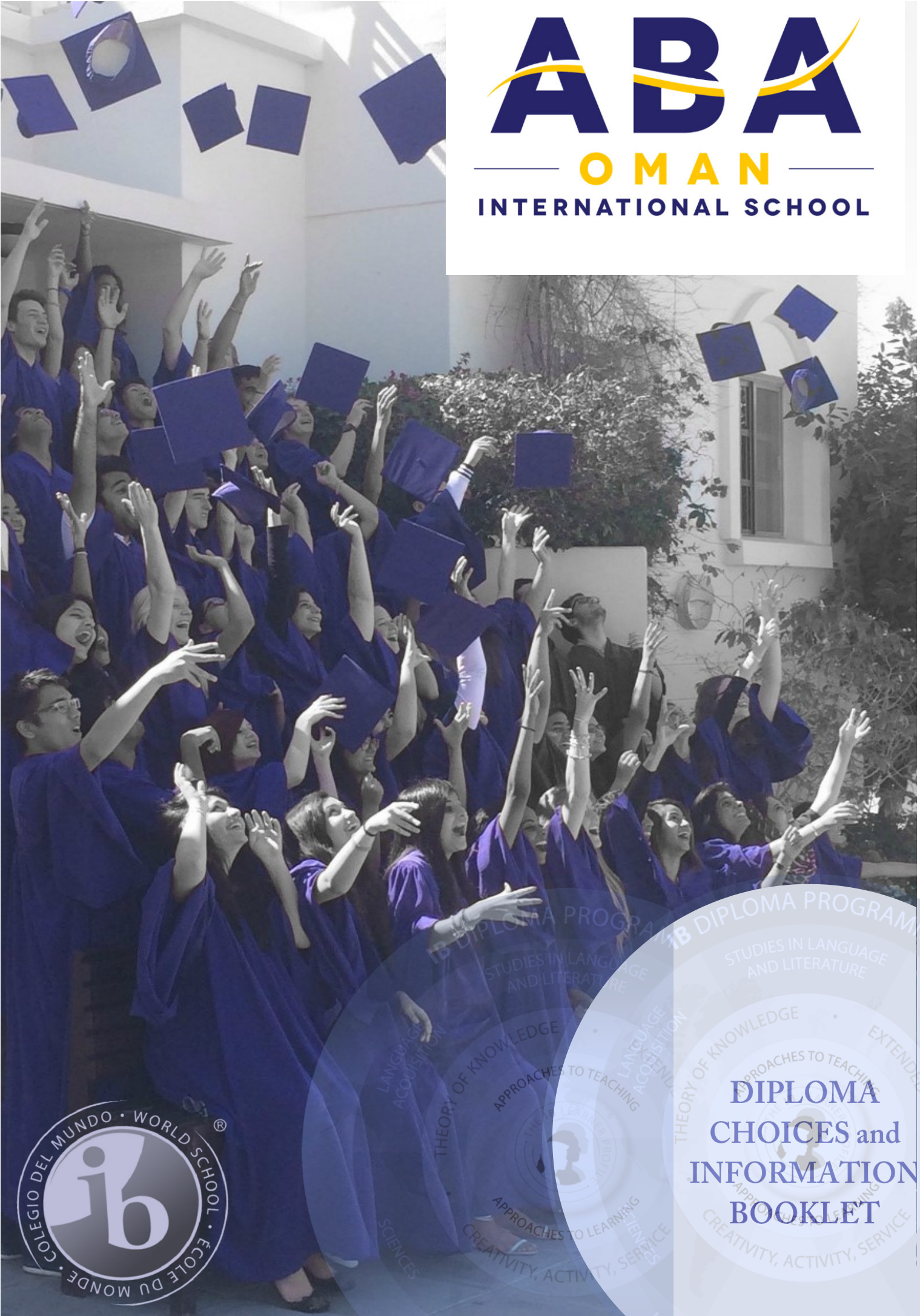


ABA

OMAN

INTERNATIONAL SCHOOL



DIPLOMA CHOICES and INFORMATION BOOKLET

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MISSION

**ABA PROVIDES
AN INTERNATIONAL EDUCATION
OF THE HIGHEST QUALITY
TO ENABLE STUDENTS TO BE
CONFIDENT,
RESPONSIBLE,
CARING,
LIFE-LONG LEARNERS.**

VISION

**ABA STUDENTS
ACHIEVE THEIR MAXIMUM
POTENTIAL IN AN ENVIRONMENT
OF INTERCULTURAL
UNDERSTANDING AND RESPECT,
TO MEET THE CHALLENGES OF A
RAPIDLY CHANGING WORLD.**

VALUES

**ABA VALUES:
COMMUNICATION
DIVERSITY
INQUIRY
INTEGRITY
KNOWLEDGE
OPEN-MINDEDNESS
REFLECTION
THINKING
WILLINGNESS TO TAKE RISKS**

Welcome to your 10th Grade options for courses in Grades 11 and 12 - the final part of your secondary education.

Making choices is never easy and never more difficult when your whole future seems to be at stake! We hope that this booklet will help you in your decision making, guide you towards some good decisions and ensure that your pathway through Grades 11 and 12, towards the next stage of your life, whether in the world of work or university, is smooth and enjoyable.

The IB Diploma is a demanding course; therefore, ABA has entrance criteria outlined below for ABA Grade 10 students. For students new to ABA, we will consider each student on their school records. At ABA we can tailor your courses to suit your needs and future aspirations. We do recommend you discuss your future with as many people as possible and do hope you choose the course based on sound advice and guidance.

Our three simple recommendations for making successful subject choices are:

- 1) Think about what you might wish to study or what career you might wish to pursue
- 2) Choose courses that enable you to join a course leading to that career
- 3) Choose courses (and a career!) that you enjoy.

We'll discuss, advise and suggest routes that enable you to focus on a goal or keep your options open. Either way, we know that the right choices now will make for a much easier route through Grades 11 and 12.

Good luck and don't hesitate to ask –

Guy Essex

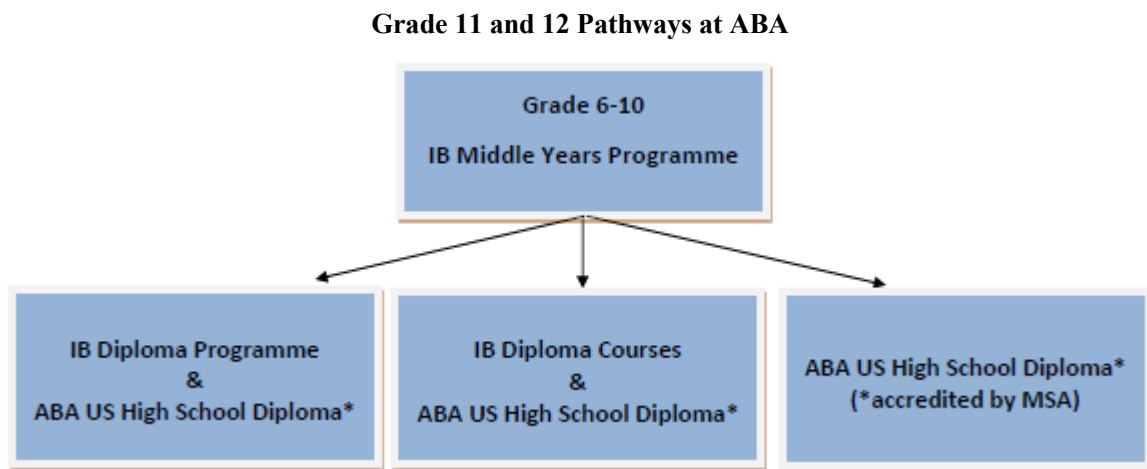
ABA HS Assistant Principal and IBDP Coordinator

Required grades for Progression onto the full Diploma

- In order to progress onto the full Diploma, ABA Grade 10 students are expected to achieve 40 points from 8 MYP subjects in their final MYP report.
- Students with less than 36 points from 8 subjects are unlikely to progress onto the full Diploma, but may opt to take IB Certificates.
- Students with 36 - 39 points and strong effort grades may enter the Diploma under probation, to be reviewed at the mid-semester Parent Teacher conferences.
- Students are expected to achieve a minimum of 5s for HL courses, except Maths HL, Physics HL and Chemistry HL where 6s are recommended.
- No matter which pathway, all students are also expected to achieve at least a 3 in their Personal Project and pass all CAS requirements.
- IB Diploma students are expected to maintain a minimum score of 4 for each course for each semester, as well as meeting all deadlines for Extended Essay and ToK assessments, having submitted work of a passing standard.
- Diploma students must also be up to date with all their CAS requirements. Where these requirements are not met, students' suitability for the IB Diploma programme will be brought under review.
- **Ensuring each student achieves success on their most suitable pathway is central to ABA's Mission, Vision and Values**

Grade 11 and 12 Pathways at ABA

ABA offers Grade 11 and 12 students' different pathways depending on their abilities and aspirations. All pathways can lead to higher education studies at universities and guidance will be provided for students regarding the right pathway for them.



The ABA US High School Diploma

All students have been accumulating credits for their ABA US High School Diploma since the start of Grade 9. The ABA US High School Diploma is accredited by the Middle States Association of Colleges and Schools (<http://www.msa-CESS.org/>); this gives it international validity and is hence a widely accepted tool for university application.

A good US High School Diploma shows a strong transcript of grades. Consistency and strong attainment is important from a university application point of view.

ABA US High School Diploma Credit Requirements to be earned in Grades 9-12

- CAS – must be completed
- English – 4 credits
- Mathematics – 3 or 4 credits*
- Science – 3 or 4 credits*
- Social Studies – 3 credits
- Modern Languages – 2 credits (in the same language)
- Research Project – 1 credit (a grade of 3 or better on the Personal Project in Grade 10 will meet this requirement)
- Fine Arts – 1 credit
- Physical Education – 1 credit
- Electives – 6 credits

*students must complete 4 credits in either Mathematics or Science

25 Total credits must be earned for an ABA US High School Diploma to be awarded and hence to Graduate. To earn credit for a course a student must attain a Level 3 or higher on their Semester Report.

The IB Diploma Programme

Established in 1968, the International Baccalaureate (IB) Diploma Programme (DP) was the first programme offered by the IB and is taught to students aged 16-19. It was established to provide a challenging and comprehensive education that would enable students to understand and manage the complexities of our world and provide them with skills and attitudes for taking responsible action for the future. Such an education was rooted in the belief that people who are equipped to make a more just and peaceful world need an education that crosses disciplinary, cultural, national and geographical boundaries.

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

Informed by these values, an IB education:



- Is an inquiry based education centered on learners
- Develops effective approaches to teaching and learning
- Works within global contexts
- Explores significant content.

Working together, these four characteristics define an IB education. (IBO, 2013)

The IB Diploma Model

Students choose courses from the six subject groups in the programme model above. Students may opt to study an additional science, individuals and societies, or languages course, instead of a course in the arts. Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level. Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

Students who wish to undertake the IB Diploma must satisfy the following requirements from the IB. These are taken directly from the following publications:

- IB Diploma Programme: Simplifying the diploma requirements and failing conditions (2014)
- General regulations: Diploma Programme (2014)

IB Diploma Requirements

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, minimum 16 points are required).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

The Bonus Points Matrix for ToK & EE

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



The IB Learner Profile



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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



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University Applications

Deciding on subject choices for the important final two years is not always easy, especially where students have enjoyed the majority of their subjects during MYP 4 and 5, it can be hard to decide which to let go. Additionally, there are new subjects on offer, which are often also a popular choice with students. Students need to consider two main things when weighing up which subjects to choose.

- a) **Student interest.** Students are generally most successful in those subjects they enjoy and are happiest to spend their time on; it is important they feel excited about the majority of their subject choices.
- b) **Career path.** If students want to specialize early in a professional area, then there may be some specific IB subject requirements. Universities across the world have very similar requirements for highly competitive courses. Where course stipulations apply, these tend to apply largely for Mathematics and Science-based subjects.

University & College Courses	Entry Requirements	Notes
Medicine, Dentistry, Veterinary Science, Zoology	Usually two sciences at HL Chemistry is most important with Biology & Chemistry the best combination. Math HL preferred, or high grade in SL Math Analysis	Most competitive of all courses. Students must be very strong in Science and Mathematics. Top scores needed (776 or 766 typically required at HL)
Engineering: Aerospace, Mechanical, Civil, Electrical, Chemical,	HL Mathematics required for most, plus relevant Science e.g. HL Physics for Mechanical Engineering, HL Chemistry for Chemical Engineering	Also highly competitive. There is a vast range of Engineering courses, so it is important to research the rich variety of areas and opportunities.
Computer Science	HL Mathematics preferred; SL sometimes possible. HL Computer Science very advantageous.	Programming is a significant aspect of this course which students should be comfortable with.
Architecture Architectural Engineering	HL Art is essential, HL Maths/Physics provide some advantage SL Math, Physics and Art	Portfolio should contain evidence of interest in Architecture

	considered, if accompanied by a strong portfolio	
Foundation Course Art School (Necessary for UK but not US)	A strong portfolio showing breadth of scope and personal development	HL Art strongly recommended. It is important to note the significant time commitment
Theatre – Drama School	Selection through auditions	HL Theatre strongly recommended with repertoire of plays / speeches
Law	High academic performance across the majority of subjects. Typical offer would be (7,6,6 or 6,6,6, at HL)	English HL (either Lang & Lit, or Lit) and History HL are good preparation but not compulsory.
International Relations History Politics	Sound academic performance in HL subjects. Typical offer would range (666 to 655)	International Relations has become a very popular and competitive course.
Physiotherapy Sports Science	HL Biology, with another HL science or preferred. Strong Mathematical skills are beneficial.	Also very popular and competitive courses. Typical offer would be HL 766 to 665.
Accounting, Banking, Economics, Finance, Business Management	HL Math preferred, or high achievement in SL Math Analysis. HL Economics or Business Management an advantage. However, some Business courses will also accept Math Applications.	Economics courses generally have higher entry requirements than Business courses.
Environmental Science, Agriculture, Conservation, Forestry	HL Biology often preferred and an additional science welcomed.	SL Env Systems & Societies useful
Psychology, Sociology, Anthropology, Philosophy	BSc Psychology courses generally ask for a HL Science and sometimes stipulate SL Math, BA Psychology courses are less rigid.	It is quite possible to study subjects at university not taken at school, but wider reading and a strong personal statement evidencing interest

		is important.
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Some additional things to think about in relation to Diploma subjects:

Groups & Subjects	Key points	Additional Notes
Group 1 : English Lang & Literature or Literature	Choose according to interest. If considering a degree in English Literature then straight Literature may be preferred.	HL English good for History, Law or Media specialization at university.
Group 2: Languages	If considering pursuing languages at university, choose HL where possible,	Speak to your language teacher about the correct level for you.
Group 3: Individuals & Societies	Follow your interests. HL History requires very solid analytical and writing skills.	HL History complements applications for Law and International Relations.
Group 4: Science	<p>Check science requirements with universities. Competitive universities in the US prefer a lab science. I.e. not ESS.</p> <p>Canadian universities prefer Chemistry alongside Physics for Engineering degrees.</p> <p>Medical degrees in Holland (in Dutch!) require 3 sciences.</p>	<p>Best combinations:</p> <p>Medicine = Chemistry and Bio</p> <p>Engineering = Physics + Chem</p> <p>Architecture = Physics + Art</p> <p>Psychology = Biology + Chemistry</p>

Group 5: Mathematics	<p>Many Dutch universities stipulate a specific Maths SL, especially the University Colleges. Please check with the university concerned.</p> <p>Highly competitive UK universities will require HL Math for all Engineering and Economics courses. But there are many others that will accept SL or even Studies.</p>	<p>As a general rule any course with a strong maths component (e.g Engineering, Economics, Architecture, etc.) will require SL or HL Analysis, or HL Applications. Please check course requirements carefully.</p>
Group 5: Arts +	<p>While many universities welcome the Arts, Germany and Switzerland do not like to accept students with an Arts subject in group 6.</p>	<p>HL Art, Music and Theatre are not 'soft options'. They require a great deal of work and commitment.</p>

Where in the world will you study?

International students now have access to so many universities world-wide. We have many visits from universities throughout the globe, all hoping to recruit the brightest and the best. With educational globalization has come a great deal of diversity so while there are some key aspects that are *broadly* true, it is always essential to research each university individually to be aware of their exact entry requirements. Here are some points to bear in mind about university applications as you choose your IB Diploma programme or courses:

- a) While the IB Diploma Programme is certainly preferred by many universities, there are many excellent options open to students studying a range of **IB Courses**. Both the UK and the US (amongst other countries) offer easy progression onto undergraduate degree courses with IB Courses, and the **ABA High School Diploma** will also be an important qualification for some countries, especially the US.
- b) UK, Canadian and European degrees are generally more specialized and three years long (while US degrees are four years long). In countries where you choose a specialist degree, the entry requirements will be more specific and may be higher. American degrees offer a broader education and classes will be taken in many disciplines, as well as the subject of the major. If you apply to a US university you do not have to declare your 'major' subject – although many students do.
- c) For applications to the UK your predicted grades are extremely important, as is your performance in the MYP. UK universities do not look at your report grades. Offers will be made on the basis of past performance, personal statement and references. Final acceptance depends upon your IB Diploma or Courses grades. The points you obtain with your internal assessment and the final exams are extremely important.
- d) For applications to the US and Canada, all your internal ABA report grades must be presented. They look at your grades from Grade 9 onwards. Acceptance depends upon good school grades.
- e) The US requires a personal essay and references; many universities ask for SAT or ACT scores and this will mean retaining strong mathematical skills. Your IB final examination result is generally not as important.
- f) Canada largely makes offers based on past performance and predicted grades. Your exam performance is very important.

Finally, it is important to know that there are often a number of different routes to the same point. It is usually possible to study whatever you wish to study if you are prepared to be flexible about *where* you study. Equally, if you don't mind taking an extra year, then university Foundation years can provide excellent entry points to some of the best universities in the world. And, although it may sound like a cliché, if you pursue your passions, that is the most likely route to happiness and success.

Throughout Grades 10, 11 and 12 students are guided through the university research and application process within the Learning Mentor programme, group workshops and presentations, and individual meetings. There are a series of parent information meetings held during Grades 11 and 12 to support the application process. In addition, ABA is regularly visited by a wide range of universities with whom students can meet and discuss their possible plans. Students should read the bulletin each day and keep an eye on the calendar to ensure they attend the mandatory sessions and those appropriate to their own applications.

ABA university meetings and application cycle

	Semester One	Semester 2
Grade 11	<ul style="list-style-type: none"> ● Ongoing Learning Mentor & CAS sessions ● Ongoing university visits & fairs 	<ul style="list-style-type: none"> ● University Parent Meeting (March) ● Ongoing Learning Mentor & CAS sessions ● Ongoing university visits & fairs
Grade 12	<ul style="list-style-type: none"> ● Ongoing Learning Mentor & break-time workshops) ● Ongoing university visits & fairs ● Reference requests submitted to teachers ● Applications for Canada, UK, USA submitted 	<ul style="list-style-type: none"> ● Ongoing Learning Mentor & break-time workshops) ● Ongoing university visits & fairs ● Applications for India, Lebanon, Malaysia, Netherlands & Europe (non-UK), Singapore, Arabian Gulf Region, Australia (non-nationals) and other areas submitted
After Graduation	<ul style="list-style-type: none"> ● Applications for Australia, New Zealand and South Africa submitted 	

University Research Links

You may find the following links useful in forming and developing ideas about possible courses, institutions and countries for university study:

Resources for all applicants:

- Family Connection – accessed via the ABA website
- Association of American International Colleges_ <http://www.aaicu.org/aaicu/members/regular/Pages/index.aspx>
- English Proficiency Exams www.toefl.org, <http://www.ielts.org/>
- Top Universities Guide <http://www.topuniversities.com/>

Country Specific Resources

Australia	Non-nationals: www.studyinaustralia.gov.au , www.universitiesaustralia.edu.au Australian nationals: http://www.qtac.edu.au/ , http://www.vtac.edu.au/ , http://www.uac.edu.au/ , http://www.satac.edu.au/
Canada	www.aucc.ca , www.studyincanada.com , www.schoolfinder.com
France	http://etudiant.lefigaro.fr/orientation/actus-et-conseils/detail/article/le-classement-des-meilleures-universites-francaises-1746/
India	http://www.aiuweb.org/index.asp
Malaysia	http://www.campusmalaysia.com/ , http://www.studymalaysiaguide.com/search/
Netherlands	http://www.tkmst.nl/ , http://www.studyinholland.nl/
Qatar	http://www.qf.org.qa/enroll
UK	www.ucas.com , www.unistats.com , http://www.russellgroup.org/InformedChoices-latest.pdf
USA	www.collegeboard.org , www.princetonreview.com , www.cappex.com , http://www.petersons.com/

<http://www.petersons.com/>

Selecting the correct Second Language Courses

Language selection

All students must select either English A: Literature or English A: Language & Literature for study in Grades 11 and 12. Students who have been studying Arabic in Grades 9 and 10 will be guided to study either Arabic A: Language & Literature or Arabic B as their second language.

Their Arabic teacher, supported by the IB coordinator, will make this recommendation based on their progress and proficiency in the language and will follow the IB's placement guidance to ensure that:

“Students are following the course that is most suited to their needs and that will provide them with an appropriate academic challenge“ (IBO, 2011).

For their second language, students at ABA are expected to study the same language in Grades 11 and 12 as they have previously studied in Grades 9 and 10. Students who have studied Spanish in Grades 9 and 10 are not eligible to take Spanish ab initio.

Spanish ab initio and tutored languages are only available with the IB Coordinator's approval to students who:

1. wish to study their mother tongue through a tutored language

2. wish to study 3 languages within their course choices

Students who study Arabic A: Language & Literature or a tutored language as Language A: Literature or Language & Literature in addition to their English A: Literature or Language and Literature course are eligible for the IB's Bilingual Diploma.

IB Guidance on placement of students in group 2 language courses

The following table is provided by the IB to assist schools in placing students in an appropriate language course. Each course is described through statements explaining the learning outcomes that students who complete the course with a grade 4 or above (where grade 1 is “very poor” and grade 7 “excellent”) will be able to achieve by the **end** of the course.

Diploma Programme coordinators and teachers should ensure that students are following the course that is *most suited to their* needs and that will provide them with an *appropriate academic challenge* (IBO, 2011).

Course	Receptive skills	Productive skills	Interactive skills
Language ab Initio SL	<p>Understand, both aurally and in writing, simple sentences and some more complex sentences related to the three themes and related topics.</p> <p>Understand simple authentic (adapted where appropriate) written texts and questions related to them in the target language.</p>	<p>Express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures.</p> <p>Communicate orally and respond appropriately to most questions on the three prescribed themes and related topics.</p> <p>Communicate clearly, in writing, some simple information and ideas in response to a written task.</p>	<p>Understand and respond clearly to some information and ideas within the range of the three prescribed themes and related topics.</p> <p>Engage in simple conversations.</p> <p>Demonstrate some intercultural understanding by reflecting on similarities and differences between the target culture(s) and the student's own and by providing some appropriate examples and information.</p>
Language B SL	<p>Understand straightforward recorded or spoken information on the topics studied.</p> <p>Understand authentic written texts related to the topics studied and that use mostly everyday language.</p>	<p>Communicate orally in order to explain a point of view on a designated topic.</p> <p>Describe with some detail and accuracy experiences, events and concepts.</p> <p>Produce texts where the use of register, style, rhetorical devices and structural elements are generally appropriate to the audience and purpose.</p>	<p>Demonstrate interaction that usually flows coherently, but with occasional limitations.</p> <p>Engage in conversations on the topics studied, as well as related ideas.</p> <p>Demonstrate some intercultural engagement with the target language and culture(s).</p>
Language B HL	<p>Understand complex recorded or spoken information on the topics studied.</p> <p>Appreciate literary works in the target language.</p> <p>Understand complex authentic written texts related to the topics studied.</p>	<p>Communicate orally in order to explain in detail a point of view.</p> <p>Describe in detail and accurately experiences and events, as well as abstract ideas and concepts.</p> <p>Produce clear texts where the use of register, style, rhetorical devices and structural elements are appropriate to the audience and purpose.</p> <p>Produce clear and convincing arguments in support of a point of view.</p>	<p>Demonstrate interaction that flows coherently with a degree of fluency and spontaneity.</p> <p>Engage coherently in conversations in most situations.</p> <p>Demonstrate some intercultural engagement with the target language and culture(s).</p>

(IBO, 2011 & 2011)

Subject Choices

When students have indicated their preferences on the course selection forms, we aim to create a timetable which schedules as many students as possible in the courses of their choice. However, some students may face a conflict of schedule which *does not allow* for all six courses selected. The IB Coordinator will liaise with these students to amend their course selection. IB Diploma candidates will have timetabled Theory of Knowledge (ToK) classes, meet with their Learning Mentor once a week and will work to complete their Extended Essay.

Students and parents should ensure they have read this booklet thoroughly and carefully looked at their subject teachers' feedback before making their choices.

The IB Core

The Centre of the IB Diploma Programme Model (adapted from IBO, 2013)



All Diploma Programme students participate in the three elements of the IB Diploma Programme core.

- The **Theory of Knowledge (TOK)** course encourages students to think about the nature of knowledge, to reflect on the process of learning in all their subjects, and to see and understand the connections between them.
- The **Extended Essay**, a substantial piece of academic writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves; this encourages the development of independent research skills expected at university.
- **Creativity, Activity, Service (CAS)** involves students in a range of enjoyable and significant experiences, as well as a CAS project.

Creativity, Activity & Service (Compulsory for all ABA Grade 11 and 12 students)

“... if you believe in something, you must not just think or talk or write, but must act.”
(Peterson, 2003 in IBO, 2013)

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP programmes.

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

Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

Students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

CAS Requirements

- Begins at the start of the Diploma Programme
- Continues regularly, ideally on a weekly basis, for at least 18 months
- A reasonable balance between creativity, activity, and service is maintained
- Completion of CAS is based on achievement of the seven CAS learning outcomes.
- Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.
- Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.
- Students maintain and complete a CAS portfolio (on Managebac) as evidence of their engagement with CAS.
 - The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.
 - Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.
- Students undertake a CAS project of at least one month's duration that challenges them to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making.
 - The CAS project can address any single strand of CAS, or combine two or all three strands.
- Three formal documented interviews students must be held with their CAS coordinator/adviser.
 - The first interview is at the beginning of the CAS programme
 - the second at the end of the first year
 - the third interview is at the end of the CAS programme.

CAS Learning Outcomes

1 Identify own strengths and develop areas for growth

2 Demonstrate that challenges have been undertaken, developing new skills in the process
3 Demonstrate how to initiate and plan a CAS experience
4 Show commitment to and perseverance in CAS experiences
5 Demonstrate the skills and recognize the benefits of working collaboratively
6 Demonstrate engagement with issues of global significance
7 Recognize and consider the ethics of choices and actions

Theory of Knowledge (Compulsory for IB Diploma Candidates)

The TOK course provides students with an opportunity to **explore and reflect on the nature of knowledge and the process of knowing**. It is a core element of the DP to which ABA is required to devote at least 100 hours of class time.

In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.

The course centres on the **exploration of knowledge questions**. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?”. While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

The TOK curriculum is made up of three deeply interconnected parts.

- **The core theme—Knowledge and the Knower:** This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong
- **Optional themes:** This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world today and play a key role in shaping people’s perspectives and identities. ABA will select two optional themes from a choice of five: Knowledge and Technology; Knowledge and Language; Knowledge and Politics; Knowledge and Religion; and Knowledge and Indigenous Societies.
- **Areas of knowledge:** The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five **compulsory** areas of knowledge: History; The Human Sciences; The Natural Sciences; Mathematics; and The Arts.

There are **two assessment tasks** in the TOK course.

- **The TOK Exhibition** assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teachers at ABA and is externally moderated by the IB.

- **The TOK Essay** engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

<http://www.ibo.org/programmes/diploma-programme/curriculum/theory-of-knowledge/>

The Extended Essay (Compulsory for IB Diploma Candidates)

The Extended Essay is an in-depth study of a focussed topic chosen from the list of approved Diploma Programme subjects – normally one of the student's six chosen subjects for the IB Diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. The completion of the essay is followed by a short concluding interview, or viva-voce, with the supervisor.

The Extended Essay is:

- compulsory for all Diploma candidates
- assessed against common criteria, interpreted in ways appropriate to each subject.
- externally assessed and in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- presented as a formal piece of scholarship containing no more than 4,000 words
- the result of approximately 40 hours of work by the student.

The Extended Essay can support areas of personal interest or intended future study and as a result can be a valuable stimulus for discussion in university entrance or job interviews.

For more information see:

<http://www.ibo.org/programmes/diploma-programme/curriculum/extended-essay/>

Group 1: Language & Literature

Choices: English Literature SL/HL, English Language and Literature SL/HL, Arabic Language and Literature SL/HL

All students must select either English A: Literature or English A: Language & Literature for study in Grades 11 and 12. Students who have been studying Arabic in Grades 9 and 10 will be guided to study either Arabic A: Language & Literature or Arabic B as their second language. Their Arabic teacher, supported by the IB coordinator will make this recommendation based on their progress and proficiency in the language and will follow the IB's placement guidance to ensure that:

English A: Literature HL/SL

Great literature does more than merely entertain. Sometimes it teases; occasionally it taunts; often it tantalizes and, more often than not, it teaches. It does so by posing and exploring answers to two significant questions: *Who are we? How should we live our lives?* This course facilitates a consideration of the ways literature embraces, in the words of the IB, "the complex pursuits, anxieties, joys and fears to which humans are exposed in the daily business of living."

In the literature course, students examine the sources and the outcomes of human creativity and are encouraged to engage in independent, critical, original, and clear thinking. It promotes the understanding of the artistry of writing - the connection between artistic form and interpretive content - and stimulates students' ability to reflect critically on their writing and the writings of others.

Works are studied in their literary and cultural contexts through close readings of their thematic, dramatic, and stylistic possibilities and uniqueness. Given the international nature of IB and its dedication to intercultural understanding, this course grants students the opportunity to explore diverse cultural perspectives through the study of works, including translated texts. In terms of specific content, the course includes:

- an introduction to literary analysis
- an investigation of the cultural and contextual dimensions of works studied
- a detailed study of various genres (poetry, drama, prose)

HL English Literature: Possible pathways and careers: HL or SL English Literature are excellent subject choices either way. They will both improve your written and verbal communication skills as well as your ability to read carefully and analytically. In particular, either course will teach you how to form, support, and develop effective arguments. Both courses will help you with presentation skills and with how to respond under pressure to previously seen and unseen texts.

Do choose HL English Literature if you are considering English, Law, Journalism, Media and Marketing, Teaching. **Only choose HL English Literature** because you love the thought of reading, analyzing, discussing and performing literature.

<http://www.ibo.org/programmes/diploma-programme/curriculum/language-and-literature/language-a-literature-slhl/>

English: Language & Literature HL/SL

The IBDP Language and Literature course (Standard or Higher Level) provides you with the exciting opportunity to engage with language in imaginative ways and explore its usage in real-life situations. The programme, offered in English or Arabic (see separate entry), is designed to enhance your understanding of how language, culture and context determine the ways in which meaning is constructed. Much stands between what we say and what others might hear, and through carefully crafted assignments and tasks we explore numerous filters that can become barriers to clear communication. You will be encouraged to examine the interactions between text, audience, and purpose. The course enables you to explore a wide range of text types; write thoughtful, well-constructed responses and develop stronger oral communication as well as critical thinking skills.

Language and Literature: Possible Pathways and Careers

HL or SL Language and Literature are excellent subject choices which offer much in terms of personal development and career pathways. They will both enhance your written and oral communication skills as well as your ability to read analytically.

Do choose HL Language and Literature if you are considering university studies in English, Law, Journalism, Media and Marketing, Education, Politics or International Relations.

Do choose HL Language and Literature if you are undecided but wish to develop a solid base for courses that might not have specific entry requirements: e.g Psychology.

Do choose HL Language and Literature if your ambition is to become a: **Journalist, Lawyer, Educator, Advertiser, Author, Diplomat, Editor, Translator, Public Relations specialist** <http://www.ibo.org/programmes/diploma-programme/curriculum/language-and-literature/>

Assessment

As of 2019, the course has been structured to reflect greater consistency between expectations for both courses: Literature and Language & Literature. The graded tasks will include both internal assessments as well as the final exams as outlined below.

<u>Internal Assessment (IA)</u>	<u>Exam</u>
Individual oral: presentation of a prepared analysis of two texts in relation to a chosen global issue Higher level essay: exploration of one text studied, through a chosen line of inquiry (focuses on analytical skills as well as additional elements such as research and citation).	Paper 1: close analysis of texts Paper 2: literary essay requiring comparison and contrast of two selected works

There are no prerequisite grades for either course.

البكالوريا الدولية: اللغة والأدب نظرة عامة للبرنامج

يوفر لك برنامج اللغة والأدب في البكالوريا الدولية بمستوياته القياسي والأعلى فرصة ذهبية للتواصل مع اللغة بطرق مبتكرة، واستكشاف استخداماتها في مواقف الحياة الحقيقية؛ بهدف تعزيز فهمك لماهية تأثير اللغة والثقافة والسياق على الطرقات التي نتواصل بها، وبيّن ما نقوله، ونقصده، وما يسمعه أو يفهمه الآخرون. ومن خلال التكتيفات والمهام نستكشف العديد من المحددات التي يمكن أن تصبح حواجز لإعاقه التواصل. وسيتّم تشجيعك لدراسة التفاعلات بين النص، والجمهور، والغرض. وبالطبع يمكنك البرنامج من اكتشاف مجموعة واسعة من أنواع النصوص؛ وكيفية استجابة الجمهور، وإلى أي مدى تؤثر اللغة على حياة الفرد والمجتمعات، بالإضافة إلى تطوير التواصل الشفهي للتعبير عن الأفكار والآراء المدعومة بالحجج والأدلة، وكذلك مهارات التفكير النقدي.

هذه الأربعة أجزاء ضمن برنامج الأدب واللغة، كما هو مبين أدناه:

الجزء	الموضوعات	المهمة
الجزء الأول: اللغة في السياق الثقافي	التركيز: كيف يشكل السياق المعنى ووطرق التواصل التي تتطور عبر الزمن في الثقافة العربية، والموضوعات التي تدرسها متنوعه، مثل: الكتساب اللغة اللغة والسلطة اللغة والهوية الثقافية اللغة والثقافات الفرعية اللغة والاعتقاد	المهمة الكتابية النشاط الشفوي الإضافي الورقة الأولى
الجزء الثاني: اللغة والاتصال الجماعي	التركيز: الأنماط المختلفة لوسائل الاتصال، والموضوعات التي تدرسها	المهمة الكتابية النشاط الشفوي الإضافي

<p>الورقة الأولى</p>	<p>متنوعه، مثل:</p> <p>الانحياز اللغوي ووالصورر النمطية</p> <p>الثقافة الشعبية</p> <p>الخطب ووالحملات</p> <p>التلاعب بالجمهورر</p> <p>الدعاية ووالإعلان</p> <p>التغطية الإخبارية</p> <p>المؤسسات الإعلامية</p>	
<p>المهمة الكتابية الورقة الثانية</p>	<p>دراسة عمليين أدبيين للمستوى القياسي (ثلاثة للمستوى الأعلى) أحدهما مترجم من الأدب الأخرى حول قضية رئيسية ووالحدة "الهوية" ووسوف ندرس:</p> <p>سائق البامبو</p> <p>عائد إلى حيفا</p> <p>الغريب</p>	<p>الجزء الثالث: الأدب النصوص ووالسياقات</p>
<p>المهمة الكتابية النقد الشفهي الفردي</p>	<p>دراسة عمليين أدبيين للمستوى القياسي (ثلاثة للمستوى الأعلى) لموضوعات مختلفة بهدف التحليل النقدي، ووسوف ندرس:</p>	<p>الجزء الرابع: الدراسات النقدية</p>

	<p>دعاء الكروان الفجر الكاذب شعر مريد البرغوثي وومحمد درويش</p>	
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المادة	الدرجة النهائية الموصى بها في برنامج السنوات المتوسطة
اللغة والأدب: المستوى القياسي	ثلاثة أو أكثر
اللغة والأدب: المستوى الأعلى	خمسة أو أكثر

برنامج اللغة والأدب: المسارات الوظيفية المحتملة

الختيار البرنامج بأحد مستوييه؛ اختيار موفق؛ حيث يوفر لك الكثير من مسارات التنمية الشخصية والمهنية، وسوف تتمكن من تطوير مهارات التواصل الشفهي والكتابي لدرجة واعية متبصرة، وكذلك مهارات التحليل النقدي والإبداعي.

الختار المستوى الأعلى إذا كنت تفكر في الدراسة الجامعية باللغة العربية في القانون أو الصحافة أو الإعلام أو التسويق أو التعليم أو السياسة أو العلاقات الدولية.

الختار المستوى الأعلى إذا كنت تريد تحقيق الفهم العميق للثقافة واللغة والأدب والتاريخ العربي، أو إذا كنت تريد تطوير مهارات اللغوية والتعبيرية باللغة العربية إلى درجة التمكن المتبصر، أو إذا كنت تريد الحفاظ على الهوية العربية كاملة غير منقوصة في مجتمع عولمي مفتوح يغلب عليه انصهار الثقافات لتتمكن من اكتساب لغة وثقافة ومعرفة جديدة بجانب تمكنك من امتلاك ناصية سويتك العربية.

الختار المستوى الأعلى إذا كنت من عشاق الأدب العربي والتحليل النقدي وفهم طبيعة الغنتاج الأدبي وحياة الأدباء وتأثيرهم ومكانتهم في المجتمع العربي.

الختار برنامج اللغة والأدب إذا كان طموحك أن تصبح:

* محام

* صحفي

* معلم

* دبلورماسي

* مترجمم *

* أدييب *

ناقده أديبي

* مذييع *

* كاتب *

Group 2: Language Acquisition

Choices: Language B: Arabic HL/SL, French HL/SL, Spanish HL/SL, Spanish Ab Initio SL

Group 2: Language Acquisition. First Assessments 2020

Choices: Language B: Arabic HL/SL, French HL/SL, Spanish HL/SL, Spanish Ab Initio SL

Language acquisition consists of two modern language courses — Language ab initio and Language B— they both develop students' linguistic abilities through the development of receptive, productive and interactive skills.

Language B SL and Language B HL

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.

Language ab initio

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.

Because of the inherent difficulty of defining what constitutes “very limited exposure” to a language, it is not possible to list specific conditions such as the number of hours or the nature of previous language instruction; however, it is important to note that any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language.

In order to ensure that the range of language and structures covered in language ab initio classes is manageable for all students, and so that they marry closely with the format and contents of final assessments, language-specific syllabuses have been provided and are available on the programme resource centre. At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

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.

Themes	Guiding principles	Optional recommended topics
Identities	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"> • Lifestyles • Health and wellbeing • Beliefs and values • Subcultures • Language and identity
Experiences	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> • Leisure activities • Holidays and travel • Life stories • Rites of passage • Customs and traditions • Migration
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> • Entertainment • Artistic expressions • Communication and media • Technology • Scientific innovation
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or	<ul style="list-style-type: none"> • Social relationships • Community • Social engagement • Education

	interests.	<ul style="list-style-type: none"> • The working world • Law and order
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> • The environment • Human rights • Peace and conflict • Equality • Globalization • Ethics • Urban and rural environs

HL French: Possible Pathways and Careers:

HL or SL French are excellent subject choices either way. They will both improve your written and verbal communication skills as well as your ability to read carefully. Presently, we live in an increasingly competitive marketplace and there is an increasing, ever-present need for strong language skills. Consequently, language skills are in high demand from employers and graduates who lack these vital language skills are losing out to their better qualified, culturally aware multilingual peers. As a result, intercultural awareness and strong communication skills are great assets.

Do choose **HL** French if you are considering careers such as Interpreter, Secondary school teacher, Translator, Broadcast journalist, Diplomatic Services operational officer, French as a foreign language teacher, International aid/development worker, Logistics and distribution manager, Marketing executive, Patent examiner, Sales executive, Tour manager... Always be sure to look up the entry requirements if you have a specific university course in mind.

Don't choose HL French if you don't like to read, to speak or to debate in French.

If you're not sure, please ask one of us for further advice and guidance.

<http://www.ibo.org/programmes/diploma-programme/curriculum/language-acquisition/language-b-sl-and-hl/>

Spanish: Possible Pathways and Careers:

SL/HL: The aim of the course is to enable students to understand and use the language in a range of contexts and a variety of purposes. It also encourages the appreciation of a different perspective of people from other culture. It provides the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

HL: Reading literature in Spanish can be an enjoyable journey into the culture. It will help students to broaden their vocabulary and to use language in a more creative way, developing fluent reading skills, promoting interpretive and inferential skills. Students are required to read two works of literature originally written in Spanish.

Do choose HL if you understand that Spanish is becoming more and more important with regards to business. Learning Spanish will enable you to better communicate with Spanish speaking employees or co-workers. In North America, Hispanic consumers are the fastest-growing market segment. Knowing Spanish can be particularly helpful if you work in healthcare or education. Increasingly, the building trades are employing more and more Spanish speaking workers. One thing is certain. If you are bilingual, you will be more marketable and have more career choices than your monolingual counterpart. Globalization, with its accompanying free trade agreements is shrinking the business world, and those who know more than one language will definitely have the edge.

**Don't choose HL Spanish if you don't like to read, to speak or to debate in Spanish.
If you're not sure, please ask one of us for further advice and guidance.**

http://studyspanish.com/topten_reasons/

Arabic Possible Pathways and Careers:

HL or SL Arabic are excellent subject choices either way. They will both improve your written and verbal communication skills as well as your ability to read carefully. Do choose HL Arabic if you are aiming to work in Arab countries or if you are considering careers such as interpreter, secondary school teacher, translator broadcast journalist, diplomatic services, operational officer, logistics and distribution manager, marketing executive, patent examiner, sales executive, tour manager...Always be sure to look up the entry requirements if you have a specific university course in mind.

Don't choose HL Arabic if you don't like to read, to speak or to debate in Arabic.

For more detailed information:

<http://www.ibo.org/programmes/diploma-programme/curriculum/language-acquisition/language-b-sl-and-hl/>

Subject	Recommended MYP Final Grade
French, Spanish and Arabic SL	4 or above
French, Spanish and Arabic HL	5 or above

Group 3: Individuals and Societies

Choices: History HL/SL, Geography HL/SL, Business Management HL/SL, Economics HL/SL, Environmental Systems and Societies SL/Psychology HL/SL

History SL/HL

In History, you will explore the larger, overarching themes in the history of European thought, through the lens of Italian Fascism and the rise of the national socialist party in Germany. We include a study of the reasons behind the rise of single-party states in the interwar period with an in depth examination of the collapse of the Tsarist autocratic political structure, the rise of Lenin and his Bolshevik party and how it toppled the Tsarist State. Finally, we will study the subsequent Cold War which touched every aspect of geopolitics from 1945 till the collapse of the USSR in 1991, its implication and effect on the developing world as well as within the USA and the USSR. This will include an exploration of Stalinism in the USSR and its implications, the arms race and the struggle for decolonialized countries. Skill development will focus on essay writing, understanding the role of narrative and storytelling in History both in geopolitics and personally for those affected, and developing critical thinking skills through source analysis.

Syllabus Component
Paper 1: Prescribed subject <ul style="list-style-type: none">● The Move to Global War <p>This prescribed subject focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world, and both of these case studies must be studied. The first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940.</p>

Paper 2: World History Topics

1. 1. Authoritarian states (20th century)
2. 2. The Cold War: Superpower tensions and rivalries (20th century)

Paper 3: The HL Extension - History of Europe

Three sections must be selected for study.

- 1. Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924)
- 2. The Soviet Union and post-Soviet Russia (1924–2000)
- 3. Versailles to Berlin: Diplomacy in Europe (1919–1945)

SL Syllabus

- The study of one prescribed subject from a choice of five topics
- The study of two world history topics from a choice of twelve
- A historical investigation

HL Syllabus

- The study of one prescribed subject from a choice of five
- The study of two world history topics from a choice of twelve
- The study of three sections from one HL regional option
- A historical investigation

History guide SL Assessment

- Paper 1: A source-based paper set on the prescribed subjects
- Paper 2: An essay paper based on the world history topics
- Internal assessment (IA): An historical investigation

History guide HL Assessment

- Paper 1: A source-based paper set on the prescribed subjects
- Paper 2: An essay paper based on the world history topics
- Paper 3: An essay paper on one of the four HL regional options
- Internal assessment (IA): An historical investigation

Recommended prerequisite MYP Marks

Subject	MYP Grade
History SL	Grade 10 I&S Course 4 or above
History HL	Grade 10 I&S Course 5 or above

HL History: Possible Pathways and Careers:

HL or SL History are excellent subject choices for a student who values thinking critically and analytically. Both these History offerings will improve your written and verbal communication skills as well as your ability to read carefully and analytically. Both courses will develop your presentation skills and how to respond under pressure to previously seen and unseen texts. The course emphasises an analytical view and tries to move the student mindset from looking at facts to looking at trends that underlie political / historical events. Source analysis is an important aspect of the course and the student is expected to recognize the worth and limitations of any artifact that can be recognized as an historical source.

Do choose if you would like to question assumptions and the standard narrative.

Don't choose if you do not enjoy reading and questioning why “historical events” happen.

Careers: Lawyer, policy analyst, public relations

For more detailed information:

<http://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/history/>

Geography SL/HL

IBDP Geography is dynamic, challenging and firmly grounded in real world issues. You will focus on the interactions between individuals, societies and the physical environment whilst examining topical case studies from different perspectives. You will learn how to conduct field research at local beaches to deepen your understanding of coastal forces in general and the impact of globalization in particular.

Syllabus Component	Assessment	
	HL	SL
<p>Paper 1: Geographic Themes</p> <p>Two options at SL and three at HL</p> <p>Oceans and Coastal Margins</p> <p>Leisure, Tourism and Sport</p> <p>Urban Environments</p>	<p>Exam</p> <p>1 hour 30 mins</p> <p>35%</p>	<p>Exam</p> <p>1 hour 30 mins</p> <p>35%</p>
<p>Paper 2: Global Change</p> <p>Three units only</p> <p>Population Distribution</p> <p>Global Climate</p> <p>Global Resources</p>	<p>Exam</p> <p>1 hour 15 mins</p> <p>25%</p>	<p>Exam</p> <p>1 hour 15 mins</p> <p>40%</p>
<p>Paper 3: Global Interactions</p> <p>Three units for HL only</p> <p>Power, Places and Networks</p> <p>Human Development and Diversity</p> <p>Global Risks and Resilience</p>	<p>Exam</p> <p>1 hour</p> <p>20%</p>	
Internal Assessment	<p>Report</p> <p>20%</p> <p>Following a fieldtrip to local Muscat beaches, students will use collected</p>	<p>Report</p> <p>25%</p>

	data to write and internal assessment
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Recommended prerequisite MYP Marks

Subject	DP Geography
SL Geography	Grade 10 I&S Course 4 or above
HL Geography	Grade 10 I&S Course 5 or above

HL Geography: Possible Pathways and Careers:

HL or SL Geography is an excellent choice of subject as it is broad and balanced and can lead to a number of future pathways.

Do choose Geography if you enjoy learning about people, economies, culture and the environment. You will learn about a broad based academic subject that contains a wide range of transferable skills. These skills will open up pathways to future options.

Careers: Geography is one of those subjects that can take you into almost any career pathway because of the transferable skills it generates. Some of the more direct geography related jobs (excluding geography teacher) include: geologist, urban planner, political scientist, population analyst, surveyor, environmental consultant. Indirect careers can include finance, marketing, accountancy, law. The list is endless. Please see the link below for more information about careers in Geography.

Careers in Geography (<http://www.rgs.org/>)

For more detailed information:

<http://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/geography/>

Business Management SL/HL

Business Management is the study of decision-making within an organization. You will study business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. You will examine how business decisions are influenced by factors, both internal and external, to organizations. You will learn how these decisions impact stakeholders. Business Management also explores how individuals and groups interact within an

organization, how they may be successfully managed, and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability.

Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course, as this integration promotes an holistic overview of business management. The course encourages the appreciation of ethical concerns, as well as issues of corporate social responsibility (CSR), at both a local and global level.

Assessment

External assessment for HL and SL students consists of two written examination papers. Paper one is based on a pre-seen case study issued in advance, and paper two consists of structured questions based on stimulus material and an extended response question that assesses students’ understanding of the key concepts of the course. Internal assessment for HL students is a research project and for SL students a written commentary. In both tasks, students study real world business organizations. These are internally marked by subject teachers and then externally moderated by IB examiners.

Part of Course	Works to be studied	Assessment
Unit 1: Business organization and environment	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 Organizational planning tools (HL only)	Paper 1 Paper 2 Internal assessment
Unit 2: Human resource management	2.1 Functions and evolution of human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation 2.5 Organizational (corporate) culture (HL only) 2.6 Industrial/employee relations (HL only)	Paper 1 Paper 2 Internal assessment

Unit 3: Finance and accounts	3.1 Sources of finance 3.2 Costs and revenues 3.3 Break-even analysis 3.4 Final accounts (some HL only) 3.5 Profitability and liquidity ratio analysis 3.6 Efficiency ratio analysis (HL only) 3.7 Cash flow 3.8 Investment appraisal (some HL only) 3.9 Budgets (HL only)	Paper 1 Paper 2 Internal assessment
Unit 4: Marketing	4.1 The role of marketing 4.2 Marketing planning (including introduction to the four Ps) 4.3 Sales forecasting 4.4 Market research 4.5 The four Ps (product, price, promotion, place) 4.6 The extended marketing mix of seven Ps (HL only) 4.7 International marketing (HL only) 4.8 E-commerce	Paper 1 Paper 2 Internal assessment
Unit 5: Operations management	5.1 The role of operations management 5.2 Production methods 5.3 Lean production and quality management (HL only) 5.4 Location 5.5 Production planning (HL only) 5.6 Research and development (HL only) 5.7 Crisis management and contingency planning (HL only)	Paper 1 Paper 2 Internal assessment

Recommended prerequisite MYP Marks:

Subject	Recommended MYP Final Grade
SL Business Management	Grade 10 I&S Course 4 or Above
HL Business Management	Grade 10 I&S Course 5 or Above

HL/SL Business Management: Possible Pathways and Careers:

Through the study of topics such as human resource management, organizational growth and business strategy, the course aims to develop transferable skills relevant to today's students. These include 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.

Do choose Business Management if you like to see different perspectives to business strategy. You should also choose this course if you appreciate the complexity of the management of an organisation. You should enjoy discussing complex questions in a classroom setting.

Don't choose Business Management if you think it is an easy subject. There is a lot of deep thinking which requires you to analyse the nuances of the context in which organisations operate.

Careers: Entrepreneurs, financial analysts, bankers, consultants and other pathways. This course is a great introduction to an MBA course.

For more detailed information:

<http://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/business-and-management/>

Economics HL/SL

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 social science, Economics uses scientific methodologies that include quantitative and qualitative elements.

The IB 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 situations. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

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

Syllabus component

Unit 1: Introduction to economics

- 1.1 What is economics?
- 1.2 How do economists approach the world?

Unit 2: Microeconomics

- 2.1 Demand (**includes HL only sub-topics**)
- 2.2 Supply (**includes HL only sub-topics**)
- 2.3 Competitive market equilibrium
- 2.4 Critique of the maximizing behaviour of consumers and producers
- 2.5 Elasticity of demand (**includes HL only sub-topics**)
- 2.6 Elasticity of supply (**includes HL only sub-topics**)
- 2.7 Role of government in microeconomics (**includes HL only calculation**)
- 2.8 Market failure—externalities and common pool or common access resources (**includes HL only calculation**)
- 2.9 Market failure—public goods
- 2.10 Market failure—asymmetric information (**HL only**)
- 2.11 Market failure—market power (**HL only**)
- 2.12 The market's inability to achieve equity (**HL only**)

Unit 3: Macroeconomics

- 3.1 Measuring economic activity and illustrating its variations
- 3.2 Variations in economic activity—aggregate demand and aggregate supply
- 3.3 Macroeconomic objectives (**includes HL only calculation**)
- 3.4 Economics of inequality and poverty (**includes HL only calculation**)
- 3.5 Demand management (demand side policies)—monetary policy (**includes HL only sub-topics**)
- 3.6 Demand management—fiscal policy (**includes HL only sub-topics**)
- 3.7 Supply-side policies

Unit 4: The global economy

- 4.1 Benefits of international trade (**includes HL only subtopics and calculation**)
- 4.2 Types of trade protection (**includes HL only calculations**)
- 4.3 Arguments for and against trade control/protection
- 4.4 Economic integration
- 4.5 Exchange rates (**includes HL only sub-topic**)
- 4.6 Balance of payments (**includes HL only sub-topics**)
- 4.7 Sustainable development (**includes HL only sub-topic**)
- 4.8 Measuring development
- 4.9 Barriers to economic growth and/or economic development
- 4.10 Economic growth and/or economic development strategies

External assessment (4 hours and 45 minutes)
<p>Paper 1 (1 hour and 15 minutes)</p> <p>An extended response paper (25 marks)</p> <p>Assessment objectives: AO1, AO2, AO3, AO4</p> <p>Students answer one question from a choice of three. (25 marks)</p>
<p>Paper 2 (1 hour and 45 minutes)</p> <p>A data response paper (40 marks)</p> <p>Assessment objectives: AO1, AO2, AO3, AO4</p> <p>Includes some quantitative questions for HL students.</p> <p>Students answer one question from a choice of two. (40 marks)</p>
<p>Paper 3 (1 hour and 45 minutes) HL Only</p> <p>A policy paper (60 marks)</p> <p>Assessment objectives: AO1, AO2, AO3, AO4</p> <p>Includes both quantitative and qualitative questions for HL students.</p> <p>Students answer two compulsory questions. (30 marks per question)</p>
Internal assessment (20 teaching hours)
<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts.</p> <p>Maximum 800 words for each commentary (45 marks)</p>

Recommended prerequisite MYP Marks

Subject	Recommended MYP Final Grade
SL Economics	Grade 10 I&S Course 4 or above
HL Economics	Grade 10 I&S Course 5 or above

HL Economics: Possible Pathways and Careers:

You will be making an excellent choice regardless of whether you choose HL or SL Economics.

Do choose if you like theory, numbers, and abstract challenges that encourage you to use your imagination while addressing the effects due to actions by firms, consumers, governments and international organizations.

Don't choose If you do not enjoy abstract thinking, maths and diagrams, this might not be your type of course.

Careers: An array of careers in the business and financial world, but an understanding of economics benefits everyone regardless of your career path. Policy makers, non-governmental organizational members and others working to develop and improve society will use economics on consistent basis.

For more detailed information:

<http://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/economics/>

Environmental Systems and Societies SL

Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfill either the Group 3: Individuals and Societies or the Group 4: Sciences requirement.

You will study a wide range of topics, some that build on MYP/IGCSE content from courses such as Biology, Geography and Global Perspectives and some that are completely new. ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, you will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The breadth of topics include ecosystems and ecology, biodiversity and conservation, water, soil and food production systems, atmospheric systems and societies, climate change and energy use. The interdisciplinary nature of the course requires a broad skill set, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental

understanding and promotes holistic thinking about environmental issues. Students with a thirst for understanding the natural world around them will enjoy making the connections between areas they thought previously unconnected. You will be explicitly taught thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. We will study the eight individual topics through a mix of research and problem solving exercises, lab work and making connections as we go. There are a variety of assessment opportunities including practical work, research and problem solving. There are two exams at the end of year two. Please find below a simplified outline of the course over two years:

Part of Course	Works to be studied	Assessment
SL Core Content	<p>Topic 1— Foundations of environmental systems and societies</p> <p>Topic 2—Ecosystems and ecology</p> <p>Topic 3—Biodiversity and conservation</p> <p>Topic 4—Water and aquatic food production systems and societies</p> <p>Topic 5—Soil systems and terrestrial food production systems and societies</p> <p>Topic 6—Atmospheric systems and societies</p> <p>Topic 7—Climate change and energy production</p> <p>Topic 8—Human systems and resource use</p>	<p>End of Unit assessment, lab reports and case studies</p> <p>Exams</p> <p>Paper 1 Examination</p> <p>Case Study</p> <p>Paper 2 Examination</p> <p>Section A: answer questions</p> <p>Section B: two essays from a choice of four</p>
Practical Scheme of Work	IA can be taken from any other core topics above	<p>Practical Scheme of Work 30hrs</p> <p>Practical activities 20 hrs</p> <p>Individual investigation 10 hrs</p>

Subject	Recommended MYP Final Grade
ESS SL	Grade 10 I&S / Biology 4 or above

SL Environmental Systems & Societies: Possible Pathways and Careers:

ESS is an excellent but also a demanding choice. It is a complex course requiring not only a developed understanding and application of scientific methods but also an understanding and analysis of human systems. The course will improve the way you approach problem solving and will help you develop a more analytical and critical mind.

Do choose ESS if you are considering any careers linked to sustainable development (see list below)

Don't choose ESS if you are looking for a 'soft' science option and dislike philosophical discussion and challenging conventional thinking. If you're not sure, please ask one of us for further advice and guidance.

Careers: Activist, Agricultural Technologist, Air Quality Inspector, Animal Services Worker, Aquaculturalist, Arborist, Botanist, Community Developer, Conservation Biologist, Conservation Officer, Ecologist, Eco-tourism Operator, Environmental Analyst, Environmental Communicator, Environmental Educator, Environmental Land Consultant, Environmental Lawyer, Environmental Manager, Environmental Planner, Fisheries Consultant, Food Cooperative Specialist, Food Scientist, Forest Resource Officer, Geologist, GIS Specialist, Greenhouse Manager, Hazardous Waste Manager, Health Promoter, International Developer, Journalist, Land Surveyor, Land Use Planner, Lobbyist, Materials Tester, Media Correspondent, Mining Consultant, Non-profit Administrator, Oceanographer, Park Ranger, Policy Advisor, Political Advisor, Professor, Remote Sensing Specialist, Researcher, Soil Scientist, Sustainability Development Manager, Teacher, Treatment Plant Operator, Urban Planner, Water Quality Inspector, Wildlife Conservationist

For more detailed information:

<http://www.ibo.org/programmes/diploma-programme/curriculum/sciences/environmental-systems-and-societies/>

Psychology SL/HL

The IB Diploma Programme Psychology course aims to develop an awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in psychological inquiry. You will learn to understand the biological, cognitive and sociocultural influences on human behaviour and explore alternative explanations of behaviour. You will also understand and use diverse methods of psychological inquiry.

Subject	Recommended MYP Final Grade
Psychology SL/HL	Grade 10 I&S / Grade 4 or above

Psychology Possible Pathways and Careers:

Psychology will be a new subject for all students. It goes particularly well with both English Literature and Language and Literature as well as Biology. You do not need Psychology, necessarily for a university course in it; however it may help with your application.

Do choose Psychology if you are interested in how the human brain works, and in human behavior in general.

Don't choose Psychology if you don't enjoy reading case studies, learning theories and doing experiments.

Careers: Medicine, Nursing, Law, Human Resources, Social Work, Care Work, Journalism, Academia, Advertising and Marketing, Police and Education.

Group 4: Sciences

Choices: Biology HL/SL, Chemistry HL/SL, Physics HL/SL, Computer Science HL/SL, Environmental Systems and Societies SL (See previous section)

Biology HL/SL

Biology is the study of life. Although mass extinctions have occurred in the past, there are over 8 million different species on the planet today as a result of reproduction and natural selection. This diversity makes the study of Biology an important and fascinating one for humans as the world around us is undergoing rapid change. Increases in population and changes in climate have placed extreme pressures on food and water supplies as well as the habitats of other species. Biology is a young science and is undergoing exponential growth as technologies improve. You will study the relationships between different species, their different habitats and how they interact with each other. Through the application of the scientific method and an array of different technologies, biologists are piecing together a greater understanding of the world as we know it.

Your practical skills and scientific awareness are developed as the course progresses with a final focus on the internal assessment laboratory exercise and report. The 'Nature of Science' is embedded throughout the learning with the hope of students being able to appreciate scientific endeavour. Topics are studied through experimentation, research and problem solving exercises.

There are 6 core topics for SL plus an option topic and an additional 5 topics for HL that go into new material and more depth. There are a variety of assessment opportunities including practical work, research and problem solving.

Part of Course	Works to be studied	Assessment

SL / HL content (the “core”)	Cell Biology, Molecular Biology, Genetics, Ecology, Evolution and Biodiversity, Human Physiology	End of topic tests and lab reports
Additional HL content (AHL)	Nucleic acids, Metabolism, Cell Respiration, Photosynthesis, Plant Biology, Further Genetics and Evolution	End of topic tests and lab reports
Options	One of: Neurobiology and behaviour, Biotechnology and bioinformatics, Ecology and conservation, or Human physiology.	End of topic tests and lab reports
Internal assessment (IA)	(HL and SL) An individual piece of lab work plus a written report	One lab report (10 hours to complete lab)

Subject	Recommended MYP Final Grade
Biology SL	4 or above in Biology
Biology HL	5 or above in Biology

HL/SL Biology: Possible Pathways and Careers:

HL or SL Biology are both demanding course choices. They will improve the way you approach problem solving and should help you develop a more analytical mind. In both courses you will be required to mathematically solve problems under time pressure.

Do choose SL Biology if you are considering Law, Human Resources, Civil Service, Secondary School Teacher, Industrial Science Researcher, Banking, Personnel / HR, Retail Management, Stockbroking/Trading, Academic Administrators, Criminologists, Computer Programmers, Lawyers, Medical Sales, Teachers, Lab Assistant, Management Insurance, Chartered Accountancy, Computing, Marketing, Advertising, Banking, Retail.

Do choose HL Biology if you are considering the fields of Medicine, Bioengineering, Nursing, Doctor, Anesthesiologist, Biologist, Chemist, Forensic Scientist, Psychologist, Psychiatrists.

Always be sure to lookup the entry requirements if you have a specific university course in mind.

Don't choose HL Biology if you don't like questioning controversial relevant research.

For more detailed information:

<http://www.ibo.org/programmes/diploma-programme/curriculum/sciences/biology/>

Chemistry HL/SL

As a DP Chemistry student you will study a wide range of topics, some that build on MYP/IGCSE content and some that are completely new. The breadth of topics include: atomic structure, stoichiometry, kinetics, organics, acids and bases and much more. Many of these topics are fundamentally joined at a very deep level so students with a thirst for understanding the natural world around them will enjoy uncovering the links between areas they thought previously unconnected. Mathematics is the language of science and so to fully appreciate this course a strong mathematical background is desirable. Your practical skills and scientific awareness are developed as the course progresses with a final focus on the internal assessment laboratory exercise and report. The 'Nature of Science' is also studied with the hope of students being able to appreciate scientific endeavour. We will study the individual topics through a mix of experimentation, research and problem solving exercises, making connections as we go. There are 11 core topics for SL plus an option topic and an additional 10 topics for HL that go into more depth. There are a variety of assessment opportunities including practical work, research and problem solving. There are three exams at the end of year two.

Part of Course	Works to be studied	Assessment
SL/HL content (the "core")	Stoichiometry, atomic structure, periodicity, chemical bonding and structure, energetics, kinetics, equilibrium, acids and bases, redox, organic chemistry and measurement and data processing	End of topic tests and lab reports
Additional HL content	All of the above units in more depth apart from stoichiometry	End of topic tests and lab reports
Options	One of: Materials, biochemistry, energy, medicinal chemistry	End of topic tests and lab reports
Internal assessment (IA)	(HL and SL) An individual piece of lab work plus a written report	One lab report (10 hours to complete lab)

Subject	Recommended MYP Final Grade
Chemistry SL	4 or above in Chemistry
Chemistry HL	6 or above in Chemistry

HL Chemistry: Possible Pathways and Careers:

HL or SL Chemistry are both demanding course choices. They will improve the way you approach problem solving and should help you develop a more analytical mind. In both courses you will be required to solve problems under time pressure.

Do choose SL Chemistry if you are considering, Product Design, Business.

Do choose HL Chemistry if you are considering; Medicine, Bio-Medicine, Dentistry, Engineering, Pharmaceutical Industry.

Always be sure to look up the entry requirements if you have a specific university course in mind.

Don't choose HL Chemistry if you don't like solving problems mathematically, experimenting or discussing conceptual ideas.

Careers: Chemist, Chemical engineering, medicine-related careers

For more detailed information:

<http://www.ibo.org/programmes/diploma-programme/curriculum/sciences/chemistry/>

Physics HL/SL

As a Physics student you will study a wide range of topics, some that build on MYP/IGCSE content and some that are completely new. The breadth of topics include atomic and particle physics, electromagnetism, mechanics and waves, amongst others. Mathematics is the language of science and so to fully appreciate this course a strong mathematical background is required. Practical skills and scientific awareness are developed as the course progresses with a final focus on the internal assessment laboratory exercise and report. The 'Nature of Science' is also studied with the hope of students being able to appreciate scientific endeavour. We will study the individual topics through a mix of experimentation, research and problem solving exercises, making connections as we go. There are 8 core topics for SL plus an option topic and an additional 4 topics for HL that go into new material and more depth. There are a variety of assessment opportunities including practical work, research and problem solving. There are three exams at the end of year two.

Part of Course	Works to be studied	Assessment
SL / HL content (the "core")	Measurement, mechanics, thermal, waves, electricity and magnetism, gravity, atomic & particle, energy production.	End of topic tests and lab reports
Additional HL content	Waves, fields, induction, quantum & nuclear	End of topic tests and lab reports
Options	One of: Astrophysics, engineering, relativity, imaging	End of topic tests and lab reports

Internal assessment (IA)	(HL and SL) An individual piece of lab work plus a written report	One lab report (10 hours to complete lab)
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Subject	Recommended MYP Final Grade
Physics SL	4 or above in Physics
Physics HL	6 or above, in Physics A very strong MYP Math grade

SL/HL Physics: Possible Pathways and Careers:

HL or SL Physics are both demanding course choices. They will improve the way you approach problem solving and should help you develop a more analytical mind. In both courses you will be required to mathematically solve problems under time pressure.

Do choose SL Physics if you are considering Architecture, Product Design, Business.

Do choose HL Physics if you are considering Engineering, Maths, Accountancy.

Always be sure to look up the entry requirements if you have a specific university course in mind.

Don't choose HL Physics if you don't like solving problems mathematically, experimenting or discussing conceptual ideas.

Careers: Physicist, Engineer, Accountant, Mathematician.

For more detailed information:

<http://www.ibo.org/programmes/diploma-programme/curriculum/sciences/physics/>

Computer Science HL/SL

From the inner workings of a computer to the protocols that govern internet traffic, the DP Computer Science course is an invitation to explore the very fabric of our digital lives. Designed to be accessible to an audience without prior knowledge of programming, candidates will embark on a journey that will take them from writing their first lines of code to independently developing fully-documented software according to industry standards. With a definite emphasis on problem-solving skills, some of which can only be implemented using a computer, the syllabus will challenge you to create innovative solutions to increasingly complex situations. You will also investigate ergonomic,

environmental, and ethical issues, emerging research in computer science, as well as global career trends in related fields.

Weekly programming challenges and end-of-unit summative assessments will prepare you for your final examinations. The internal assessment component consists of the development of a solution for a client; this is a prime opportunity you to apply your knowledge and understanding in a real-life context. Managing a large-scale software development project from the planning stage to the reviewing stage is an invaluable experience, even for those who decide not to pursue a career in computer-related fields.

Component	Description	Assessment
SL and HL core content	<p>Topic 1 System fundamentals</p> <p>Topic 2 Computer organization</p> <p>Topic 3 Networks</p> <p>Topic 4 Computational thinking, problem-solving, and programming</p>	<p>Instruments</p> <p>Summative assessments</p> <p>Programming challenges</p> <p>SUMMATIVE</p> <p>Objective 1 Know and understand</p> <p>Objective 2 Apply and use</p> <p>Objective 3 Construct, analyse, and evaluate</p>
HL extensions	<p>Topic 5 Abstract data structures</p> <p>Topic 6 Resource management</p> <p>Topic 7 Control</p>	<p>PROGRAMMING</p> <p>Level 1 Correctness</p>
SL and HL options	<p>Option A Databases</p> <p>Option B</p>	<p>PROGRAMMING</p> <p>Level 1 Correctness</p>

	Modelling and simulation Option C	Level 2 Efficiency
	Web science Option D	Level 3 Maintainability
	Object-oriented programming	

Subject	Recommended MYP Final Grade
Computer Science SL	4 or above in related MYP subjects
Computer Science HL	5 or above in related MYP subjects

SL/HL Computer Science: Possible Pathways and Careers:

The study of Computer Science builds on strong higher-order cognitive functions, solid analytical thinking skills, and deep conceptual understanding; the ability to apply logic to abstractions is instrumental to being successful in this subject. The study of Computer Science also fosters the qualities of an independent learner; students develop the attributes that enable innovation, empower exploration, and promote entrepreneurship.

Computer Science students acquire highly-transferable skills that are invaluable to a wide range of endeavours such as business management, investment banking, engineering, healthcare, etc...

Do choose Computer Science SL, if you have an interest in technology and want to learn programming to expand your problem-solving toolbox. Computer Science will help if you're interested in pursuing Computer Science (Software development, Hardware architecture, Cyber security); Data Science (Modelling and simulation, Information technology, Telecommunication); Web science (Digital design, Social media, Video game design).

Do choose Computer Science HL, if you are passionate about coding and anticipate that technology will play a significant role in your future.

Don't choose Computer Science, if you don't like spending extended periods of time working on seemingly impossible problems.

For more detailed information:

<http://www.ibo.org/programmes/diploma-programme/curriculum/sciences/computer-science/>

Group 5: Mathematics

Choices: [Mathematics: Applications and Interpretation \(Higher or Standard Level\)](#) or [Mathematics: Analysis and Approaches \(Higher or Standard Level\)](#)

The IB DP offers two mathematics courses and each is available at the Higher or Standard Levels. The courses have some content in common but differ in the rest of the material and in their approaches to the subject.

[Mathematics: Applications and Interpretation \(Higher or Standard Level\):](#)

Mathematics: applications and interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

This 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 also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. (IBO. 2019. *Mathematics: application and interpretation Guide* [PDF file]. Retrieved from: <https://resources.ibo.org/>)

[Mathematics: Analysis and Approaches \(Higher or Standard Level\):](#)

Mathematics: analysis and approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization.

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. (IBO. 2019. *Mathematics: analysis and approaches Guide* [PDF file]. Retrieved from: <https://resources.ibo.org/>)

[IB Mathematics course selection](#)

[Guidance from the IB on selecting the correct Mathematics course of study](#)

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different subjects in mathematics, each available at SL and HL. These courses are designed for different types of students: those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics, and those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects. Each course is designed to meet the needs of a particular group of students.

In making this selection, individual students should be advised to take account of the following factors:

- their own abilities in mathematics and the type of mathematics in which they can be successful
- their own interest in mathematics and those particular areas of the subject that may hold the most interest for them
- their other choices of subjects within the framework of the Diploma Programme
- their academic plans, in particular the subjects they wish to study in future
- their choice of career

(IBO. 2019. *Mathematics: analysis and approaches Guide* [PDF file]. Retrieved from: <https://resources.ibo.org/>)

Mathematics: Applications and Interpretation Syllabus Outline

Syllabus component	Suggested teaching hours	
	SL	HL
Topic 1 - Number and algebra	16	29
Topic 2 – Functions	31	42
Topic 3 - Geometry and trigonometry	18	46
Topic 4 - Statistics and probability	36	52
Topic 5 - Calculus	19	41
The toolkit and mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	150	240

Table 1 -- Applications and Interpretation Syllabus Outline (IBO -- DP Mathematics Curriculum Review, May 2018)



Mathematics: Applications and Interpretation Assessment Details

Assessment component	SL Details		HL Details	
<p align="center">External assessment (80%)</p>	<p>Paper 1 (90 minutes) Technology required. (80 marks) Compulsory short-response questions based on the syllabus.</p>	40%	<p>Paper 1 (120 minutes) Technology required. (110 marks) Compulsory short-response questions based on the syllabus</p>	30%
	<p>Paper 2 (90 minutes) Technology required. (80 marks) Compulsory extended-response questions based on the syllabus.</p>	40%	<p>Paper 2 (120 minutes) Technology required. (110 marks) Compulsory extended-response questions based on the syllabus.</p>	30%

		<p>Paper 3 (60 minutes) Technology required. (55 marks) Two compulsory extended-response problem-solving questions.</p>	20%
<p align="center">Internal assessment (20%)</p>	<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>		

Mathematics: Analysis and Approaches Syllabus Outline

Syllabus component	Suggested teaching hours	
	SL	HL
Topic 1 - Number and algebra	19	39
Topic 2 – Functions	21	32
Topic 3 - Geometry and trigonometry	25	51
Topic 4 - Statistics and probability	27	33
Topic 5 - Calculus	28	55
The toolkit and mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	150	240

Table 3 --- Analysis and Approaches Syllabus Outline (IBO --- DP Mathematics Curriculum Review, May 2018)

Mathematics: Analysis and Approaches Assessment Details

Assessment component	SL Details		HL Details	
External assessment (80%)	Paper 1 (90 minutes) No technology allowed. (80 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus.	40%	Paper 1 (120 minutes) No technology allowed. (110 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus.	30%
	Paper 2 (90 minutes) Technology required. (80 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus.	40%	Paper 2 (120 minutes) Technology required. (110 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus.	30%
			Paper 3 (60 minutes) Technology required. (55 marks) Two compulsory extended-response problem-solving questions.	20%
Internal assessment (20%)	<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Mathematical exploration</p> <p>Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>			

Table 4 – Analysis and Approaches Assessment Details (IBO ---DP Mathematics Curriculum Review, May 2018)

Recommended Minimum Entry Requirements

Course	Minimum Requirements
Applications and Interpretation SL	MYP 4 or below
Analysis and Approaches SL	MYP 5 and grade 10 teacher recommendation
Applications and Interpretation HL	MYP 6 and grade 10 teacher recommendation
Analysis and Approaches HL	MYP 6, grade 10 teacher recommendation, and an average of 7 on all grade 10 Criterion A assessments

The grade 10 mathematics teachers will be making recommended placements for all students prior to their meetings with the Diploma Coordinator or Counselor to make their grade 11 IBDP course selections. These recommendations are made in the best interests of the students.

Mathematics on the DP: Possible Pathways and Careers.

Mathematics: Analysis and Approaches Higher Level is the most demanding and rigorous of the options. It should be chosen by students who enjoy the challenge of Mathematics and who will need it for undergraduate courses such as Engineering, Physical Sciences, (some) Architecture and (some) Economics courses to name a few. If you have demonstrated a strong understanding of and interest in Mathematics in grades 9 and 10, you may be considered for this course.

Mathematics: Analysis and Approaches Standard Level is also a demanding course; it should be followed if you want to demonstrate to a university that you have a firm mathematical foundation. If you are considering university courses in subjects like Business/Management studies, Biology, Social or Natural Sciences, or Medicine, this could be your best option. You should be able to demonstrate that you have a firm understanding of the Mathematics covered in grades 9 and 10.

Mathematics: Applications and Interpretation Higher Level is a broad and sophisticated course that focuses on the practical uses of mathematics in real-world contexts. This course may be appropriate if you are interested in modeling and problem-solving in concrete situations. Further courses of study in Computer Science, Economics, Social Sciences or Medicine would benefit from the background this course would provide. You should be able to demonstrate that you have a very strong understanding of the Mathematics covered in grades 9 and 10.

Mathematics: Applications and Interpretation Standard Level provides a thorough background in a variety of topics with significant real-world applications. It focuses more on practical uses rather than the theoretical underpinning and makes heavy use of technology to explore ideas and solutions. This course is ideal for the student who does not plan on further studies that directly involve mathematics such as Art, Literature, History, or the Humanities.

For more detailed information:

<http://www.ibo.org/programmes/diploma-programme/curriculum/mathematics/>

Group 6: The Arts



Choices: Visual Art HL/SL, Theatre HL/SL, Music SL/HL

Visual Arts HL/SL

The IB Diploma Visual Arts course is both challenging and rewarding. In Year One you undertake units and workshops covering a wide range of art techniques and diverse conceptual approaches to making art. In Year Two you are very much expected to be developing your own 'artistic vision' and the range of art forms being explored in any given class is extremely diverse; it really does allow for individual creative 'journeys'.

Visual Arts also provides opportunities for you to bring together understandings gained in other IB courses and give them visual form.

In the 21st Century visual literacy and fluency are increasingly important skills, and Visual Arts qualifications can form part of a balanced and exciting student profile. As well as being essential for students considering entering the creative industries (a field that takes in everything from fine art to film, architecture to design management) it is also widely accepted by university courses around the world. Assessment throughout the course is formative with group critique, and one to one tuition.

Part of Course	Works to be studied	Assessment
Part 1: Process Portfolio	Demonstrating evidence of sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. A record of the 'creative journey'; a balance of written and visual material.	40% of the overall grade (External Assessment)
Part 2: Exhibition	The finished works, curated by the student with the goal of being a coherent exhibition that shows the successful use of subtle, complex and compelling visual language. The text that accompanies the exhibition is also very important. NB: Standard Level students are required to produce less evidence for each component.	40% of the overall grade (Internally Assessment)
Part 3: Comparative Study	An investigation into the work of two artists from different cultural contexts – a very detailed compare/contrast task requiring high standards of writing, critical analysis, layout design and intellectual curiosity.	20% of the overall grade (External Assessment)

Subject	Recommended MYP Final Grade (if taken)
Art SL	4 or above in related subjects
Art HL	5 or above in related subjects

Visual Arts - Possible Pathways and Careers:

Both HL and SL will develop skills and conceptual understanding of how visual language can communicate complex ideas. There is a balance of technical skill growth and extension, and critical and analytical skill development. Many of these skills are transferable and support, and are in turn supported by, work in other disciplines.

Increasingly disciplines are taking new forms and our old conceptions of what 'the world of work' is like is changing. Being able to communicate complex ideas in visual form is an attribute that could serve students well in a wide range of possible careers.

Do choose IB Visual Arts if you are motivated by producing art and design work, if you are entering any field that requires creative and innovative thinking (and actually I can't imagine a profession that doesn't require this) and if you like to be able to direct your own inquiry.

Don't choose IB Visual Art if you do not like independent creative work, if you are not prepared to be very organized and consistent in terms of time management.

Careers: Architect, Artist, anything to do with Fashion, Design marketing/branding, Makeup for film/screen, Games design, Entertainment Design, Automotive Design, Theatre design, Photography, Photojournalism, Illustration, Graphic Design, Interior Design, Animation, Film and Television, Interaction Design, Sculpture, Ceramics, Costume for Performance and many, many more, some will be new as cutting edge ideas for courses are initiated, an example is the UAL BA Hons course new this year called 'Psychology of Fashion'.

For further information see:

<http://www.ibo.org/programmes/diploma-programme/curriculum/the-arts/visual-arts/>

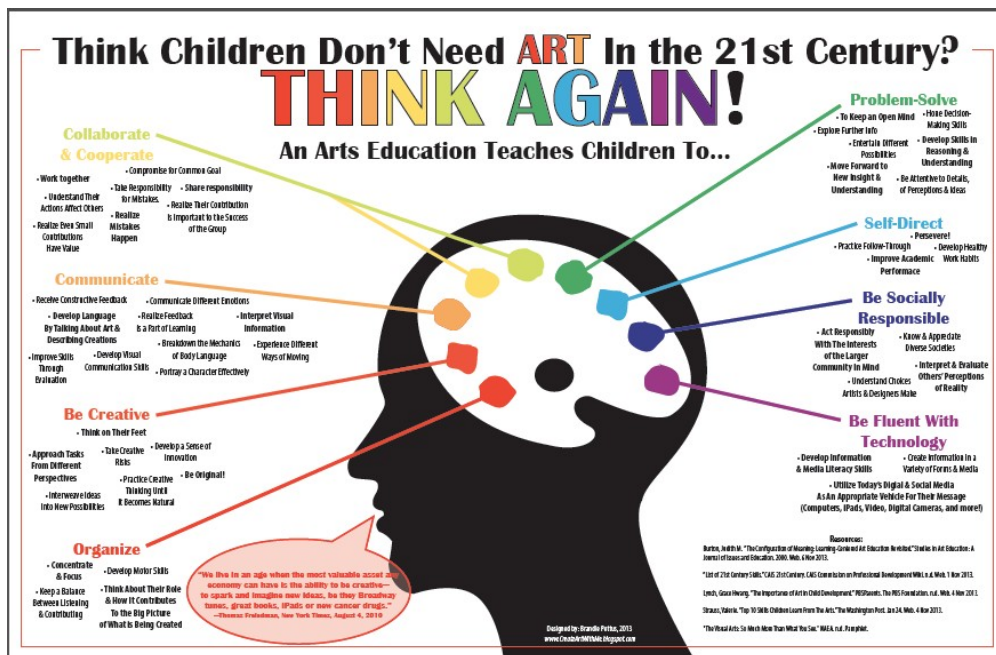
Theatre HL/SL

Theatre is a dynamic, collaborative and live art form that allows you to learn while not being restricted to a desk. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. By choosing this course, you will have the opportunity to make theatre as a creator, designer, director and performer. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. This is a course that gives you the time and support to put your ideas into practice as real theatre practitioners do.

You will learn how artists apply research and theory to inform and to contextualize their work. The theatre course encourages you to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and audience members—you will gain a richer understanding of yourself, your community and the world.

Part of Course	Works to be studied	Assessment
Part 1: Solo Piece <i>HL Only</i>	Research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory.	35% Assessed Externally
Part 2: Director's Notebook	Choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.	SL 35% HL 20% Assessed Externally
Part 3: Research Presentation	Plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.	SL 30% HL 20% Assessed Externally
Part 4: Collaborative Project	Collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.	SL 35% HL 25% Assessed Internally

Subject	Recommended MYP Final Grade (if taken)
Theatre SL	4 or above
Theatre HL	5 or above



SL/HL Theatre: Possible Pathways and Careers:

SL and HL Theatre are both very exciting and fulfilling courses to take. They provide an opportunity for students to study genres of theatre they are personally interested in. This course allows for creativity and freedom to study Theatre from several contexts such as director, actor, design, and creator. The course is both practical and academic. You will have the opportunity to study Theatre and then create your own work to present to audiences.

Do choose Theatre: If you are someone that enjoys working collaboratively in groups. If you enjoy experiencing theatre as a spectator, if you are interested in one or more of these roles: director, actor, designer, creator when studying theatre. If you enjoy bringing your own personal context and experiences to the creative work you produce. If you are someone that does not like to be bound to a desk all day long in school.

Don't choose Theatre: If you do not enjoy watching live theatre. If you are not interested in doing research to inform your artistic intentions. If you are not prepared to take creative risks and if you are not comfortable giving or receiving peer feedback.

Careers: Theatre practitioner (actor, designer, director, writer), film, media, journalism, advertising, education, event management, hospitality etc. Careers that require collaborative skills, creative thinking, public speaking, written proposals, theoretical analysis, community engagement, international mindedness.

For further information see:

<http://www.ibo.org/programmes/diploma-programme/curriculum/the-arts/theatre/>

Music SL/HL

The new SL/HL Music program aims to enable students to explore a range of musical contexts and make links to and between different musical practices, conventions and forms of expression. It encourages students to acquire, develop and experiment with musical ideas through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others. The course will enable students to evaluate and develop critical perspectives on their own and the work of others. In short, the course aims to give an insight into the **modern music industry** and to remove the requirement for music students to have a prior ability on a musical instrument.

Part of Course	Component details	Assessment
Exploring music in context	Students learn how to engage with a diverse range of music that will broaden their musical horizons and provide stimuli for their own music making. Students engage with music in personal, local and global contexts.	30% SL 20% HL Assessed externally
Experimenting with music	Students connect theoretical studies with practical work to help gain a deeper understanding of the music with which they engage. Students work as researchers, creators and performers to further experimentation with a range of musical material across local and global contexts.	30% SL 20% HL Assessed internally
Presenting music	Students learn to practise and prepare finished pieces that will be performed to an audience. Students learn to demonstrate their level of musicianship and learn to share and communicate their music as researchers, creators and performers.	40% SL 30% HL Assessed externally
The contemporary music maker (HL only)	To demonstrate an understanding of the musical creating process, from inception to performance. Includes composing and promoting of contemporary music making, inspired by real life practices of music making.	30% assessed internally

Subject	Recommended MYP Final Grade N/A
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Music HL	Knowledge of voice or musical instrument is an advantage but not a prerequisite
Music SL	Knowledge of voice or musical instrument is an advantage but not a prerequisite

Music: Possible Pathways and Careers

Music is an excellent subject choice. It will improve your written and verbal communication skills as well as your ability to read carefully and analytically. The course will help you with presentation skills and to respond under pressure to previously seen and unseen music. The course works on developing analytical listening skills.

Do choose Music if you are considering choosing a career in the Arts, Journalism or a subject requiring a mix of global and analytical skills and fast thinking.

Careers: Music industry (sound), musician, journalist, career requiring self-analysis and quick thinking, actor, public speaking, theatre, media, music producer, recording engineer, artist manager, tour manager, booking agent, music publicist, composer, music arranger.

IB DP FREQUENTLY ASKED QUESTIONS

1) Can a student take more than 3 HL subjects?

Yes, but we don't recommend it. There is no real advantage and the failing criteria change, but we're happy to discuss. Students sometimes take 4 at HL then drop one down to SL for the exams.

2) Can a student take 3 Sciences?

Ordinarily, no as neither the Diploma nor the timetable at ABA will make such a choice an easy thing to make happen; however, in very exceptional cases the IB will allow this to happen, with permission and if another subject is dropped. Working it into the ABA timetable is another matter.

3) Do IB exams contribute to the ABA High School Diploma?

No, not necessarily. As student can achieve the High School Diploma without sitting IB exams, so long as they meet all credit requirements. Without sitting IB exams they won't pass any IB courses or be awarded any IB certificates.

4) How many 'Study Periods' can a student expect to have?

Full IB Diploma students can expect to have five study periods a week.

5) When do IB exams take place?

IB exams take place in May every year and results are published in early July.

6) Is there time for extra-curricular activities?

Having a balanced lifestyle is an important part of the Learner Profile, so yes. However, academic achievement is not to be compromised by other pursuits and there are only so many hours in a day.

7) Do I need the IB Diploma to go to university?

No, not at all; however having the Diploma will open a lot of doors and grant you a huge range of opportunities. It is an extremely powerful 'currency' for the next stage of your education. The High School Diploma plus SAT scores are all that are required as qualifications for US universities, but for UK, Europe and Canada, the full Diploma is mostly required. In the UK, a 'foundation' course would be required with students only having the High School Diploma on completion.

8) What sort of IB grades are universities looking for?

It varies, anything from simply asking to pass with 24 points to 41 points and 777 in your HLs. Please consult UCAS, individual universities, the ABA College Counsellor or the universities themselves for entry requirements.

9) Is it a simple pass/fail course?

To achieve the Diploma, certain requirements must be met, the full details of which are on page 7 of this booklet. Put simply, students must achieve 24 points or more, and at least 12 in their Higher Level subjects. There are however, other failing conditions, such as not passing one of the core (EE, CAS, ToK) components. We will, of course, intervene if a student should happen to be in danger of not meeting the Diploma Requirements.

We look forward to meeting with you, answering your questions and discussing choices and pathways through the final stage of your journey through ABA.

