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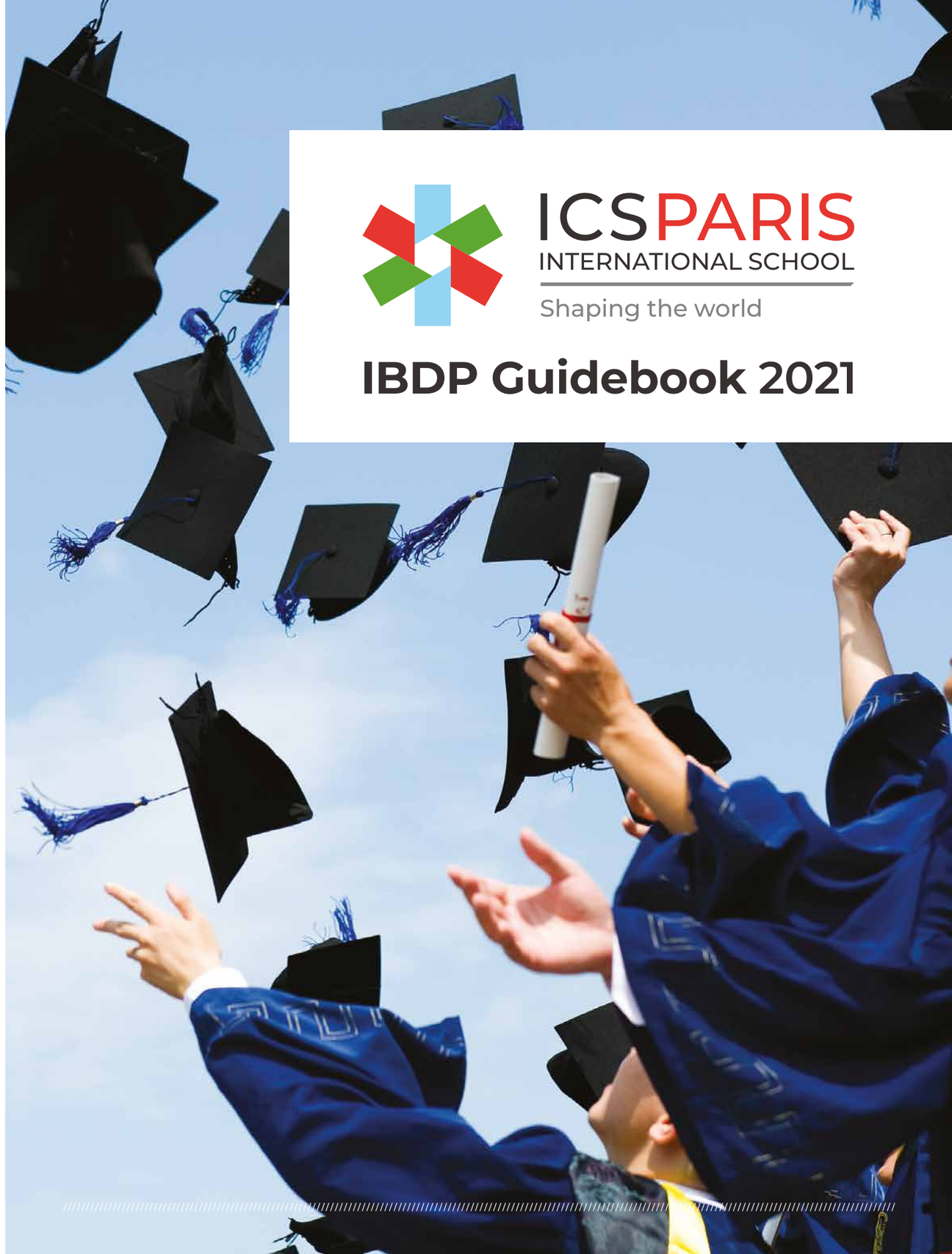
ICSPARIS
INTERNATIONAL SCHOOL
Shaping the world



IBDP Guidebook 2021

The International Baccalaureate (IB) at ICS Paris

At ICS Paris we are an inclusive and intercultural educational community driven by a call for excellence.

Committed to developing global citizens and successful lifelong learners, we empower our students to shape a brighter future by preparing them for tomorrow's challenges today.

The ICS teaching teams are leaders in delivering the IB DP, a comprehensive education programme taught in more than 150 countries across the globe. ICS Paris students are taught to thrive in a world that is rapidly changing, and they excel in their IB studies, giving each student the opportunity to access their first-choice university.

It is important to note that it is not necessary for students wishing to study for the IB Diploma to have been previously enrolled in the Primary Years Programme or Middle Years Programme. Indeed, we welcome students from a variety of school systems and curricula, and because of our truly international nature, our experienced teachers are experts at integrating students into the ICS Paris community.

The Diploma Programme

IB DIPLOMA PROGRAMME (DP): AGES 16 TO 18 YEARS OLD

This two-year programme is a rigorously assessed programme respected by leading universities worldwide that promotes a combination of inquiry-based, project-lead and collaborative learning. Composed of six subject groups and the DP core — composed of the Theory of Knowledge (TOK) course, the Creativity, Activity, Service (CAS) programme, and the Extended Essay (EE) — the DP curriculum ensures that students receive a holistic education, maximising both their academic abilities and personal qualities.

The DP prepares students for life at university and beyond. It encourages them to:

- Ask challenging questions
- Learn how to learn
- Develop a strong sense of their own identity and culture whilst being appreciative of the culture of others
- Develop the ability to communicate with and understand people from other countries

Over the two-year programme, DP students have the opportunity to reflect on the nature of knowledge, complete independent research and partake in community-based projects whilst further developing their understanding in their individual subject areas of choice.

DP STUDENT SUCCESS AT ICS PARIS

At ICS Paris, we consistently have students scoring above 40 points out of a possible 45 for the DP, scores achieved by less than 10% of students worldwide. Many of our teachers are also IB examiners, as such they possess an intimate knowledge of the IB expectations and criteria of assessment to better prepare their students to successfully pass the exams.

> **"At ICS Paris, we consistently have students scoring above 40 points out of a possible 45 for the DP, scores achieved by less than 10% of students worldwide."**

Below is a sample of the colleges and universities where our Grade 12 students have been accepted over the last few years.

- 35% went to study in North America
- 35% went to study in Europe
- 20% went to study in Asia
- 10% went to study in other parts of the world

ICS Paris graduates attend universities around the world, the key destinations commonly being the USA, Canada, UK, the Netherlands and France. University destinations have recently included: Yale, McGill, UCL, Erasmus University Rotterdam and École Polytechnique.

ICS Paris DP Section

In Grade 11, depending on academic eligibility and post-secondary aspirations, ICS Paris students enter the IB Diploma programme in English on a Full Diploma track or the DP Subject Certificates track.

FULL DIPLOMA TRACK
Full Diploma track candidates study and undertake the final exam in six subjects, three at Higher Level (HL) and three at Standard Level (SL) plus successfully complete the additional three core IB requirements (TOK, EE & CAS).

To be awarded the Full IB Diploma the student ***must*** study over a two-year period:

- A Group 1 Language A choice
- A Group 2 Language B choice
- A Group 3 Social Science choice (or 2)
- A Group 4 Science choice (or 2)
- A Group 5 Mathematics choice
- A Group 6 Arts choice (unless Group 3 or 4 are doubled)

In addition, 3 'Core' requirements are taken:

- Extended Essay (EE)
- Theory of Knowledge (TOK)
- Creativity, Activity, Service (CAS)

SUBJECT CERTIFICATES TRACK
Certificate track candidates study six subjects from foundation, standard and higher levels, plus complete an Individual Research Project. The students are then free to choose which subjects they are submitting for an IB Certificate and they will also receive a school leaving certificate from ICS Paris in conjunction with any IB Certificates awarded.

This track does not lead to the Full IB Diploma and is suggested for students who do not require a full IB diploma for their post-secondary education, though they will still receive an IB education with all of its intrinsic values.

See full list of subjects available for selection below.

CORE COMPONENTS

1. Extended Essay (EE)

This is a 4,000-word essay that students complete during the two year programme. At ICS Paris most of the Extended Essay preparation and writing is done in year one.

2. Theory of Knowledge (TOK)

The TOK course is an interdisciplinary course and encourages students to explore the nature of knowledge and to appreciate different cultural perspectives.

The TOK is assessed by:

- Essay on a Prescribed Title: The maximum length for the essay is 1,600 words. All essays are externally assessed by the IB.
- TOK Exhibition: An internally assessed exercise, the exhibition focuses on exploring how TOK manifests in the world around us.

3. Creativity, Activity and Service (CAS)

The CAS element of the DP is in place to enable students to become involved or to further develop their involvement in artistic pursuits, sports and community service. At ICS students can take part in a variety of activities such as Student council, UNICEF, Amnesty International, Restos du Coeur, Paris Serve the City, Film, Origami, Craft, Art, Sign language and other Cultural events.

> **"Full Diploma track candidates study and undertake the final exam in six subjects, three at Higher Level (HL) and three at Standard Level (SL) plus successfully complete the additional three core IB requirements (TOK, EE & CAS)."**

Award Requirements

Each of the six subjects the student studies are awarded from one to seven points and to gain the IB Diploma a student has to achieve 24 points (an average of four per subject), with a minimum of 12 points in the HL subjects and 9 points in the SL subjects.

There is a total of three additional points available for the Extended Essay and the Theory of Knowledge course together.

To ensure integrity and recognition, the award of the IB Diploma or Diploma Programme Course Results is the sole right of the IB Organisation and not of ICS Paris.

Assessment at ICS Paris

At ICS Paris we implement a criteria based assessment system to ensure that the learning of our students is closely monitored throughout their two year journey.

Our assessment system takes into consideration both the necessary skill development that the students need to acquire to achieve successful results in their project based assignments and preparation for successful exam performance. The following is our assessment and report calendar for the two year programme.

ICS Paris IB DP General Assessments & Reporting Calendar

Assessment Period	Assessment Title	Assessment Goal	Reporting Period
Late Sept Year 1 (Grd11)	Basic Requirements Assessment	In Class assessment of basic required skills and knowledge to confirm placement in IB courses	Early Nov of Year 1 1st Mid-Term Report
Early Dec Year 1 (Grd11)	Units Based Summative Assessment	In Class assessment of course content covered from Sept to Nov of Year 1	Late Jan of Year 1 1st Semester Report
Early Jan Year 1 (Grd11)	1st Semester Examination	Exam Conditions Testing of course content covered from Sept to Dec of Year 1	Late Jan of Year 1 1st Semester Report
Late Mar of Year 1 (Grd11)	Units Based Summative Assessment	In Class assessment of course content covered from Jan to Mar of Year 1	Late Mar / Early Apr of Year 1 2nd Mid-Term Report
Late Jun of Year 1 (Grd11)	2nd Semester Examination	Assessment of Course content covered in Year 1 under IB Examination Conditions	Late Jun / Early Jul of Year 1 2nd Semester Report
Late Sept of Year 2 (Grd12)	Year 1 Recap Assessment	In Class assessment of course content covered in Year 1	Early Oct of Year 2 1st Mid-Term Report
Early Dec Year 2 (Grd12)	Unit Based Summative Assessment	In Class assessment of course content covered from Sept to Nov of Year 2	Late Jan of Year 2 1st Semester Report
Early Jan of Year 2 (Grd12)	1st Semester Examination	Exam Conditions Testing of course content covered from Sept to Dec of Year 2	Late Jan of Year 2 1st Semester Report
Feb of Year 2 (Grd12)	IB EXAM MOCKS	MOCK exam under IB Examination Conditions	Late Mar / Early Apr of Year 2 Final Report
Late Mar of Year 2 (Grd12)	2nd Semester Examination	Final Exam	Late Mar / Early Apr of Year 2 Final Report
May of Year 2 (Grd12)	Official IB Examinations	Official IB Examinations according to the IB world schedule	IB Results are issued in July of Year 2.

Subject Group 1 – Language A

SUBJECT OPTIONS

- English Language and Literature
- French Language and Literature
- Japanese Language and Literature
- Korean Language and Literature
- Mother Tongue Self-Taught Literature

In some cases, where ICS Paris students are fluent in more than one language, it is possible for them to study two languages in Group 1, and then they are awarded a 'Bilingual IB Diploma'.

COURSE OVERVIEW

The IBDP language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language.

Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

COURSE AIMS

The aims of studies in language and literature courses are to enable students to:

- Engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of the relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in and enjoyment of language and literature

MOTHER TONGUE LANGUAGE A LITERATURE SELF TAUGHT SL

In keeping with our international approach we encourage students wherever possible to conduct studies in literature using their mother tongue even when the language is not available as one of the subject options.

IB gives us the opportunity to collaborate with outside tutors so that students may follow a self-taught literature program in their mother tongue language at standard level.

In the past we had successful candidates in Russian, Italian, Turkish, Chinese, Polish, Spanish, and Urdu. We are able to facilitate any literature self-taught program as long as the family finds a tutor of the language familiar with the IB programme at their own expense.

The above information is from the IB Organisation and further details can be seen at www.ibo.org/programmes/diploma-programme/curriculum/

Subject Group 2 – Language B

SUBJECT OPTIONS
- English Language Acquisition
- French Language Acquisition
- French Ab Initio
- Japanese Language Acquisition
- Korean Language Acquisition

COURSE OVERVIEW
Language acquisition consists of two modern language courses—language ab initio and language B—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 B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate.

Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

The following language acquisition aims are common to both language ab initio and language B:
- Develop international mindedness through the study of languages, cultures, and ideas and issues of global significance
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar
- Develop students' awareness of the importance of language in relation to other areas of knowledge
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Foster curiosity, creativity and a lifelong enjoyment of language learning ❄

Note for Group 1 and 2

English is obligatory as either a Group 1 or 2 subject for all students. Not more than 2 IB languages may be chosen. If French is not chosen as a Group 1 or 2 subject the French Foundation class is chosen as a 7th subject at no extra cost. The French Ab Initio course is only available for students with no previous academic experience in French. Please see our Language Selection Policy for more details.

The above information is from the IB Organisation and further details can be seen at www.ibo.org/programmes/diploma-programme/curriculum/

Subject Group 3 – Individuals and Societies

SUBJECT OPTIONS
- Economics
- History
- Business Management

COURSE OVERVIEW - ECONOMICS
Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made.

The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy).

The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes.

By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

The aims of the DP economics course are to enable students to:
- Develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- Apply economic theories, models, ideas and tools, and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- Develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

COURSE OVERVIEW - HISTORY
The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

Teachers explicitly teach thinking and re-search skills such as comprehension, text analysis, transfer, and use of primary sources. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

The aims of the DP history course are to enable students to:
- Develop an understanding of, and continuing interest in, the past
- Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- Promote international mindedness through the study of history from more than one region of the world
- Develop an understanding of history as a discipline and to

develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- Develop key historical skills, including engaging effectively with sources
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past

COURSE OVERVIEW - BUSINESS MANAGEMENT

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, nation-al and international levels.

The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management.

Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment.

The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real-world examples and case studies.

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

The aims of the business management course at HL and SL are to:
- Encourage a holistic view of the world of business
- Empower students to think critically and strategically about individual and organisational behaviour
- Promote the importance of exploring business issues from different cultural perspectives
- Enable the student to appreciate the nature and significance of change in a local, regional and global context
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organisations
- Develop an understanding of the importance of innovation in a business environment

Note

Economics may not be taken with Group 6 Visual Arts due to scheduling reasons. Group 3 may be doubled instead of a Group 6 subject using the following combinations:
- Economics plus History
- Economics plus Business Management

The above information is from the IB Organisation and further details can be seen at www.ibo.org/programmes/diploma-programme/curriculum/

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Subject Group 4 – Sciences

SUBJECT OPTIONS
- Biology
- Chemistry
- Physics
- Environmental Systems and Societies

COURSE OVERVIEW - BIOLOGY

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

COURSE OVERVIEW - CHEMISTRY

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

COURSE OVERVIEW - PHYSICS

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.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. By studying physics students should become aware of how scientists work and communicate with each other.

While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

AIMS - CHEMISTRY, PHYSICS AND BIOLOGY

Through the overarching theme of the nature of science, the aims of the DP chemistry, physics and biology courses are to enable students to:

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

COURSE OVERVIEW - ENVIRONMENTAL SYSTEMS AND SOCIETIES

Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfil either the individuals and societies or the sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subject groups simultaneously while studying one course.
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, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the DP course requires a broad skill set from students, 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. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

The aims of the DP environmental systems and societies course are to enable students to

- Acquire the knowledge and understandings of environmental systems and issues at a variety of scales
- Apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- Appreciate the dynamic interconnectedness between environmental systems and societies
- Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- Be critically aware that resources are finite, that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- Develop awareness of the diversity of environmental value systems
- Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- Engage with the controversies that surround a variety of environmental issues
- Create innovative solutions to environmental issues by engaging actively in local and global contexts

Note

Group 4 may be doubled instead of Group 6 subject using the following combinations: Biology plus Chemistry; Physics plus Chemistry

The above information is from the IB Organisation and further details can be seen at www.ibo.org/programmes/diploma-programme/curriculum/

Subject Group 5 – Mathematics

SUBJECT OPTIONS

- Mathematics Analysis and Approaches
- Mathematics Applications and Interpretations

COURSE OVERVIEW - MATHEMATICS ANALYSIS AND APPROACHES

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts.

Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

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

COURSE OVERVIEW - MATHEMATICS APPLICATIONS AND INTERPRETATIONS

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

Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics.

All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

COURSE AIMS

The aims of all DP mathematics courses are to enable students to:

- Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- Develop an understanding of the concepts, principles and nature of mathematics
- Communicate mathematics

clearly, concisely and confidently in a variety of contexts
- Develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- Employ and refine their powers of abstraction and generalization
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- Appreciate how developments in technology and mathematics influence each other
- Appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- Appreciate the universality of mathematics and its multicultural, inter-national and historical perspectives
- Appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
- Develop the ability to reflect critically upon their own work and the work of others
- Independently and collaboratively extend their understanding of mathematics.

CHOOSING THE CORRECT MATHS COURSE

Maths Analysis and Approaches (AA) HL or SL is required for all those students intending to continue studies in engineering, computing or other mathematics oriented fields. Maths AA HL is the most demanding mathematics course available and only students with a strong track record of high achievement in mathematics should apply for this course.

Maths Applications and Interpretations (AI) HL is accepted by most post-secondary institutions and is consider viable for most students intending to continue studies in business or finance. Math Applications and Interpretation (AI) SL is the least demanding of the DP Maths courses and should be chosen by students who do not intend to continue mathematics centred studies at a post-secondary level.

Subject Group 6 - The Arts

SUBJECT OPTIONS
- Visual Arts

COURSE OVERVIEW - VISUAL ARTS

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

The aims of the arts subjects are to enable students to:
1. Enjoy lifelong engagement with the arts
2. Become informed, reflective and critical practitioners in the arts
3. Understand the dynamic and changing nature of the arts
4. Explore and value the diversity of the arts across time, place and cultures
5. Express ideas with confidence and competence
6. Develop perceptual and analytical skills.

In addition, the aims of the visual arts course at SL and HL are to enable students to:
7. Make artwork that is influenced by personal and cultural contexts
8. Become informed and critical observers and makers of visual culture and media
9. Develop skills, techniques and processes in order to communicate concepts and ideas.

The above information is from the IB Organisation and further details can be seen at www.ibo.org/programmes/diploma-programme/curriculum/

ICS Paris Foundation Subjects

SUBJECT OPTIONS
- French Foundation
- Mathematics Foundation
- English Foundation
- Performance Studies Foundation

COURSES OVERVIEW

The ICS Paris Foundation Subjects are a selection of in-house curated subjects that mean to supplement the selection of IB Subjects either as extra support classes to help students revise basic foundation content or as choice subjects for Certificate students who choose to have a mix of IB Certificate courses and Foundation Courses.

All foundation classes have 2 sessions per week and follow in-house syllabi & assessments and may be chosen as-
- Main classes to complete the selection of 6 subjects for Certificate track students.
- Support or extracurricular classes for Full Diploma track students (at extra cost).
- French Foundation may also be chosen as the obligatory French class at no extra cost when not selected as a Group 1 or Group 2 subject.

GENERAL NOTES ABOUT THE IBDP SUBJECT SELECTION AT ICS PARIS
- All subjects are offered at both HL & SL levels except for
  – English B (only HL)
  – Mother Tongue Self Taught Literature (only SL)
  – French Ab Initio (only SL)
  – Environmental Systems and Societies (only SL)
- Online Courses on the PAMOJA IB coursework platform are available at an extra cost for subjects not currently offered by ICS Paris such as Psychology in Grp 3 and Film in Grp 6.
- For Language B selection please make sure to read the Language Selection Policy.

N.B.

All subject offers are provisional and a class needs to meet the minimum requirement of 5 registered students to be made available. Please also note that changes in subjects offered for each academic year is at the school's discretion and may be changed at any point prior to the start of the academic year.