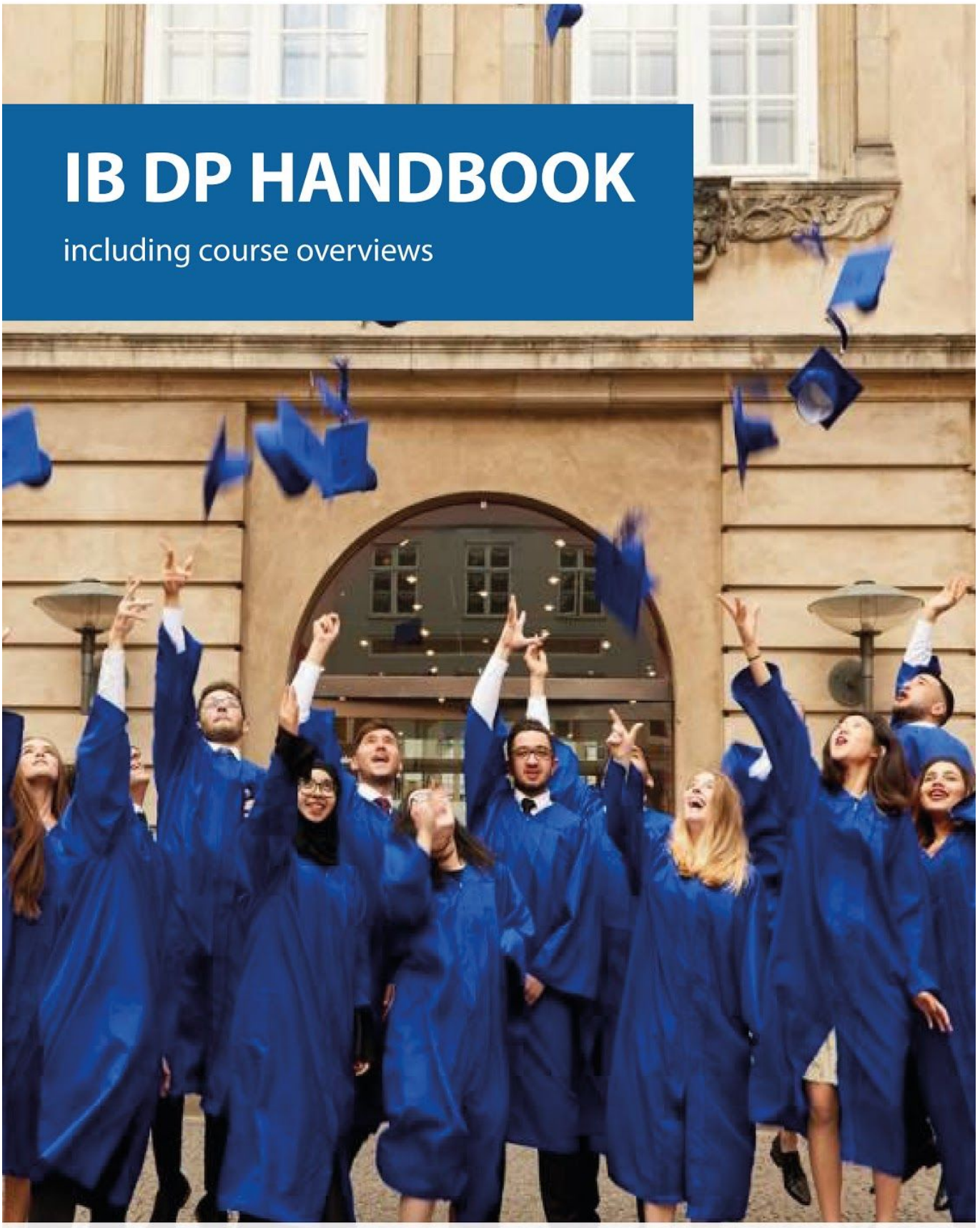
IB DP HANDBOOK

including course overviews



International School of Hellerup

Diploma Programme

Dear Prospective Students and Parents,

The information in this booklet is designed to aid IB DP course selection. It contains a very basic outline of each subject on offer at ISH. To learn more about any subject, it is recommended that you visit www.ish.dk and look at the published course syllabi there.

Parents and students are encouraged to ask the relevant teacher, the college counselor, or the DP Coordinator questions about courses and course selection.

Please do not hesitate to contact me for any questions that you might have.

Best Regards,

Evis Qeska

IB DP Coordinator

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ISH School Mission

It is our mission to provide the highest quality education to internationally minded students in an inquiring and supportive environment. We seek to inspire students and to provide them with the academic and social skills that will enable them to fulfill their human potential as responsible global citizens.

Our commitment at ISH is to create and maintain a safe, happy and child-centered environment in which children are inspired to become purposeful life-long learners.

IB Mission Statement

The International Baccalaureate® Organization (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Course Selection Guidance

This is your future – both in high school, and in post-secondary education.

Think carefully and consider your options

When considering your options, ensure that you are taking into account courses that you might need as prerequisites (requirements) for subjects you might like to study in University. For instance, in Denmark, if you are going to take a humanities related course, then History is a course you should take, as it is often a requirement.

Make sure that you do this research before you make your selections, as afterwards it will be very hard to make changes. Changes become impossible after three weeks from the start of a course. By then you will already have missed too much information.

Make sure you consider yourself and your future when you make your selections.

IB Requirements

You need to take 3 courses at HL level – Higher level.

You need to take 3 courses as SL level – Standard Level.

You need to take one subject from each "group" [with the exception that except: Arts can be replaced by an elective].

Some subjects are only taught at the Standard Level, SL level by design, be aware that here in the explanatory book, if a subject is not listed as having an HL option – then it doesn't. You need to make your selections work around based on the possibilities that exist.

In addition to the selected courses, you will have to complete the IB core requirements. The Theory of Knowledge (TOK) class will be scheduled for you. And, early on in the DP1 year you will choose a teacher to guide you through the Extended Essay (EE) process. The Creativity Activity and Service (CAS) Coordinator will also be talking to you at specified times to ensure that you are completing your CAS goals adequately, too.

There is an official IB formula for figuring out if you complete all your requirements to the standards necessary for earning your IB Diploma. However if you keep in mind that you need to earn at least one point for you TOK and EE efforts, and that you need to earn at least a 5 out of 7 in your HL classes and a 4 out of 7 in your SL classes, then you will be able to meet the graduation requirements. The IB Diploma is awarded to students who gain at least 24 points. You want to strive to have 28 or more total points as you earn your IB Diploma.

Your DP coordinator will be following up with you on a regular basis, especially if your teachers note that you are falling behind. If however, if you feel that you are having difficulty meeting the with these requirements outlined above, it is best if you tell your mentor teacher, the DP coordinator, or the counselor about your concerns as soon as possible ASAP so that we can focus on helping you, that is what we are here for.

Course Selection Process

Having read the previous sections, you should be aware that there are several steps in the course selection process.

First you need to carefully consider your course choices, your interests, and what you think you might want to study in university.

Second, you need to figure out what pre-requisites these courses are going to require, and make sure that you take or have these. Also think about in which what country you might want to study for your University education - universities in different countries have different pre-requisites for similar courses.

Third, you need to talk with your parents about your choices. See if they agree with your plans. What support might you need in order to attend the university of your choice? You and your parents may want to meet with either the DP Coordinator and/or the careers counselor to get further advice on your decisions.

Fourth, you need to think about your report cards to date – what are your strongest subjects in school? Do your interests mirror these strengths and future plans? Be realistic.

Fifth, you will be given a paper form with all course choices listed.

Once you have made the choices in consultation with your teachers, college counselor, DP Coordinator and principal, the formit needs to be signed by both parents and students, and returned to the DP Coordinator by the deadline provided. Until your form is signed and returned you will not be considered officially interested in that course.

The completed, signed course options form will be submitted to the DP Coordinator, and will be kept for future reference.

Please note: The school will do its utmost to ensure that as many course options as possible are available for all students, however, we cannot guarantee that all course choice options selected will be possible given the school's schedule. Courses with limited student interest (less than 5 students) interest will not be possible to offer, but an online versions of some courses may make up for this limitation.

Pre-Requisites

DP Courses have pre-requisites – things you must do in order to be allowed to enroll in the DP subject. On this page the academic pre-requisites for students coming from a number of different academic systems are listed.

Course specific pre-requisites are listed with the course information. These are general pre-requisites.

MYP 5 Pre-requisites (For those coming from an IB system)

- 6 or higher earned in the corresponding subject for HL course enrollment
- 4 or higher earned in the corresponding subject for SL course enrollment

IGCSE, GCSE, O Level Pre-requisites (For those coming from the British system)

- A*, A, B, earned in the corresponding subject for HL course enrollment
- C or above earned in the corresponding subject for SL course enrollment

Danish Pre-requisites (For those coming from the Danish system)

- 10 or higher earned in the corresponding subject for HL course enrollment (12 point scale)
- 7 or higher earned in the corresponding subject for SL course enrollment

International Pre-requisites (For those coming from other systems)

- Prerequisites for students coming from other systems will vary depending on the system. Please ask the DP Coordinator what will be required from your system.

In general, students will need to prove that they have been students in good standing with their last school. Grade reports for the equivalent of the MYP 4 and 5 years (the two years directly before the start of the DP) will need to be provided. This should be accompanied by a document that explains the grades reported, such as what the top grade for a subject is.

A letter of recommendation from English and Mathematics teacher may also be required, depending on the system you are coming from.

Online Courses

In order to expand our course options for students, and to support 21st century learning ideas, ISH is happy to be working in conjunction with Pamoja Education, the only IBDP authorized company to offer DP courses online. Pamoja courses undergo the same careful planning and screening by the IB as those offered by 'live' teachers in classrooms here at ISH. For more information on Pamoja, please visit www.pamojaeducation.com.

In the course options listed in the coming pages, the ones noted as being offered “online” will be complete through Pamoja.

What this means is that students, although based here at ISH, will be completing course work with a cohort of students who are regionally linked, though not physically in the same location. Teachers too are regionally linked. Students will complete all their course work online, as well as meet with their teachers at set times, via Skype and other online services. **Expectations for these courses will be as rigorous as any here on campus.**

- No student will be allowed to enroll in more than two online courses.
- There will be an at school coordinator who will be following up with students on a regular basis regarding their online studies.
- Parents will need to be more aware of online course expectations, and be willing to help more closely to ensure that online course expectations are being met at home as well as at school.
- They bring additional costs.

Online Course Fees

There is an additional fee for taking Pamoja courses. Pamoja charges approximately $1000 US per year to take a course through them resulting in a total cost of . This is a total of approximately $2000 US (VAT [tax] might also apply) per over two- year courses for early registrants.

This fee will be charged to the student.

Please be aware of these fees when choosing a course noted as “Online.” The school will bill this fee to families early, in order to take advantage of Pamoja’s “early registration” lower costs.

Course Options

These are the course options available for the coming school year. You will need to choose 3 courses at HL and 3 courses at SL level. After this page, each of the course options are explained in more detail. In addition, the school's website has more information about the Diploma Programme courses taught at ISH. All courses require 5 or more students registered to run in a year.

Group 1 – Studies in Language and Literature

English Language and Literature (SL/HL)
Danish Literature (SL/HL)
Self Study other languages (tutor required) (SL)

Group 2 – Language Acquisition

English B (SL/HL)
Danish B (SL/HL)
Spanish ab initio (SL/HL)
French ab initio (SL) Online
Mandarin ab initio (SL) Online
Spanish B (SL) Online

Group 3 – Individuals and Societies

Business Management (SL/HL)
History (SL/HL)
Economics (HL/SL) Online
ITGS* (HL/SL) Online
Philosophy (SL) Online
Psychology (HL/SL) Online

**Information Technology in a Global Society*

Group 4 – Sciences

Physics (SL/HL)
Chemistry (SL/HL)
Biology (SL/HL)

Group 5 – Mathematics*

Mathematics Studies SL
Mathematics SL
Mathematics HL

**Mathematics curriculum will change as of next year. More information on this to follow.*

Group 6 – The Arts or Electives*

Visual Art (SL/HL)

**Electives can be chosen from the Group 3 subjects (Humanities) Group 4 (Sciences) or another Language.*

Course Information

Further course information can be found on the school's website. On the school homepage, navigate to Academics > Diploma Programme. From there the course information is arranged by DP Group.

HL Courses consist of 240 hours of teaching time. SL courses consist of 150 hours of teaching time.

Please Note: *Some courses mentioned in this booklet may not run if there are not enough students to make up a full course. If this happens, you will be required to choose a different course option. We cannot guarantee that all courses described here will run. Our intention is to run as many as possible to best serve our students and their families.*

How to Choose your Courses

You must choose one subject from each group.

There are some exceptions to this rule:

- Students wanting to take two Group 1 languages do not need to take a Group 2 language. Doing this will qualify a student for a Bilingual diploma.
- Group 6 courses - you are allowed to either select Visual an Arts, or select another course from a different group to be your sixth course.

Remember, you must choose three higher-level courses, and three standard level courses.

Not all courses are offered at both the HL and SL levels.

IB Subject Fees

The IB charges a total of 160 USD per student for registration. They charge a further 798 USD per student for course examinations. This is a total of 958 USD per student. This amount is subject to change by the IB, and does not include possible taxes. We will inform parents if changes are made.

These student and exam fees will be charged to families for each student enrolled in the IB DP. This will be visible in your monthly invoices.

IB Subject Choices per Grouping

Group 1 – Studies in Language and Literature

Student's language choices for group 1 need to match levels studied in MYP 5. For more information on this, please talk with the Coordinator, or the language teacher.

Courses will only be offered if sufficient student interest exists. (6 or more students creates sufficient interest)

English Language and Literature A

Nature of the Subject/Philosophy

English "Language & Literature" is a course designed for students who have mother tongue equivalent proficiency in the language as they enter the course. This course presents students with an opportunity to learn more about the Anglophone world. Students are exposed to a wide range of texts varying from poetry and novels to blog entries, opinion columns and twits. At the heart of the course there is critical thinking which is being practiced on everyday bases through textual analysis.

The course is designed in four sections, with two parts of the course focusing on how language is used for a variety of purposes, both technical and social. These parts of the course focus on various forms of technical writing, and the ability to thoughtfully analyze literature related to genres.

The other two parts of the course focus on a close study of English literature from a variety of English speaking places around the world. Students will study a variety of literature, looking at it for its technical details, as well as how it represents English culture.

At the SL level, students will study four works of literature over the two-year course.
At the HL level, students will study six works of literature over the two-year course.

Course Outline

Part 1 - Language in cultural context
It is a study of non-literary texts. Students are exposed to a variety of texts and the focus of this unit is on understanding how the context shapes the language of the text and how the meaning of the text emerges from language and context.

Students achieve the understanding of this unit through studying topics such as language and gender, language and power and language and communities.

Part 2 - Language and mass communication
It is another of the language units where students focus on non-literary texts. They engage in close reading analysis in order to understand how the meaning is shaped and get a better understanding of information bias.

The topics studied in this unit center around such subjects as fake news, stereotypes, language and presentations of speeches and political campaigns.

Part 3 – Literature: texts and contexts
In this part of the course students study literary works where they focus on contexts and the way it affects the composition and interpretation of the text. They look at the literary work from different perspectives learning to use literary lenses such as feminism and Marxism among others.

SL students study two texts and HL students study three literary texts.

Part 4 – Literary: critical study
In this part of the course student engage is close reading of literary work. They learn to analyse diction, syntax and pay close attention to figurative language. They gain deeper understanding of genre significance and literary tradition.

SL students study two texts and HL students study three literary texts.

Assessment

External Assessment
Paper 1 – A commentary on a non-literary previously unseen text (SL),
A commentary comparing and contrasting two previously unseen texts (HL) – 25%
Paper 2 – An answer to a question comparing and contrasting two of the studied in Part 3 texts – 25%

Internal Assessment
Task 1 – A creative response to one of the studied texts – 20% SL, 10% HL
Task 2 (only HL) – A response to one of six prescribed questions analyzing of the studied texts – 10%
Individual Oral Commentary – A presentation on previously seen texts from Part 4
Further Oral Activity – A presentation on a chosen text on Part 1 or Part 2

Prior Learning/Pre-requisites

To study English Language and Literature A HL, student would have achieved a 6 or more in MYP in a Language and Literature or Language Acquisition Phase 5 or 6. To study English Language and Literature A at SL, students would have achieved a 4 in MYP in a Language and Literature or Language Acquisition Phase 5 or 6.

Danish Literature and Language

Nature of the subject

The literature course is for students who are at native, or near native, competency in Danish. It is a rigorous course that focuses on Danish literature, as well as cultural and linguistic elements of language that help students understand the part of the world that the literature comes from. The course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments.

Course outline

There are four parts to the Literature course. The parts are listed here together, but will be taught in a different order over the two years, to allow for a gradual improvement in skills, and a grouping of texts and topics by theme. The syllabus is supported with a wide range of other literature works, documentaries and movies which is not mentioned here.

Part 1 - Works in translation

When working with works in translation, we will focus on learning about new cultures which is a part of being open-minded. Understanding a culture allows a student to appreciate it and be open to new perspectives and values. Literature is a window into how a potentially new value makes characters behave differently from ways we might. In looking at Austin's text we will be able to compare the necessity of marriage to the culture of the time, and compare this motivating focus to our lives today, and how this has changed in Denmark.

Text studied:
Charles Dickens "Store forventninger", 1861
August Strindberg "Frøken Julie", 1888
Haruki Murakami "Kafka på stranden", 2002

Part 2 - Detailed study

In this part we will study the Family, group, individual and national identities in a global context. We will focus on how these elements have positive or negative challenges for societies. The works studied will range over more than thousand years from the Islandic saga to today's shorts stories where modern crises and dilemmas are portrayed. The student will have the opportunity to see and recognize the importance of context when a text is written.

Text studied:
Anonym "Ravnkel Frøjsgodes saga", Middelalder
Benny Andersen "Verdensborger I Danmark og andre digte om danskerne", 1998
Naja Marie Aidt "Sten, saks, papir", 2012

Part 3 - Literary genres

This syllabus part will focus on how modern times affect the individual and how people are challenged by circumstances and societies. We will study the short story genre (novelle) by

practice close reading skills, and look at the relationship of a text to larger themes and cultural assumptions.

Text studied:
Helle Helle “Rester”, 1996
Naja Marie Aidt “Bavian” 2006
Katrine Marie Guldager ”København”, 2003

Part 4 - Speeches
In a growing global context local actors are needed to have good communication skills in order to make messages understandable and broadly accepted. In this part we will study speeches and how they work as communication. We will look at the many forms that speeches can have and study the elements that makes a good speech. The students will also write and perform their own speeches.

Speeches studied:
4 various speeches

Assessment

External
Paper 1: External assessment. Guided literary analysis.
Weighting: 20 %

Paper 2: External assessment. Essay.
Weighting: 25 %

Written Assignment: External assessment. Written assignment.
Weighting: 25 %

IOC (Individual oral commentary). External assessment. Oral exam.
Weighting: 15 %

Internal
IOP (Individual oral presentation). Internal assessment. Oral exam.
Weighting: 15 %

Prior learning/Pre-requisites
To study Danish Literature A HL, student would have achieved a 6 or more in MYP in a Language and Literature or Language Acquisition Phase 5 or 6. To study Danish Literature A at SL, students would have achieved a 4 in MYP in a Language and Literature or Language Acquisition Phase 5 or 6.

Self Study other languages (tutor required) (SL)

Nature of the Subject/Philosophy

Self-taught Language A is a demanding and rigorous course comparable to Language A Literature SL. Over the course of two years, students are expected to read 10 works selected from two available lists (PLT and PLA).

The subject is designed as a self-taught course and therefore students must be able to study independently. This involves reading the required texts, doing the necessary research, working on the assessment. As a school we expect students to take mock exams. The course is designed for students who have good self-management skills, are motivated and know how to work independently. Students are expected to have both written and oral native level command of the language.

ISH expects students to find a tutor who will support them. The tutor is not hired by the school, and students decide on the frequency of the meetings and form they take. Students are welcome to use the school's premises to arrange the meetings and use the school's resources. Each semester ISH will ask the tutors to grade mock exam according to the IB rubric.

A Self-taught Language Coordinator sees students at the end of each semester to follow their progress.

Course Outline

Part 1 - Works in Translation

This part of the course is a literary study of works in translation, based on close reading of the works themselves. Students are encouraged to appreciate the different perspectives of people from other cultures and to consider the role that culture plays in making sense of literary works.

Part 1 of the course aims to deepen students' understanding of works as being products of a time and place. Artistic, philosophical, sociological, historical and biographical considerations are possible areas of study to enhance understanding of the works.

- 2 works must be studied
- These MUST be from the PLT list

Part 2 - Detailed Studied

In part 2 the focus is on detailed analysis of a work, both in terms of content and technique. The detailed study is best achieved through approaches that ensure close reading and in-depth analysis of the significant elements of the works involved.

- 2 works must be studied
- These MUST be from the PLA list

- Works need to be different genres
- At least one must be poetry
- Must NOT be in translation

Part 3 – Genre Study
In part 3, a group of works selected from the same literary genre is studied in depth. Each genre has recognizable techniques, referred to as literary conventions, and writers use these conventions, along with other literary features, in order to achieve particular artistic ends. The grouping of works by genre is intended to provide a framework for the comparative study of the selected works through an exploration of the literary conventions and features associated with that genre.

- 3 works must be studied
- These MUST be from the PLA list
- All works must be the same genre
- Must NOT be in translation

Part 4 – Options Study
- 3 works must be studied
- These MUST be from the PLA list
- Must NOT be in translation
- Works must be chosen to match with at least one of the options listed on the next page.

There are 3 options to choose from:

Option 1: The study of prose other than fiction leading to various forms of student writing
Option 2: New textualities
Option 3: Literature and film

Assessment

Paper 1:

Guided literary analysis. The paper consists of two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions - 20 %

Paper 2:

Essay. The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3 - 25 %

Written Assignment: Written assignment Students submit a reflective statement and literary essay on one work studied in part 1 - 25 %

IOC (Individual oral commentary). Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2 - 15 %

IOP (Individual oral presentation). The presentation is based on works studied in part 4- 15 %

Exams are written in May of the second year. Individual Orals are done near the end of year 2, based on a work from part 4 of the Syllabus. Further Oral Activities are done based on parts 1 and 2 of the syllabus. These are completed in-class.

All parts of assessment are externally assessed.

Prior Learning/Pre- requisites

To study Self-taught Language A, student should have a native like competence in the language. They should have received at least 8 years of formal education in the literature of the language.

Group 2 – Language B and Ab Initio

Languages Offered

- Danish SL/HL
- English SL/HL
- French SL/HL
- Spanish Ab Initio

Nature of the Subject

Language acquisition consists of two modern language courses—language ab initio and language B—that are offered in a number of languages. These language acquisition courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

Language ab initio and language B develop students' linguistic abilities through the development of receptive, productive and interactive skills.

Course Outline

Themes

The five prescribed themes are:

- Identities: Explore the nature of the self and what it is to be human.
- Experiences: Explore and tell the stories of the events, experiences and journeys that shape our lives.
- Human ingenuity: Explore the ways in which human creativity and innovation affect our world.
- Social organization: Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.
- Sharing the planet: Explore the challenges and opportunities faced by individuals and communities in the modern world.

Assessment

External Assessment

Paper 1 - A written task based on a theme- 25% SL/HL
Paper 2 - A reading and listening assessment - 50% SL/HL

Internal Assessment
Individual Oral Assessment- 25% SL/HL

Prior Learning/Prerequisites

Language B
SL

- MYP 5 Language Acquisition Phase 3 or 4
- Students have to achieve a 5 or more in MYP
- Previous study of language as a “second” language for two or three years

HL

- MYP 5 Language Acquisition Phase 4 or 5
- Previous study of language as a “Second” language for 3-5 years
- Students have to achieve a 6 or more in MYP
- Teacher recommendation

Ab Initio

- No previous experience with the language, beyond an interest in that language and culture.

Group 3 – Individuals and Societies

Courses will only be offered if sufficient student interest exists.(5 or more students creates sufficient interest)

Business Management

Nature of the Subject/Philosophy

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources.

Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally.

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

The course encourages the appreciation of ethical concerns, as well as issues of corporate social responsibility (CSR), at both a local and global level.

Course Outline

Introduction to Business
In this first introductory unit, business management is set in context: students learn to analyze organizations' internal environment (for example, stakeholders, strategic objectives and CSR) and external environment (for example, the impact of technological change and globalization).

Human Resources
In this unit, students explore how businesses recruit, organize, develop and lead their arguably most important resource—their people. In unit 2, students also learn what motivates individuals to perform well at work.

Finance
Irrespective of their size, scope and sector, all organizations need robust accounting systems, making finance a core business function. In unit 3, students examine finance and accounts through both quantitative and qualitative methods

Marketing
Marketing is an essential business function: it creates a bridge between an organization and its customers. In our everyday speech, the word *marketing* is often associated with advertisements and finding innovative ways of getting people to buy a product or service. However, unit 4 shows students that marketing is much more than that.

Operations Management
In this unit, students return to the fundamental rationale of business management: to make goods and services that meet consumers' needs and wants. Without efficient operations leading to products and experiences customers are satisfied with, success in the other business functions is unsustainable.

Assessment

External Assessment
Paper 1: 35% of the total grade based on a pre-published case study
Paper 2: 40% of the total grade based on small cases

Internal Assessment 25%
Individual research based on primary research for HL students and secondary research for SL students

Prior Learning/Pre-requisites

There are no particular background in terms of specific subjects for national or international qualifications is expected or required, and no prior knowledge of business management is necessary for students to undertake a course of study based on this specification.

To study Business at HL, students would normally have achieved a 6 or more in MYP in an I&S course. To study Business at SL, students would normally have achieved a 4 in MYP in an I&S course.

At the SL level students learn about all areas of the course, but do not cover as many strands under each topic as HL students. They are also required to complete a Written Commentary.

History

Nature of the Subject/Philosophy

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

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

Course Outline

History (SL)

The topics in SL class are:

- Conflict and Intervention (Rwanda & Kosovo) - Paper 1
- Causes and effects of 20th century wars - Paper 2
- Cold War: superpower tensions and rivalries - Paper 2

History (HL)

HL students study the HL topics on top of all the work required in the SL course.

The additional topics for HL students are:

- Versailles to Berlin: Diplomacy in Europe (1919-1945) - Paper 3
- The Soviet Union and post-Soviet Russia (1924-2000) - Paper 3
- Post-war central and eastern Europe (1945-2000) - Paper 3

Assessment

External

Assessment in History takes place in three papers and an Internal Assessment.

*Paper 1***:** 1 hour assessment of source analysis

Paper 2: 1,5 hour exam of two essay questions

Paper 3 (HL students only): 2,5 hour exam of three essay questions

Internal Assessment
2200 words essay in topic of own choice

Prior Learning/Pre-requisites

To study History SL, students should have achieved a 4 or more in the MYP Individuals and Societies class. To study History HL, students would have achieved a 6 or more in the MYP Individuals and Societies class. On top of this a recommendation from the Individuals and Societies teacher is needed.

In the HL course students study "Extension topics" that offer more depth and breadth of learning experiences to the course.

Group 4 – Sciences

Courses will only be offered if sufficient student interest exists .(6 or more students creates sufficient interest)

Physics

Nature of the Subject/Philosophy

Are you interested and want to understand the world you live in? How do airplanes stay up? Is time travel possible? What is the science behind music? What is anti-matter? How can we end energy crisis? How old is the universe? These and many more questions are discussed in our DP physics class.

"Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations."

Course Outline

Topic 1 – Measurements and uncertainties
Students study the following in this topic:

- Measurements in physics
- Vectors and scalars
- Uncertainties and errors

Topic 2 – Mechanics
Students study the following in this topic:

- Motion
- Forces

- Work
- Energy, and power
- Momentum and impulse

Topic 3 – Thermal physics
Students study the following in this topic:
- Thermal concepts
- Modelling a gas

Topic 4 – Waves
Students study the following in this topic:
- Oscillations
- Travelling waves
- Wave characteristics and behaviour
- Standing waves

Topic 5 – Electricity and magnetism
Students study the following in this topic:
- Electric fields
- Heating effect of electric currents
- Electric cells
- Magnetic effects of electric currents

Topic 6 – Circular motion and gravitation
Students study the following in this topic:
- Circular motion
- Newton's law of gravitation

Topic 7 – Atomic, nuclear and particle physics
Students study the following in this topic:
- · Discrete energy and radioactivity
- Nuclear reactions, the structure of matter

Topic 8 – Energy production
Students study the following in this topic:
- Energy sources
- Thermal energy transfer

(Additional Higher Level Topics)

Topic 9 – Wave phenomena
Students study the following in this topic:
- Simple harmonic motion
- Single-slit diffraction
- Interference
- Resolution

- Doppler effect

Topic 10 – Fields
Students study the following in this topic:
- Describing fields
- Fields at work

Topic 11 – Electromagnetic induction
Students study the following in this topic:
- Electromagnetic induction
- Power generation and transmission
- Capacitance

Topic 12 – Quantum and nuclear physics
Students study the following in this topic:
- The interaction of matter with radiation
- Nuclear physics

Options:

A. Relativity
B. Engineering physics
C. Imaging
D. Astrophysics

DP Physics students must study at least ONE of the above options.

Assessment

External (80% of final mark)
Paper 1: SL 45 minutes, 30 multiple-choice questions; 1 hour, 40 multiple-choice questions
Paper 2: short-answer and extended-response question, SL 1 hour 15 minutes; HL 2 hours 15 minutes
Paper 3: paper will have questions on core and SL or HL option material, SL 1 hour, HL 1 hour 15 minutes

Internal Assessment (20% of final mark)
The internal assessment requirements at SL and at HL are the same.

Prior Learning/Pre-requisites

Students will be able to study a group 4 science subject at SL successfully with no background in, or previous knowledge of, science. Their approach to learning, characterized by the IB learner profile attributes, will be significant here.

However, for most students considering the study of a group 4 subject at HL, while there is no intention to restrict access to group 4 subjects, some previous exposure to formal science

education would be necessary. Specific topic details are not specified but students who have undertaken the IB Middle Years Programme (MYP) or studied an equivalent national science qualification or a school-based science course would be well prepared for an HL subject.

Chemistry

Nature of the Subject/Philosophy

Chemistry is known as the central science, as it is the study of matter and energy, both of which, underpin the physical universe and the biological systems found in all living things. Diploma Chemistry combines the in-depth study of theoretical concepts as well as placing emphasis on the acquisition of laboratory skills through hands-on experimentation. Diploma Chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as excellent preparation for any career in the fields of science and engineering.

Course Outline

Topic 1 – Stoichiometric Relationships
In the first topic, students learn about the relationship between mass, the concept of the mole and Avogadro's number. Students learn how to calculate the various quantities of products formed as a result of chemical reactions

Topic 2 – Atomic Structure
In this topic, students gain insight into the structure of the atom at the subatomic level.

Topic 3 – Periodicity
The arrangement of elements in the periodic table helps to predict their electro configuration.The focus of this topic is in examining how the properties of elements correspond to their position in the periodic table.

Topic 4 – Chemical bonding and structure
The main concept of this topic is that atoms are held together by different types of bonds. The type of bond is dependent on the chemical properties of the atoms present in the bond.

Topic 5 – Energetics
In topic 5, students will learn about how energy can be absorbed or released in a chemical reaction, thus changing the internal energy (enthalpy) of a chemical.

Topic 6 – Kinetics
Students will learn about the various factors that affect the rates at which chemical reactions proceed.

Topic 7 – Equilibrium
Chemical reactions can proceed in both the forward and reverse directions. Students will enquire into how factors such as temperature, can influence a reaction to proceed in the forward or reverse direction.

Topic 8 – Acids and Base
Students will learn about the similarities and differences between acids and bases. The relationship between pH and dissociation constants will be examined.

Topic 9 – Redox Reaction
Almost all reactions involve the removal of electrons (oxidation) or acceptance of electrons (reduction). Students will investigate how the flow of electrons can be used as a source of power.

Topic 10 – Organic Chemistry
Organic chemistry is the chemistry of carbon. Students will learn about the different classifications of organic compounds and the roles they play in society.

Topic 11 – Data Processing & Uncertainties
Collecting and processing data is necessary in all aspects of science, including chemistry. Students will learn how to graph data as well calculating the uncertainties associated with different types of measurement.

Optional Topic
Students can choose one topic from a list of topics depending on their personal interests. Topics include ‘Materials’, ‘Biochemistry’, ‘Energy’ & ‘Medicinal Chemistry’.

Assessment

External Assessment
These take the form of three exams written at the end of the course. The three exams are worth 80% of each student’s final grade. Paper 1 (20%), paper 2 (36%) and paper 3 (24%).

Internal Assessment
The internal assessment constitutes the remaining 20% of each student’s grade and requires students to design, perform and analyse a scientific investigation.

Prior Learning/Pre-requisites

Students should have previous experience in either chemistry or integrated science. In order to study Chemistry at HL, students will have needed to have obtained a minimum grade of 6 in MYP5 science.

Biology

Nature of the Subject/Philosophy

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution 4 billion species could have been produced.

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Many areas of research in biology are extremely challenging and many discoveries remain to be made. Biology is still a young science and great progress is expected in the 21st century. This progress is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species, and is threatening the very planet we occupy.

The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study Biological Sciences as their major subject in higher education and those who do not.

(Diploma Biology Curriculum guide, 2014)

Course Outline

Core Topics

Topic 1 – Cell Biology
Students study the following in this topic:

- Introduction to cells
- Membrane Transport
- Ultrastructure of cells
- The origin of cells
- Membrane structure
- Cell division

Topic 2 – Molecular Biology
Students study the following in this topic:

- Molecules to metabolism
- Structure of DNA and RNA
- Water
- DNA replication, transcription and translation
- Carbohydrates and lipids
- Cell respiration
- Proteins
- Photosynthesis
- Enzymes

Topic 3 – Genetics
Students study the following in this topic:

- Genes
- Inheritance
- Chromosomes
- Genetic modification and biotechnology
- Meiosis

Topic 4 – Ecology
Students study the following in this topic:

- Species, communities and ecosystems
- Carbon cycling
- Energy flow
- Climate change

Topic 5 – Evolution and Biodiversity
Students study the following in this topic:

- Evidence for evolution
- Classification and biodiversity
- Natural selection
- Cladistics

Topic 6 – Human Physiology
Students study the following in this topic:

- Digestion and absorption
- The blood system
- Defence against infectious disease
- Gas exchange
- Neurones and synapses
- Hormones, homeostasis and reproductio

(Additional Higher Level Topics)

Topic 7 – Nucleic Acids
Students study the following in this topic:

- DNA structure and replication
- Transcription and gene expresssion
- Translation

Topic 8 – Cellular Metabolism
Students study the following in this topic:

- Metabolism
- Cell respiration
- Photosynthesis

Topic 9 – Plant Biology
Students study the following in this topic:

- Transport in the xylem of plants
- Transport in the phloem of plants
- Growth in plants
- Reproduction in plants

Topic 10 – Genetics and Evolution
Students study the following in this topic:

- Meiosis
- Inheritance
- Gene pool and speciation

Topic 11 – Animal Physiology
Students study the following in this topic:

- Antibody production and vaccination
- Movement
- The kidney and osmoregulation
- Sexual reproduction

Options:

- Neurobiology and behaviour
- Biotechnology and bioinformatics

- Ecology and conservation
- Human physiology

***DP Biology students must study at least ONE of the above options*.**

Assessment

External Assessment (80% of final mark)
Paper 1: Multiple Choice Questions only. HL paper = 40 Questions SL paper 30 Questions
Paper 2: Data analysis, factual recall and extended response questions
Paper 3: Section A- Questions based on the compulsory key skills (practicals)
Section B- Questions based on the option studied (Option A, B, C and D)

Internal Assessment (20% of final mark)
Individual Scientific Investigation

Prior Learning/ Pre-requisites

Students should have previous experience in either Biology or Integrated Science. In order to study Biology at HL, students will have needed to have obtained a minimum grade of 6 in MYP5 Science.

Group 5 – Mathematics

Courses will only be offered if sufficient student interest exists. (6 or more students creates sufficient interest)

Math Studies SL

Nature of the Subject

Mathematics Studies is the course for those who wish to study a non-numerate degree such as History, Geography or a language. The course content is approximately equivalent to an AS level and we would recommend a minimum of overall achievement level of no lower than a 4 on MYP 5 Standard Level Mathematics. Students would generally be expected to score about an extra point in Maths Studies compares to Maths Standard Level.

The course syllabus of Mathematics Studies focuses on important mathematical topics that are interrelated. The syllabus is organized to give emphasis on student understanding of fundamental concepts rather than on symbolic manipulation and complex manipulative skills. The course gives great emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems that can involve a wide range of contexts as well as the effective use of a graphic display calculator.

The students most likely to select this course are those whose main interests are not in the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting from first principles can be used. As a consequence,

students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered formulae. Students likely to need mathematics for the achievement of further qualifications should be advised to consider an alternative mathematics course.

Most of the lessons the teacher uses an inquiry-based approach, starting with practical investigations where possible, followed by analysis of results, leading to the understanding of a mathematical principle and its formulation into mathematical language. Often this process has been found to be the most successful in engaging the interest of students.

Students are expected to have access to a GDC at all times during the course. The minimum requirements are reviewed as technology advances, and updated information will be provided to schools.

Course Outline

The areas of studies are Numbers and Algebra; Descriptive Statistics; Logic, sets and probability; Statistical Applications; Geometry and Trigonometry; Mathematical Models; Introductions to Differential Calculus.

Assessment

External assessment (3 hours) – 80%
Paper 1 (1 hour 30 minutes), Graphic Display Calculator required (90 marks)
Section A – Compulsory short-response questions based on the whole syllabus
Section B – Compulsory extended-response questions based on the whole syllabus

Paper 2 (1 hour and 30 minutes), Graphic Display Calculator required (90. Marks)
Section A – Compulsory short-response questions based on the whole syllabus
Section B – Compulsory extended-response questions based on the whole syllabus.

Internal Assessment – 20%
Project – 20 marks
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course

Prior Learning/Pre-requisites

To study Mathematics Studies Standard Level, students would need to have achieved a 4 in MYP 5 Standard Level or a 3 on MYP 5 Extended Level.

Mathematics SL

Nature of the Subject

The course focuses on introducing important mathematical concepts through the development of mathematical techniques.The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigor required for

mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course does not have the depth found in the mathematics HL courses. Students wishing to study subjects with a high degree of mathematical content should therefore opt for a mathematics HL course rather than a mathematics SL course.

Course Outline

The areas of studies are Algebra; Functions and Equations; Circular Functions; Vectors; Statistics and Probability; Calculus and Exploration.

Assessment

External assessment (3 hours) – 80%
Paper 1 (1 hour 30 minutes), No calculator allowed (90 marks)
Section A – Compulsory short-response questions based on the whole syllabus
Section B – Compulsory extended-response questions based on the whole syllabus

Paper 2 (1 hour and 30 minutes), Graphic Display Calculator required (90. Marks)
Section A – Compulsory short-response questions based on the whole syllabus
Section B – Compulsory extended-response questions based on the whole syllabus.

Internal Assessment – 20%
Mathematical Exploration – 20 marks
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course

Prior Learning/ Pre-requisites

To study Mathematics Standard Level, student would have achieved a grade no lower than a 4 in MYP 5.

Mathematics HL

Nature of the Subject

Mathematics is required by both artists when considering perspective and scientists when performing research. Mathematics is a lot more than just dealing with the numbers - it’s also a language in which the universe speaks to us. It allows us to communicate the ideas that are difficult or impossible otherwise. The elegance and power of mathematics is that it never lies to you.The higher level mathematics offers an excellent level of knowledge and skills for further studies in, for example, physics, mathematics and technology. The students taking higher level mathematics will also be lucky enough to study optional calculus at more advanced level.

The IB DP higher level mathematics course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed exploration allows students to develop independence in mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills
they need for communicating mathematical ideas.

Course Outline

The areas of studies are Exponents and logarithms, Theory of Functions, graphing techniques, quadratic functions and equations; Sequence and series; Circular measure and trigonometric functions; Geometry of triangles and circles (Further Geometry); Vectors. Line and shapes in space; Complex numbers

There are four different Option Topics for Mathematics HL. The students will be formally registered with the IB to take the Paper 3 exam for the particular option topic chosen by the teacher. The four option topics are: Statistics & Probability; Sets, Relations & Groups; Calculus; Discrete Mathematics □

Assessment

External assessment (3 hours) – 80%
Paper 1 (1 hour 30 minutes), No calculator allowed (90 marks)
Section A – Compulsory short-response questions based on the whole syllabus
Section B – Compulsory extended-response questions based on the whole syllabus

Paper 2 (1 hour and 30 minutes), Graphic Display Calculator required (90. Marks)
Section A – Compulsory short-response questions based on the whole syllabus
Section B – Compulsory extended-response questions based on the whole syllabus.

Paper 3 (1 hour), Graphic display calculator required (60 marks)
Compulsory extended-response questions based mainly in
the syllabus option

Internal Assessment – 20%
Mathematical Exploration – 20 marks
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course

Prior Learning/ Pre-requisites

Mathematics HL is very demanding and the students embarking on this course are expected to have an extensive previous mathematical experience and have strong mathematical and reasoning skills. The students are expected to have scored a minimum of 6 in criteria A of MYP 5 Extended Level or a minimum of 7 in all criteria in MYP 5 Standard Level.

Group 6 – The Arts and electives

Visual Arts

Nature of the Subject/Philosophy

Visual languages, ways of looking and seeing, and lateral thinking are key concepts developed in this visually based course. As a society, we construct opinion and forms for expression. As citizens, the individual must therefore communicate clearly and accurately, have the knowledge and skill to adapt to specified style and develop skill to become independent analytical observers and critics.

This product based course challenges students to initiate and implement their own effective reasoning and argumentation, while sharpening manual, linguistic and visual communicative proficiency. We create art, but we build personal and cultural identity.

Course Outline

Part 1 – Process and Media
The course starts with short experiments in media and process including primary analysis forms, experimentation, diagram, record keeping, technical competence, and a foundation in drawing , painting, print, sculpture and photography.

Part 2 – Critical Thinking
The course discusses our ways of knowing in terms of visual analysis, critical perspectives. Students learn techniques for referencing arts historical contexts as well as contemporary contexts and explore the deeper experience of human relationship to art in a continuum of contemporary reference. Analysis, documentation, experimentation are all in focus as we develop Process Portfolio and Comparative Study technique.

Part 3 – Journey and Thread
Students prepare for their first exhibition with focus on developing skills in personal voice, curation, evaluate of own resources, communication of idea and intention, and audience.
The course includes working with cultural significance in relation to human artifact production, why we create, the identification of personal meaning. Frames of reference include analysis models, artist communication of intention: visual language and symbol, and the audience role in the creative process. We explore aspects of interactive work including temporal art, performance art, Photography, Film, storyboarding, graphics and animated form.

Part 4 – Focus

After completing their first exhibition DP 1 students focus their attention on the production of work for their exit exhibition, in one year's time. They focus on art production with the critical thinking basis they have developed. The work should compare and connect, explore personal techniques, styles, themes and influences. Students evaluate their position as artists, inventors, creators and work all three aspects of referencing, product development and process

Part 5 – The Editorial Process
Students return to the studio after summer production and focus immediately on the direction of own their own developed work, pinpointing the work to come. All work is by own initiative, and students develop abilities in presenting self-directed work, layout, artist justification and statement in the use of language and image. The minimum requirement for the exhibition and course is due in December, with the mock exams, with the result that students in HL will have 8 works completed with Process, and SL 4 works.

Part 6 - Cohesion
Students prepare their Exit Exhibition, which takes place over one week in March and is a highlight of our school year. The event is the focus for student presentation, curation, and documentation for the IB as well as own portfolios for those who intend to continue on in the arts at the next level. Student skill in audience communication, technical skill, presentation, as well as written and visual language come together under the term cohesion, which is the culmination of student portfolio

Assessment

External Assessment

Process Portfolio 40%: This documents the student's personal process and progress over two years of work. HL deliver 20-25 screens; SL 9-18 screens
Comparative Study 20%: This is a comparison of three artworks chosen by the student to relate to personal practice, but is the critical-analytical focus of the course. HL deliver 13-20 screens; SL 10-15 screens

Internal Assessment
Exhibition 40%: This is a cohesive exhibition in the March of year 2 and is the culmination of the student's own product and process. HL students submit 8–11 artworks. SL 4-7 artworks

Prior Learning/Prerequisites

To study Visual Arts, no prior official learning of the arts is specified. However, it is recommended that you have experience a form of the arts or design in an official setting.
The course will require the following aspects of study:

- Foundation and experimentation: Students are expected to give a trial to a range of media, revisiting former skills, as well as extending to new skills.
- Personal media specialization: Students are able to focus on an area of proficiency, so that they can become more advanced in their media of choice
- Personal media extension: Students are required to take an extension in one or two media which is new to them, and which extends their research

- Journal, research and process development: Students are required to maintain a very active journal, which includes research and development of ideas
- Style/Historical referencing: Students are required to become acquainted with relevant artists and periods, referencing them for development of their own work
- Off campus research and process development: Students are required to visit gallery and museum exhibition, and relate the work to their own development

Core Requirements

The IB DP Core concepts are requirements. All students must complete all three Core requirements adequately in order to be eligible to earn their IB Diploma. More information on these core requirements will be presented to students as they begin the DP, however, it is important to have a general understanding of each of them here.

Theory of Knowledge

Nature of the subject

Theory of knowledge (TOK) is a core subject in the IB Diploma program (DP), which is about building up critical thinking skills. Students in this course study the nature of knowledge and how they come to know and learn in their respective subjects. Therefore, critical scrutiny is an essential characteristic of IB DP students, who need to investigate the reliability of their own knowledge by investigating possible biases in their ways of knowing. Through the critical approach students learn and understand that knowledge changes through experience, reflection, development and research. Therefore, students are aware that knowledge is dynamic and the areas where they know things through can change depending on the culture and context is developed in. Hence, the TOK course is supporting students in transferring critical thinking skills in to their study of their subjects in IB DP

Course Outline

Introduction to TOK

The essential understandings are to familiarize with the key concepts in the TOK course. Some of these concepts are knowledge question, real life situation, ways of knowing, areas of knowledge (subjects studied in the DP), personal and shared knowledge, the knower and many more, which are covered during the introduction unit. During this unit students will also be introduced to the knowledge framework, which is an important aspect of the TOK course to understand in order to make sense of the areas of knowledge and how to go about knowledge questions and claims within an areas of knowledge. Furthermore, students will also have an idea on how these concepts are interrelated and how they work together in the context of the assessment. During this unit students will be writing small written tasks in class in order to familiarize themselves with the main TOK concepts learned.

Areas of knowledge, ways of knowing and the TOK presentation

The purpose of this unit is to make an in-depth inquiry into the areas of knowledge and understand the nature of the knowledge framework for each area. In collaboration with students we have decided to study the following areas of knowledge during our TOK course: Natural sciences, Human sciences, Arts, Ethics, Religious knowledge systems and Indigenous knowledge systems. During the study of the areas of knowledge students will

learn to decode TOK knowledge frameworks and ways of knowing by exploring and analyzing the links and connections between the areas of knowledge and ways of knowing. Furthermore, the students will also be able to make links and connections between the different areas of knowledge studied in the course.

This is our longest unit; therefore, they will be small assessment task both written and oral in order to ensure that students understand to apply the TOK concepts to the real world. During this unit students will be preparing to one of the formal assessments in the TOK, which is the TOK presentation. Therefore, special emphasis will be on individual and group presentations that will lead towards the TOK presentation in May.

Short TOK Essay unit
This is a short but essential unit that will lead them towards working on their formal TOK essays when the IB announces the TOK prescribed titles in September 2018.

Review of the TOK course and writing the TOK Essay
During this unit we will review and go through the main ideas in the TOK subject in order to recapitulate what we have gone through and make sure that everybody has an understanding of the core requirements while working on the TOK essay. Hence, we will be looking at the essence of the TOK course, which are knowledge questions, knowledge claims, shared and personal knowledge, knowledge framework, areas of knowledge, ways of knowing and other core concepts.

Assessments in the TOK course
The TOK Essay
The TOK presentation

Prior Learning/Pre- requisites
An open-mind. If not, we will together work on collaboratively becoming more open-minded through critical scrutiny.

Extended Essay (EE)

The Extended Essay gives students the chance to explore in further detail an aspect of knowledge that stems from a DP class.

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

- Pursue independent research on a focused topic
- Develop research and communication skills
- Develop the skills of creative and critical thinking
- Engage in a systematic process of research appropriate to the subject
- Experience the excitement of intellectual discovery. (EE Guide, pg. 6)

The extended essay offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4000-word piece of independent research. The area of research undertaken is chosen from one of the student's six Diploma Programme subjects, and acquaints then with the independent research and writing skills expected at university. 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. It is intended to promote high-level research and writing skills, intellectual discovery and creativity.

An authentic learning experience, it provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor. Despite the independent nature of this core task, the student will be expected to adhere to a series of school deadlines to ensure that this task can be completed in a timely manner (EE Guide, pg. 2, 8).

This section of the core is expected to take students approximately 40 hours of work, over two years, to complete.

Creativity, Activity, Service (CAS)

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

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

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students should expect that CAS activities at ØIS ISH will take approximately 150 hours or more of their time, over two years of the DP programme.

The CAS programme aims to develop students who:

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

(CAS Pre-publication Guide, pg. 10)

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme.

Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences lead to a CAS learning outcome. Students provide the school with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme. The CAS coordinator must reach agreement with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections.

There are seven learning outcomes in CAS:

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