



***Miras International School,  
Nur-Sultan***

# ***INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME HANDBOOK***



***2019-2020***

# CONTENTS

THE NURSULTAN NAZARBAEV EDUCATIONAL FOUNDATION MISSION .....	3
THE IB MISSION .....	3
MIRAS INTERNATIONAL SCHOOL.....	3
Vision.....	3
Mission statement .....	3
International mindedness .....	3
CONTACT INFORMATION .....	4
IB LEARNER PROFILE .....	5
IB EDUCATION AND ITS VALUES .....	6
IB DP STAFF AT MIRAS INTERNATIONAL SCHOOL, NUR-SULTAN .....	7
DIPLOMA PROGRAMME: ESSENTIAL INFORMATION .....	8
What is the IB Diploma Programme? .....	8
The IB Diploma Programme Curriculum Model .....	8
Who Takes the Diploma .....	9
The Full Diploma Programme Versus Diploma Programme Course .....	9
DP Admission Requirements .....	10
Requirements for Progression .....	11
IB Diploma.....	11
The Award of the IB Diploma .....	11
DIPLOMA PROGRAMME: CORE .....	13
Theory of Knowledge (TOK) .....	13
Creativity, Activity, Service (CAS) .....	15
Extended Essay (EE).....	17
DIPLOMA PROGRAMME: ASSESSMENT AND RECOGNITION .....	19
Grading scheme.....	19
The DP Matrix .....	19
Results.....	20
University Recognition .....	21
University Application Procedure for IB DP Students .....	21
Academic honesty .....	22
SUBJECT SUMMARIES .....	23
Self-Taught Language.....	23
Group 1: Studies in Language and Literature .....	25
Group 2: Language Acquisition .....	27
Group 3: Individuals and Societies .....	29
Group 4: Experimental Sciences.....	35
Group 5: Mathematics.....	38
Group 6: Arts .....	41
INTERNAL ASSESSMENT CALENDARS .....	44
Internal Assessment Calendar: Class of 2020.....	44
Internal Assessment Calendar: Class of 2021 .....	47

# **The Diploma Programme Year 1 and 2 Handbook**

This handbook provides an introduction to the curriculum in IB DP year 1 to 2  
(The International Baccalaureate Diploma Programme – DP based on updated requirements)  
at Miras International School, Nur-Sultan.

## **THE NURSULTAN NAZARBAEV EDUCATIONAL FOUNDATION MISSION**

Assist in the development of the Republic of Kazakhstan continuous educational system consistent with the contemporary challenges.

## **THE IB MISSION**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **MIRAS INTERNATIONAL SCHOOL**

### **Vision**

Miras International School aspires to be the leading learning community of academic and personal excellence, integrating global perspectives and Kazakhstani heritage in a progressive multilingual environment.

### **Mission statement**

Miras International School, Nur-Sultan provides a quality education, based on the integration of international and Kazakhstani educational standards, within a challenging and supportive environment that fosters international-mindedness, promotes all aspects of individual growth, and equips students with the skills for lifelong learning.

### **International mindedness**

Miras International School, Nur-Sultan is committed to develop international mindedness, through the facilitation and development of skills and competences to communicate across borders and cultures, through understanding, respect and appreciation of cultures of different peoples and nationalities. The school aims to create caring and informed citizens, able to contribute to an increasingly interconnected world in a multicultural school environment that supports human rights and values.

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Miras International School, Nur-Sultan is a branch of Public Foundation  
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<http://www.foundation.kz>



The IB authorized the DP at Miras International School in March 2011.  
The IB school code is 002159.

<http://www.ibo.org/en/school/002159/>

The information in this handbook is given in good faith as a description of the Diploma Programme at Miras International School, Nur-Sultan and was correct at the time of publication. However, IB regulations and school circumstances may change, and therefore the school cannot be held responsible for any inaccuracies in the information provided. Members of the school community will be notified of any major or significant changes to the information contained in this handbook if and when the need arises, and later editions will reflect these changes more fully. Any concerns or questions about the contents of this handbook should be directed to the DP Coordinator.

***All information included from IB publications in this handbook is the intellectual property of the International Baccalaureate.***

# IB LEARNER PROFILE



Our programme is shaped by our vision of what we want our students to develop into as adults. This vision is expressed in a series of desired attributes and traits that characterize students with an international perspective. We design all our activities in school to foster these attitudes and to give students experiences that will lead to the development of these characteristics. Taken together these are called the Learner Profile and state that our student will 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 analyze 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 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 to the lives of others and to 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.

## IB EDUCATION AND ITS VALUES

An IB education is the result of a dynamic interaction between IB learners (the who), teaching and learning in the IB (the how), global contexts for teaching and learning (the why) and the pursuit of significant knowledge and understanding (the what). The IB's philosophy of education is informed by research and by over 50 years of practical experience in international education and remains open to reflection and review. It is this openness to innovation and positive challenges that address the individual needs of students that makes the International Baccalaureate a recognized pedagogical leader in international education.

### *Global contexts for education.*

An IB education creates teaching and learning communities and opportunities that help students increase their understanding of language and culture and become more globally engaged. Education for international-mindedness relies on the development of learning environments that value the world as the broadest context for learning. Teaching and learning in global contexts supports the IB's mission "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect".

### *Multilingualism and intercultural understanding.*

Learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding in the IB. Similarly to other IB programmes, DP aims for students to learn at least two languages. Intercultural understanding involves recognizing and reflecting on one's own perspective, as well as the perspectives of others. To increase intercultural understanding, IB programmes foster learning how to appreciate critically many beliefs, values, experiences, forms of expression and ways of knowing. The goal of understanding the world's rich cultural heritage invites the IB community to explore human commonality, diversity, personal identity and interconnection.

### *Global engagement.*

Global engagement represents a commitment to address humanity's greatest challenges in the classroom and beyond. It can develop from the use of global contexts in inquiry leading to principled action. IB programmes provide for sustained inquiry into a wide range of issues and ideas of significance locally, nationally and globally. The IB aspires to empower people to be active learners who can empathize and pursue lives of purpose and meaning, and who are committed to service.



## IB DP STAFF AT MIRAS INTERNATIONAL SCHOOL, NUR-SULTAN

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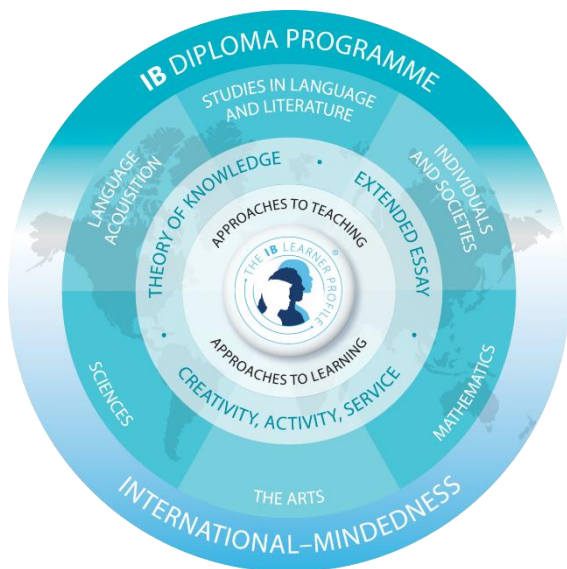
# DIPLOMA PROGRAMME: ESSENTIAL INFORMATION

## What is the IB Diploma Programme?

The International Baccalaureate Diploma Programme (IB DP) was established in Geneva in 1968 to provide an international, and internationally recognized, university-entrance qualification for students studying outside of their home country. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices, and respect others in the global community. The IB Programme equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the center of the hexagonal curriculum model (*below*).

Today the IB DP has expanded so that more than half the students opting for it come from state or national systems rather than from international schools. As the IB DP has grown, so too has its reputation for excellence; the IB DP is now recognized in almost every country in the world as a one of the pre-eminent pre-university qualifications.

## The IB Diploma Programme Curriculum Model



A distinguishing characteristic of the DP is a concern with the whole educational experience of each student. The curriculum framework (see above), and the supporting structures and principles, are designed to ensure that each student is necessarily exposed to a broad and balanced curriculum. The learner profile and the core are positioned at the centre of the programme, reflecting the priority given to affective disposition as well as cognitive development, and a concern with developing competent and active citizens as well as subject specialists. The core requirements of theory of knowledge (TOK), the extended essay and creativity, activity, service (CAS) broaden the educational experience and challenge students to apply their knowledge and understanding in real-life contexts.

Students study six subjects concurrently. These include two languages, one subject from individuals and societies, one science, one mathematics subject, and one subject from the arts or another subject from the other groups.

It is essential that a pre-university education equips students with the depth of discipline-specific knowledge and skills that they will need to follow their chosen university course and for use later in their professional lives. Specialization is encouraged in the DP by expecting students to study three (with the possibility of studying four) subjects at a higher level (HL). This is balanced with a requirement for breadth by expecting students to study three more subjects at standard level (SL) (or two when four HL subjects are completed).



## Who Takes the Diploma

There are two groups of students who should take the Diploma:

- those who need it for entrance to universities of their choice *and*
- those who, being academically able and well motivated, want to undertake a challenging programme.

Students do not need to have done outstanding work to consider beginning the Diploma. They must, however, be well-organized, responsible, mature, motivated and determined. Students are advised to talk with their teachers and the IB Diploma Coordinator if they have any questions about the programme and its appropriateness for them. Students who do not choose to take the full IB Diploma are encouraged to take the individual IB subjects for which they are qualified.

## The Full Diploma Programme Versus Diploma Programme Course

Recognizing the fact that students have different needs, abilities and interests, the IB offers candidates a choice between the full IB Diploma and individual Diploma Programme results (which is a reduced version of the full Diploma) Programme called 'Diploma Programme Course'. Those opting for the full Diploma Programme take: 6 subjects with an addition of Theory of Knowledge (TOK) subject, write an Extended Essay (EE), and complete at least 3-4 hours per week of the Creativity Action Service programme (CAS) throughout the programme.

Three of the six subjects selected by a candidate have to be studied at Higher Level (HL) and the other three at Standard Level (SL). HL courses comprise of 240 hours of teaching and SL courses 150 hours. TOK constitutes another 100 hours. Therefore, the full Diploma Programme is a very challenging venture. Only candidates who meet all the requirements are eligible for the Diploma. Those who find it too demanding can take a reduced version of the programme. In this case they will be awarded individual results for each subject taken but will not be awarded the full Diploma.

It is up to individual schools to shape the Diploma Programme Course they offer. At Miras, we try to tailor this programme to the needs of particular students and we consider each case separately.

Students may be advised to drop a subject that they are struggling with to no avail and concentrate on the remaining 5 subjects.

We may also recommend that a candidate drops HL's and take 6 SL courses. Students joining DP1 late in the school year will be put on the course programme as they will not be able to complete the required minimum of hours for each subject. Diploma programme course candidates may have the opportunity to repeat DP1 and join the full Diploma Programme.

It is true that having the Diploma gives students a chance to apply to a wider range of universities than the Diploma Programme Course. However, students and parents should also bear in mind that there is a large number of quality colleges and universities that accept students who have studied for a Diploma Programme Course. It is the students' responsibility to learn as soon as possible what requirements the University of their Dreams has. Finally, please remember that students gaining good results from a course programme which they have studied from the very beginning have a much better chance of getting into a good university than students who gain low results as a result of failure because a student was not successful in the full Diploma Programme.

## DP Admission Requirements

While the school seeks to attract student applications from outside, we recruit the majority of DP students from within the school.

- Automatic entry onto the full IB Diploma Programme is reserved for Miras International School, Nur-Sultan grade 10 students who have passed the IB MYP Personal Project, attained the appropriate level of English proficiency and academic progress and successfully completed the School's Service as Action requirements.
- In exceptional cases, students may be allowed to enroll for the Diploma Programme after Grade 9. Each case will be based on a range of evidence and will require consideration of the School Pedagogical Council.

Grade 9 students seeking admission to the Diploma Programme have to meet the following requirements:

<b>DP Enrolment Qualification Requirements</b>	<b>Miras International School, Nur-Sultan students</b>	<b>Students from outside of Miras International School, Nur-Sultan</b>
English language proficiency	A minimum achievement level 6 in each objective of English Language Acquisition Phase 5 ( <i>please, see English Language Acquisition Phase Transition Flowchart, Grades 8-10 Returning Students in appendix</i> )	IELTS score: 5.5 or equivalent – original qualification certificate required ( <i>please, see language test equivalence table in appendix</i> )
	Diploma Programme English LA admission test minimum score: 5	
Admission test in Russian language and literature	A minimum score 5.	
Admission test in Mathematics	A minimum score of 80% for High level, 60% for Standard level, 40% for Math studies.	
Academic performance	A minimum MYP grade 5 out of 7 in all subjects, consistently in all semesters in Grades 8 and 9	Academic performance
A letter of reference from previous school	Not require for Miras International School students	A letter of reference from previous school
The admission committee's approval.	The official qualified conclusion of the school's Admission committee signed by the Head of school	

- Entrance tests are administrated in the second half of April and in the second half of August for external students. Applicants are required to sit the following entrance tests:
  - First Language (English, Russian)
  - Second Language (English, Russian)
  - Mathematics

Students who fail (an) exam(s) in April are allowed to retake the subject(s) in August.

- Students need to achieve the following results to be admitted to the DP Mathematics – 80% for HL; 60% for SL; 40% for Mathematic Studies SL
- In order to ensure access to an IB Diploma Higher Level (HL) course, a student must have studied the subject in grade 10 and gained at least an end of year level 5 /IGCSE grade 'B' or equivalent.

- In order to ensure access to an IB Diploma Standard Level (SL) course, a student must have gained at least an end of year MYP level 4 / IGCSE grade 'C' or equivalent except Mathematics and Physics where MYP level 5 / IGCSE grade B is required.
- If a subject is not offered in grades 9 and 10, for instance, group 3 Economics, a student should have gained a suitable grade in another subject from the same group.

## Requirements for Progression

At the end of DP 1, all students will take internal end of year examinations and a grade will be awarded, in conjunction with any internal assessment work that will be assessed according to the IB scale. The main requirements are:

- A total score of 24 points
- A satisfactory progress report from the CAS and EE Coordinator.
- Minimum 90% attendance in each course over the first year.

For students who do not meet the above requirements, their case will be reviewed by the DP Coordinator, psychologists and subject teachers. Students may be advised to drop a subject that they are struggling with and concentrate on the remaining 5 subjects. A candidate may be recommended to drop HL's and take 6 SL courses. As a school policy, it is mandatory to fulfil the requirements of CAS and extended essay (2000 words at least to be marked internally) to obtain the Miras High School Diploma.

## IB Diploma

A student will be eligible for the award of the IB Diploma if he/she meets the criteria outlined by the IB (*below*). This will include taking external examinations in all courses, plus completing additional work specific to the IB Diploma: Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). The award of the IB Diploma is made externally by the IB. Usually over 90% of our students each year take the full IB Diploma. However, students are not obliged to take the IB Diploma. Some students may feel that their needs are not best met by this course, and may choose to organise their programme in a different way. It may be that the IB Diploma is not required either by a student's university of choice or in the country where the student would like to study; in these cases a student may, or may not, complete CAS, TOK or the Extended Essay. A student may choose fewer than three higher-level subjects, or all six subjects at standard level, or even select a combination of subjects that does not meet the requirements for the IB Diploma.

## The Award of the IB Diploma

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

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

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

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

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

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

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

## DIPLOMA PROGRAMME: CORE

### Theory of Knowledge (TOK)

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. ***It is a core element undertaken by all DP students.*** 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.

*The aims of the TOK course are to:*

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

#### ***Curriculum model overview***

##### *Knowing about knowing*

TOK examines how we know what we claim to know, by encouraging students to analyse knowledge claims and explore knowledge questions.

##### *Ways of knowing*

While there are arguably many ways of knowing (WOKs), TOK identifies eight specific WOKs: language, sense perception, emotion, reason, imagination, faith, intuition, and memory. Students must explore a range of ways of knowing, and it is suggested to study four of these in depth.

##### *Areas of knowledge*

Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge: mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems. Students must explore a range of areas of knowledge, and it is suggested to study six of these eight.

#### ***Assessment model***

- Having followed the TOK course, students will be expected to demonstrate the following:
- Identify and analyse the various kinds of justifications used to support knowledge claims.
- Formulate, evaluate and attempt to answer knowledge questions.



- Examine how academic disciplines/areas of knowledge generate and shape knowledge.
- Understand the roles played by ways of knowing in the construction of shared and personal knowledge.
- Explore links between knowledge claims, knowledge questions, ways of knowing and areas of knowledge.
- Demonstrate an awareness and understanding of different perspectives and be able to relate these to one's own perspective.
- Explore a real-life/contemporary situation from a TOK perspective in the presentation.

### ***Assessment outline***

Type of assessment	Format of assessment	Weighting
<b>External assessment</b>  <b>Part 1</b>  Essay on a prescribed title	One essay on a title chosen from a list of six prescribed titles. The maximum length of the essay is 1,600 words	<b>67%</b>
<b>Internal assessment</b>  <b>Part 2</b>  Presentation	One presentation to the class by an individual or a group (max of three persons); approximately 10 minutes per student. One written presentation planning document for each student.	<b>33%</b>





## Creativity, Activity, Service (CAS)



The Creativity, Activity and Service program (CAS) is a scheme of experiential learning. It is at the core of the IB Diploma and it is aligned to our school's core values of companionship, integrity and respect. Simply put, CAS continues your education outside the classroom. It is an opportunity for you to develop your own skills and interests, and contribute what you have to offer to various communities by short-term or long-term experiences you have undertaken. CAS is organized around the three strands of creativity, activity and service defined as follows.

- **Creativity**- exploring and extending ideas leading to an original or interpretive product or performance.
- **Activity** - physical exertion contributing to a healthy lifestyle.
- **Service** - collaborative and reciprocal engagement with the community in response to an authentic need.

### *CAS 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.

### *Programme overview*

The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service.

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 attributes of the IB learner profile
- not be used or included in the student's DP course requirements.

CAS students have guidance at the school level through a variety of resources including the school's CAS handbook, information sessions and meetings. In addition, students have three formal interviews with the school's CAS coordinator/adviser.

Typically, students' service experiences involve the following stages.

- Investigation, preparation and action that meets an identified need.
- Reflection on significant experiences throughout to inform problem-solving and choices.

- Demonstration allowing for sharing of what has taken place.

### ***CAS Learning Outcomes***

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once through their CAS programme.

<b>LO 1</b>	<b>Identify own strengths and develop areas for growth</b>
<b>Descriptor</b>	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
<b>LO 2</b>	<b>Demonstrate that challenges have been undertaken, developing new skills in the process</b>
<b>Descriptor</b>	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
<b>LO 3</b>	<b>Demonstrate how to initiate and plan a CAS experience</b>
<b>Descriptor</b>	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
<b>LO 4</b>	<b>Show commitment to and perseverance in CAS experiences</b>
<b>Descriptor</b>	Students demonstrate regular involvement and active engagement in CAS.
<b>LO 5</b>	<b>Demonstrate the skills and recognize the benefits of working collaboratively</b>
<b>Descriptor</b>	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
<b>LO 6</b>	<b>Demonstrate engagement with issues of global significance</b>
<b>Descriptor</b>	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
<b>LO 7</b>	<b>Recognize and consider the ethics of choices and actions</b>
<b>Descriptor</b>	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

## Extended Essay (EE)

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Extended essay topics may be chosen from a list of approved DP subjects—normally one of the student's six chosen subjects for the IB diploma or the world studies option. World studies provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines.

**The aims of the extended essay are to provide students with the opportunity to:**

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

### The Extended Essay process

#### *The research process*

1. Choose the approved DP subject.
2. Choose a topic.
3. Undertake some preparatory reading.
4. Formulate a well-focused research question.
5. Plan the research and writing process.
6. Plan a structure (outline headings) for the essay. This may change as the research develops.
7. Carry out the research.

#### *Writing and formal presentation*

The required elements of the final work to be submitted are as follows.

- Title page
- Contents page
- Introduction
- Body of the essay
- Conclusion
- References and bibliography

The upper limit of 4,000 words includes the introduction, body, conclusion and any quotations.

#### *Reflection process*

As part of the supervision process, students undertake three mandatory reflection sessions with their supervisor. These sessions form part of the formal assessment of the extended essay and research process. The purpose of these sessions is to provide an opportunity for students to reflect on their engagement with the research process and is intended to help students consider the effectiveness of their choices, re-examine their ideas and decide on whether changes are needed. The final reflection session is the viva voce. The viva voce is a short interview (10–15 minutes) between the student and the supervisor, and is a mandatory conclusion to the process. The viva voce serves as:

- a check on plagiarism and malpractice in general
- an opportunity to reflect on successes and difficulties

- an opportunity to reflect on what has been learned
- an aid to the supervisor's report.

### ***Assessment outline***

Assessment criteria	Description
Focus and method	The topic, the research question and the methodology are clearly stated.
Knowledge and understanding	The research relates to the subject area/discipline used to explore the research question, and knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.
Critical thinking	Critical-thinking skills have been used to analyse and evaluate the research undertaken.
Presentation	The presentation follows the standard format expected for academic writing.
Engagement	The student's engagement with their research focus and the research process

The extended essay contributes to the student's overall score for the diploma through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge.



## DIPLOMA PROGRAMME: ASSESSMENT AND RECOGNITION

A variety of different methods are used to measure student achievement against the objectives for each course.

### External assessment

Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include: essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions and multiple-choice questions (Sciences only). There are also a small number of other externally assessed pieces of work, for example, theory of knowledge essays, extended essays and written assignments in languages. These are completed by students over an extended period under teacher supervision instead of examination conditions and are then marked by external examiners.

### Internal assessment

Teacher assessment is also used for most courses. Some examples are: oral work in Languages, fieldwork in Geography, laboratory work in the Sciences, investigations in Mathematics and projects in Business Management. Assessments are checked by external examiners and normally contribute between 20 and 30 per cent of the total mark.

### Grading scheme

The assessment of the final grades for the work completed throughout the two-year programme is in the hands of external examiners appointed by the IBO. The grading scheme used is as follows:

1	2	3	4	5	6	7
Very poor	Poor	Moderate	Satisfactory	Good	Very good	Excellent

### The DP Matrix

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

### Notes

Changes from *The diploma points matrix* (May 2010 - November 2014):

- **B + C combination** now results in **2** additional points (previously 1 point).
- **A + E combination** now results in **zero** points and a **failing condition** (previously 1 point).



## Results

### *Issue of results*

IB issues results on 5 July for the May session which can be viewed online on the IBO website. Following the release of results, they can immediately be distributed by the IBO to universities and university admission bodies around the world.

### *Grading*

Diploma Programme students follow six courses at higher level or standard level. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on Theory of knowledge and the Extended essay. Therefore, the highest total that a Diploma Programme student can be awarded is 45 points.

The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole diploma and to satisfactory participation in creativity, action and service (CAS).

### *Pass rates*

Generally about 80 per cent of Diploma Programme students are awarded the Diploma each examination session. Less than 1 per cent of students gain 45 points.

### *Re-marking and feedback*

After the results have been issued, schools can request re-marks for particular students if they feel the result is undeserved. Schools can also receive a range of different types of feedback on their students' performance.

### *Legalization of results documents*

In some countries the IB Diploma Results will not be valid unless it is legalized in Geneva, Switzerland by the relevant embassy or consulate. If legalization is required, IB Cardiff will send to IB Headquarters in Geneva the relevant Diploma Results documents, that is, those showing the grades obtained by the candidates. The corresponding Diplomas are sent to schools for the attention of coordinators, who should retain them until they receive the legalized documents for mailing to individual candidates.

Coordinators must provide IB Headquarters in Geneva with the names and codes of those candidates who wish to have their Diploma Results document legalized. This should be done by 15 June.

There is now one standard fee per candidate for the legalization of the Diploma Results. Coordinators should collect the standard fee from candidates requiring the legalization service in advance and retain it until they receive an invoice from the IB. Legalized Diploma Results documents will be mailed to the appropriate schools by special courier service. It will then be the responsibility of the coordinators to distribute the documents to their students.

*Please note that the IB will bear the costs of the courier service to schools provided that the deadline stated above is met. If it is not, the documents will be sent to schools by registered airmail, unless coordinators advise otherwise in which case any extra costs will be charged to the relevant school.*



## University Recognition

The IB has been working with governments and universities' admissions staff with a view to informing them of the requirements of the programme as well as the depth of knowledge and the range and quality of skills an average diploma holder will have. As a result, IB Diploma Programme graduates are welcome at a large number of universities around the world. Some of the universities offer certain privileges to IB students, which may include exemption from entrance exams or advanced placement (this means that a student with a very good overall score can skip year one and go directly to year two). When considering your application, most universities will look at your Diploma from two angles. They will be interested in your overall score and your subject selections. While many educational institutions accept students with certificates and all diplomas (regardless of the score), some universities require a minimum number of points to consider your application. Particular departments may require a specific combination of subjects at particular levels. It is very likely they will also look at your grades in the subjects before they decide whether to accept you.

However, one should bear in mind that universities are independent entities and may have different admissions policies, even within one country. Therefore, we recommend that students decide as early as possible what they want to study and choose a few universities that can provide the education they want. Next, they should find out what their requirements are. This can be done through the IBO website ([www.ibo.org](http://www.ibo.org)), by writing directly to the university or by asking the School Counsellor for advice. Students who are interested in American colleges and universities should remember that while the IB diploma can give those credits, it is not sufficient for admission purposes. All students (American citizens included) are required to take SAT examinations (Scholarly Aptitude Test) or ACT (American College Test) whose objective is to measure students' abilities before entry into college. For more information visit <http://www.collegeboard>.

## University Application Procedure for IBDP Students

To ensure the smooth completion of application documents required by their targeted university, DP2 students will observe the following process:

1. Students discuss and clarify their university selections with the Career Counsellor. All concerned need to be aware of admission expectations and deadlines.
2. Students will ensure that they have obtained necessary qualifications such as IELTS confirming their level of English proficiency or SAT results.
3. Students develop draft copies of a Personal Statement (UK) or Essay Prompt response (USA) then work hard to polish them.
4. Students identify the teacher/s who they would like to write a Letter of Recommendation. The reference writer should be given a copy of the student's CV, and be given at least a week's notice to write such letters (last minute requests can be denied).
5. The Career Counsellor and/or Diploma Coordinator will obtain predicted grades from each of the student's DP teachers, and when necessary will prepare a student transcript including such information.
6. All applications to UK (through UCAS) and USA (through College Board) should be submitted before the start of December break. This is necessary even though the deadlines may be early to mid-January. Only those students who are applying to universities with February or later deadlines, can leave such applications until after January's Mock Exams.

## NOTE:

All recommendations, ranking and predicted grades requested by universities are considered confidential and may not be disclosed to students. Please remember that the predicted grades sent to the IB will be communicated to students after 10th April, if requested by them.

## Academic honesty

It is essential that all Diploma Programme candidates are familiar with the IB academic honesty policy. The following information comes from Academic Honesty: Guidance to Schools published by the IB. The IB defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice includes:

- plagiarism: the representation of the ideas or work of another person as the candidate's own
- collusion: supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- duplication of work: the presentation of the same work for different assessment components and/or diploma requirements
- any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

For most assessment components candidates are expected to work independently with support from their subject teacher, or supervisor in the case of extended essays. However, there are occasions when collaboration with other candidates is permitted. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. If, for example, two or more candidates have exactly the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration.

The presentation of the same work for different assessment components and/or diploma requirements is a duplication of work and therefore constitutes malpractice. If, for example, a candidate submits the same or very similar piece of work for the in-depth study in history internal assessment and for an extended essay in history, this would be viewed as malpractice. The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are expected to review their own work before submission for assessment to identify any passages, data, graphs, photographs; computer programs etc. that still require acknowledgment. If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned. No diploma will be awarded to the candidate, but a certificate will be awarded for other subjects in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established. If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee is entitled to decide that the candidate will not be permitted to register for examinations in any future session.

## SUBJECT SUMMARIES

### Self-Taught Language

#### Overview

Non-native English speaking students at Miras have the possibility of studying another language (can be mother tongue) in the Diploma Program as one of their six subjects. This course would be **in addition** to the Group 1 requirement.

#### Advantages of Continuing Development in Another Language

If students are eligible, this is an option we as a school strongly encourage given the importance of mother tongue development in terms of the significant advantages, which have been reported consistently in academic research. We agree with the IB that “Language is integral to exploring and sustaining personal growth and cultural identity; it is closely linked to the development of a healthy self-esteem and emotional well-being, both of which are necessary for successful learning to take place. Maintaining and developing the **mother tongue** of all learners is especially important in this respect.”

#### Course Options

Students fully enrolled in the Diploma Program who meet the eligibility conditions outlined below have the possibility of studying their mother tongue/L1 through Self-Taught Language A Literature at Standard Level (this is a regular diploma option). The nature of this option is outlined below:

#### Self-Taught Language A (mother tongue/L1) Literature at Standard Level

The syllabus is divided into four compulsory parts: Part 1 Works in translation (2 works); Part 2 Detailed Study (2 works); Part 3 Literary Genres (3 works); Part 4 Options (3 works) for a total of 10 works over the two year program.

Self-taught students will be assessed 100% externally by IB as follows:

Assessment component	Weighting
<b>Written paper component</b>	<b>45%</b>
<b>Two written exams, externally set and assessed.</b>	
<b>Paper 1</b> Guided Literary Analysis 1 ½ hrs	<b>20%</b>
<b>Paper 2</b> Essay (based on part 3 works) 1 ½ hrs	<b>25%</b>
<b>Written assignment</b>	<b>25%</b>
A reflective statement (300-400 words) and literary essay (1200-1500 words) on one work studied in part 1 written during the course and externally assessed.	

<b>Alternative Oral examination (20 minutes total)</b>	<b>30%</b>
<b>Two</b> compulsory oral activities externally assessed, conducted and recorded at our school by the self-taught coordinator.	
Individual Oral commentary (on a part 2 work extract) 10 minutes	<b>15%</b>
Individual Oral Presentation (on two part 4 works) 10 minutes	<b>15%</b>

## Eligibility Conditions

To be eligible to study their mother tongue (L1) students must meet certain criteria. The criteria for each option are different and are as follows:

### Mother Tongue (L1) Self-Taught Language A at Standard Level

- The family needs to contract a tutor who can guide the student through the program; the cost for this will be borne by the family. The ideal tutor is someone who is familiar with the Diploma program, or someone who teaches literature at university level. If there is no well-qualified tutor locally, the family may contract a tutor who is willing to work with the student online (perhaps teaching at an IB school in home country, for example).
- The student needs to spend a minimum of 3 hours per week ‘in class’ studying the course, of which a minimum of 1.5 hours needs to be with the tutor (again, this could be an on-line tutor). This course will be scheduled into the student’s timetable, as if a regular class. The student will also spend additional time completing homework and assignments as with any other class.
- The student needs to have studied this language for at least five consecutive years and passed the entrance test.
- The student needs to have demonstrated an ability to work independently and this will be evaluated through the student’s ATL grades, attendance record and a recommendation from their 10th grade English teacher.
- Final approval will be on an individual basis at the discretion of the DP Coordinator and the Language Coordinator.

### Teacher/Tutor support

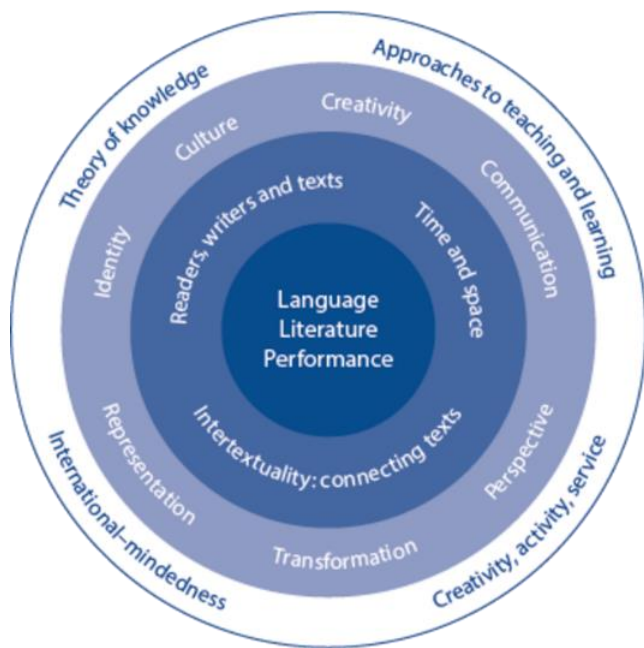
It is expected that all tutors of self-taught will be available for an introductory meeting to the IB syllabus requirements. This meeting will also explain the Miras Plagiarism Policy and introduce tutors and teachers to Turnitin.com.

### Bilingual Diploma

A Bilingual Diploma will be awarded to a student who either completes two languages selected from Group 1 with the award of a grade of 3 or higher or writes an extended essay in a language that is not his/ her first or best language.

## Group 1: Studies in Language and Literature

### Language A (English, Russian)



Studies in language and literature are designed for students from a wide variety of linguistic and cultural backgrounds, who have experience of using the language of the course in an educational context. The focus of the study developed in each of the subjects varies depending on their individual characteristics.

The language profile of students taking these courses will vary, but their receptive, productive and interactive skills should be strong and the expectation is that the course will consolidate them further. Students are expected to develop their proficiency, fluency and linguistic range, and in particular to acquire the vocabulary appropriate to the analysis of texts. They will also deepen their understanding of a wide variety of concepts explored through literary and non-literary texts in order to interpret, analyse, evaluate and then communicate this understanding in clear, organized and developed products.

#### The aims of Language A: Language and Literature at SL and HL:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose.

## Assessment Outline – Standard Level

Assessment component	Weighting
<b>External assessment (3 hours)</b>  <b>Paper 1: Guided textual analysis (1 hour 15 minutes)</b>  The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)  <b>Paper 2: Comparative essay (1 hour 45 minutes)</b>  The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	<b>70%</b>  <b>35%</b>  <b>35%</b>
<b>Internal assessment</b>  This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.  <b>Individual oral (15 minutes)</b>  Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:  Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)	<b>30%</b>

## Assessment Outline – Higher Level

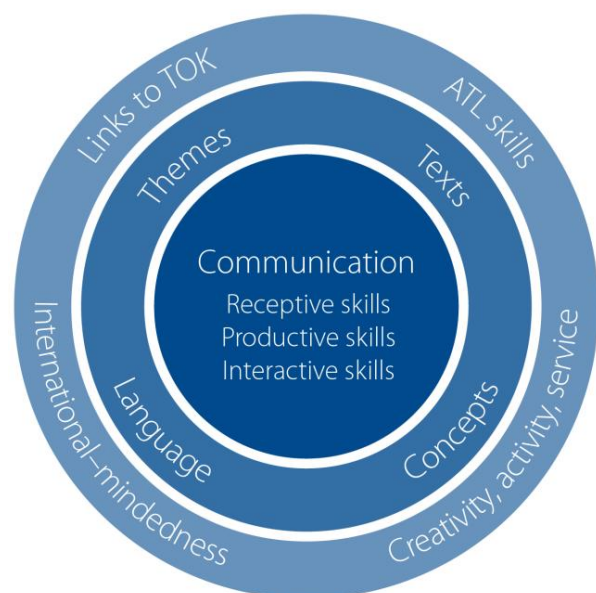
Assessment component	Weighting
<b>External assessment (4 hours)</b>  <b>Paper 1: Guided textual analysis (2 hours 15 minutes)</b>  The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)  <b>Paper 2: Comparative essay (1 hour 45 minutes)</b>  The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)  <b>HL essay</b>  Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks)  The essay must be 1,200-1,500 words in length.	<b>80%</b>  <b>35%</b>  <b>25%</b>  <b>20%</b>



<p><b>Internal assessment: Individual oral (15 minutes)</b></p> <p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral (15 minutes)</b></p> <p>Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<p><b>20%</b></p>
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## Group 2: Language Acquisition

### Language B (English, Russian, French) and Language Ab Initio



Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

The two modern language courses—language ab initio and language B - develop students' linguistic abilities through the development of receptive, productive and interactive skills.

### Group 2: Language B SL and HL (English, Russian, French)

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Miras International School offers English, Russian and French on both Standard Level (SL) and Higher Level (HL).

They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills.

## Prescribed Themes

Five prescribed themes are common to the syllabuses of language B and language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

The five prescribed themes must all be addressed equally in the language B course. There are recommended topics for each theme, along with possible questions for each theme, which are not prescribed, but which aid students to achieve the aims and objectives of the course.

## Group 2: Language B Ab Initio (French)

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

## Assessment Outline – Standard Level (SL)

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>75%</b>
<b>Paper 1 (1 hour 15 minutes)</b> Productive skills—writing (30 marks)  One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	<b>25%</b>
<b>Paper 2 (1 hour 45 minutes)</b> Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	<b>50%</b>
<b>Internal assessment</b>  This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  <b>Individual oral assessment</b> A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	<b>25%</b>

## Assessment Outline – Higher Level (HL)

Assessment component	Weighting
<b>External assessment (3 hours 30 minutes)</b>	<b>75%</b>
<b>Paper 1 (1 hour 30 minutes)</b>	<b>25%</b>
Productive skills—writing (30 marks)	
One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	
<b>Paper 2 (2 hours)</b>	<b>50%</b>
Receptive skills—separate sections for listening and reading (65 marks)	
Listening comprehension (1 hour) (25 marks)	
Reading comprehension (1 hour) (40 marks)	
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	
<b>Internal assessment</b>	<b>25%</b>
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
<b>Individual oral assessment</b>	
A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	

## Group 3: Individuals and Societies

### Business Management

#### Course Description and Aims

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques.

Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding

of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

***The aims of the business management course at HL and SL are to:***

1. encourage a holistic view of the world of business
2. empower students to think critically and strategically about individual and organizational behaviour
3. promote the importance of exploring business issues from different cultural perspectives
4. enable the student to appreciate the nature and significance of change in a local, regional and global context
5. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
6. develop an understanding of the importance of innovation in a business environment.

**Curriculum Model Overview**

Component
<b><i>Unit 1: Business organization and environment</i></b> 1.1 Introduction to business management 1.2 Types of organizations 1.3 Organizational objectives 1.4 Stakeholders 1.5 External environment 1.6 Growth and evolution 1.7 <i>Organizational planning tools (HL only)</i>
<b><i>Unit 2: Human resource management</i></b> 2.1 Functions and evolution of human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation 2.5 <i>Organizational (corporate) culture (HL only)</i> 2.6 <i>Industrial/employee relations (HL only)</i>
<b><i>Unit 3: Finance and accounts</i></b> 3.1 Sources of finance 3.2 Costs and revenues 3.3 Break-even analysis 3.4 Final accounts ( <i>some HL only</i> ) 3.5 Profitability and liquidity ratio analysis 3.6 Cash flow 3.7 Investment appraisal ( <i>some HL only</i> ) 3.8 <i>Budgets (HL only)</i> 3.9 <i>Efficiency ratio analysis (HL only)</i>
<b><i>Unit 4: Marketing</i></b> 4.1 The role of marketing 4.2 Marketing planning (including introduction to the four Ps)

4.3 Market research 4.4 The four Ps (product, price, promotion, place) 4.5 E-commerce 4.6 <i>Sales forecasting (HL only)</i> 4.7 <i>The extended marketing mix of seven Ps</i> 4.8 <i>International marketing</i>
<b>Unit 5: Operations management</b> 5.1 The role of operations management 5.2 Production methods 5.3 Location 5.4 <i>Lean production and quality management (HL only)</i> 5.5 <i>Production planning (HL only)</i> 5.6 <i>Research and development (HL only)</i> 5.7 <i>Crisis management and contingency planning (HL only)</i>
<b>Internal assessment (15 hours SL, 30 hours HL)</b>

### Assessment Outline – Standard Level

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>75%</b>
<b>Paper 1 (1.25 hours)</b> Structured questions.	<b>35%</b>
<b>Paper 2 (1.75 hours)</b> Structured and extended response questions.	<b>40%</b>
<b>Internal assessment (15 hours)</b>	<b>25%</b>
Written commentary. Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1,500 words.	<b>25%</b>

### Assessment Outline – Higher Level

Assessment component	Weighting
<b>External assessment (4 hours 30 minutes)</b>	<b>75%</b>
<b>Paper 1 (2.25 hours)</b> Structured and extended response questions.	<b>35%</b>
<b>Paper 2 (2.25 hours)</b> Structured and extended response questions.	<b>40%</b>
<b>Internal assessment (30 hours)</b>	<b>25%</b>
Research project. Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2,000 word.	<b>25%</b>

## Economics

### Course Description and Aims

Economics is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a dynamic social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The DP economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

At both standard level and higher level, candidates are required to study four topics: microeconomics, macroeconomics, international economics and development economics with some sub-topics within these reserved solely for higher level. These sections are assessed by two examinations at standard level and three examinations at higher level.

In addition to the examinations, candidates must submit an internal assessment. Both standard level and higher level economics students must produce a portfolio of three commentaries based on articles from published news media.

The aims of the DP economics course are to enable students to:

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

### Curriculum Model Overview

Component
<b>Section 1: Microeconomics</b>
1.1 Competitive markets: demand and supply
1.2 Elasticity
1.3 Government intervention
1.4 Market failure
1.5 Theory of the firm and market structures (HL only)



**Section 2: Macroeconomics**

- 2.1. The level of overall economic activity
- 2.2. Aggregate demand and aggregate supply
- 2.3. Macroeconomic objectives
- 2.4. Fiscal policy
- 2.5. Monetary policy
- 2.6. Supply-side policies

**Section 3: International economics**

- 3.1. International trade
- 3.2. Exchange rates
- 3.3. The balance of payments
- 3.4. Economic integration
- 3.5 *Terms of trade (HL only)*

**Section 4: Development economics**

- 4.1. Economic development
- 4.2. Measuring development
- 4.3. The role of domestic factors
- 4.4. The role of international trade
- 4.5. The role of foreign direct investment (FDI)
- 4.6. The roles of foreign aid and multilateral development assistance
- 4.7. The role of international debt
- 4.8. The balance between markets and intervention

**Internal assessment (20 hours SL/HL)****Assessment Outline – Standard Level**

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>80%</b>
<b>Paper 1 (1 hour 30 minutes)</b> Extended response paper on microeconomics and macroeconomics.	<b>40%</b>
<b>Paper 2 (1 hour 30 minutes)</b> Data response paper on international and development economics.	<b>40%</b>
<b>Internal assessment (20 hours)</b>	<b>20%</b>
Portfolio. Three commentaries based on different sections of the syllabus and on published extracts from the news media.	<b>20%</b>

**Assessment Outline – Higher Level**

Assessment component	Weighting
<b>External assessment (4 hours)</b>	<b>80%</b>
<b>Paper 1 (1 hour 30 minutes)</b> Extended response paper on microeconomics and macroeconomics.	<b>30%</b>
<b>Paper 2 (1 hour 30 minutes)</b> Data response paper on international and development economics.	<b>30%</b>

<b>Paper 3 (1 hour)</b> HL extension paper on all syllabus content.	<b>20%</b>
<b>Internal assessment (20 hours)</b> Portfolio. Three commentaries based on different sections of the syllabus and on published extracts from the news media.	<b>20%</b> <b>20%</b>

## History

### Nature of the Subject

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance.

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

### Topics Covered

Paper 1: The Move to Global War – Expansion of Japan and Italy 1932 – 1942 – sources base course

Paper 2: Authoritarian States (20th century) – China, Cuba, Germany, Italy, Spain

The Cold War – Superpower tensions and rivalries (20th Century)

Paper 3: History of Europe – European states in the inter-war years (1918-1939)

Versailles to Berlin: European Diplomacy (1919-1945)

The Soviet Union and post-Soviet Russia (1924-2000)

## Assessment Outline – Standard Level

Assessment component	Weighting
<b>External assessment (2 hours 30 minutes)</b>	<b>75%</b>
<b>Paper 1 (1 hour)</b> A document-based paper set on prescribed subjects drawn from the 20th century world history topics.	<b>30%</b>
<b>Paper 2 (1 hour 30 minutes)</b> An essay paper based on the 20th century world history topics.	<b>45%</b>
<b>Internal assessment</b>  Historical Investigation. Internally assessed by the teacher and externally moderated. Candidates must undertake a historical investigation.	<b>25%</b>

## Assessment Outline – Higher Level

Assessment component	Weighting
<b>External assessment (5 hours)</b>	<b>80%</b>
<b>Paper 1 (1 hour)</b> A document-based paper set on prescribed subjects drawn from the 20th century world history topics.	<b>20%</b>
<b>Paper 2 (1 hour 30 minutes)</b> An essay paper based on the 20th century world history topics.	<b>25%</b>
<b>Paper 3 (2 hours 30 minutes)</b> Five separate essay papers, each based on one of the regional options.	<b>35%</b>
<b>Internal assessment</b>  Historical Investigation. Candidates must undertake a historical investigation. Internally assessed by the teacher and externally moderated.	<b>20%</b>

## Group 4: Experimental Sciences

### Biology, Chemistry, Physics and Environmental Systems and Societies

#### Nature of Experimental Sciences

Biology, Chemistry and Physics are available at both higher and standard levels, while Environmental systems and societies is studied at standard level only.

Through studying biology, chemistry or physics, students should become aware of how scientists work and communicate with each other.

While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes these subjects.

*The aims enable students, through the overarching theme of “the nature of science”, to:*

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities;
- Acquire a body of knowledge, methods and techniques that characterize science and technology.
- Apply and use a body of knowledge, methods and techniques that characterize science and technology;
- Develop an ability to analyze, evaluate and synthesize scientific information.
- Develop a critical awareness of the need and the value of effective collaboration and communication during scientific activities;
- Develop experimental and investigative scientific skills including the use of current technologies.
- Develop and apply 21st century communication skills in the study of science.
- Become critically aware, as global citizens, of the ethical implications of using science and technology;
- Develop an appreciation of the possibilities and limitations of science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

**Note:**

*Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied.*

The syllabus encourages the development of certain skills, attributes and attitudes. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options.

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

**Assessment: Biology, Chemistry, Physics**

All subjects are assessed through three written examination papers in addition to the presentation of laboratory reports prepared over the two-year course.

All students must also show evidence of participation in the trans-disciplinary group 4 project.

**Assessment Outline: Standard Level**

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>80%</b>
<b>Paper 1 (0,75 hour)</b> 30 multiple-choice questions (Core).	<b>20%</b>
<b>Paper 2 (1 hour 25 minutes)</b> Short answer and extended response questions (Core).	<b>40%</b>
<b>Paper 3 (1 hour)</b> Data- and practical-based questions, plus short answer and extended response questions on the option.	<b>20%</b>

<b>Internal assessment (10 hours)</b>	<b>20%</b>
Investigation and write-up of 6 to 12 pages	

### Assessment Outline: Higher Level

Assessment component	Weighting
<b>External assessment (4 hours 30 minutes)</b>	<b>80%</b>
<b>Paper 1 (1 hour)</b> 40 multiple-choice questions (Core and AHL).	<b>20%</b>
<b>Paper 2 (2 hour 25 minutes)</b> Short answer and extended response questions (Core and AHL).	<b>36%</b>
<b>Paper 3 (1 hour 25 minutes)</b> Data- and practical –based questions, plus short answer and extended response questions on the option.	<b>24%</b>
<b>Internal assessment (10 hours)</b>	<b>20%</b>
Investigation and write-up of 6 to 12 pages	

### Syllabus Components

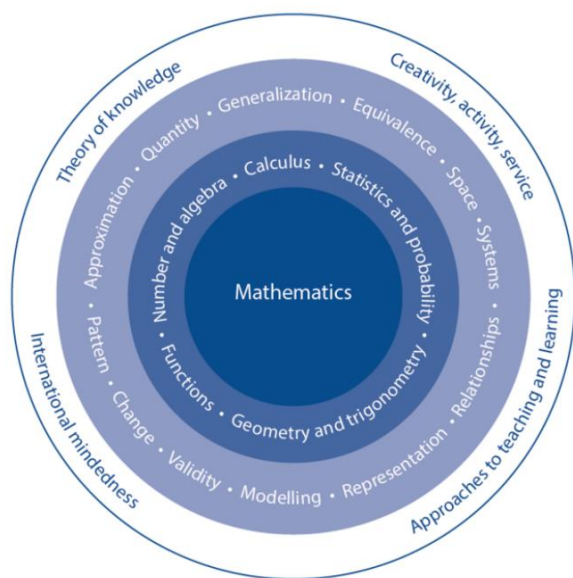
Physics	Chemistry	Biology	Environmental Systems and Societies
<b>Core</b> 1. Measurements and uncertainties 2. Mechanics 3. Thermal physics 4. Waves 5. Electricity and magnetism 6. Circular motion and gravitation 7. Atomic, nuclear and particle physics 8. Energy production  <b>Additional higher level (AHL)</b> 9. Wave phenomena 10. Fields 11. Electromagnetic induction 12. Quantum and nuclear physics  <b>Option</b>	<b>Core</b> 1. Stoichiometric relationships 2. Atomic structure 3. Periodicity 4. Chemical bonding and structure 5. Energetics/thermochemistry 6. Chemical kinetics 7. Equilibrium 8. Acids and bases 9. Redox processes 10. Organic chemistry 11. Measurement and data processing  <b>Additional higher level (AHL)</b> 12. Atomic structure 13. The periodic table—the transition metals 14. Chemical bonding and structure	<b>Core</b> 1. Cell biology 2. Molecular biology 3. Genetics 4. Ecology 5. Evolution and biodiversity 6. Human physiology  <b>Additional higher level (AHL)</b> 7. Nucleic acids 8. Metabolism, cell respiration and photosynthesis 9. Plant biology 10. Genetics and evolution 11. Animal physiology  <b>Option</b> A. Neurobiology and behaviour	<b>Core</b> Topic 1— Foundations of environmental systems and societies Topic 2—Ecosystems and ecology Topic 3—Biodiversity and conservation Topic 4—Water and aquatic food production systems and societies Topic 5—Soil systems and terrestrial food production systems and societies Topic 6—Atmospheric systems and societies Topic 7—Climate change and energy production Topic 8—Human systems and resource use

A. Relativity B. Engineering physics C. Imaging D. Astrophysics  <b>Practical scheme of work</b> Practical activities Individual investigation (internal assessment – IA) Group 4 project	15. Energetics/thermochemistry 16. Chemical kinetics 17. Equilibrium 18. Acids and bases 19. Redox processes 20. Organic chemistry 21. Measurement and analysis  <b>Option</b> A. Materials B. Biochemistry C. Energy D. Medicinal chemistry  <b>Practical scheme of work</b> Practical activities Individual investigation (internal assessment—IA) Group 4 project	B. Biotechnology and bioinformatics C. Ecology and conservation D. Human physiology  <b>Practical scheme of work</b> Practical activities Individual investigation (internal assessment—IA) Group 4 project	<b>Practical scheme of work</b> Practical activities Individual investigation
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## Group 5: Mathematics

### Mathematics: Applications and Interpretation and Mathematics: Analysis and Approaches

(First Assessment 2021)



#### Mathematics: Applications and Interpretation

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

Students will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.



## Mathematics: Analysis and Approaches

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

### Curriculum Model Overview

*Mathematics: applications and interpretation* and *Mathematics: analysis and approaches* share 60 hours of common content.

Syllabus component	Recommended teaching hours	
	SL	HL
<ul style="list-style-type: none"><li>• Number and algebra</li><li>• Functions</li><li>• Geometry and trigonometry</li><li>• Statistics and probability</li><li>• Calculus</li></ul>	19 21 25 27 28	39 32 51 33 55
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics	30	30
<b>Total teaching hours</b>	150	240

### Mathematics: Applications and Interpretation Assessment Outline: Standard Level

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>80%</b>
<b>Paper 1 (1 hour 30 minutes)</b> Technology allowed. Compulsory short-response questions based on the syllabus.	<b>40%</b>
<b>Paper 2 (1 hour 30 minutes)</b> Technology allowed. Compulsory extended-response questions based on the syllabus.	<b>40%</b>
<b>Internal assessment (15 hours)</b>  Exploration.	<b>20%</b>

## Mathematics: Applications and Interpretation Assessment Outline: Higher Level

Assessment component	Weighting
<b>External assessment (5 hours)</b>	<b>80%</b>
<b>Paper 1 (2 hours)</b> Technology allowed. Compulsory short-response questions based on the syllabus.	<b>30%</b>
<b>Paper 2 (2 hours)</b> Technology allowed. Compulsory extended-response questions based on the syllabus.	<b>30%</b>
<b>Paper 3 (1 hour)</b> Technology allowed. Two compulsory extended-response problem-solving questions.	<b>20%</b>
<b>Internal assessment (15 hours)</b>  Exploration.	<b>20%</b>

## Mathematics: Analysis and Approaches Assessment Outline: Standard Level

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>80%</b>
<b>Paper 1 (1 hour 30 minutes)</b> No technology allowed. <b>Section A:</b> compulsory short-response questions based on the syllabus. <b>Section B:</b> compulsory extended-response questions based on the syllabus.	<b>40%</b>
<b>Paper 2 (1 hour 30 minutes)</b> Technology allowed. <b>Section A:</b> compulsory short-response questions based on the syllabus. <b>Section B:</b> compulsory extended-response questions based on the syllabus.	<b>40%</b>
<b>Internal assessment (15 hours)</b>  Exploration.	<b>20%</b>

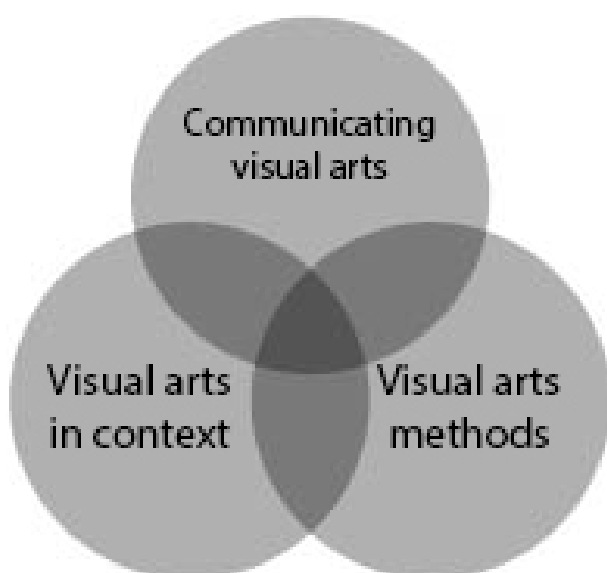
## Mathematics: Analysis and Approaches Assessment Outline: Higher Level

Assessment component	Weighting
<b>External assessment (5 hours)</b>	<b>80%</b>
<b>Paper 1 (2 hours)</b> No technology allowed. <b>Section A:</b> compulsory short-response questions based on the syllabus. <b>Section B:</b> compulsory extended-response questions based on the syllabus.	<b>30%</b>
<b>Paper 2 (2 hours)</b> Technology allowed. <b>Section A:</b> compulsory short-response questions based on the syllabus. <b>Section B:</b> compulsory extended-response questions based on the syllabus.	<b>30%</b>

<b>Paper 3 (1 hour)</b> Technology allowed. Two compulsory extended-response problem-solving questions.	<b>20%</b>
<b>Internal assessment (15 hours)</b> Exploration.	<b>20%</b>

## Group 6: Arts

### Visual Arts



#### Nature and Aims of the Visual Arts Course

The IB Diploma Programme 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 role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

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.

*In addition, the aims of the visual arts course at SL and HL are to enable students to:*

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.

## Curriculum Model Overview

Component (SL and HL)
<b>Visual arts in context</b> <ul style="list-style-type: none"> <li>Examine and compare the work of artists from different cultural contexts.</li> <li>Consider the contexts influencing their own work and the work of others.</li> <li>Make art through a process of investigation, thinking critically and experimenting with techniques.</li> <li>Apply identified techniques to their own developing work.</li> <li>Develop an informed response to work and exhibitions they have seen and experienced.</li> <li>Begin to formulate personal intentions for creating and displaying their own artworks.</li> </ul> <b>Visual arts methods</b> <ul style="list-style-type: none"> <li>Look at different techniques for making art.</li> <li>Investigate and compare how and why different techniques have evolved and the processes involved.</li> <li>Experiment with diverse media and explore techniques for making art.</li> <li>Develop concepts through processes informed by skills, techniques and media.</li> <li>Evaluate how their ongoing work communicates meaning and purpose.</li> <li>Consider the nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences.</li> </ul> <b>Communicating visual arts</b> <ul style="list-style-type: none"> <li>Explore ways of communicating through visual and written means.</li> <li>Make artistic choices about how to most effectively communicate knowledge and understanding.</li> <li>Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.</li> <li>Select and present resolved works for exhibition.</li> <li>Explain the ways in which the works are connected.</li> <li>Discuss how artistic judgments impact the overall presentation.</li> </ul>

## Assessment Outline: Standard Level

Assessment component	Weighting
<b>External assessment</b>	<b>60%</b>
<b>Comparative study</b> <ul style="list-style-type: none"> <li>10–15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists</li> <li>A list of sources used</li> </ul>	<b>20%</b>
<b>Process portfolio</b> <ul style="list-style-type: none"> <li>9–18 screens which evidence the student’s sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities</li> </ul>	<b>40%</b>
<b>Internal assessment</b>	<b>40%</b>
<b>Exhibition</b> <ul style="list-style-type: none"> <li>A curatorial rationale that does not exceed 400 words</li> <li>4–7 artworks</li> <li>Exhibition text (stating the title, medium, size and intention) for each artwork</li> </ul>	<b>40%</b>



## Assessment Outline: Higher Level

<b>Assessment component</b>	<b>Weighting</b>
<b>External assessment</b>	<b>60%</b>
<b>Comparative study</b> <ul style="list-style-type: none"> <li>• 10–15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists</li> <li>• 3–5 screens which analyse the extent to which the student’s work and practices have been influenced by the art and artists examined</li> <li>• A list of sources used</li> </ul>	<b>20%</b>  <b>40%</b>
<b>Process portfolio</b> <ul style="list-style-type: none"> <li>• 13–25 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities</li> </ul>	
<b>Internal assessment</b>	<b>40%</b>
<b>Exhibition</b> <ul style="list-style-type: none"> <li>• A curatorial rationale that does not exceed 700 words</li> <li>• 8–11 artworks</li> <li>• Exhibition text (stating the title, medium, size and intention) for each artwork</li> </ul>	<b>40%</b>



## INTERNAL ASSESSMENT CALENDARS

### Internal Assessment Calendar: Class of 2020

Date	Description	Recommended changes/ inclusions
<b>Week 0</b> Aug 21-28, 2019	<b>All Subjects</b> Working on Internal Assessment Checking holidays homework	
	<b>Language A: Literature</b> Written assignment - first draft	
<b>Week 1</b> Sept 2-Sept 6, 2019	<b>Economics</b> IA draft	
	<b>Theory of Knowledge (TOK)</b> Review all materials before starting work on final assessments. Mock Presentation	
<b>Week 2</b> Sept 9-13, 2019	<b>All subjects</b> Submit due IA assignment pieces in subjects	
	<b>Language A: Literature</b> Written assignment - second draft	
<b>Week 3</b> Sept 16-20, 2019	<b>Mathematics (SL, HL)</b> Submit structure and communication	
<b>Week 4</b> Sept 23-27, 2019	<b>Physics</b> Hand in outline of investigation	
	<b>Mathematics</b> Receive feedback on structure and communication	
	<b>Extended Essay (EE)</b> Submit EE full draft and discuss improvement	
	<b>Creativity, Activity, Service (CAS)</b> 3rd interview: planning session	
<b>Week 5</b> Sep 30-Oct 4 2019	<b>Physics</b> Receive teacher's feedback on outline	
	<b>Theory of Knowledge (TOK)</b> Final Presentations	
<b>Week 6</b> Oct 7-11, 2019	<b>Mathematics (SL, HL)</b> Submit notation and terminology	
<b>Week 7</b> Oct 14-18, 2019	<b>Theory of Knowledge (TOK)</b> Essay titles unpacking	
<b>Autumn break (October 20-28)</b>		
<b>Week 8</b> Oct 28-Nov 1, 2019	<b>Physics</b> Submit methodology on investigation	
	<b>Creativity, Activity, Service (CAS)</b> Finalizing interview	
	<b>Economics</b> Commentary 2 Rough Draft	



<b>Week 9</b> Nov 4-8, 2019	<b>Chemistry/Physics</b> Receive and discuss feedback on methodology	
	<b>Mathematics SL</b> Submit project & exploration data collection/generation	
	<b>Theory of Knowledge (TOK)</b> Essay draft 1	
<b>Week 10</b> Nov 11-15, 2019	<b>Extended Essay (EE)</b> Submit EE + checklist + originality report for review and feedback	
	<b>Chemistry/Physics</b> Carry out experiments. Hand in completed first draft of the experiments.	
	<b>Economics</b> Commentary 2 Final	
	<b>Mathematics</b> Submit first full draft of exploration	
	<b>English A: Literature</b> Mock IOC	
<b>Week 11</b> Nov 18-22, 2019	<b>Extended Essay (EE)</b> Final version with RPPF	
	<b>Theory of Knowledge (TOK)</b> Draft 2	
<b>Week 12</b> Nov 25-Nov 29, 2019	<b>Mathematics</b> Receive feedback on first draft	
	<b>English A: Literature</b> Final IOC	
	<b>Chemistry/Physics</b> Receive feedback from teachers.	
	<b>Creativity, Activity, Service (CAS)</b> CAS exhibition: CAS portfolio deadline on ManageBac	
<b>Week 13</b> Dec 2-6, 2019	<b>DP2 Semester exams in classes</b> <i>Semester reports completed by all teachers on ManageBac</i>	
<b>Week 14</b> Dec 9-Dec 13, 2019	<b>All subjects</b> Checking semester reports on ManageBac by SS VP	
	<b>Mathematics (SL, HL)</b> Submit final IA draft	
	<b>Physics (SL, HL)</b> Submit Final IA draft	
<b>Winter Break (18 Dec 2019-6 Jan 2020)</b>		
<b>Week 15 and 16</b> Jan 8-17, 2020	<b>Mock Examinations</b>	
	<b>Mathematics (SL, HL)</b> Feedback on the final draft	
	<b>Physics (SL, HL)</b> Feedback on the final draft	

<b>Week 17</b> Jan 20-24, 2020	<b>All subjects</b> Correction work	
	<b>English A: Literature</b> Submit final WA Essay	
	<b>Theory of Knowledge (TOK)</b> Submit Final TOK Essay	
	<b>Mathematics</b> Submit final draft of project & exploration	
<b>Week18</b> Jan 27-Jan 31, 2020	<b>Russian ab initio</b> Individual oral	
	<b>Russian B</b> Individual oral	
	<b>English B HL</b> Individual oral	
	<b>Physics / Chemistry (SL, HL)</b> Submit final IA assignment	
<b>Week 19</b> Feb 3-7, 2020	<b>Economics</b> Submit Commentary 3 Rough Draft	
<b>Week 20</b> Feb 10-14, 2020	<b>Economics</b> Commentary 3: Final	
<b>Week 21</b> Feb 17-21, 2020	<b>TOK, EE, Languages A and B</b> Absolute final deadline for final submission of TOK essay, EE, language A and B written assignments from teachers to DP coordinator	
	<b>Mathematics (SL, HL)</b> Submit full final IA	
<b>Week 22</b> Feb 24-Mar 28, 2020	<b>Creativity, Activity, Service (CAS)</b> Complete CAS record	
	<b>Economics</b> Submit full portfolio	
<b>Week 23</b> Mar 2- March 6, 2020	<b>All subjects</b> Syllabus in all subjects fully completed	
	<b>All subjects</b> Absolute last deadline for submission of all IAs from teachers to DP coordinator	
<b>Week 24</b> Mar 10-13, 2020	<b>All subjects</b> Revision	
<b>Week 25</b> Mar 16-20, 2020		
Nauryz Holidays: Mar 23-25		
<b>Week 26</b> March 30-April 3, 2020	<b>All subjects</b> DP2 Trial tests/ Revision	
<b>Week 27</b> Apr 6-10, 2020	<b>All subjects</b> Revision	

<b>Week 28</b> Apr 13-17, 2020	<b>Revision</b> Last week of regular lessons.	
<b>Week 29</b> Apr 20-24, 2020	<b>All subjects</b> Study leave	
<b>Week 30</b> Apr 29-May 3, 2019	<b>All subjects</b> Final examinations begin May 2020 Examination session	

**Colour Code:**

	Regular IAs in subjects
	DP Core
	All subjects
	High Importance
	Holidays

**Internal Assessment Calendar: Class of 2021**

Date	Description	Recommended changes/ inclusions
<b>Week 1</b> Sept 2-Sept 6, 2019	<b>All subjects</b> Orientation week: introduction to DP subject guides/ CAS/ TOK/ ManageBac/ Assessments	
<b>Week 2</b> Sept 9-13, 2019		
<b>Week 3</b> Sept 16-20, 2019	<b>All subjects</b> IAs introduction: discussion	
<b>Week 4</b> Sept 23-27, 2019	<b>Chemistry/Physics/Biology</b> Launching practicals	
<b>Week 5</b> Sep 30-Oct 4 2019		
<b>Week 6</b> Oct 7-11, 2019	<b>Extended Essay (EE)</b> Presentation	
<b>Week 7</b> Oct 14-18, 2019		
<b>Autumn break (October 20-28)</b>		
<b>Week 8</b> Oct 28-Nov 1, 2019	<b>Biology</b> IA ideas: submission of a plan	
<b>Week 9</b> Nov 4-8, 2019	<b>Russian B</b> Individual oral: mock presentation	

<b>Week 10</b> Nov 11-15, 2019	<b>English Language A and Literature</b> Individual oral: mock presentation	
<b>Week 11</b> Nov 18-22, 2019	<b>Mathematics</b> IA introduction and discussion	
<b>Week 12</b> Nov 25-Nov 29, 2019	<b>Extended Essay (EE)</b> Selection of EE topics and supervisors	
<b>Week 13</b> Dec 2-6, 2019		
<b>Week 14</b> Dec 9-Dec 13, 2019	<b>English Language A and Literature</b> Individual oral: mock presentation	
	<b>Business Management</b> Project: commentary	
<b>Winter Break (18 Dec 2019-6 Jan 2020)</b>		
<b>Week 15</b> Jan 8-10, 2020		
<b>Week 16</b> Jan 13-17, 2020	<b>English B</b> Individual oral: mock recording	
	<b>Biology</b> IA research question	
	<b>Mathematics</b> Exploration and project title due	
<b>Week 17</b> Jan 20-24, 2020	<b>History</b> IA format: discussion	
<b>Week 18</b> Jan 27-Jan 31, 2020	<b>Extended Essay (EE)</b> Finalizing the topic and the research question	
	<b>Mathematics</b> Finalizing Mathematics title for exploration	
<b>Week 19</b> Feb 3-7, 2020	<b>Russian A</b> Individual oral: presentation	
	<b>Biology/Physics</b> Submission of research question and background information	
	<b>Extended Essay (EE)</b> Proposal form on ManageBac	
<b>Week 20</b> Feb 10-14, 2020		
<b>Week 21</b> Feb 17-21, 2020	<b>Business Management</b> Proposal outline	
	<b>Physics/Chemistry</b> IA: discussion	
	<b>Mathematics</b> IA introduction	
<b>Week 22</b>	<b>Extended Essay (EE)</b> Submission of outline	

Feb 24-Mar 28, 2020	<b>Economics</b> Submission of rough draft of commentary 1	
	<b>History</b> IA format: discussion	
<b>Week 23</b> Mar 2- March 6, 2020	<b>Extended Essay (EE)</b> Progress update	
	<b>History</b> Decision on the topic	
	<b>Mathematics</b> IA: information and measurement	
	<b>Biology/Physics/Chemistry</b> Outline	
<b>Week 24</b> Mar 10-13, 2020	<b>Biology</b> Feedback	
	<b>History</b> Initial planning on the IA question and resources	
<b>Week 25</b> Mar 16-20, 2020	<b>Business Management</b> Submission of the final proposal outline	
	<b>Physics/Chemistry</b> Submission of rough draft of the plan	
	<b>English Language A and Literature</b> Submission of HL essay – first draft	
<b>Nauryz Holidays: Mar 23-25</b>		
<b>Week 26</b> March 30- April 3, 2020	<b>Mathematics</b> Mathematical processes	
	<b>Russian B</b> Interactive oral	
	<b>Biology</b> Methods with trials	
	<b>History</b> Initial research review	
	<b>Economics</b> Submission of the final copy of commentary 1	
	<b>Extended Essay (EE)</b> Submission of draft introduction	
<b>Week 27</b> Apr 6-10, 2020		
<b>Week 28</b> Apr 13-17, 2020	<b>English Language A and Literature HL</b> HL essay: second draft	
	<b>Extended Essay (EE)</b> Submission of the revised introduction and a 1000-word research	
<b>Week 29</b>	<b>History</b> Investigation report: draft	

Apr 20-24, 2020	<b>Mathematics</b> Interpretation of results	
	<b>Physics/Chemistry/Biology</b> Submission of the first draft of the plan	
<b>Week 30</b> Apr 29-May 3, 2019	<b>Mathematics</b> Validity: draft submission	
	<b>Business Management</b> IA introduction section	
<b>Week 31</b> May 4-8, 2020	<b>English Language A and Literature HL</b> HL essay: submission of the final draft	
	<b>History</b> Synopsis and rough draft	
<b>Week 32</b> May 12-15, 2020	<b>All subjects</b> Revision week	
<b>Week 33</b> May 18-22, 2020	<b>Mathematics</b> Submission of the first full draft	
	<b>All subjects</b> End of year examinations start	
<b>Week 34</b> May 25-29, 2020	<b>All subjects</b> End of year examinations	
	<b>All Sciences</b> Group 4 project	
<b>Week 35</b> June 1-5, 2020	<b>All subjects</b> Exam marking	
<b>Week 36</b> June 8-12, 2020	<b>All subjects</b> End of year reports issued	

#### Colour Code:

	Regular IAs in subjects
	DP Core
	All subjects
	High Importance
	Holidays