

**Course Guides 2017-19**  
**IB Diploma Programme & DIS Diploma**



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## The Options Process

The options process for Grade 10 fits into a schedule whereby we aim to give students and parents information and advice in which to make the best decisions.

7 November	Letter sent home to parents/students outlining DP entry requirements.
7 December	IB/DIS Diploma Options Evening & opportunity to meet subject teachers.
<b>Nov/Dec</b>	Recommended Step One Testing - careers inventory and aptitude.
16 & 17 February:	Portfolio Conferences & Semester One Reports issued. <b>Teacher recommendations for student subject choices will be issue at this time.</b>
1 March:	Parent-Teacher Conferences.
17 March:	Deadline for submission of 'Subject Choice Form'
<b>7 April:</b>	Provisional option choice confirmations will be sent out by this date.
14 June:	Semester 2 grades available to the Principal and DP Coordinator who will check requirements have been met by students - final option choice confirmation. Meetings are held with parents and students if there are any issues.

If at any point in the process, you have further questions please do not hesitate to ask them. For information regarding specific courses please direct your questions to subject teachers, or the Heads of Departments listed below. Our careers and universities team are also happy to help.

### **General Advice:**

Mr Ellis	Secondary Principal ( <a href="mailto:sellis@dresden-is.de">sellis@dresden-is.de</a> )
Hadi Bou Hassan	IBDP Coordinator / Assistant Principal ( <a href="mailto:hbouhassan@dresden-is.de">hbouhassan@dresden-is.de</a> )
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### **CAS:**

David Prochaska	CAS Coordinator ( <a href="mailto:dprochaska@dresden-is.de">dprochaska@dresden-is.de</a> )
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### **Extended Essay:**

Ms Götting	Extended Essay Coordinator ( <a href="mailto:mgoetting@dresden-is.de">mgoetting@dresden-is.de</a> )
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### **Heads of Departments:**

Group 1	Language A	Mr Meagher ( <a href="mailto:emeagher@dresden-is.de">emeagher@dresden-is.de</a> )
Group 2	Language B	Ms Uhia ( <a href="mailto:auhia@dresden-is.de">auhia@dresden-is.de</a> )
Group 3	Individuals & Societies	Ms Brodengeier ( <a href="mailto:cbrodengeier@dresden-is.de">cbrodengeier@dresden-is.de</a> )
Group 4	Science	Mr Bou Hassn ( <a href="mailto:hbouhassan@dresden-is.de">hbouhassan@dresden-is.de</a> )
Group 5	Mathematics & Computer Science	Mr Glendinning ( <a href="mailto:jglendinning@dresden-is.de">jglendinning@dresden-is.de</a> )
Group 6	The Arts	Ms Greite ( <a href="mailto:egreite@dresden-is.de">egreite@dresden-is.de</a> )

## Our Mission Statement

*The goal of the Dresden International School is to provide an excellent education to students of all nationalities, based on the International Baccalaureate programme and philosophy. The school is dedicated to intercultural understanding and the development of the individual talents of young people.*

## Introduction

The purpose of this booklet is to provide you with information to help you select a pathway through the IB/DIS Diploma Programme which best fits your requirements. Linked to our mission statement, our school offers the IB's Diploma Programme for students in Grades 11 and 12. Students not wishing to take the full IB Diploma will still be in the same classes but will be working solely towards the DIS Diploma, with an option of taking IB exams in some subjects.

## What is the International Baccalaureate Diploma Programme?

The International Baccalaureate Diploma Programme is a comprehensive and rigorous two-year curriculum for students aged between sixteen and nineteen. Based on the pattern of no single country, it is a deliberate blend of specialisation and breadth of study.

Through the DP, schools are able to develop students who:

- have excellent breadth and depth of knowledge
- flourish physically, intellectually, emotionally and ethically
- study at least two languages
- excel in traditional academic subjects
- explore the nature of knowledge through the programme's unique theory of knowledge course.

Since its founding in 1968, the IB Diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline needed for success in a competitive world.

There are currently over 3,976 IB schools in 147 countries, providing education for over one million students. 2,627 schools offer the IB Diploma.

## The IB Diploma Programme Model



Diploma candidates are required to select one subject from each of the six subject groups.

Three subjects are taken at Higher Level (HL) and three at Standard Level (SL).

In addition, students take part in areas called the 'core':

- Theory of Knowledge – taught course
- Creativity, Activity & Service (CAS) (independent and 3-4 hours per week)
- Extended Essay – independent 4000 word essay

Experience has shown that IB Diploma holders gain admission to universities throughout the world.

The IB Diploma is accepted as *Hochschulzugangsberechtigung* in Germany if specific courses are taken, specific grades are

achieved and other terms of recognition are met (page 7).

### Assessment

A variety of assessment methods are used to value both the content and process of academic achievement and to take into account different learning styles and cultural patterns. Assessment includes internally assessed coursework with teachers being responsible for evaluating work carried out during the course, which is then moderated by external examiners (samples sent to IB to ensure criteria are met).

### Examinations

Internal end of year examinations (May of Grade 11) and 'mock' examinations (January Grade 12) take place, along with final external examinations taking place during May of the final year of the programme. These external examinations are marked by external IB examiners. As such examination fees are charged for the external and are not included in the standard tuition fees. DIS enters candidates for the May external examination session only and does not offer November examinations or retakes.

### Award of the Diploma

Each subject in the six groups is graded on a scale of 1 (minimum) to 7 (maximum). Students must achieve defined standards and conditions, including a minimum of 24 points and achieve satisfactory completion of the Extended Essay, Theory of Knowledge and CAS. The maximum score of 45 points includes the maximum of three addition points that can be awarded for the level of performance in the Extended Essay and Theory of Knowledge.





The IB learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. Each of the IB's programmes is committed to the development of students according to the IB learner profile (IB website).



## IB learner profile

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

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## Entry Requirements

In order to have a realistic chance of success in the IB Diploma, students need to complete Grade 10 with sufficiently high grades. The minimum entry requirements to enter the IB Diploma Programme include:

Group	Course Choices	Required minimum grades for admission to these courses	
		SL	HL
Group 1: Strongest language	English/German Lit or Lang & Lit	4	5
	English/German Lit or Lang & Lit	4	5
Group 2: Additional language	English/German Lit or Lang & Lit	4	5
	English/German Lit or Lang & Lit	4	5
	English B	3	4**
	German B	End Phase 3: 5	Phases 4-5**
Group 3: Individuals & Societies	German <i>ab initio</i> SL* (for beginners)	-	-
	Geography	4	5
	History	4	5
	Business Management (usually offered as a Group 6 subject)	4	5
Group 4: Sciences	Biology	4	5
	Chemistry	4	5
	Physics	4	5
Group 5: Mathematics	Maths Studies	4*(standard)	-
	Maths SL	5 (standard)	-
	Maths HL	4 (extended)	7 (standard) 6 (extended)
Group 6: Arts and electives	Spanish B	End Phase 3: 5	Mid-Phase 4: 5
	Theater Arts/Visual Arts	4	5
	<i>Additional Group 6 options:</i> Biology/Chemistry/Physics Business Management		

\* this subject is not eligible for German recognition.

\*\* entry into German B HL and English B HL is linked to mother-tongue experience and the student's academic background. Students will be considered case by case, based on feedback from our language teachers.

### Personal Project

In addition, students who entered DIS at the beginning of Grade 10 or earlier, must successfully complete the MYP Personal Project with a grade of at least a "4".

### Teacher Recommendations

In order to provide personalised guidance and feedback to students, Grade 10 teachers and DP staff also make specific recommendations to each student regarding their choices and students will receive this information directly.

### DIS Diploma

The entry requirements are more flexible and the best range of courses will be decided in consultation with parents and the student.

## Subject Choices

Below are the course options for 2017-2019 for both the IB Diploma and DIS Diploma. *Please note that not all subjects will be offered and the final decision regarding the placement of a student in a course rests with the school.*

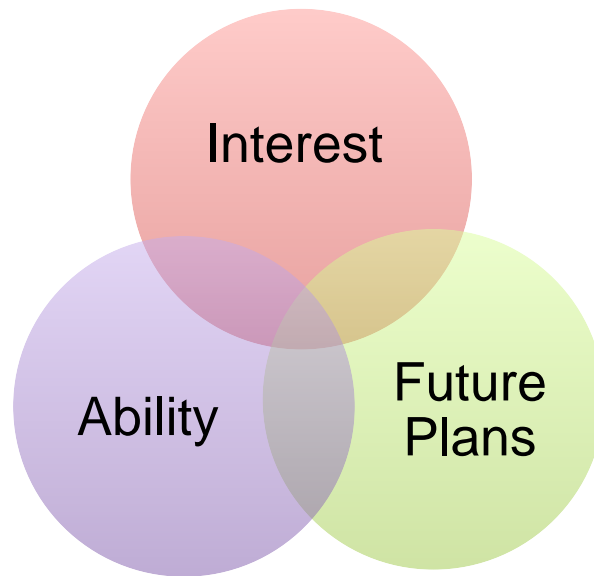
	Higher Level	Standard Level
<b>Group 1</b>	English Lang & Lit English Literature German Lang & Lit German Literature	English Lang & Lit English Literature German Lang & Lit German Literature
<b>Group 2</b>	English Lang & Lit English Literature German Lang & Lit German Literature English B German B	English Lang & Lit English Literature German Lang & Lit German Literature German B German <i>ab initio</i>
<b>Group 3</b>	History Geography	History Geography
<b>Group 4</b>	Biology Chemistry Physics	Biology Chemistry Physics
<b>Group 5</b>	Mathematics HL	Mathematics SL Mathematics Studies
<b>Group 6</b>	Theatre Arts Visual Arts Economics/Business** Biology Spanish B	Theatre Arts Visual Arts Economics/Business** Biology Spanish B

\* Subjects will only be offered if sufficient students sign up. Normally the minimum number of students required for a subject to run is 5. Equally, for some subjects there is a maximum number of students which can be accommodated; as such each student is required to have a second choice selected within each subject group. If a student does not have the required grade in Semester One for a subject, the second choice may be allocated. Subjects will be filled on a first come first served basis AND teacher recommendation.

\*\* Only one course will be offered – either Economics or Business Management. This decision will be based on the number of students choosing either course.



## How should students select their subjects?



It is important to think carefully about your subject choices! Three important factors to consider are shown above. These factors will often overlap of course – you may do well in the subjects you are most interested in.

### Interest

- Pick the subjects you are most interested in and enjoy. You are likely to do better in these as a result. Plus, you will have a more enjoyable two years!
- This is particularly important for your HL subjects – you have each subject for 11 periods over two weeks and have to do a lot of additional independent work in order to be successful.

### Ability

- Look carefully at your grades in MYP over the past two years and consider which subjects you are most successful in.
- Be honest with yourself about how hard you have had to work in each class to be successful and make sure your course choices are realistic.
- If you take a subject that you find challenging at HL, you should expect to gain a lower final grade. This may be an appropriate choice if you still achieve your overall goal.

### Future Plans – University/Career

- If you already have an idea of what you would like to study, then you need to do some research to see what the course requirements are – both in terms of required subjects, and required points.
- Course requirements vary from country to country.
- E.g. the UK universities often expect certain grades in your HLs, or particular course combinations. Switzerland does not recognise maths studies, visual arts or theatre arts.
- Our careers team are happy to provide additional guidance.

You should also consider the **balance** between different subjects and how that may affect workload and interest.

For example:

- Would you prefer to take two literature courses, or would taking one Literature course and one Language/Literature course be better?
- Many students have enjoyed the different nature of the Visual Arts and Theatre courses, they are equally as demanding as other courses, but provide a different experience and there are no exams at the end of each of these courses.

## What if a student does not meet the minimum requirements for entry?

For a student who does not meet the minimum requirement(s) to take IB Diploma courses, entry to the course(s) or level(s) will not be possible. A conditional place **may** be offered (at the discretion of the school) according to measures outlined below:

- Specific subject work would be given over the summer break by the subject teacher(s)
- The student would sit an entrance exam for the subject(s) before Semester One (August).
- If the exam(s) is satisfactorily completed, then the student would be offered a conditional place in the course(s) or level(s) – *if space is still available in the class*. This conditional place would be reviewed after the October progress reports and at the end of Semester One of Grade 11.
- During this conditional period, the student would have the status of a “courses” candidate and would only be promoted to being a full “Diploma” candidate after the successful completion of the conditional period (a minimum of grade 4 in all 6 Diploma courses would be required and satisfactory performance in TOK, Extended Essay and CAS).

Please note that if the exam is not satisfactorily completed, the student would not gain entry into the course and alternative options would then be discussed with the student and parents. As already mentioned, entry requirements for the DIS Diploma are more flexible.

## What do I need to do in order to get an IB Diploma?

Students must complete all assessments in three HL courses and three SL courses, plus satisfactorily complete TOK, the Extended Essay and the CAS programme in order to receive an IB Diploma. Students who do not complete all components will get an ‘IB Certificate’ which details their achievement in the components that they did complete.

Full requirements for the IB Diploma are available upon request, but here are a few of the most important points:

In their six subjects, students must achieve at least 24 points (points table below). This would be an average of 4 points per course. However, students do not have to score 4 points in all subjects. They must:

- ✓ Score at least “3” or higher in all HL subjects
- ✓ Score at least 12 points in their 3 HL subjects
- ✓ Score at least “2” or higher in all SL subjects
- ✓ Score at least 9 points in the 3 SL subjects
- ✓ Score no more than one grade of “2” in all subjects
- ✓ Score no more than three grades of “3” or lower in all subjects
- ✓ Not be found guilty of malpractice for any assessment component
- ✓ Score at least a “D” in both TOK and Extended Essay

## German Recognition

Please note that the following subjects are not recognized by Germany and cannot be included to achieve German recognition: German B SL, German *ab initio* SL, Mathematics Studies SL.

In order for an IB Diploma to be recognized for entry to a German university (see comparison table below), a few more requirements must be met. Here are a few of the most important points:

1. At least one foreign language is taken at A level or B HL.
2. The mathematics course must be “Math SL” or “Math HL”, *NOT* “Math Studies SL”
3. Either a science or mathematics class must be taken as an HL subject.
4. All courses must be taken for the full two years of the Diploma Programme.
5. The student must be able to provide report cards showing twelve continuous years of schooling.
6. **The student must score at least 24 points, with no “1”s, no “2”s and no more than one grade of “3”. If the student scores “3” in a subject, he/she must even this out with at least one score of “5”-or-higher in a subject of the same level (HL or SL).**

IB subject points scale:	
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

Equivalence with German abitur points scale:	
45	1.0
44	1.0
43	1.0
42	1.0
41	1.1
40	1.3
39	1.5
38	1.6
37	1.8
36	2.0
35	2.1
34	2.3
33	2.5
32	2.6
31	2.8
30	3.0
29	3.1
28	3.3
27	3.5
26	3.6
25	3.8
24	4.0



## The DIS Diploma

### Qualifying for the DIS Diploma:

Students can qualify for a Dresden International School Diploma by earning twenty-four (24) academic credits during grades 9, 10, 11 and 12. Each course at the school is assigned a value of one full credit or one half credit per academic year depending upon the number of classroom hours required.

These twenty-four (24) credits must include the following components:

- English: 4 credits
- Mathematics: 3 credits
- Sciences: 3 credits
- Social Sciences: 3 credits
- Non-English language: 3 credits (non-native German speakers must take at least 2 credits of German\*)
- Physical Education: 1 credit
- Fine Arts: 1 credit
- Academic Electives: 6 additional school-approved courses

DIS grade	A-F Equivalent	4 point Equivalent
7	A+	5.0 (6.0 HL)
6	A/A-	4.0 (5.0 HL)
5	B	3.0 (4.0 HL)
4	C	2.0 (3.0 HL)
3	D/C-	1.0
2	D-/F	0
1	F	0

### What does the DIS Diploma look like in grades 9 and 10?

The same as the Middle Years Programme, there is no difference for the students. All our students are automatically preparing to earn the DIS Diploma. As stated above, it is important that students gain a minimum grade of '3' in each subject (overall, their grade point average must be 4.0) and attend at least 85% of the scheduled course periods.

### What does the DIS Diploma look like in grades 11 and 12?

If a student decides to solely pursue the DIS Diploma, instead of gaining the IB Diploma in addition, they are in the same classes as the IB Diploma students and still select six subjects to study and complete Creativity, Activity and Service (CAS). However, there are some important differences:

- Subjects are offered at both standard and higher level.
- For the DIS Diploma, no higher-level courses are required, so students can take six standard level subjects.
- Students can either choose to take IBDP exams in each of their six subjects, gaining an IB certificate in each subject, or they can take a mixture of IBDP courses and High School Courses.
- The curriculum and assessment for the High School Courses are set by DIS.
- Students must also complete the Theory of Knowledge course (TOK). However, the assessment is modified and they would not have to complete the final essay. See guidelines later in this document.
- The Extended Essay must be completed but the assessment is modified and the work is marked internally by teachers, not by the IB. See guidelines later in this document.

### Grade Conversions

Students earn grades for each course based on a scale of 1-7. For the purposes of the high school diploma, these grades are also converted into the 4.0 scale according to the conversion table (above).

### Students Entering After Grade 9

For students entering DIS after grade 9, their previous transcripts or report cards will be evaluated for credit equivalents in the DIS system. Students may have to earn additional credits if necessary for graduation requirements.

### Higher Level Courses:

Core subject courses are offered as standard level and, sometimes, higher level courses. For the IB Diploma, students must enrol in at least three higher level courses. For the DIS Diploma no higher level



courses are required. Grades earned in higher level courses are converted to the four (4.0) point scale by adding one additional point.

**Additional Coursework:**

As mentioned above, aside from the 24 credits of regular coursework required for graduation, students are required to complete a series of lessons based on the Theory of Knowledge course. These lessons are an integral part of the IB Diploma Programme and are a highly valuable component of a well-rounded high school education.

**Community Service:**

All students must participate in the school's Community & Service programmes (MYP & DP). In grades 11 and 12 students are expected to complete approximately 150 hours of approved activities (four hours per week), and maintain a detailed diary containing specific details and personal reflections on their activities. In grades 6 to 10 students will also participate in the Community and Service programme according to the guidelines set forth by DIS.

**Personal Project\*:**

As part of the MYP all students will complete a Personal Project during grades 9 and 10. This is an independent piece of work that is intended to be the culmination of the student's involvement with the five areas of the MYP. The project may be an essay, an artistic production or another form of expression, with the topic chosen in consultation with teachers. Students will receive a final grade for the Personal Project that will be included on their Grade 10 report card and on their transcript. Completion of the Personal Project is a requirement for fulfilment of the Grade 10 academic year for all students who were present at DIS before or at the beginning of Grade 10. Students who fail to complete the Personal Project at a satisfactory level (4) will be required to make a special application for the DP. This application may be rejected.

\* Exceptions to this requirement may be considered on a case-by-case basis. Prior approval for an exception must be obtained through the Principal.

**What can I use the DIS Diploma for?**

The DIS Diploma alone does not allow students to study at German universities. However, it is accepted in other European countries and also in the US as a qualification to gain entry into a variety of courses and institutions. It is important that students research possible courses/locations for their post-18 education to ensure they pick the right combination of courses to enable them to progress to the next stage in their education. Our Secondary Counsellor can also give advice on this topic.

**Assessment in the DIS Diploma:****IB Certificates**

If you decide to take **IB certificates** in particular subjects, then the assessments will be the same as the full-diploma students in the class, as you are preparing for same examinations and IBDP assessments.

Assessments may include the following:

- presentations
- essays
- orals
- research reports
- tests/examinations
- completion of past papers

There are exams in all subjects at the end of Grade 11 in June. There are also mock examinations in Grade 12 during January.

**High School Courses**

If you are not taking an IB certificate in a particular subject, then the assessments are likely to be different from the full-diploma students. You may have less assessments, or the expectations may be adapted. This is decided by the subject teacher, in liaison with the Principal or Assistant Principal.

For example:

- lower word-count
- instead of timed in-class essay, you will get longer to complete the work
- adapted exams for end of year/mocks
- a project or written report instead of an essay

**What can I use the DIS Diploma for?**

The DIS Diploma alone does not allow students to study at German universities. However, it is accepted in other European countries and also in the USA as a qualification to gain entry into a variety of courses and institutions. It is important that students research possible courses/locations for their post-18 education to ensure they pick the right combination of courses to enable them to progress to the next stage in their education. Our Secondary Counsellor can also give advice on this topic.

## Theory of Knowledge

### What is TOK?

The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge. Specifically, the aims of the TOK course are for students to:

1. Make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
2. Develop an awareness of how individuals and communities construct knowledge and how this is critically examined
3. Develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
4. Critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
5. Understand that knowledge brings responsibility which leads to commitment and action.

### Expectations of students studying TOK:

TOK is compulsory for all students taking the diploma programme. Together with the Extended Essay there are 3 diploma points to be had. There is no division of HL and SL and no required MYP scores.

- Discussions, group work and active participation in classes
- Keep an on going journal in which they record examples of knowledge issues and questions from their own reading, in the media and in their subject courses
- Timely completion of presentations in preparation for the final presentation
- Timely completion of essays in preparation for the final essay.

### Assessment outline:

The assessment model in theory of knowledge (TOK) has two components, both of which should be completed within the 100 hours designated for the course.

#### Part 1 Essay on a prescribed title 67%

**One** essay on a title chosen from a list of six titles prescribed by the IB for each examination session. The maximum length for the essay is **1,600 words**. All essays are externally assessed by the IB.

#### Part 2 The presentation 33%

**One** presentation to the class by an individual or a group (a maximum of three persons in a group). Approximately 10 minutes per student is allowed for the presentation.

### Topics:

- How do we know what we claim to know?
- Exploring Ways of Knowing such as
  - language, reason, memory, imagination (with brief examination of perception, emotion, intuition and faith)
 and Areas of Knowledge such as
  - Ethics, Natural Sciences, History, Religious Knowledge Systems, The Arts, Human Sciences etc. to identify, investigate and discuss knowledge questions.

Unlike the other diploma subjects, but like the Extended Essay, TOK is graded according to levels A to E as defined below. These grades are taken together with those of the Extended Essay (EE) to determine the total ‘extra points’ awarded.



The following matrix is applicable for the May 2015 session onwards.

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

A = Work of excellent standard  
B = Work of a good standard  
C = Work of a satisfactory standard  
D = Work of a mediocre standard  
E = Work of an elementary standard

## Extended Essay

The Extended Essay (EE) is a research investigation with a focused topic selected by the IB diploma candidate, conducted independently, and presented as a piece of academic writing of no more than 4000 words. It is written in one of the IB subjects studied by the IB candidate in grades 11 and 12.

The EE process includes research, planning, reflection and academic writing, and takes about 40 hours to complete. The IB candidate is guided by a supervisor in the process of undertaking this mandatory project.

At DIS the Extended Essay is completed in the space of ten months (from January to November).

The Extended Essay is externally examined (by an IB examiner), submitted electronically, and graded according to a specific set of criteria. Additionally, there are subject-specific requirements that need to be fulfilled by the IB candidate.

The completion of the Extended Essay is a requirement for the successful completion of the IB diploma programme. A candidate who fails to achieve a grade D or higher on the Extended Essay will fail the IB diploma programme.

### The Aims of the EE:

The EE process aims to provide students with the opportunity to:

- undertake independent research on a focused topic of their choice
- develop and demonstrate a pre-university level skills set in the areas of self-management, research, academic writing, and critical thinking
- engage with the methodologies (methods) of scholarship in a particular subject / field of study e.g. Natural Sciences, Language and Literature, Historical Studies in preparation for further study

### The EE process should involve:

1. The planning and pursuit of a research project with intellectual initiative, creativity, and personal insight
2. The development of a precise research question
3. The selection, recording and interpretation of source material or data appropriate for the chosen research question
4. The demonstration of sound formal presentation and referencing skills (according to academic conventions)
5. The usage of terminology and language appropriate to the subject in which the EE is based
6. The application of analytical and evaluative skills to form an in-depth understanding of the context and implications of the research undertaken by the IB candidate
7. A demonstration of reflection skills presented in the form of an electronic portfolio (the researcher's reflection space) on ManageBac
8. The application of key concepts and terms from the TOK course when researching and writing the EE

In the Diploma Programme, the extended essay is the prime example of a project where the student has the opportunity to show knowledge, understanding and enthusiasm of a topic through a thoughtful and sustained argument. In those countries where interviews are required prior to acceptance for employment or for a place at university, the extended essay is often a valuable stimulus for discussion.

## Creativity, Activity & Service (CAS)

“...if you believe in something, you must not just think or talk or write, but must act.” (Peterson 2003)

### Aims:

The CAS programme is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning from the PYP and MYP. A meaningful CAS programme should be a journey of discovery of yourself and others. The CAS programme lasts for 18 months and aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment

### What is CAS?

#### CREATIVITY

Exploring and extending ideas leading to an original or interpretative product or performance.

#### ACTIVITY

**Physical exertion** contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

#### SERVICE

A collaborative and reciprocal engagement with the community in response to an authentic need. An **unpaid** and **voluntary** exchange that has a **learning benefit** for the student. The rights, dignity and autonomy of all those involved are respected.

#### A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attribute of the IB learner profile
- not be used or included in the student’s Diploma course requirements

#### The Seven Learning Outcomes

There are specific goals for the CAS programme that are important to the development of young adults. As a CAS participant, you **MUST** document your activities and provide evidence that, through them, you have achieved seven key learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome:

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognise the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognise and consider the ethics of choices and actions

#### Responsibilities of the student:

As far as possible, students should “own” their personal CAS programmes. With guidance, students should choose activities for themselves, initiating new ones where appropriate. Your Advisor is also your CAS Advisor, and the first person you should go to with a question. The CAS Coordinator is also there to help you with larger issues.

Students are required 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)
- Meet regularly with their CAS Advisor

- Take part in a **range of experiences**
- Take part in at least one **CAS project** - a collaborative, well-considered series of sequential CAS experiences that should last for at least one month.
- **Keep records** of their activities and achievements, including a list of the principal activities undertaken
- Show evidence of **achievement of the seven CAS learning outcomes**



### Recording and Reporting

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed. At DIS we use ManageBac to facilitate this process.

1. What do I plan to do?

**Get your activity approved!** *All CAS activities MUST be approved by the CAS Coordinator before you begin.*

**Select your learning outcomes.** *Carefully choose which learning outcomes you believe you will fulfill through the activity. Think about this carefully, because if you cannot provide evidence that you have achieved a certain learning outcome, it will not count.*

2. Journal Writing

What did I plan to do? What did I actually do? What were the outcomes for me, for the team I was working with and for others? Reflect especially on the learning outcomes!

3. Add other evidence:

Be sure to collect photographs, videos, newspaper clippings, programmes (from events), correspondence with other people, etc that will help illustrate what it is that you did. You can also use blogging or videoblogging to augment your written reflections.

4. CAS Questions

Be sure to answer the CAS Questions and use them as a summary reflection of the quarter's achievements. These CAS Questions are required 4 times a year, and occur right before progress and semester reports.

5. Request the final supervisor review

Ask your supervisor to write a review about the activity and encourage him/her to go into some detail to give us a vivid picture of the outcomes of your work.

6. Show and **celebrate** your success

Think about showing your success and celebrating it with our school community. We are often very proud of the contributions made by our CAS participants. You could make a bulletin board, display some framed pictures or submit digital pictures or videos for the monitors throughout the school. You could even make a presentation during an assembly.

**Please see timeline on next page:**



### Timeline

By the very nature of the goals of the programme, CAS must be pursued throughout the two years of grades 11 and 12. The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service. Cramming your CAS requirement into grade 12 is not acceptable! The minimum requirements follow:

CAS for Class of 2018		
By 12 January 2018 (TBC)	minimum quantitative expectation	5 experiences, with at least 1 of each strand (creativity, activity, service) <i>2 to 3 of these experiences must be a series of CAS experiences (not just a single experience)</i>
	minimum qualitative expectation	3 LOs achieved <i>The LO must be fitting to the experience and clearly demonstrated through both evidence and a meaningful reflection.</i>
	additional requirements	CAS Project plan submitted to CAS Coordinator for approval
By 08 June 2018 (TBC)	minimum quantitative expectation	3 creative experiences 3 active experiences 3 service experiences <i>3 to 4 of these experiences must be a series of CAS experiences (not just a single experience)</i>
	minimum qualitative expectation	5 LOs achieved <i>The LO must be fitting to the experience and clearly demonstrated through both evidence and a meaningful reflection.</i>
	additional requirements	Interim interview with advisor is complete, and issues of concern are reported to CAS Coordinator
By October 2018 (exact date to be confirmed)	minimum quantitative expectation	4 creative experiences 4 active experiences 4 service experiences <i>5 to 6 of these experiences must be a series of CAS experiences (not just a single experience)</i>
	minimum qualitative expectation	6 LOs achieved <i>The LO must be fitting to the experience and clearly demonstrated through both evidence and a meaningful reflection.</i>
	additional requirements	CAS Project is completed
By March 2019 (exact date to be confirmed)	minimum quantitative expectation	5 creative experiences 5 active experiences 5 service experiences <i>7 to 8 of these experiences must be a series of CAS experiences (not just a single experience)</i>
	minimum qualitative expectation	7 LOs achieved <i>The LO must be fitting to the experience and clearly demonstrated through both evidence and a meaningful reflection.</i>
	additional requirements	Final interview with the CAS Coordinator

## English Literature

### Why study Literature A?

- This course focuses on the literary aspects of language and how they can evoke and provoke our thoughts and feelings.
- It involves close analytical skills, as well as strong skills in written and spoken expression.
- High achievements in this course will impress universities when applying for courses such as Law, Literature, Politics, Journalism, Philosophy etc.

### Expectations for students studying Literature A:

- A love of reading.
- A strong interest in the ideas and concepts that are perennial themes in the arts.
- The ability to write effectively about literature

Syllabus component	Assessments
<b>Part 1: Works in translation</b> SL: Franz Kafka <i>Metamorphosis</i> Albert Camus <i>The Outsider</i> HL: Evgeny Zamyatin <i>We</i>	Interactive orals leading to Written Assignment
<b>Part 2: Detailed study</b> SL: James Joyce <i>Dubliners</i> Shakespeare <i>Tempest</i> HL: Sylvia Plath <i>Poetry</i>	Individual Oral Commentary
<b>Part 3: Literary genres Poetry</b> SL: Seamus Heaney Emily Dickinson Judith Wright HL: Shakespeare's Sonnets	Exam Paper 2
<b>Part 4: Options</b> Katherine Boo <i>Behind the Beautiful Forevers</i> Cormac McCarthy <i>The Road</i> Samuel Beckett <i>Waiting for Godot</i>	Individual Oral Presentation

## Deutsch Literatur. Lehrplanübersicht

### Warum sollte man den Literaturkurs wählen?

Folgende Kursziele sollen im Literaturkurs erreicht werden:

- Wertschätzung von Literatur, Entwicklung des Verständnisses für schriftstellerische Techniken, Setzen von Maßstäben zur kritischen Betrachtung literarischer Werke
- Entwicklung des Ausdrucksvermögens des Schülers, sowohl im schriftlichen als auch im mündlichen Ausdruck
- Auseinandersetzung der Schüler mit einer Reihe literarischer Werke verschiedener Epochen, Genres, Stile und Inhalte
- Erweiterung der Sicht der Schüler durch das Studium von literarischen Werken anderer Kulturkreise
- Herausbildung der Fähigkeit zur detaillierten Analyse, Interpretation und Erörterung verschiedener Aspekte literarischer Werke

### Welche Erwartungen sollten Schüler erfüllen, die den Kurs wählen?

- Leidenschaft für Literatur, das Lesen und das Schreiben über Literatur allgemein
- Interesse für Themen, die in Kunst, Kultur und Philosophie eine wichtige Rolle spielen
- sehr gute Fähigkeiten im akademischen Schreiben über Literatur

Syllabus component	Assessments
<b>Part 1: Works in translation</b> SL: Gabriel G. Marquez „ <i>Chronik eines angekündigten Todes</i> “ Sophokles „ <i>Antigone</i> “ HL: Albert Camus „ <i>Die Pest</i> “	Interactive Orals Reflective Statements Written assignment (analytisches Essay)
<b>Part 2: Detailed study</b> SL: Johann Wolfgang Goethe „ <i>Faust I</i> “ Lyrik – <i>Heinrich Heine</i> HL: Daniel Kehlmann „ <i>Die Vermessung der Welt</i> “	Individual Oral Commentary (mündliche Interpretation und Literaturdiskussion)
<b>Part 3: Literary genres - Drama</b> SL: Bertolt Brecht „ <i>Leben des Galilei</i> “ Friedrich Dürrenmatt „ <i>Die Physiker</i> “ Georg Büchner „ <i>Woyzeck</i> “ HL: Friedrich Schiller „ <i>Kabale und Liebe</i> “	Exam Paper 2 (literarische Erörterung)
<b>Part 4: Options</b> Juli Zeh „ <i>Corpus Delicti</i> “ Günter Grass „ <i>Im Krebsgang</i> “ Ruth Klüger „ <i>Weiter leben</i> “	Individual Oral Presentation (literarische Präsentation)

### Assessment Details – English A and German A Literature:

**Standard Level** –assessment component and weighting

#### External assessment

**Paper 1: Literary analysis (1½ hours)**  
 Literary analysis of one unseen text in response to guided questions

20%

**Paper 2: Essay (1 ½ hours)**  
 An essay based on at least two works studied in part 3

25%

**Written assignment**  
 A reflective statement and literary essay on one part 1 work  
 Reflective statement 300-400 words  
 Essay 1200-1500 words

25%

#### Internal assessment

**Individual oral commentary (10 minutes):**

**Higher Level** –assessment component and weighting

#### External assessment

**Paper 1: Literary analysis (2 hours)**

Literary analysis of one unseen text

20%

**Paper 2: Essay (2 hours)**  
 An essay based on at least two works studied in part 3

25%

**Written assignment**  
 A reflective statement and literary essay on one part 1 work  
 Reflective statement 300-400 words  
 Essay 1200-1500 words

25%

#### Internal assessment

**Individual oral commentary and interview (20 minutes):**



Formal oral commentary and questions on an extract from a text from part 2 (10 minutes)

15%

Formal oral commentary and questions on a poem from part 2 (10 minutes) followed by an interview based on one of the other works from part 2 (10 minutes)

15%

**Individual oral presentation (10-15 minutes):**

Based on a text or texts from part 4

15%

**Individual oral presentation (10-15 minutes):**

Based on a text or texts from part 4

15%

Internally assessed and moderated through the IOC task.

Internally assessed and moderated through the IOC

## Language and Literature: English

### Why study Language and Literature A?

- This course focuses on the role language plays in society and how it can be used to manipulate our attitudes and ideas.
- It involves analysis of language in a variety of contexts in Mass Media, in our cultures and in literature.
- High achievements in this course will impress universities when applying for courses such as Social Studies, Humanities, Psychology, Media, Politics, Journalism, etc.

### Expectations for students studying Language and Literature A:

- An awareness and interest in the way language is used all around us.
- An interest in reading various literary and non-literary texts.
- The ability to write effectively in a wide range of modes and genres.

### Part 1 – Language in cultural context

Content	Assessment
- Language Theory, rhetoric, discourse analysis - Language and Power - the Evolution of the English language - Bilingualism – Language and identity (HL only)	- Written tasks of 800-1,000 words + 200-300 word rationale (One of these may be sent away for external assessment – 20% of final grade) - Paper 1 practice - Further Oral Activities (One of these may be sent away for external assessment – 15% of final grade)

### Part 2 – Language and Mass Communication

Content	Assessment
- Rhetoric in language and mass communication - Advertising and Branding - Stereotyping	- Written tasks of 800-1,000 words +rationale/outline (One of these may be sent away for external assessment – 20% of final grade) - Paper 1 practice - Further Oral Activities (One of these may be sent away for external assessment – 15% of final grade)

### Part 3 – Texts and Contexts

Content	Assessment
<b>HL</b> Katherine Boo, <i>Behind the Beautiful Forevers</i> ; Yevgeny Zamyatin, <i>We</i> ; Tom Stoppard, <i>text to be decided</i> <b>SL</b> Katherine Boo, <i>Behind the Beautiful Forevers</i> ; Yevgeny Zamyatin, <i>We</i>	- Written tasks of 800-1000 words +rationale/outline (One of these will be sent away for external assessment – 20% of final grade) - Various tasks in preparation for Paper 2 (25% of final grade)

### Part 4 - Critical Study

Content	Assessment
<b>HL</b> Tennessee Williams, <i>A Streetcar Named Desire</i> ; William Shakespeare, <i>text to be decided</i>	- Written tasks of 800-1000 words + rationale/outline (One of these will be sent away for external assessment – 20% of final grade)

Poetry <b>SL</b> Tennessee Williams, <i>A Streetcar Named Desire</i> ; William Shakespeare, <i>text to be decided</i>	- Various tasks in preparation for the Individual Oral Commentary (15% of final grade)
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In addition, there is a further examination in which you will be asked to write an analytical comparison of two unseen texts (25% of final grade).

SL will send one written task away for external assessment. HL will send two away one of which must be in answer to a question set by the IB and requires you to write an outline instead of a rationale.

## Deutsch A Sprache und Literatur. Lehrplanübersicht

### Warum sollte man den Sprache und Literatur-Kurs wählen?

Die folgenden Lernziele sollen im Sprache und Literatur-Kurs erreicht werden:

- Entwickeln des Verständnisses für sprachbezogene Problemstellungen, u. a. Sensibilisieren für die Rolle, die Sprache in einer Kultur, in einer Gesellschaft spielt
- Entwickeln des Verständnisses dafür, wie Sprache zur Beeinflussung bis zur Manipulation unserer Einstellungen und Gedanken verwendet werden kann
- Fertigkeitentwicklung der Analyse von Sprache, Stil, Kontext, Zielgruppe, Zweck eines Sachtextes oder einer Kommunikationsform der Massenmedien im Zusammenhang zum Inhalt
- Auseinandersetzung mit literarischen Werken einiger Epochen, Genres, Stile und Inhalte
- Herausbildung der Fähigkeit zur detaillierten Analyse, Interpretation und Erörterung verschiedener Aspekte literarischer Werke
- Entwicklung des schriftlichen und mündlichen Ausdrucksvermögens

### Welche Erwartungen sollten Schüler erfüllen, die den Kurs wählen?

- über ein Interesse für die verschiedenen Arten, in denen Sprache um uns herum genutzt wird, verfügen
- ein Interesse am Lesen und Analysieren unterschiedlicher nichtliterarischer und literarischer Texte haben
- über ausgeprägte Schreibfertigkeiten verfügen, v. a. hinsichtlich des Verfassens eines Spektrums an verschiedenen Textsorten in einer angemessenen Weise
- für den Grundkurs (SL) – mindestens eine 5 im MYP-Kurs Deutsch in Klasse 10
- für den Leistungskurs (HL) – mindestens eine 6 im MYP-Kurs Deutsch in Klasse 10

Syllabus component	Assessments
<b>Part 1: Language in cultural context</b> Sprachvarietäten, Dialekte, Soziolekte, Jugendsprache; Sprache und Macht, Rhetorik, Kommunikation und Kommunikationsmodelle, Spracherwerb und Bilingualismus; Sprachskeptizismus	Written Task Further Oral Activity Exam Paper 1 (textanalytischer Aufsatz)
<b>Part 2: Language and Mass Communication</b> Formen der Massenkommunikation, Massenmedien (Entwicklung, Funktionen in der Demokratie, Bezug zu Kommunikationsmodellen), Printmedien/ Neue Medien; Werbung; journalistische Textsorten, Untersuchungen zum Sprachgebrauch in den Medien, HL: u. a. Nachrichten-Websites: Informieren, überzeugen, überreden?	Written Task Further Oral Activity Exam Paper 1 (textanalytischer Aufsatz)
<b>Part 3: Literature- Texts and contexts</b> SL: Sophokles „Antigone“ + Friedrich Dürrenmatt „Die Physiker“ HL: Bertolt Brecht „Leben des Galilei“	Written Task Exam Paper 2 (literarische Erörterung)
<b>Part 4: Literature- Critical Study</b> SL: Daniel Kehlmann „Die Vermessung der Welt“ + Johann Wolfgang von Goethe: „Faust I“ HL: Lyrik der Romantik	Written Task Individual Oral Commentary (mündliche Interpretation und Gespräch)

**Einzelheiten zu den Prüfungen**

<b>Baustein</b>	<b>SL</b>	<b>HL</b>	<b>Gewichtung</b>
<b>Paper 1</b>	Textanalyse (90 Minuten)	Vergleichende Textanalyse (120 Minuten)	25 %
<b>Paper 2</b>	Essay – Literarische Erörterung, zu den Texten von Part 3 (90 Minuten)	Essay – Literarische Erörterung, zu den Texten von Part 3 (120 Minuten)	25 %
<b>Written Tasks</b>	Einreichen <u>einer</u> Written Task, entweder für <i>Sprache</i> oder für <i>Literatur</i>	Einreichen <u>von zwei</u> Written Tasks, eine für <i>Sprache</i> <u>und</u> eine für <i>Literatur</i>	20 %
<b>Mündliche Prüfung</b>	Individual oral commentary, zu den Texten von Part 4	Individual oral commentary, zu den Texten von Part 4	15 %
<b>Mündliche Prüfung</b>	Further Oral Activity, zu Part 1 und 2	Further Oral Activity, zu Part 1 und 2	15 %

## German B / English B

### Why take Language B?

- to focus on and hone language acquisition skills and intercultural understanding
- approach learning language through meaning
- build receptive, productive, and interactive skills in that language

### Expectations:

A variety of texts are explored and a range of assessments are given, but there is a strong emphasis on class discussion and debate, and students are expected to participate fully in this. Students will need an open mind and an active curiosity in order to be successful.

### Content:

#### The core:

(topics are common to both levels, the core is divided into three areas and is a required area of study)

- Communication and media
- Global issues
- Social relationships

#### The options:

(in addition, at both SL and HL, teachers select two from the following five options)

- Cultural diversity
- Customs and traditions
- Leisure
- Health

**Literature (HL only):** Reading literature will help students to broaden their vocabulary and to use language in a more creative manner, developing fluent reading skills, promoting interpretative and inferential skills, and contributing to intercultural understanding. Students should understand the works in some depth but literary criticism as such is not an objective of the language B course at HL. Students are **required to read two works of literature** originally written in the target language.

English B HL: Jack Kerouac *On the Road* and George Orwell *1984*

German B HL: Daniel Glattauer *Gut gegen Nordwind*, Wolfgang Herrndorf *Tschick*, Wladimir Kaminer *Russendisko*

### Assessment Criteria & Components:

	SL	HL
<b>External Assessment 70%</b>		
<b>Paper 1</b> <i>receptive skills</i> 25%	1 hour 30 minutes <b>questions on 4 texts</b> (based on core)	1 hour 30 minutes <b>questions on 5 texts</b> (based on core)
<b>Paper 2</b> <i>written productive skills</i> 25%	1 hour 30 minutes <b>writing exercise of 250–400 words</b> from a choice of five (based on the options)	1 hour 30 minutes <b>2 compulsory writing exercises</b> (400-650 words): <b>Section A:</b> One task of 250–400 words (based on the options), to be selected from a choice of five <b>Section B:</b> Response of 150–250 words to a stimulus text (based on the core)
<b>Written assignment</b> <i>receptive and written productive skills</i> 20%	Intertextual reading followed by a <b>written exercise of 300–400 words plus a 150-200 word rationale</b> (based on the core)	<b>Creative writing of 500–600 words plus a 150-250 word rationale</b> (based on one of the literary texts read)
<b>Internal Assessment</b> (externally moderated by the IB) <b>30%</b>		

<b>Individual Oral</b> 20%	8-10 minutes (based on the options) 15 minutes' preparation time <b>10-minute presentation of a (previously unseen) photograph and discussion</b> with the teacher	8-10 minutes (based on the options) 15 minutes' preparation time <b>10-minute presentation of a (previously unseen) photograph and discussion</b> with the teacher
<b>Interactive Oral Activity</b> 10%	(based on the core) Three classroom activities assessed by the teacher.	(based on the core) Three classroom activities assessed by the teacher.



## German *ab initio* SL

The language *ab initio* course is designed for students with little or no prior experience of the language they wish to study.

### Aims of the *ab initio* course:

The language *ab initio* course is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language of German is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity.

### Topics (Grade 11):

1. **The individual** - The self and others & the home
2. **Food and drink** - Shopping & eating out
3. **Town and services** - Shopping & public services and communication
4. **Leisure and travel** - Hobbies and free time, holidays and traveling & accommodation

### Topics (Grade 12):

1. **Health and Emergencies** - Physical health & emergencies
2. **Education and work** - School & future plans
3. **The environment** - Weather, physical geography/the world & environmental concerns

Assessment component	Weighting
<p><b>External assessment</b></p> <p><b>Paper 1</b> (1 hour 30 minutes): Receptive skills Four written texts. (40 marks) Text-handling exercises.</p> <p><b>Paper 2</b> (1 hour): Productive skills Two compulsory writing exercises. (25 marks)</p> <p><b>Written assignment:</b> Receptive and productive skills A piece of writing, 200–350 words, demonstrating intercultural understanding and written in the target language. (20 marks)</p>	<p>75%</p> <p>30%</p> <p>25%</p> <p>20%</p>
<p><b>Internal assessment</b> (10 minutes): Interactive skills</p> <p><b>Individual oral</b> (25 marks) Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course.</p> <ul style="list-style-type: none"> <li>• Part 1: Presentation of a visual stimulus (from a choice of two)</li> <li>• Part 2: Follow-up questions on the visual stimulus</li> <li>• Part 3: General conversation including at least two questions on the written assignment</li> </ul>	<p>25%</p>

## Spanish B

### Why study Spanish?

Spanish enables students to:

- use the language effectively as a means of practical communication
- gain insights into the life and civilization of the communities where Spanish is spoken
- contribute to the development of positive attitudes and respect towards speakers of other languages an appreciation of and empathy for other cultures
- gain a sound basis of communicative skills necessary for future study, work and leisure

### Expectations for students choosing Spanish:

Students choosing Spanish in the Diploma Programme have to have completed for SL phase 3 (grade 5 or above) and for HL phase 4 (grade 5 or above) at the end of grade 10. In the Diploma Programme there is a strong emphasis on the development of receptive, productive and interactive skills. Therefore it is important that students develop a methodical and effective way to organise their notes. Furthermore learning vocabulary and grammar regularly is a vital part in order to complete the course successfully. It is also important that students are willing to spend time reading and watching DVDs or television in Spanish.

### CORE:

- **Las relaciones sociales:** Celebraciones y eventos sociales y religiosos. Lenguaje e identidad cultural. Estructuras políticas y comportamientos sociales.
- **La comunicación y los medios:** Internet y las redes sociales. La publicidad. La censura.
- **Los problemas del mundo:** Medioambiente. Desigualdades: globalización, pobreza, racismo y discriminación.

### OPTIONS (el profesor escoge 2 temas como mínimo):

- **Las diferencias culturales:** la identidad y los estereotipos. Interculturalismo e interlingüismo.
- **Costumbres y tradiciones:** los países hispanoparlantes y sus símbolos, tradiciones e identidades
- **La salud:** salud y bienestar, las dependencias
- **El tiempo libre:** el cine español, viajar por los países hispanos.
- **Las ciencias y la tecnología:** la clonación, las energías renovables, el mundo del futuro
- **Por supuesto, repaso diario de la gramática de cada unidad.**
- **HL: Los estudiantes de HL leerán 3 libros de literatura española o latina: “Bodas de sangre” de Federico García Lorca, “Crónica de una muerte anunciada” de Gabriel García Márquez. Libro 3 (TBC)**

### Assessment:

	Length of paper	Percentage of final grade for HL	Percentage of final grade for SL
<b>Paper 1</b> –receptive skills	1 hour 30	25%	25%
<b>Paper 2</b> – written productive skills	1 hour 30	25%	25%
<b>Written Assignment</b> – receptive and written productive skills	SL: 400 words +150 word rational  HL: 600 words + 150 word rational	20%	20%

<b>Individual Oral</b>	8 – 10 min	20%	20%
<b>Interactive Oral Activity</b>	3 classroom activities	10%	10%

## History

### Why study history?

History enables students to:

- Develop their interest in the past and learn about the significance of events, individuals, issues and societies in history;
- Develop an understanding of how the past has been interpreted and represented;
- Learn how and why societies have changed over time;
- Improve their analytical and thinking skills;
- Learn to express their ideas more confidently and effectively.

### Expectations for students choosing history:

A variety of teaching methods are employed, but there is a strong emphasis on discussion work and students are strongly encouraged to participate fully in this. Independent research and note taking is important in history and you must develop a methodical, effective and reliable approach. It is also important that students are willing to spend time reading around the subjects studied and show initiative in finding out information for themselves. The two main skills assessed in history are essay writing and source analysis. Essay writing is particularly important in HL history. This means you will have to learn a large number of historical details and use them as evidence to support your arguments.

### Content:

- **The move to global war:** the first case study is Japanese expansion in East Asia 1931-41 and the second case study is German and Italian expansion 1933-40.
- **Causes and effects of twentieth century wars:** case studies include WWI, World War II, the Chinese Civil War and the Spanish Civil War.
- **Authoritarian states:** case studies include Germany under National Socialism, Maoist China and the USSR under Stalin.

HL students only - regional option - History of Europe: three topics are focused on:

- European states in the inter-war years 1918-39
- Versailles to Berlin: Diplomacy in Europe 1919-45
- Soviet Union and Post Soviet Russia 1924-2000

SL & HL students - Historical Investigation: a 2,200 word project on a subject of the student's choice.

### Assessment:

	Length of paper	Percentage of final grade for HL	Percentage of final grade for SL
<b>Paper 1</b> - The move to global war - document paper (24 marks).	1 hour	20%	30%
<b>Paper 2</b> - essay paper based on the 20 <sup>th</sup> century world history topics (30 marks).	1.5 hours	25%	45%
<b>Paper 3 (HL Only)</b> - an essay paper based on the regional option Europe (45 marks).	2.5 hours	35%	
<b>Historical Investigation</b> – an investigation on any topic the student chooses. Maximum 2,200 words.		20%	25%

## Geography

### Why study geography?

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. Geography enables students to:

- Identify trends and patterns in these interactions and examines the processes behind them
- Investigate the way that people adapt and respond to change and evaluates management strategies associated with such change
- Describe and explain the similarities and differences between spaces and places
- Develop an understanding of the interrelationships between people, places, spaces and the environment

### Expectations for students choosing geography:

A variety of teaching methods are employed, but there is a strong emphasis on discussion work and students are strongly encouraged to participate fully in this. Note taking is important in geography and you must develop a methodical, effective and reliable approach. It is also important that students are willing to spend time reading around the subjects studied and show initiative in finding out information for themselves. The two main skills assessed in geography are essay writing and graph/map analysis. Essay writing is particularly important in HL geography. This means you will have to learn a large number of geographical details and use them as evidence to support your arguments.

### Content:

#### SL & HL students:

- Changing population
- Global climate- vulnerability and resilience
- Global resource consumption and security
- Freshwater—issues and conflicts
- Urban Environments

#### HL students only:

- Geophysical hazards
- Power, places and networks
- Human development and diversity
- global risks and resilience

#### SL & HL students:

Internal Assessment Fieldwork: a 2500 word project on either river management or urban renewal.

Assessment:	Length of paper	Percentage of final grade for HL	Percentage of final grade for SL
<b>Paper 1</b> - Two themes for SL and three for HL, each selected from a different theme. For each theme there is a choice of two questions.	1h 30 mins (SL) 2h 15mins (HL)	35%	35%
<b>Paper 2</b> - Syllabus content: Core theme questions that are common to both SL and HL assessment.	1h 15 mins	25%	40%
<b>Paper 3</b> - an essay paper based on the HL geographic perspectives and global interactions	1 hour	20%	NA

<b>Internal Assessment Fieldwork:</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Written report (2,500 words) based on fieldwork.	<b>20 Hours</b>	<b>20%</b>	<b>25%</b>
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## Business Management (Possible Subject Offering)

### Why study business management?

Have you ever wondered what it takes to be a successful businessman or businesswoman? Or maybe you are keen to discover how Facebook, Apple, Google and other big players make their money? Business management offers a great possibility of gaining knowledge and understanding of the contemporary business theories, but also enables you to unfold some of the issues burning the modern world of business. It is also important to remember that the business management course prepares you for a career in business, which may stretch across any sector or industry.

### What is the content of the subject?

Business Management is a rigorous, challenging and dynamic discipline. We discover the world of business psychology (motivation), operations (production), money (finance and accounting) and marketing (the art of selling).

### Expectations for students choosing Business Management:

The expectations are high and you would have to work hard in the class and at home to develop ability to think critically, make ethically sound and well-informed decisions, think strategically, undertake long-term planning and investigate problems.

<b>Business Organization &amp; environment</b>		<b>Human Resource Management</b>	
Types of organizations Organizational objectives Stakeholders External environment Growth and evolution		Evolution of human resource management Organizational structure Leadership and management Motivation	
<b>Finance and Accounts</b>		<b>Marketing</b>	
Sources of finance Costs and revenues Break-even analysis Cash flow	Profitability & liquidity ratio analysis Investment Budgets	The role of marketing Sales forecasting Market research The four Ps (product, price, promotion, place) International E-commerce	
<b>Operations Management</b>		<b>Internal Assessment</b>	
Production methods Location Production planning Research and development Crisis management		The SL IA is a written commentary that let's you apply business management tools, techniques and theories to a business issue or problem.	The HL IA is a research project that applies your skills and knowledge to business issues or decision-making.

Assessment	Timing & Length of Paper		Percentage of final grade	
	SL	HL	SL	HL



<b>Paper 1</b> – Based on a case study issued in advance.	1h 15	2h 15	35%	35%
<b>Paper 2</b> – Based on stimulus material.	1h 45	2h 15	40%	40%
<b>Internal assessment</b>	1500 words	2000 words	25%	25%

## Economics (Possible Subject Offering)

### Why study economics?

Why does a petrol station raise prices to increase profits while a fast food shop is better off reducing prices? Why does Germany specialize in producing chemicals internationally rather than ship building? Can you predict the next recession, whether loan interest rates will rise or if unemployment will fall? Such a practical understanding of the economy enables businesses and managers in all professions to make better informed decisions. Many university management courses include units of economics. Economics explores how the economy allocates scarce resources including labour to unlimited wants. The course applies theory to help understand real-world situations.

### What is the content of the subject?

The IB Diploma Programme economics course starts with theories of microeconomics, which deals with consumer and business behaviour, how markets function and prices are determined. Macroeconomics explores how the national and international economy works and which government policies can avoid recessions and inflationary price rises.

The course is a useful application for management decision making in all professions from medicine, engineering to finance.

### Content:

- Microeconomics: How markets work and why they fail.
- Macroeconomics: budgetary, monetary and supply side policies. Goals of full employment, price stability, economic growth and trade balance
- International Economics: exchange rates, specialisation, trade
- Development Economics: foreign aid, strategies to improve a poorer nation's standard of living

### Expectations for students choosing economics:

The expectations are high and you would have to work hard in the class and at home to develop ability to think critically, make ethically sound and well-informed decisions, think strategically, undertake long-term planning and investigate problems. Practical mathematics and the application of concepts form a central part of the economics course.

### Assessment:

	Length of paper	Percentage of final grade for HL	Percentage of final grade for SL
<b>Paper 1</b> – Extended response paper based on microeconomics and macroeconomics.	1.5 hours	30%	40%
<b>Paper 2</b> – Data response paper based on international and development economics	1.5 hours	30%	40%
<b>Paper 3 (HL Only)</b> – extended response paper on HL topics	1 hour	20%	
<b>Internal Assessment</b> – portfolio of three commentaries based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3 (45 marks)		20%	20%

## Biology

### Aims:

- provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
- provide a body of knowledge, methods and techniques that characterize science and technology
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- develop and apply the students' information and communication technology skills in the study of science
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with science and scientists
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method

### Expectations for students:

Students should be able to achieve the following objectives:

- Demonstrate an understanding of:
  - scientific facts and concepts
  - scientific methods and techniques
  - scientific terminology
  - methods of presenting scientific information.
- Apply and use:
  - scientific facts and concepts
  - scientific methods and techniques
  - scientific terminology to communicate effectively
  - appropriate methods to present scientific information.
- Construct, analyse and evaluate:
  - hypotheses, research questions and predictions
  - scientific methods and techniques
  - scientific explanations.
- Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
- Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

### Content:

CORE	HL	OPTION
1: Cell Biology	7: Nucleic Acids	A: Neurobiology & Behaviour*  *Subject to change
2: Molecular Biology	8: Metabolism, Cell Respiration and Photosynthesis	
3: Genetics	9: Plant Biology	
4: Ecology	10: Genetics and Evolution	
5: Evolution and Biodiversity	11: Animal Physiology	
6: Human Physiology		

### Assessment:

Time duration of paper (hours)		Percentage of final grade	
SL	HL	SL	HL

<b>Paper 1 – MULTIPLE CHOICE QUESTIONS</b>	<b><math>\frac{3}{4}</math></b>	<b>1</b>	<b>20%</b>	<b>20%</b>
<b>Paper 2 – STRUCTURED QUESTIONS</b>	<b><math>1 \frac{1}{4}</math></b>	<b><math>2 \frac{1}{4}</math></b>	<b>40%</b>	<b>36%</b>
<b>Paper 3 – OPTION AND REQUIRED PRACTICALS</b>	<b>1</b>	<b><math>1 \frac{1}{4}</math></b>	<b>20%</b>	<b>24%</b>
INTERNAL ASSESSMENT			<b>20%</b>	<b>20%</b>

## Chemistry

### Aims:

- provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
- provide a body of knowledge, methods and techniques that characterize science and technology
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology with a specific emphasis on chemistry and analytical chemistry
- develop an ability to analyze, evaluate and synthesize scientific information
- develop an ability to communicate effectively using scientific language and conventions
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- develop and apply the students' information and communication technology skills in the study of chemistry
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with science and scientists
- encourage an understanding of the relationships between scientific disciplines and the overarching Nature of Science
- develop an understanding of the safety issues and concerns as well as safe practices necessary for working safely and effectively in a scientific laboratory setting

### Expectations for students:

Students should be able to achieve the following objectives:

- Demonstrate an understanding of:
  - o scientific facts and concepts
  - o scientific methods and techniques
  - o scientific terminology
  - o methods of presenting scientific information
  - o methods of analysing scientific information and error analysis
- Apply and use:
  - o scientific facts and concepts
  - o scientific methods and techniques
  - o scientific terminology to communicate effectively
  - o appropriate methods to present scientific information.
- Construct, analyze and evaluate:
  - o hypotheses, research questions and predictions
  - o scientific methods and techniques
  - o scientific explanations.
- Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
- Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety, involving the safe and appropriate use and disposal of chemicals.
- Reflect and contribute to discussions on the international-mindedness of Chemistry and issues of Global relevance related to chemistry

### Content:

CORE	HL	OPTIONS
1: Quantitative Chemistry		Students will select one from the following list: 15 Hrs. @SL 25 Hrs. @HL Materials Chemistry Biochemistry Advanced topics in Organic Chemistry Medicinal Chemistry
2: Atomic Structure	12: Atomic Structure	
3: Periodicity	13: Periodicity	
4: Bonding	14: Bonding	
5: Energetics	15: Energetics	
6: Kinetics	16: Kinetics	
7: Equilibrium	17: Equilibrium	
8: Acids & Bases	18: Acids & Bases	

<b>9:</b> Oxidation & Reduction	19: Oxidation & Reduction	
<b>10:</b> Organic Chemistry	20: Organic Chemistry	
<b>11:</b> Measurement & Data Processing		

Assessment:	Time duration of paper (hours)		Percentage of final grade	
	SL	HL	HL	SL
<b>Paper 1 – MULTIPLE CHOICE QUESTIONS</b>	¾	1	20%	20%
<b>Paper 2 – STRUCTURED QUESTIONS</b>	1 ¼	2 ¼	36%	40%
<b>Paper 3 - OPTIONS</b>	1	1 ¼	24%	20%
INTERNAL ASSESSMENT & Gr. 4 PROJECT			20%	20%
Instructional Hours	150	240		

Students will be expected to conduct, participate in and design a selection of required labs that supplement the instructional content and which can also form part of the exam evaluation. Students will also design, conduct, analyse and write-up an individual investigation of their choice for moderation as part of their required “Individual investigation for their internal assessment component.” Students will also collaborate in a cross-disciplinary project between Biology, Chemistry and Physics.





## Physics

### Aims:

- Provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students.
- Provide a body of knowledge, methods and techniques that characterize science and technology, which the students can apply and use.
- Engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities.
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology. Develop an appreciation of the limitations associated with science and scientists

### Expectations for students:

Students should be able to achieve the following objectives.

- Demonstrate an understanding of, to be able to apply and use:
  - o scientific facts and concepts
  - o scientific methods and techniques
  - o scientific terminology to communicate effectively.
  - o appropriate methods of presenting scientific information.
- Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
- Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

### Content:

CORE	HL	OPTIONS
1: Measurements and uncertainties	9: Wave phenomena	The students will choose from the following options:  - Imaging - Engineering
2: Mechanics	10: Fields	
3: Thermal Physics	11: Electromagnetic Induction	
4: Waves	12: Quantum and Nuclear physics	
5: Electricity and Magnetism		
6: Circular Motion and Gravitation		
7: Atomic, Nuclear and Particle Physics		
8: Energy production		

### Assessment:

	Time duration of paper (hours)		Percentage of final grade	
	SL	HL	SL	HL
Paper 1 – MULTIPLE CHOICE QUESTIONS	¾	1	20%	20%
Paper 2 – STRUCTURED QUESTIONS	1 ¼	2 ¼	36%	40%
Paper 3 - OPTIONS	1	1 ¼	24%	20%
INTERNAL ASSESSMENT	10		20%	20%

## Mathematics

### Objectives of all Diploma mathematics courses:

You are expected to know and use mathematical concepts and principles. In particular, you must be able to:

- read, interpret and solve a given problem using appropriate mathematical terms
- organize and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- recognize and demonstrate an understanding of the practical applications of mathematics
- use appropriate technological devices as mathematical tools
- demonstrate an understanding of and the appropriate use of mathematical modeling.

### Mathematics HL

#### Expectations for students:

This is a challenging course that caters for students with an outstanding 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. This course is not recommended for students who took the MYP standard level Mathematics course. If you take Mathematics HL, you should also take a fourth HL subject until at least the October break in Grade 11, in case you decide the course is not the right choice.

### Mathematics SL

#### Expectations for students:

The Mathematics Standard Level 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.

### Mathematics Studies SL

#### Expectations for students:

Mathematics Studies 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.

Note: In order to receive a *Hochschulzugangsberechtigung* for a German university, you will need either Mathematics SL or Mathematics HL

**Assessment:**

	Length of paper		Percentage of final grade	
	SL and Studies	HL	SL and Studies	HL
<b>Paper 1</b>	1.5 hrs	2 hrs	40%	30%
<b>Paper 2</b>	1.5 hrs	2 hrs	40%	30%
<b>Paper 3</b>	NA	1 hr	NA	20%
<b>Internal Assessment</b>	Min 20 hrs		20%	20%

	Studies	SL	HL
Grade 11	<ul style="list-style-type: none"> <li>- Intro to the Graphics Display Calculator</li> <li>- Number and Algebra</li> <li>- Sets, Logic and Probability</li> <li>- Functions</li> <li>- Statistics</li> <li>- Start Exploration Task</li> </ul>	<ul style="list-style-type: none"> <li>- Sequences and Series</li> <li>- The binomial theorem</li> <li>- Exponents and Logarithms</li> <li>- Functions &amp; Equations</li> <li>- Circular Functions &amp; Trigonometry</li> <li>- Calculus Part 1</li> <li>- Statistics &amp; Prob. Part 1</li> <li>- Start <i>Exploration Task</i></li> </ul>	<ul style="list-style-type: none"> <li>- Sequences and Series, counting principles, the binomial theorem and prove by induction</li> <li>- Trigonometry</li> <li>- Functions, Equations and inequalities</li> <li>- Exponents and Logarithms</li> <li>- Differential Calculus</li> </ul>
Grade 12	<ul style="list-style-type: none"> <li>- Geometry and Trigonometry</li> <li>- Differential Calculus</li> <li>- Completion of the Mathematics Project</li> <li>- Financial Mathematics</li> <li>- Final Exam Revision</li> </ul>	<ul style="list-style-type: none"> <li>- Calculus Part 2</li> <li>- Vectors</li> <li>- Statistics &amp; Prob. Part 2</li> <li>- Final exam revision</li> </ul>	<ul style="list-style-type: none"> <li>- Integral Calculus</li> <li>- Vectors</li> <li><b>START OF IA</b></li> <li>- Complex Numbers</li> <li>- Statistics and Probability (including probability distributions)</li> <li>- Option module:: Statistics and Probability</li> <li>- Revision for final exams</li> </ul>

**Resources**

- Graphic Display Calculator required: **Casio** CFX-9850G Plus is recommended
- Textbook: Oxford Mathematics Standard Level, Higher Level or Studies

## Theatre Arts

### Why study Theatre Arts?

The study of Theatre is not only the exploration of the human condition it is also learning the vital expressive and communication skills needed in today's global economy. Theatre is about voice production, body language and eye contact as part of performance. It is also about historical, social and political context and the psychological reasons behind our behaviour and decisions. In an economy that is 70% service sector the ability to communicate and express yourself clearly is a massive advantage. Theatre is the opportunity to build these vital skills and I look forward to welcoming you to the course.

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

### Expectations for Theatre Arts students:

- To be able to work both on your own (Independent Learner) and effectively within a team.
- To be able to devote time outside of the school curriculum for rehearsal and Theatre trips.
- To develop effective research and note taking skills.
- To record findings and develop your understanding in a journal.
- To be able to develop your performance and communication skills in a variety of different styles, genres and settings.
- To understand the journey from "page to stage"
- To understand the production of live Theatre from the perspective of: The Actor/The Director/The Designer and the producer.

### Year 1 Semester 1

- Skills and Performance techniques: Using my Journal
- Study of Greek Theatre as a performance convention
- How to present a performance convention Mock IA Research Presentation
- Final IA Research Presentation
- Devising Techniques

### Year 1 Semester 2

- Collaborative Project Final
- Page to Stage Intro to the EA Director's Notebook
- Using My Journal
- Writing the collaborative project report

### Year 2 Semester 1

- The Director's Notebook
- Research for the Writing the Director's Notebook EA Final

### Semester 2

- Solo Performance Project
- (HL ONLY) Solo Performance Project and Report EA Final.

## Assessment:

Task	Description	Ext/Int	HL	SL
Task #1 H L O N L Y	<p><b><u>Solo theatre piece:</u></b> Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory. Each student submits for assessment:</p> <ul style="list-style-type: none"> <li>• a report (3,000 words maximum)</li> <li>• a continuous unedited video recording of the whole solo theatre piece (4–8 minutes)</li> <li>• a list of all primary and secondary sources cited</li> </ul>	EXT	35 %	
Task #2 S L/ H L	<p><b><u>Director's notebook:</u></b> Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. Each student submits for assessment:</p> <ul style="list-style-type: none"> <li>• a director's notebook (20 pages maximum) which includes the student's presentation of their final directorial intentions and the intended impact of these on an audience</li> <li>• a list of all sources cited</li> </ul>	EXT	20 %	35 %
Task #3 S L/ H L	<p><b><u>Research presentation:</u></b> Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. Each student submits for assessment:</p> <ul style="list-style-type: none"> <li>• a continuous, unedited video recording of the live presentation (15 minutes maximum)</li> <li>• a list of all sources cited and any additional resources used by the student during the presentation which are not clearly seen within the video recording.</li> </ul>	EXT	20 %	30 %
Task #4 S L/ H L	<p><b><u>Collaborative theatre project:</u></b> Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice. Each student submits for assessment:</p> <ul style="list-style-type: none"> <li>• a process portfolio (15 pages maximum)</li> <li>• a video recording (4 minutes maximum) evidencing the student's contribution to the presentation of the collaboratively created piece. The selected footage must be chosen by the student and must demonstrate specific artistic choices made by the student</li> <li>• a list of all sources cited.</li> </ul>	INT	25 %	30 %

## Visual Arts

### Nature of the subject:

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

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

### The arts aims:

The aims of the arts subjects are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.
7. make artwork that is influenced by personal and cultural contexts
8. become informed and critical observers and makers of visual culture and media
9. develop skills, techniques and processes in order to communicate concepts and ideas.

### Why take Visual Arts?

Visual Arts is a subject that focuses on relating to the physical world and making connections with the interior world of the imagination. Our contemporary world makes visual demands on everyone that are more complicated and sophisticated than ever before, whether it be in electronic media, popular periodicals, advertising on the street, or in the specialized world of art itself. By a critical examination of this world, the study of visual arts uses the making of art as well as the analysis and criticism of the art of the past and present to better understand our present reality.

### Expectations for a Visual Arts Student:

- Explore a variety of media such as painting, drawing, sculpture, printmaking, photography and video.
- Do research and experimentation with various types of materials.
- Research chosen contemporary and historical artists to analyze their styles and their art making practices.
- Create significant works of art which show the understanding they have gained both from their research and experimentation as well as by observing the world in which they live.

### Core Syllabus Areas:

Students are expected to keep an art journal in which they record all research and investigations which they conduct, and work they make for class. This record must be both visual (photos, reproductions, drawings, collages) and written. The workbook should be chronological and show each stage of the development of the student's work and the knowledge gained over two years. Students are expected to regularly complete resolved works which show what they have learned and how their skills develop over the two-year course.



## Assessments:

1. Comparative Study (20%) - External Assessment
2. Process Portfolio (40%) - External Assessment
3. Exhibition pieces (40%) - Internal Assessment

Assessments will occur every five weeks in one of above categories. The final assessment for the two year course will be the examination and diploma exhibition. For the exhibition, Standard Level students are expected to exhibit between 9 and 18 finished works. Higher Level students are expected to exhibit between 13 and 25 finished works. This assessment will be marked by both the course teacher as well as examiners in the IB administration.

## Course components and assessment criteria:

Process Portfolio 40%		Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. Students submit (SL 9–18) or (HL 13–25) pages which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. SL students will submit work from 2 columns & HL will submit 3 forms from 2 columns of the <i>Art Making Forms</i> table.	IB Visual Art
<b>A</b>	<b>Skills, techniques and processes</b> Using the required number of art-making forms from the art-making forms table, to what extent does the work demonstrate: sustained experimentation and manipulation of a range of skills, techniques and processes, showing the ability to select and use materials appropriate to their intentions.	<b>At the highest level of achievement</b> Working across at least the required number of media and forms, the work demonstrates assured and sustained experimentation and manipulation of a range of skills, techniques and processes, and a highly appropriate selection of materials, consistent with intentions.	12
<b>B</b>	<b>Critical investigation</b> To what extent does the work demonstrate: critical investigation of artists, artworks and artistic genres, communicating their growing awareness of how this investigation influences and impacts upon their own developing art-making practices and intentions?	The work shows in-depth critical investigation, clearly communicating a secure and insightful awareness of how this investigation has impacted upon the student's own developing practices and intentions.	6
<b>C</b>	<b>Communication of ideas and intentions in both visual and written forms</b> Using the required number of art-making forms from the art-making forms table, to what extent does the student demonstrate: the ability to clearly articulate how their initial ideas and intentions have been formed and developed and how they have assimilated technical skills, chosen media and ideas to develop their work further?	The work clearly articulates how initial ideas and intentions have been formed and developed. The work effectively communicates how technical skills, media and ideas have been assimilated to develop the work further.	6
<b>D</b>	<b>Reviewing, refining and reflecting in both visual and written forms</b> To what extent does the work demonstrate: the ability to review and refine selected ideas, skills, processes and techniques, and to reflect on the acquisition of skills and their development as a visual artist?	The work demonstrates a highly effective and consistent process of reviewing & refining ideas, skills, processes & techniques. The work presents a meaningful & assured reflection upon the acquisition of skills and analysis of the student's development as an artist.	6
<b>E</b>	<b>Presentation and subject specific language</b> To what extent does the work: ensure that information is conveyed clearly and coherently in a visually appropriate and legible manner, supported by the consistent use of appropriate subject-specific language?	The work clearly and coherently conveys information which results in visually appropriate, legible and engaging work. Subject-specific language is used accurately and appropriately throughout.	4

Exhibition 40%		Students submit for assessment a selection of resolved artworks (SL 4-7) and (HL 8-11) from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. Additionally students will submit a curatorial rationale SL 400 words, HL 700 words.	
<b>A</b>	<b>Coherent body of works</b> Evidence: curatorial rationale, the submitted artworks, exhibition text and exhibition photographs/video To what extent does the submitted work communicate: a coherent collection of works which fulfil stated artistic intentions and communicate clear thematic or stylistic relationships across individual pieces.	<b>At the highest level of achievement</b> The work forms a coherent body of work through effective communication of thematic or stylistic relationships across individual pieces. Stated intentions are consistently and effectively fulfilled through the selection and application of media, processes and techniques and the considered use of imagery.	9
<b>B</b>	<b>Technical competence</b> Evidence: curatorial rationale, the submitted artworks, exhibition text and exhibition photographs/video To what extent does the submitted work demonstrate: effective application and manipulation of media and materials; effective application and manipulation of the formal qualities?	The work demonstrates effective application and manipulation of media and materials to reach an assured level of technical competence in the chosen forms and the effective application and manipulation of the formal qualities.	9
<b>C</b>	<b>Conceptual qualities</b> Evidence: curatorial rationale, the submitted artworks, exhibition text and exhibition photographs/video To what extent does the submitted work demonstrate: effective resolution of imagery, signs and/or symbols to realize the function, meaning and purpose of the art works, as appropriate to stated intentions?	The work visually elaborates ideas, themes or concepts to a point of effective realization and demonstrates the subtle use of complex imagery, signs and/or symbols that result in effective communication of stated artistic intentions.	9
<b>D</b>	<b>Curatorial practice</b> Evidence: curatorial rationale, the submitted artworks, exhibition text and exhibition photographs/video To what extent does the curatorial rationale justify: the selection, arrangement and exhibition of a group of artworks within a designated space? (HL only >>> reflection on how the exhibition conveys an understanding of the relationship between the artworks and the viewer?	The curatorial rationale fully justifies the selection and arrangement of the exhibited works. (HL only >>> The curatorial rationale effectively articulates the relationship between the artworks and the viewer within the space made available to the student.	3

Comparison Activity 20%		Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts: SL 10-15 pages, HL 10-15 Pages + 3-5 Pages which analyse the extent to which their work has been influenced by the art and artists examined.	
<b>A</b>	<b>Analysis of formal qualities</b> To what extent does the work demonstrate: Effective identification and analysis of the formal qualities of the selected artworks, objects and artifacts?	<b>At the highest level of achievement</b> The work identifies and analyses the formal qualities of the selected pieces from at least two cultural origins. The analysis of these formal qualities is consistently informed and effective.	6
<b>B</b>	<b>Interpretation of function and purpose</b> To what extent does the work demonstrate: Informed & appropriate interpretation of the function & purpose of the selected artworks, objects & artifacts within the cultural context in which they were created?	The work demonstrates a consistently informed and appropriate interpretation of the function and purpose of the selected pieces within the cultural context in which they were created.	6
<b>C</b>	<b>Evaluation of cultural significance</b> To what extent does the work demonstrate: Informed understanding of the cultural significance of the selected artworks, objects and artifacts within the specific context in which they were created?	The work demonstrates consistently informed and appropriate evaluation of the material, conceptual and cultural significance of the selected pieces within the specific context in which they were created.	6
<b>D</b>	<b>Making comparisons and connections</b> To what extent does the work demonstrate: Effective identification and critical analysis of the connections, similarities and differences between the selected artworks, objects and artifacts?	The work critically analyses the connections, similarities and differences between the selected pieces. These connections are logical and coherent, showing a thorough understanding of how the pieces compare.	6
<b>E</b>	<b>Presentation and subject-specific language</b> To what extent does the work: ensure that information is conveyed clearly and coherently in a visually appropriate and legible manner, supported by the consistent use of appropriate subject-specific language?	The work clearly and coherently conveys information which results in a visually appropriate, legible and engaging study. Subject-specific language is used accurately and appropriately throughout.	6
<b>F</b>	<b>Making connections to own art-making practice</b> <i>HL Only</i> To what extent does the work: Analyse and reflect on the outcomes of the comparative study investigation and on how this has influenced the student's own development as an artist, identifying connections between one or more of the selected works and the student's own art-making processes and practices?	The work analyses and reflects upon the outcomes of the investigation consistently and appropriately. The student effectively considers their own development, making informed and meaningful connections to their own art-making practice.	12