains compulsory core material and in addition students have to study two optional topics.

Core
- Statistical Analysis
- Cells
- The Chemistry Of Life
- Genetics
- Ecology and Evolution
- Human Health and Physiology

Options (2 of the following are taught)
- Human Nutrition and Health
- Physiology of Exercise
- Cells and Energy
- Evolution
- Neurobiology and Behavior
- Microbes and Biotechnology
- Ecology and Conservation

All students are expected to attend a residential field trip in Grade 12 in order to complete the Group 4 Project requirement.
Group 4: Experimental Sciences

Chemistry

Higher Level Chemistry is an in depth study of modern chemistry and provides a sound foundation for college and university courses in Chemistry, Medicine, Biochemistry, Pharmacology, Environmental Studies, Chemical Engineering, etc. This chemistry course requires previous knowledge as certain areas of the subject are studied in considerable detail.

The comprehensive syllabus contains core material and two option topics.

Core
- Quantitative Chemistry
- Atomic Structure
- Periodicity
- Bonding
- Energetics
- Kinetics
- Equilibrium
- Acid and Bases
- Oxidation and Reduction
- Organic Chemistry
- Measurements and Data Processing

Options (2 of the following are taught)
- Modern Analytical Chemistry
- Human Biochemistry
- Chemistry in Industry and Technology
- Medicines and Drugs
- Environmental Chemistry
- Food Chemistry
- Further Organic Chemistry
- Modern Analytical Chemistry
- Environmental Chemistry
- Food Chemistry
- Further Organic Chemistry
- Modern Analytical Chemistry

Standard Level Chemistry has been specifically designed for the student who wishes to know more of the applications of chemistry, while still wanting to further their knowledge of the more "pure" aspects of the subject.

The common core of the syllabus covers similar material to the higher level course although not in the same detail.

Core
- Introduction: Quantitative Chemistry
- Measurements and Uncertainties
- Atomic Structure
- Periodicity
- Bonding
- Energetics
- Kinetics
- Equilibrium
- Acid and Bases
- Oxidation and Reduction
- Organic Chemistry

Options (2 of the following are taught)
- Modern Analytical Chemistry
- Human Biochemistry
- Chemistry in Industry and Technology
- Medicines and Drugs
- Environmental Chemistry
- Food Chemistry
- Further Organic Chemistry
- Modern Analytical Chemistry
- Environmental Chemistry
- Food Chemistry
- Further Organic Chemistry
- Modern Analytical Chemistry

All students are expected to attend a residential field trip in Grade 12 in order to complete the Group 4 Project requirement.
Group 4: Experimental Sciences

Physics

Higher Level Physics is relevant to university courses in Physics, Engineering or Electronics, and would be useful to anyone wishing to study Mathematics or Science at a Higher Level. It encourages the student to think in a logical, consistent and mathematical way. IB Higher Level mathematics is extremely useful, although not essential, for this course. The topics covered are:

Core
- Physics and Physical Measurement
- Mechanics
- Thermal physics
- Oscillations and Waves
- Electric Currents
- Fields and Forces
- Atomic and Nuclear Physics
- Energy, Power and Climate Change

Topics
- Motion in Fields
- Thermal Physics
- Wave Phenomena
- Electromagnetic Induction
- Quantum Physics and Nuclear Physics
- Digital Technology

Options (2 from the following)
- Astrophysics
- Communications
- Electromagnetic Waves
- Communications
- Relativity
- Medical Physics
- Particle Physics
- Astrophysics
- Communications
- Electromagnetic Waves

Standard Level Physics places a strong emphasis on problem solving abilities both in practical and theoretical work. The course provides a useful grounding in basic physics and therefore has relevance to the other sciences and mathematics. In addition, work on language in science and a general understanding of current scientific issues are given emphasis. Practical work also encourages the student to think resourcefully.

The core topics studied are the same as those for Higher Level. Two options are also studied, chosen from the list below:

Options (2 from the following)
- Sight and Wave Phenomena
- Quantum Physics and Nuclear Physics
- Digital Technology
- Relativity and Particle Physics
- Astrophysics
- Communications
- Electromagnetic Waves

All students are expected to attend a residential field trip in Grade 12 in order to complete the Group 4 Project requirement.
Group 4: Experimental Sciences

Environmental Systems and Societies (SL only)

**Environmental Systems and Societies** (ESS) is a trans-disciplinary subject, which can be taken to fulfill the students’ requirements in both group 3 and group 4, thus leaving the student able to choose an additional subject from any group (including another group 3 or 4 subject).

The main purpose of this course is to give students a coherent perspective on the interrelationships between environmental systems and societies. To really understand the causes and effects of environmental problems, and how people try to manage them, we will need to look at the issues from many angles (e.g. scientific, ethical, historical, economic, cultural and socio-political). This is called a ‘holistic’ approach.

By the end of this course students will be able to adopt an informed personal response to current environmental issues (i.e. know where they stand and why). They will also understand the impact of the choices and decisions we make in our own lives on the environment.

We will use local contexts to teach underlying theory, incorporating as much fieldwork and laboratory practical work as possible, and the theory applied in a series of international case studies. Students will gain an appreciation of the global diversity of environments and ecosystems, cultural and historical differences in attitudes to the environment, and differing perspectives on sustainability.

**Core topics:**

- Systems and Models
- The Ecosystem
- Human Population, Carrying Capacity and Resource use
- Conservation and Biodiversity
- Pollution Management
- The issue of Global Warming
- Environmental Value Systems
Group 4: Experimental Sciences

Design Technology (SL and HL)

At both Standard and Higher Level, students study units based around the core topics which are: the design process, product design, green design, product innovation, materials, product development and evaluation. Higher Level students also study energy, structures, mechanical design, and advanced manufacturing techniques. All students study the chosen option, Human Factors Design, which consists of human factors design and data, research and testing, modeling, health and safety legislation, design for usability and contexts, with the extra topics at higher level covering sustainable development, digital humans, design for disability and design for purpose and beyond usability — designing for pleasure.

Internal assessment is worth 36% of the total mark and consists of the group 4 project and short internal investigations (18%) and the longer design project, the topic of which the student chooses in consultation with the teacher (18%). For Standard Level, the practical project is allocated 30 hours whereas Higher Level students have 45 hours and consequently are expected to produce a more complex and demanding study. Examples of possible design and make projects are: a small piece of furniture or jewelry for yourself; an educational toy for a particular age group or group with learning / physical disabilities; an aid in the kitchen for elderly / handicapped users; a prototype for a lighting system, etc.

The short investigations are on a variety of topics, including evaluation and designing fair tests, designing for a specific or general end user, property testing and materials evaluation with specific focused tasks on wood, metals and plastics. The short investigations do not use the full design cycle and focus on specific aspects of the core subjects. About one third of the allocated time is spent on practical work. Most internal assessment takes place during the latter part of the course when students have become familiar with the assessment criteria.

Technology: Assessment

Internal assessment:
- Investigations and group 4 project
- Design project (student choice)

External assessment:
- Paper 1: 30 multiple choice questions on the core
- Paper 2: Section A: One data-based question and several short-answer questions on the core Section B: One extended-response question on the core (from a choice of three)
- Paper 3: Several short-answer and extended response question on the chosen option, Human factors design (all compulsory)
Group 5: Mathematics

Mathematics HL

The Higher Level (HL) Mathematics course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

The course consists of the study of seven topics, all of which are compulsory. Students must study all the sub-topics contained within each of the topics in the syllabus.

Study Topics:
Topic 1: Algebra
Topic 2: Functions and Equations
Topic 3: Circular Functions and Trigonometry
Topic 4: Vectors
Topic 5: Statistics and Probability
Topic 6: Calculus

Option syllabus

Students must study all the sub-topics in one of the following options:
Topic 8: Statistics and Probability
Topic 9: Sets, Relations and Groups
Topic 10: Series and Differential Equations
Topic 11: Discrete Mathematics

Assessment

Internal assessment

Mathematical exploration 20%: The internally assessed component in this course is a mathematical exploration. This is a short report written by the student based on a topic chosen by him or her, and it should focus on the mathematics of that particular area. The emphasis is on mathematical communication (including formulae, diagrams, graphs and so on), with accompanying commentary, good mathematical writing and thoughtful reflection. 20% of final assessment.

External assessment

There are 3 written examination papers:

- Paper 1 (2 hrs): 30% of final assessment (no calculator allowed)
- Paper 2 (2 hrs): 30% of final assessment (graphic display calculator (GDC) required)
- Paper 3 (1 hr): 20% of final assessment (graphic display calculator (GDC) required)
Group 5: Mathematics

Mathematics SL

The Standard Level Mathematics course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The course consists of the study of seven topics, all of which are compulsory. Students must study all the sub-topics contained within each of the topics in the syllabus.

Study Topics:
Topic 1: Algebra
Topic 2: Functions and Equations
Topic 3: Circular Functions and Trigonometry
Topic 4: Vectors
Topic 6: Statistics and Probability
Topic 7: Calculus

Mathematics SL: Assessment

Internal assessment

The internally assessed component in this course is a mathematical exploration. This is a short report written by the student based on a topic chosen by him or her, and it should focus on the mathematics of that particular area. The emphasis is on mathematical communication, with accompanying commentary, good mathematical writing and thoughtful reflection. This is 20% of the final assessment.

External assessment

There are 2 written papers:

- Paper 1 (1 hr 30 min): 40% of final assessment
- Paper 2 (1 hr 30 min): 40% of final assessment
Group 5: Mathematics

Mathematical Studies SL

The Mathematical Studies course is available at Standard Level (SL) only. It caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

The course consists of the study of eight topics, all of which are compulsory. Students must study all the sub-topics contained within each of the topics in the syllabus.

Study Topics:
Topic 1: Introduction to the Graphic Display Calculator
Topic 2: Number and Algebra
Topic 3: Sets, Logic and Probability
Topic 4: Functions
Topic 5: Geometry and Trigonometry
Topic 6: Statistics
Topic 7: Introductory Differential Calculus
Topic 8: Financial Mathematics

Assessment

Internal assessment

The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. This accounts for 20% of the final grade.

External assessment

There are 2 written papers:

- Paper 1 (1 hr 30 min): 40% of final assessment
- Paper 2 (1 hr 30 min): 40% of final assessment
Group 6: The Arts

Music

The study of music allows for exploration of the shared human perceptions and emotions which temper our lives; those common or singular experiences which by other means are imperfectly expressed, or cannot be expressed at all.

What does the study of music entail? We learn to hear pitch in sound and pattern in rhythm. We learn to listen and look for distinctions and beauty. We learn to be surprised, moved and inspired by the similarities and differences in music.

Higher Level

This is designed for the specialist music student with a background in musical performance and composition, who may pursue music at university or conservatoire level. HL students must complete all three components of the course. SL must choose between Performing and Creating

Solo Performance (Option for SL)

This is designed for the student who has a background in musical performance.

The program for the presentation should be suitable for the chosen instrument or voice, with attention given to the balance of styles and character, if appropriate.

It is not necessarily in the student’s interest to submit a presentation where the student performs on more than one instrument, or both sings and plays.

Creating (Option for SL)

This is designed for the student who has a background in musical composition.

Composition can begin from imitating other music, or from the sheer joy of improvising. Students may also arrange existing music for an ensemble or experiment with music technology.

Sounds can then be explored experimentally to create music which can be purely aesthetic, purely functional, purely traditional, or designed to fulfill any other expressive purpose.

Group Performance (Option for SL): This is designed for students with a general interest in music, or those without prior experience, particularly members of ensembles.

The only compulsory part of the syllabus, common to Higher Level (HL) and all Standard Level (SL) options, is Musical Perception. It consists of two compulsory sections for SL and three for HL students. The IB prescribes works for study for section A. In section B (and C for HL) students respond to music drawn from different times and places.

Within this component is also a significant piece of coursework that establishes musical links across two musical cultures. This is an opportunity for the student to engage in a sustained investigation into aspects of music that really interests them.

Music Assessment SL

**External assessment**
- Listening Paper (2 ¼ hours) 30%
- Musical Investigation 20%

**Internal assessment**
- Creating/Solo or Group performing 50%

Music Assessment HL

**External assessment**
- Listening Paper (2 ¼ hours) 30%
- Musical Investigation 20%

**Internal assessment**
- Creating 25%
- Solo performing 25%
Group 6: The Arts

Theater

The theater course at both HL and SL requires no previous experience in drama or theatre. The course is designed to help students to experience theater on a personal level. Achievement in this subject is reflected in how students develop, extend and refine the knowledge, skills and attitudes necessary for studying this art form. Students are challenged in both theory and practice to work creatively and imaginatively and to communicate in dramatic form. The course lays a foundation for further study in theatre, performing arts and other related subjects.

Area 1: Theater in the Making

Students are required to explore this area from the perspective of dramaturge, director, performer, group ensemble, production team and spectator.

Area 2: Theater in Performance

Application of knowledge and skills developed in “Theater in the Making” through participation in theater performances in different capacities

Area 3: Theater in the World

Students are required to develop the following skills: Performance skills, research and analyze performance traditions, critically appreciate theater performances, appreciate the political, social, aesthetic, intellectual context from which theater evolves, and skills to argue and debate

Area 4: Independent Project

The independent project allows students to pursue an independent interest in theatre. The project should be practical in nature, largely self-motivated and directed. It should be undertaken in the second year of the course and it must not be a duplication of work undertaken in other areas of the course.

Theater: Assessment

Internal Assessment

Theater Performance and Production Presentation (TPPP): Oral presentation

- SL Students: 20 minutes and illustration of presentation with 5-7 images
- HL Students: 30 minutes and illustration of presentation with 7-10 images

Independent Project Portfolio (IPP):

- SL students: 2,000 words with four assessment criteria
- HL students: 3,000 words with five assessment criteria

External Assessment

Practical Performance proposal (PPP):

- SL students: 250 word written presentation with visual materials
- HL Students: 250 word written presentation with visual materials and a 1,000 – 1250 word rationale

Research investigation (RI):

- SL students: 1,500 – 1,750 words with supporting visual materials.
- HL students: 2,000- 2,500 words with supporting visual materials
Group 6: The Arts

Visual Arts

Visual Arts is available at both Higher and Standard Levels as a Studio-based program (Option A) or a Workbook-based program (Option B). Option A provides more time for students to produce art works; option B gives students more time for investigation and research.

Carnet de Voyage (September - December)

A skills based project to teach students to experiment with different media and techniques, develop new ideas, problem solve, understand art concepts, and critically and contextually investigate other artists work. The 3 main areas of exploration are:

- Observational drawing
- Color, painting and mixed media composition
- 3D design and sculpture.

The Shock of Reality (January - March)

Students explore the theme through drawing and workbook investigations and then make 2D and 3D studio works. This project is designed to help students understand the concept of working on a theme in preparation for the independent projects.

Independent Project / Theme (March - June)

Students produce a series of independent studio works in the materials of their choice.

Mock exam interview and exhibition (June)

Thematic project (September - December)

Students investigate an idea or aspect of their theme.

The term is punctuated by workshops that introduce new skills and a trip to a museum to assist their artist/cultural research.

Independent work (January - March)

Students develop independent studio work and research inspired by in-depth investigation of their chosen theme or subject.

Visual Arts: Assessment

The course content and assessment objectives are the same for HL and SL, but HL students are expected to produce a larger body of work and work of greater depth. The assessment criteria are therefore differentiated according to option and level.

The final assessment is based on each student’s exhibition of their studio work, their research workbook and an interview with an external examiner.

The allocation of marks is:

- SL and HL Option A: Workbook 40% / Studio work 60%
- SL and HL Option B: Workbook 60% / Studio work 40%
IB Coursework Deadlines, Class of 2015

All assignments are due by the ISP submission dates set out below. Please note that final dates (day/month) will be confirmed and communicated to the students by individual teachers. It is the student’s responsibility to ensure that he/she makes a careful note of the due date for each assignment – for written work and oral presentations – and presents this work on time. IB Diploma Deadlines are placed on the school website, are published internally, are posted in the IB Study Room, and are regularly communicated to the parents. The school will not accept that a student has not been informed of IB coursework deadlines.

Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss strategies which will allow them to meet their commitments. Students with an absence for the day that an assignment was due must hand in the assignment by email where possible, or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

Failure to meet a coursework deadline will result in that student being suspended from class until the assignment is complete.

<table>
<thead>
<tr>
<th>Coursework Assignment</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Music Investigation</td>
<td>June 2014</td>
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<tr>
<td>First Mock Exams</td>
<td>May/June 2014</td>
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<tr>
<td>History Coursework</td>
<td>June 2014</td>
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<tr>
<td>Extended Essay – first draft</td>
<td>September 2014</td>
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<tr>
<td>Theater Research Investigation</td>
<td>September 2014</td>
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<tr>
<td>Group 4 Project</td>
<td>September 2014</td>
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<tr>
<td>ToK Essay</td>
<td>February 2015</td>
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<tr>
<td>Extended Essay – Final</td>
<td>November 2014</td>
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<tr>
<td>Geography Coursework</td>
<td>November 2014</td>
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<tr>
<td>Final Mock Exams</td>
<td>December 2014</td>
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<tr>
<td>Theater Practical Play Proposal(External Deadline)</td>
<td>January 2015</td>
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<td>CAS Completion</td>
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<tr>
<td>Economics Portfolio</td>
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<tr>
<td>All Group 4 IA</td>
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<tr>
<td>Mathematics HL &amp; SL</td>
<td>March 2015</td>
</tr>
<tr>
<td>Music Composing and Performance Portfolios</td>
<td>March 2015</td>
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<td>Theater</td>
<td>March 2015</td>
</tr>
<tr>
<td>Language Orals</td>
<td>February – March 2015</td>
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</tbody>
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Homework

Homework is an extension of the regular daily school work and is given in all courses. The functions of homework are to help students prepare for classes, and develop the skills of organization, time management, independent responsibility, self-direction and self-discipline.

Long-range assignments such as reports and projects take careful planning and good organization on the part of the student. Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students’ work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers, counselors, and the learning support department.

The amount of homework assigned normally increases as the student progresses through school and varies throughout the year. By Grades 11 and 12 this will be between a minimum of 10 and 12 hours a week.

The nature of the homework will vary but it can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Getting work done on time requires careful planning, organization, determination, and self-discipline. These qualities are important in the later working-careers of students and in their personal lives. To promote the habit of punctuality, while recognizing that difficulties can arise, our policy is that:

All assignments are due by the deadline set by the teacher (Diploma coursework or any other assignment). It is the class teacher’s responsibility to ensure that the due date – for written work and oral presentations – is clearly understood by all of the students in the class. IB Diploma Deadlines are placed in the school’s Assessment Timeline and made available to the parents.

Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss a possible extension. An extension may be granted if the teacher judges that there is an acceptable and legitimate reason.

Students with an absence for the day that an assignment was due should hand in the assignment by email where possible or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

Extra Help with Schoolwork

Students may be asked to stay after school for help with schoolwork. This is our way of ensuring the best academic progress possible for your child. The school also has a resource specialist team who will help individual students who are experiencing specific difficulties. Please ensure that your son/daughter knows to call home if he/she has been asked to remain in school for this extra help.

Academic Honesty Policy

ISP is committed to academic honesty and will ensure that all students in the IB Diploma Programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Academic Dishonesty and Malpractice

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

- Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one’s own.
- Copying: taking work of another student, with or without his or her knowledge and submitting it as one’s own.
- Exam cheating: communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.
- Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- Falsifying data: creating or altering data which have not been collected in an appropriate way.
- Collusion: helping another student to be academically dishonest.
Prevention of Academic Dishonesty

ISP, in line with IB recommendations and practice, may submit random or selected pieces of work to external bodies for verification and evaluation of sources. Students should be able to submit electronic copies of any work to either the teacher or the relevant curriculum coordinator for such verification at any time. It is recommended that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

Procedure for Investigating Suspected Cases of Academic Dishonesty

If a teacher, or another member of staff, suspects that a student may have breached the school’s standards of academic honesty, he or she will inform the IB DP Coordinator. The latter will investigate the matter, and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the IB DP Coordinator will make a recommendation to the Secondary School Principal as to whether or not the case is one of academic dishonesty, or of an academic infringement. Again in line with the IB’s policy and practice, the determining difference between these two possibilities will be one of intent. The Principal will decide the outcome of the case.

The Consequences of Academic Dishonesty

Any student who has found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student’s parents. If the work has been submitted as an official piece of IB coursework, it will not be accepted; if there is time for him or her to do so, the student will be allowed to resubmit another piece of work in its place. If there is not time for the student to produce new work, he or she will normally not receive a grade for that course and will therefore not receive an IB Diploma. A second violation will result in the student being removed from that particular IB DP course, and his or her being disallowed from being able to take an IB certificate in that subject. In addition the student will not receive credit towards the High School Diploma for the course. If a student submits work to the IB which is later recognized as having been produced dishonestly, the IB will not award a Diploma to that student.

Students should recognize that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

Turnitin.com

After some unfortunate incidents where students have not been awarded their Diploma due to an innocent oversight, ISP currently uses “turnitin.com” as a useful tool for electronically collecting work that will be submitted to Diploma Examiners. All Extended Essays and ToK Essays will be submitted this way, and subject teachers will tell students if they want any particular piece of work to be submitted through “turnitin.” We encourage students to use the draft submission facility prior to the deadline. This will identify all their quotations, with their sources.
Assessment: FAQ

Why does ISP use a 7–1 scale?

We do so to be consistent. We are an International Baccalaureate school and our scale is an adaptation of the IB Diploma Programme 7 point scale. Our own assessment principles also require that students’ performances be compared to agreed standards and criteria.

Each level on the 7-1 scale has a set of statements describing the quality of work required (descriptors).

How do I convert a 7-1 grade to an A-F grade?

There is no direct universally-accepted conversion, although ISP does provide clear guidance and support to students entering schools or colleges that use the A – F grading system (see below). To know what a 7 – 1 grade means, please read the description.

Will having grades on the 7 – 1 scale put me at a disadvantage if I transfer to a system which uses a different scale?

It should not. Our grade scale has a clear advantage over many other evaluation scales; it describes the levels of achievement in terms of the quality of work and skills required while most other scales confine themselves to a single adjective per level. University admissions offices have told us that our students will be at no disadvantage provided the meaning and context of the grades is made clear. We provide documents which do both: the table of descriptors, our college profile, and charts of grade distributions.

How does a student or teacher know what the “expectations” are?

The student is usually given the expectations for a particular task in the form of a rubric when the assignment is given. The end-of-year expectations for individual courses are available on the school website, and can be obtained from the Head of Department of each subject.

How do teachers standardize their expectations?

Teachers of the different sections of the same course do this by talking to each other, and looking at the work of students not in their own sections; this is called internal moderation and is good professional practice in many schools.

How difficult is it to score a 7?

Any student who meets the criteria for a 7 will score a 7, and the teacher should interpret the criteria at the grade level of the course concerned. The criteria are achievable at all grade levels.

What is a passing score for a course?

There are no passing grades for each course, although to earn the IB Diploma you should aim to score a 4 (satisfactory) or better.
Information Directory

About the IB Diploma Programme  Mr. Philip Anderson (IB DP Coordinator)
   panderson@isparis.edu

About the CAS Programme  Ms. Mylene Foucher (CAS Coordinator)
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About the ToK Course  Dr. Adeyemi Adedapo (ToK Coordinator)
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About the IB
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