Diploma Handbook

inter-community school zurich
EST. 1960

The Inter-Community School is committed to providing a supportive and enabling learning environment in which all members of the community are challenged to achieve their individual potential, encouraged to pursue their passions, and expected to fulfil their responsibilities.

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Preface

This handbook is intended to help parents and students learn more about the Diploma Programme. It gives insight into the requirements of the programme and to the core of the programme. In addition, it offers a guide to the different subjects available in each group and to the specifics of the subjects at different levels.

The information in this booklet relies on the information provided by the International Baccalaureate and specifically on the Diploma Programme – Curriculum available at http://www.ibo.org/programmes/diploma-programme/curriculum/, Diploma Programme subject briefs http://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/#briefs Diploma Programme assessment - Principles and Practice, https://resources.ibo.org/dp/topic/General-resources/resource/1116230183/data/d_x_dpyyy_ass_0904_1_e.pdf and Diploma Programme: From principles into practice https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_0_dpyyy_mon_1504_1_e&part=1&chapter=1.

It aims to provide students and parents with the information to choose the subjects students require to achieve their goals.

Contents

Introduction

Since 1960, the Inter-Community School Zurich (ICS) has been providing a high quality, rigorous academic and co-curricular programme for the international and local community of Zurich. ICS is an Early Years to Grade 12 school that offers the Primary Years, Middle Years and Diploma Programmes to over 850 students from over 55 nationalities.

ICS Educational Philosophy

The educational programme at ICS is based on our educational philosophy:

ICS aspires to enable all students to mature holistically into flexible and creative thinkers who have the confidence to make a difference. The school promotes a warm, inclusive and caring culture. ICS provides a challenging and engaging approach to learning that is collaborative and experiential and builds strong partnerships between students, their families and the school. The school aspires to be at the leading edge of educational practices.

The core values of the school are to provide a rigorous and relevant international education where students achieve their potential, pursue their passion and fulfil their responsibility. We believe strongly in an individualised student centred approach to teaching and learning and share a passionate belief that everyone can learn; and everyone can learn how to learn. To achieve this we maintain a low student-teacher ratio that helps to ensure a personalised pathway to a rich and rigorous programme.

ICS Pedagogical Identity

The following features all define our pedagogical identity and demonstrate not just the quality of our programme but also where we are pushing boundaries to create an extraordinary educational experience for all our students.

A key feature of the school's pedagogical identity is the unique culture of ICS – a culture of learning and high expectations underpinned by our culture of care and community engagement.

The second feature is who we are as a school. ICS is an inclusive, international school with students from many different backgrounds, educational experiences and learning profiles. We offer an education that reflects our rich diversity where students have a "voice" and opportunities to co-lead to ensure an inspirational learning experience.

Another feature is the influence of technology and scientific progress on the world. We offer an education that is relevant to students' future lives and allows them opportunities to develop the skills, tools and character virtues necessary for them to adapt and thrive.

ICS and the IB

The mission statements of ICS and IB are in close harmony with each other.

ICS Mission Statement

The Inter-Community School is committed to providing a supportive and enabling learning environment in which all members of the community are challenged to achieve their individual potential, encouraged to pursue their passions and expected to fulfil their responsibilities.

IBO Mission Statement

The IBO aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organisations 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.

At ICS, the IB programmes help to create a safe and supportive environment in which students are able to maximise their academic potential. In both the Primary Years Programme (PYP) and Middle Years Programme (MYP), every student is an IB student and engages in a process of guided inquiry and conceptual understanding that is a feature of these frameworks. As students complete the MYP in Grade 10, they identify the most rigorous and relevant pathway that aligns with their personal goals and choose subjects from the IB Diploma Programme that will help them obtain these goals. In addition, from Grades 9 to 12, students concurrently achieve the credits needed to satisfy the ICS High School Diploma requirements.

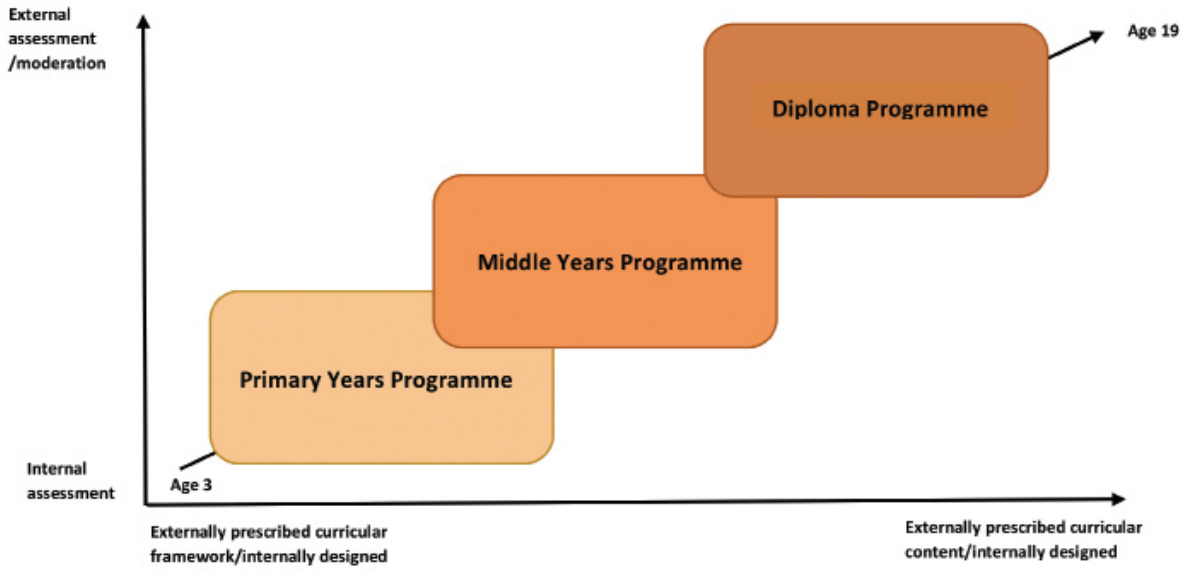

Figure 1 The Three Programmes: An Academic and Development Continuum

The IB offers three programmes that complement and develop students from Primary through Secondary. At the end of the continuum, students are ready to take their place in the world outside of school.

The IB Learner Profile

The IB learner profile is developed throughout the three programmes and describes a broad range of aptitudes and responsibilities that are not always related to academic success. The development of these qualities is instrumental in readying students with the skills they require for engagement within a complex global society.

The learner profile aims to develop students who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Figure 2
Diagram showing the components of the Diploma Programme

Diploma Programmes
IB & ICS

In 1968, the International Baccalaureate Organization established the Diploma Programme (DP) in response to the needs of internationally mobile families. They developed a diploma of Secondary education that is recognized by universities and colleges throughout the world. It is now the programme of choice for more than 150'000 students in over 140 countries around the world (IBDP Stats Bulletin 2017).

ICS has been offering the DP since 1994, with our first students graduating in May 1996. The DP offers a rigorous academic and holistic education to students in the final two years of school that will serve them well whether they decide to undertake tertiary education or to enter the workforce. The full DP is well suited to students who are academically oriented and highly motivated. Individual Diploma Courses are available for students who find the full Diploma over-challenging.

In addition to preparing the students for the IB Diploma courses, ICS offers its own High School Diploma. Students gain credits towards their ICS High School Diploma throughout Grades 9-12. Many of our students have gained access to some of the most prestigious universities around the world including some ranked in the top ten by Times Higher Education (e.g. University of California Berkeley; Stanford University; Oxford University; Cambridge University; Imperial College London; ETH Zurich)

The holistic nature of the full IB Diploma programme requires the students to study six academic subjects around a core. The core areas include knowledge building; creativity, activity, service; and a research essay. (See Figure 2 on page 6)

Most Diploma subjects are offered at Higher and Standard levels (HL and SL). An HL subject will be studied for 240 hours over a two year period and an SL subject for 150 hours. Generally, the SL course is embedded within the HL course and the additional time allotted to the HL allows for greater depth and more topics to be covered.

A student studying for the full Diploma will take three HL subjects and three SL subjects as well as Theory of Knowledge (TOK); Creativity, Activity and Service (CAS); and write an Extended Essay (EE). If a student decides to study Diploma courses, then four or five SL subjects can be chosen along with one or two HL subjects.

SUBJECTS TAUGHT AT ICS		
Group 1	Language A	English, German and School Supported Self-Taught Languages*
Group 2	Language B	English, French, German and Spanish
Group 3	Individuals & Societies	Economics, Business Management, Geography, History, Psychology and Environmental Systems and Societies
Group 4	Experimental Sciences	Biology, Chemistry, Design Technology, Physics and Environmental Systems and Societies
Group 5	Mathematics	Mathematics Analysis and Approaches, Mathematics Applications and Interpretations
Group 6	The Arts	Music, Theatre and Visual Arts

*Figure 3. Subject groups and subjects normally available at ICS. *Private tutor engaged by family and curriculum support offered by ICS.*

SUBJECTS OFFERED ONLINE AT ICS		
Group 2	Language Ab Initio	French, Spanish and Mandarin
Group 3	Individuals & Societies	Philosophy and ITGS
Group 6	The Arts	Film

Figure 4. Subject groups and subjects normally available online via Pamoja Education

Assessment and Grading

The IB defines assessment as "a term used to cover all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period and sometimes marked by the student's teacher." Assessments can be summative (telling the student their level of achievement at that point in time) or formative (identifying the learning needs of the student). However, summative and formative assessments are not mutually exclusive and both form part of the student's learning process.

Depending on the subject, assessments take different forms that include tests, examinations, extended practical work, projects, portfolios and oral work. Some of these assessments are carried out over extended time periods, whereas others are more short-term. Formal examinations are carried out for most subjects at the end of the two year period. The grading of formal assessments (those used towards a student's final diploma score) can be done either internally (by the teacher) or externally (by IB examiners). If a student's work is assessed internally then the teacher's grading is subject to moderation. The IB will require specific samples to be sent to them and a moderator will determine if the teacher's marks are in line with those determined by the IB.

IB grading follows a scale from 7 (maximum) – 1 (minimum) or A – E (TOK and EE only) and is criterion referenced. All the criteria for each assessment component in all subjects is published and these are discussed with the students prior to each assessment. If a student scores a 7 for all 6 subjects and gains 3 bonus points for TOK and the EE then they will achieve the maximum Diploma score of 45.

Assessment outlines for each subject can be seen in the specific subject sections.

Grade Descriptors	
7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.

Figure 5 Explanation of the numerical grades

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

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

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

Figure 6: Matrix showing how bonus points are allocated

IB Diploma Programme: Simplifying the diploma requirements and failing conditions
https://resources.ibo.org/dp/topic/General-resources/resource/11162-occ-file-d_0_dpyyy_mon_1402_1_e/?c=74333c50&pdf=d_0_dpyyy_mon_1402_1_e.pdf

General regulations: Diploma Programme
http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-en.pdf

ICS Diploma

In addition to preparing students for the IB Diploma, ICS awards its own diploma to all students fulfilling the school's graduation requirements. Most American high schools, and many international schools, issue diplomas of this kind. They are particularly important for students planning to attend college or university in the United States.

To obtain the ICS Diploma, students must do the following:

- successfully complete a high school course of study by earning all required credits (see below); and,
- attend ICS for at least the entire Grade 12 year.
- In Grades 9 and 10, one credit is earned at the end of each year for all courses meeting at least three times per week. This includes all subject courses:
- Language and Literature (English, German)
- Language Acquisition (German, French, Spanish)
- Mathematics
- Science
- Individuals and Societies
- Design
- The Arts; and,
- Physical and Health Education.

In Grades 11 and 12, one credit is earned for each of the six IB courses. At this level, CAS (Creativity, Action and Service), Physical and Health Education, and Theory of Knowledge (for full IB Diploma students) are compulsory, and each earns one credit for the two-year period.

A minimum of 20 credits is required to earn the ICS Diploma and 10 of these must have been earned in Grades 11 and 12. Students must earn the following:

- four credits each in English, Mathematics and a second language;
- four credits each in two of the following, Science, Individuals and Societies (History, Geography, Economics) or option courses; and,
- one credit each in CAS and Physical Education.

It is expected that students will engage in at least 90% or 65 hours of Physical Education over the course of Grades 11 and 12 to meet the requirements for an ICS Diploma.

Students transferring from other schools will be awarded credits after their previous school record has been evaluated.

A student who achieves the IB Diploma will automatically meet the academic requirements for the ICS Diploma.

Approaches to Teaching & Learning

Pedagogical Principles

The skills and discipline required for success in the IB Diploma are developed through both the academic subjects and core areas. Independent learning and critical analysis are key to a successful outcome. The programme challenges students intellectually and draws on their natural curiosity about the world to develop the many aptitudes that 21st century citizens will require to take their place in a progressive global society.

The Diploma is built on a set of pedagogical principles where the teaching methods are:

- based on inquiry – taps into students' innate curiosity
- focused on conceptual understanding – stimulates transfer of facts and concepts for use in new contexts
- developed in local and global contexts – cultivates international mindedness
- focused on effective teamwork and collaboration – develops social construction of knowledge
- differentiated to meet the needs of all learners – allows students to learn at their own pace; and,
- informed by formative and summative assessment – develops awareness in students of where their learning is.

The Diploma core, along with the academic subjects, supports students in developing different approaches to teaching and learning (ATL). The main skills targeted are as follows:

- **Thinking Skills** – encouraging depth of thought, creative and reflective thinking
- **Communication Skills** – verbal, written and non-verbal communication skills as well as listening skills are developed
- **Self-Management Skills** – the ability to be responsible for delivering work on time and being able to work without direct supervision
- **Social Skills** – being involved with many different groups in the community allows students to fully capitalise on honing their social skills
- **Research Skills** – the ability to find, select, evaluate and cite sources correctly from both online and other sources.

The Diploma Core Components

Theory of Knowledge (TOK)

TOK plays a central role in the Diploma programme and, although a subject in its own right, is also integrated throughout all areas of the course. In TOK the students are required to critically examine knowledge both from an individual perspective (knower's perspective) and from a shared perspective. It allows the students to reflect on their own knowledge and asks them how they know what they know. It further requires that students evaluate their knowledge and its relationship to the knowledge of different groups. By studying knowledge in both local and global contexts, it allows students to develop international mindedness, thus preparing them for engagement in a global community. Through TOK we aim to produce confident, thoughtful and reflective citizens with a keen sense of responsibility in local and global communities.

The course is developed through TOK Themes and Areas of Knowledge (AOK) and is taught over the two years for 100 hours.

Figure 7 shows the outline of the course with the knower central to the knowledge concepts being explored.

There are two assessment tasks for the TOK course: an essay and an exhibition. The essay is a 1600 word (maximum) answer to one of six prescribed titles. The IB publishes these titles six months before the final essay is due. The essay is uploaded to the IB information system and marked by an external examiner.

The exhibition is done in school and assessed by the TOK teaching team. Exhibitions are moderated externally by IB moderators. The student chooses the knowledge question to be explored from a list of prompts and identifies and justifies the inclusion of three objects in their exhibition. Up to a maximum of 3 bonus points can be gained for the Extended Essay in conjunction with TOK. Please see the matrix in Figure 6 on page 10.

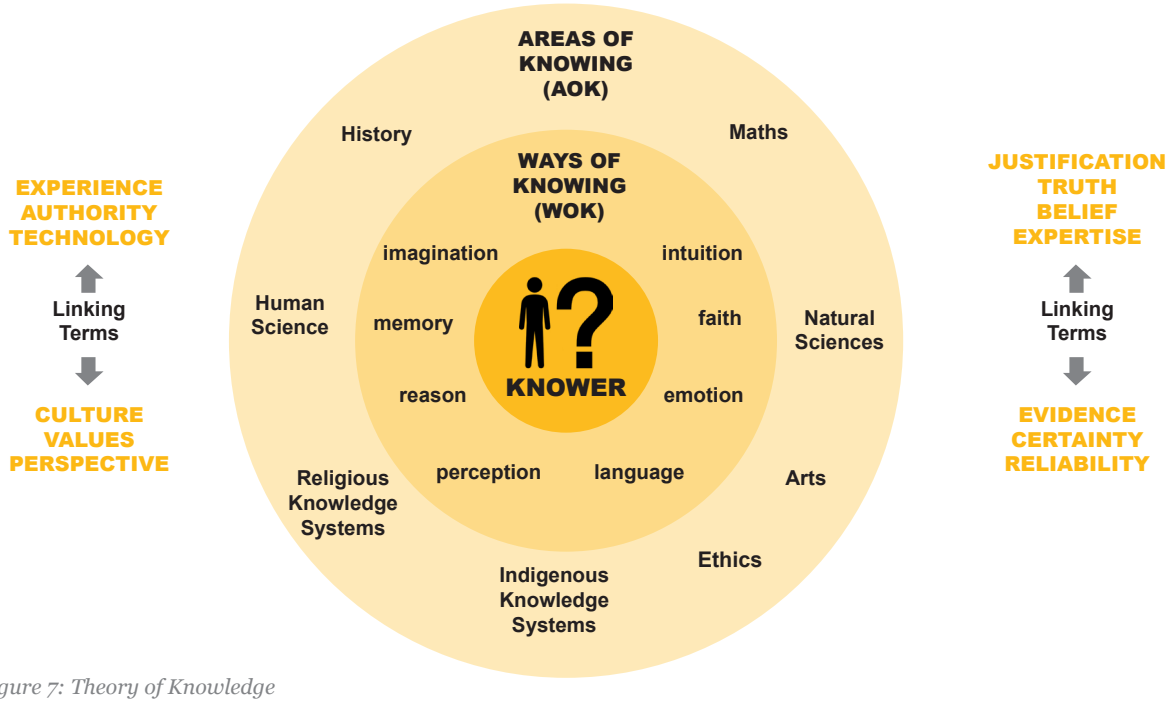

Figure 7: Theory of Knowledge (TOK) Wheel (adapted from https://www.teacherspayteachers.com)

Extended Essay (EE)

The Extended Essay is a 4000 word research essay. Students are able to choose within which discipline they want to write their essay, but at ICS we suggest writing it on the topic of one of the student's Higher Level subjects. The research question must be well defined for the essay and be appropriate for the length and depth required for the essay. Each student will be assigned a supervisor (a teacher from within the school) who will assist the student in the setting up and delivery of the essay. A student should spend around 40 hours working on the essay. During that time, three formal meetings with the supervisor will take place as well as more frequent, informal meetings. It is expected that the supervisor will spend no more than five hours working with a student on their EE.

At ICS, preparation for the Extended Essay will commence during PDP sessions at the beginning of the IB Programme in the form of generic skill building and the introduction of the assessment criteria. Focused work with supervisors commences at the beginning of the second semester. The period from conceptualisation to uploading the essay runs for roughly twelve months and students will be expected to submit their essay before the end of Semester 1 in Grade 12.

The essay will be marked externally according to the published criteria. Each essay is accompanied by a supervisor's report which makes clear the circumstances in which the essay was written and the student's three formal reflections on the process. Up to a maximum of 3 bonus points can be gained for the EE in conjunction with TOK. Please see the matrix in Figure 5 on page 9.

Creativity, Activity, Service (CAS)

Creativity, Activity, Service (CAS) is a key component of the Diploma Programme core and is often said to be the heart of the programme. It differs from the other two components of the core in that it is not academic in nature but more of a way of life. CAS acknowledges the importance of preparing for life after school as well as providing balance to your studies. Students who embrace CAS will strengthen and extend their personal and interpersonal learning. It is designed to offer a contrast to the rigorous academic side of the Diploma Programme. CAS is organized around the three strands of creativity, activity and service. Although defined as three strands, the three components of CAS are interrelated.

The strands are defined as follows:

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

In line with the ICS and IB Missions, CAS enables students to demonstrate all the 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. CAS requires students to engage in various activities related to all three strands throughout the 18 months of the programme. It requires students to participate in both individual and group activities of their own choice, thus allowing them opportunities to pursue their interests and passions. A meaningful CAS programme is a journey of discovery and can be life changing. Each individual has a different starting point and different needs and goals. A CAS programme is by necessity individual according to each student's interests, skills, values and background.

The aims of the CAS programme are as follows:

- 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.

All students must satisfy the seven CAS Learning Outcomes outlined below.

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.

Students will be assigned a CAS advisor and, along with the CAS coordinator, the student's CAS programme will be monitored throughout the 18 months. The student will be expected to reflect on the experiences they have undertaken and to keep a CAS portfolio where they will provide evidence in support of how they have fulfilled the learning outcomes. During the programme the student will have three formal, documented interviews with their CAS coordinator or adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme. Although not formally assessed, students must achieve the seven Learning Outcomes to pass CAS and satisfy the Diploma requirements.

Further information can be found at https://sites.google.com/icsz.ch/cas-at-ics/handbook

The Six Subject Groups

The six subject groups of the IB Diploma Programme are as follows. The classes taught as ICS are also shown.

Group 1 – Language A Subjects

The language chosen in Group 1 should be the student's most proficient language. Students who choose to study a Language A subject can opt for English or German. Both of these languages are offered at Higher Level and Standard Level.

The courses have the following aims:

Introduce students to a range of texts from different periods, styles and genres.

- Introduce students to a range of texts from different periods, styles and genres.
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- Develop the students' powers of expression, both in oral and written communication.
- Encourage the students to recognise the importance of the contexts in which texts are written and received.
- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts.
- Promote in students an enjoyment of, and lifelong interest in, language and literature.

LITERATURE

In addition to the above, the Literature course helps students develop an understanding of the techniques involved in literary criticism while increasing their ability to form and support independent literary judgements. Students will study 13 texts at the Higher Level and 10 texts at Standard Level.

STUDIES IN LANGUAGE & LITERATURE

In the Studies in Language and Literature course, students develop an understanding of how language, culture and context determine the ways in which meaning is constructed and encourage students to think critically about the different interactions between text, audience and purpose. Students will study six texts at the Higher Level and four texts at Standard Level as well as language in a cultural context and in mass communication.

Assessment Outline			
Higher Level		**Standard Level**	
External Assessment	**Internal Assessment**	**External Assessment**	**Internal Assessment**
Paper 1 (25%) Students will write an analysis of two unseen texts.	**Individual oral (20%)** Students will prepare an oral presentation on a global issue revealed in two extracts from both a literary and non-literary work.	**Paper 1 (35%)** Students will write an analysis of one unseen text.	**Individual oral (30%)** Students will prepare an oral presentation on a global issue revealed in two extracts from both a literary and non-literary work.
Paper 2 (25%) Students will respond to one of six questions and an essay based on two literary texts studied.	**HL Essay (20%)** Students write an essay on one non-literary body of work, or a literary work studied during the course.	**Paper 2 (35%)** Students will respond to one of six questions, and an essay based on two literary texts studied.	

LANGUAGE A – SCHOOL SUPPORTED SELF TAUGHT

Students whose best language is not German or English may opt to study their preferred language as a School Supported Self Taught (SSST) language. SSST languages can only be studied at Standard Level. The IB offers a wide range of languages that can be studied as SSST languages.

Students wishing to choose another language as Language A Literature should discuss this with the IBDP Coordinator. For students who decide to study an SSST Language, ICS will provide overall supervision of their programme of study and, where possible, help find a suitable language tutor. Parents are responsible for selecting and engaging a tutor. They pay the tuition fees directly to the tutor in accordance with the arrangements agreed upon by both parties.

ICS will support the tuition of the tutor by refunding 50% of the cost, up to a maximum of CHF 2'500 per student in total over the two years of the Diploma Programme. (This is calculated on the basis that students should receive at least 50 hours of tuition during that time.) Families are reimbursed at the end of the student's second year in the IBDP programme (Grade 12).

Language A Literature is a demanding literature course with the same aims as for the taught language and literature course detailed above. Students will therefore need to carry out the same level of literary analysis as in the English and German courses but independently (ie. without the benefit of the school's teachers, resources and infrastructure). Please bear in mind that the Self Taught Language A: Literature option is extremely challenging.Any students and families considering the School Supported Self Taught Language option are urged to discuss the matter with the IBDP Coordinator at the earliest possible opportunity.

Standard Level	
External Assessment	
Paper 1 (35%) Students will write an analysis of one unseen text.	**Alternative Oral (30%)** Students will prepare an oral presentation on a global issue revealed in two extracts from both a literary and non-literary work.
Paper 2 (35%) Students will respond to one of six questions, and an essay based on two literary texts studied.	

Group 2 – Acquisition Languages

The acquisition languages are divided into Language B subjects and Ab Initio Languages. Their fluency in the language will determine the most appropriate level for the student.

The following aims are common to both Language B and ab Initio:

- 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.

LANGUAGE B

Students are expected to have had prior exposure to any language they are studying as a Language B. At ICS, English, German, Spanish and French are offered as Language B subjects.

Language B is offered at both the HL and SL levels. The HL course and the SL course are similar in that they both involve studying five main themes. The five prescribed themes are as follows:

1. identities
2. experiences
3. human ingenuity
4. social organization; and,
5. sharing the planet.

All of the prescribed themes have a range of optimal recommended topics (e.g. Health and wellbeing, Beliefs and values, Holidays and travel , Life stories, Entertainment, Technology, Law and Order, Globalization, Ethics).

Both HL and SL have an emphasis on increasing the students' receptive, productive and interactive skills. Additionally, two literature texts are studied at the Higher Level.

Assessment Outline			
Higher Level		Standard Level	
External Assessment	Internal Assessment	External Assessment	Internal Assessment
Paper 1 (25%) Students will demonstrate their productive skills by writing two written tasks of 450–600 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	**Portfolio (25%)** Students to will have a conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.	**Paper 1 (25%)** Students will demonstrate their productive skills by writing two written tasks of 250–400 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	**Individual Oral (25%)** Students will have a conversation with the teacher, based on a visual stimulus and at least one additional course theme.
Paper 2 (50%) Students will demonstrate their receptive skills through a listening comprehension and a reading comprehension. Comprehension exercises based on three audio passages and three written texts, drawn from all five themes.		**Paper 2 (50%)** Students will demonstrate their receptive skills through a listening comprehension and a reading comprehension. Comprehension exercises based on three audio passages and three written texts, drawn from all five themes.	

AB INITIO LANGUAGE

Ab Initio Language courses are designed for students with no, or very little, exposure to the target language. By the end of the course students should be able to fully participate in everyday conversations and have developed good comprehension and writing skills. At ICS, we offer German Ab Initio.

The acquisition of the language is arranged around the same five themes as Language B:

1. identities
2. experiences
3. human ingenuity
4. social organization; and,
5. sharing the planet.

All of the prescribed themes have a range of optimal recommended topics (e.g. Personal relationships, Eating and drinking, Leisure, Holidays, Media, Social issues, Neighbourhood, Climate, and Global issues). By studying a range of topics within each theme students are able to practise and explore the language.

Assessment Outline	
Standard Level	
External Assessment	Internal Assessment
Paper 1 (25%) Students will demonstrate their productive skills by writing two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	**Individual oral (25%)** Students will have a conversation with the teacher, based on a visual stimulus and at least one additional course theme.
Paper 2 (50%) Students willdemonstrate their receptive skills through a listening comprehension and a reading comprehension. Comprehension exercises based on three audio passages and three written texts, drawn from all five themes.	

Group 3 – Individuals and Societies (IS)

The subjects within Individuals and Societies provide for the development of a critical appreciation of the following:

- human experience and behaviour
- the varieties of physical, economic and social environments that people inhabit; and,
- the history of social and cultural institutions.

Students will also learn to identify, analyse critically, and evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies. The following aims are relevant to all Group 3 subjects.

- Encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions.
- Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society.
- Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material.
- Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies.
- Develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity.
- Enable the student to recognise that the content and methodologies of the subjects in Group 3 are contestable and that their study requires the toleration of uncertainty.

ECONOMICS

Economics deals with humankind's use and allocation of resources; scarcity; and decision-making. Students will develop an understanding of the different methodologies and processes used to determine why specific choices are made by individuals or by sovereign countries. It will help students understand historical trends and make predictions about the economic future. In addition, it will help students critically analyse what is happening in the world today.

The specific aims of the Economics course are to develop the following:

- 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
- a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

The study of both micro and macroeconomics along with the global economy ensures that the Economics course offers students a well-rounded and broad economics education.

Assessment Outline			
Higher Level		Standard Level	
External Assessment	Internal Assessment	External Assessment	Internal Assessment
Paper 1 (20%) Students to answer extended response questions.	**Portfolio (20%)** Students to write three commentaries based on different sections of the syllabus and on published extracts from the news media.	**Paper 1 (30%)** Students to answer extended response questions.	**Portfolio (30%)** Students to write three commentaries based on different sections of the syllabus and on published extracts from the news media.
Paper 2 (30%) Students to answer questions in response to data.		**Paper 2 (40%)** Students to answer questions in response to data.	
Paper 3 (20%) Students to answer two questions on policy.			

GEOGRAPHY

The Geography course focuses on the interactions between – and looks for patterns between – individuals, societies and physical processes in both time and space. It allows students to study how people react to change, and evaluates as well as proposes management strategies associated with such change. Similarities and differences between different places are studied from varying perspectives and on different scales.

The course integrates physical, environmental and human geography. Its interdisciplinary methodologies allow students to develop life skills and have an appreciation of and a respect for alternative approaches, viewpoints and ideas.

The specific aims of the DP Geography course are to enable students to do the following:

- Develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
- Develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues.
- Acquire an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes.
- Synthesize diverse geographic knowledge in order to form viewpoints about how these issues could be resolved.
- Understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.
- Develop an understanding of the interrelationships between people, places, spaces and the environment.
- Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management.
- Appreciate the relevance of Geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

The aims for both HL and SL are targeted via a series of different subject components:

- Geographic themes (SL 2 and HL 3) that are chosen from seven options: Freshwater; Oceans and coastal margins; Extreme environments; Geophysical hazards; Leisure, tourism and sport; Food and health; and Urban environments.
- Geographic perspectives – Global change including population distribution; Global climate vulnerability and resilience; and Global resource consumption and security.

- Fieldwork leading to one written report based on a fieldwork question, information collection and analysis with evaluation.

Additionally for HL students only:

- Geographic perspectives – Global interactions; Power, places and networks; Human development and diversity; Global risks and resilience.

Assessment Outline			
Higher Level		**Standard Level**	
External Assessment	**Internal Assessment**	**External Assessment**	**Internal Assessment**
Paper 1 (35%) Students to answer one structured question per option and one extended answer question from a choice of two.	**Fieldwork (20%)** Students to write one report based on a fieldwork question from any suitable syllabus topic, information collection and analysis with evaluation.	**Paper 1 (35%)** Students to answer 1 structured question per option and one extended answer question from a choice of two	**Fieldwork (25%)** Students to write one report based on a fieldwork question from any suitable syllabus topic, information collection and analysis with evaluation.
Paper 2 (25%) Students to answer three structured questions, based on each SL/HL core unit. Infographic or visual stimulus, with structured questions. One extended answer question from a choice of two.		**Paper 2 (40%)** Students to answer three structured questions, based on each SL/HL core unit. Infographic or visual stimulus, with structured questions. One extended answer question from a choice of two.	
Paper 3 (20%) Students to choose three extended answer questions, with two parts, based on each HL core extension unit.			

HISTORY

The approach to DP History is comparative and multi-perspective. Areas of study include political, economic, social and cultural history. Students are encouraged to think historically and develop historical skills while gaining factual knowledge. Critical thinking and developing an understanding of multiple interpretations of history predominate in the course, and students engage in a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

The aims of the DP history course are to enable students to do the following:

- 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; and,
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

To achieve the aims of the DP History course the following components are studied.

a) One of the following, using two case studies, each taken from a different region of the world:

1. Military leaders
2. Conquest and its impact
3. The move to global war
4. Rights and protest
5. Conflict and intervention

b) Two of the following, using topic examples from more than one region of the world:

1. Society and economy (750–1400)
2. Causes and effects of medieval wars (750– 1500)
3. Dynasties and rulers (750–1500)
4. Societies in transition (1400–1700)
5. Early Modern states (1450–1789)
6. Causes and effects of Early Modern wars (1500–1750)
7. Origins, development and impact of industrialization (1750–2005)
8. Independence movements (1800–2000)
9. Evolution and development of democratic states (1848–2000)
10. Authoritarian states (20th century)
11. Causes and effects of 20th-century wars
12. The Cold War: Superpower tensions and rivalries (20th century)

In addition, HL students will study one of the following topics in depth:

- History of Africa and the Middle East
- History of the Americas
- History of Asia and Oceania
- History of Europe

At ICS we generally study the following:

- The move to global war: Japan, Italy and Germany 1932-41;
- Causes and effects of 20th century wars: WW1, WW2, Spanish civil war, Chinese civil war, and the Cold War; and,
- For the in depth study, Authoritarian States: Germany; Russia and China; Unification of Italy and Germany; Imperial Russia 1855-1924; and Russia 1924-2000.

Assessment Outline			
Higher Level		**Standard Level**	
External Assessment	**Internal Assessment**	**External Assessment**	**Internal Assessment**
Paper 1 (20%) Students to answer all source-based questions on their chosen option.	**Investigation (20%)** Students to write a historical investigation into a topic of the student's choice.	**Paper 1 (30%)** Students to answer all source-based questions on their chosen option.	**Investigation (25%)** Students to write a historical investigation into a topic of the student's choice.
Paper 2 (25%) Students to answer two source-based questions based on their chosen world history topics.		**Paper 2 (45%)** Students to answer two source-based questions based on their chosen world history topics	
Paper 3 (35%) Students to choose three extended answer questions, based on their in-depth study.			

PSYCHOLOGY

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour:

- biological approach to understanding behaviour
- cognitive approach to understanding behaviour
- sociocultural approach to understanding behaviour.

The knowledge, concepts, theories and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today. Furthermore, the interaction of these approaches to studying psychology will form the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches can be best understood through the options. There are four options in the course. They focus on areas of applied psychology:

- abnormal psychology
- developmental psychology
- health psychology
- psychology of human relationships.

Assessment Outline			
Higher Level		**Standard Level**	
External Assessment	**Internal Assessment**	**External Assessment**	**Internal Assessment**
Paper 1 (2 hours) - 40% **Section A:** Three short answer questions on the core approaches to Psychology (27 marks) **Section B:** One essay form a choice of three on the biological, cognitive, and sociocultural approaches to behaviour (22 marks)	**Experimental Study (20 hours) - 20%** A report on an experimental study. (22 marks)	**Paper 1 (2 hours)- 50%** **Section A:** Three short answer questions on the core approaches to Psychology (27 marks) **Section B:** One essay form a choice of three on the biological, cognitive, and sociocultural approaches to behaviour (22 marks) Total 49 Marks	**Experimental Study (20 hours) - 25%** A report on an experimental study. (22 marks)
Paper 2 (1 hour) 20% One question on a choice form one option **Paper 3 (1 hour) 20%** Three short answer questions from a list of six static questions on approaches to research		**Paper 2 (1 hour) 25%** One question on a choice form one option	

Group 3 and/or 4 – Environmental Systems and Societies (ESS)

Environmental Systems and Societies is one of only two interdisciplinary courses offered by the IB at Diploma level. It straddles both the disciplines of the social and natural sciences. The course is offered at Standard Level only and satisfies the requirements for Group 3 subjects (Individuals and Societies) and Group 4 subjects (Sciences), or simultaneously for both groups.

Studying ESS allows students to focus on both the scientific study of environmental systems in tandem with how society is interacting with these systems. 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 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.

The aims of the ESS course are to enable students to do the following:

- 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; and,
- Create innovative solutions to environmental issues by engaging actively in local and global context.

By the end of the course it is expected that students will be able to develop solutions to environmental issues at the personal, community and global levels.

Assessment Outline	
Standard Level	
External Assessment	**Internal Assessment**
Paper 1 (25%) Students will answer question on a case study.	**Individual Investigation (25%)** Students write a report of a research question designed and implemented by the student
Paper 2 (50%) Students to answer short answer questions and structured essays.	

Group 4 – Sciences

All of the IB Science subjects taught at ICS follow the same general pattern in that they all emphasise a practical approach to the discipline with both long- and short-term experiments being commonly undertaken. The SL course offers a concise overview of the subject and is a subset of the HL course. All the core objectives and skills developed are the same for both levels, but the HL course offers greater breadth and depth.

An interdisciplinary Group 4 project ensures that students work across all the science disciplines and collaborate to solve a particular problem or investigate an area in depth. The Group 4 project allows students to share concepts and perceptions from across disciplines while appreciating the environmental, social and ethical implications of science and technology.

Additionally, students will carry out a 10-hour individual investigation of their own choosing that will allow them to research, create and carry out an investigation as well as collect, analyse and present their data. In addition, they will evaluate the whole process including their personal involvement.

Through the overarching theme of the nature of science, the aims of the DP science courses are to enable students to do the following:

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

By studying any of the sciences, students should gain insight into the way scientists work and communicate. All of the sciences give students the opportunity to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

BIOLOGY

The DP Biology course offers students a closer look into the living world. The challenge of the course is to distil the great variation and complexity among the many living organisms into understandable categories. Unifying themes provide frameworks for interpretation and help us make sense of the living world: Form and function, Unity and diversity,

Continuity and change, and Interaction and interdependence are four of the themes around which this biology syllabus is constructed. Each theme then follows the scale of life from the molecules and cells of organisms to ecosystems and the biosphere.

To address the aims through the DP Biology course, all students cover the topics at each level of organization and in each theme. These topics cover the diversity of biological knowledge including:

Molecular and Cell biology, Genetics, Evolution and Classification, Ecology and Human Impacts, and Animal and Plant Physiology.

Most topics contain additional higher level (AHL) material for those studying HL Biology. There are also some stand-alone HL topics, which include Origin of Cells, Viruses, Cladistics, Muscles and Motility, Chemical Signalling and Gene Expression.

Assessment Outline			
Higher Level		**Standard Level**	
External Assessment	**Internal Assessment**	**External Assessment**	**Internal Assessment**
Paper 1 (2 hours) - 36% **Section A -** 40 multiple choice questions on the core and AHL material. **Section B -** short answer questions focussed on data analysis and the nature of science.	**Scientific investigation (10 hours) - 20%** Students plan, carry out and then write up a scientific investigation. Maximum 6-12 pages.	**Paper 1 (1 hour and 30 minutes) - 36%** **Section A -** 30 multiple choice questions on the core material. **Section B** - short answer questions focussed on data analysis and the nature of science.	**Scientific investigation (10 hours) - 20%** Students plan, carry out and then write up a scientific investigation. Maximum 6-12 pages.
Paper 2 (2 hours and 30 minutes) - 44% Students to answer one data based question, short answer questions and two extended response/essay questions based on the core and AHL material.		**Paper 2 (1 hour and 30 minutes) - 44%** Short answer and extended response questions on the core material.	

CHEMISTRY

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasises the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Following a conceptual approach to understanding chemistry the syllabus looks at the material to be studied through the conceptual lenses of structure and reactivity. The key syllabus content studied is:

- Structure 1. Models of the particulate nature of matter
- Structure 2. Models of bonding and structure
Structure 3. Classification of matter
- Reactivity 1. What drives chemical reactions?
- Reactivity 2. How much, how fast and how far?

- Reactivity 3. What are the mechanisms of chemical change?

Higher level students study the same syllabus content, but to an extended depth.

The DP chemistry course is built on:

- approaches to learning
- nature of science
- skills in the study of chemistry.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of chemistry.

Assessment Outline			
Higher Level		**Standard Level**	
External Assessment	**Internal Assessment**	**External Assessment**	**Internal Assessment**
Paper 1 (2 hours) - 36% **Section A -** 40 multiple choice questions on the core and AHL material. **Section B -** short answer questions focussed on data analysis and the nature of science.	**Scientific investigation (10 hours) - 20%** Students plan, carry out and then write up a scientific investigation. Maximum 3000 words	**Paper 1 (1 hour and 30 minutes) - 36%** **Section A** - 30 multiple choice questions on the core material. **Section B -** short answer questions focussed on data analysis and the nature of science.	**Scientific investigation (10 hours) - 20%** Students plan, carry out and then write up a scientific investigation. Maximum 3000 words
Paper 2 (2 hours and 30 minutes) - 44% Short answer and extended response questions on the core and AHL material.		**Paper 2 (1 hour and 30 minutes) - 44%** Short answer and extended response questions on the core material.	
Paper 3 (24%) Students to answer data- and practical –based questions, plus short answer and extended response questions on the option.		**Paper 3 (20%)** Students to answer data- and practical–based questions, plus short answer and extended response questions on the option.	

PHYSICS

Physics is the experimental science that asks fundamental questions and tries to answer them via observations and experimentation. It asks questions from the universal scale to the particle scale. Mathematical models are developed to try to understand and explain observations and experimental data and these may become theories. Physics can often reduce complex interactions found in nature to simple mathematical relationships. Physics is not only theoretical but plays an important role in developing new technologies that support human endeavours.

To address the aims through the DP Physics course all students cover the following topics:

1. Space, time and motion
A.1 Kinematics •
A.2 Forces and momentum •
A.3 Work, energy and power •
A.4 Rigid body mechanics •••
A.5 Galilean and special relativity •••

B. The particulate nature of matter
B.1 Thermal energy transfers •
B.2 Greenhouse effect •
B.3 Gas laws •
B.4 Thermodynamics •••
B.5 Current and circuits •

C. Wave behaviour
C.1 Simple harmonic motion ••
C.2 Wave model •
C.3 Wave phenomena ••
C.4 Standing waves and resonance •
C.5 Doppler effect ••

D. Fields
D.1 Gravitational fields ••
D.2 Electric and magnetic fields ••
D.3 Motion in electromagnetic fields •
D.4 Induction •••

E. Nuclear and quantum physics
E.1 Structure of the atom ••
E.2 Quantum physics •••
E.3 Radioactive decay ••
E.4 Fission •
E.5 Fusion and stars •

• Topics with content that should be taught to all students
•• Topics with content that should be taught to all students plus additional HL content
••• Topics with content that should only be taught to HL students

Assessment Outline			
Higher Level		**Standard Level**	
External Assessment	**Internal Assessment**	**External Assessment**	**Internal Assessment**
Paper 1 (36%) Students to answer multiple choice, as well as data based questions	Individual Investigation (20%) Students to write an investigation write-up	Paper 1 (36%) Students to answer multiple choice, as well as data based questions.	Individual Investigation (20%) Students to write an investigation write-up.
Paper 2 (44%) Students to answer short-answer and extended-response questions on standard level and additional higher level material		Paper 2 (44%) Students to answer short-answer and extended-response questions on standard level material only.	

DESIGN TECHNOLOGY

Diploma Programme design technology aims to develop internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. It focuses on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterises design technology within the Diploma Programme sciences group. Inquiry and problem-solving are at the heart of the subject.

Diploma Programme design technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In Diploma Programme design technology, a solution can be defined as a model, prototype, product or system that students have developed independently. Diploma Programme design technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework.

The course is divided into six sections for SL and a further four for HL. These are:

1. Human Factors and Ergonomics
2. Resource management and sustainable production
3. Modelling
4. Final production
5. Innovation and design
6. Classic design

For HL all the above topics plus:
1. User-centered design (UCD)
2. Sustainability
3. Innovation and markets
4. Commercial production

Assessment Outline			
Higher Level		**Standard Level**	
External Assessment	**Internal Assessment**	**External Assessment**	**Internal Assessment**
Paper 1 (1 hour) - 20% 40 multiple-choice questions on the core and HL extension material.	**Design project (60 hours) - 40%** Students create a portfolio where they analyse and inquire into a problem, develop design solutions, create the solution and evaluate it. In addition students develop the product for commercial production and then decide on choices for commercial production. Maximum 4000 words not including drawings, pictures and annotations.	**Paper 1 (45 minutes) - 30%** 30 multiple choice questions on the core material.	**Design project (40 hours) - 40%** Students create a portfolio where they analyse and inquire into a problem, develop design solutions, create the solution and evaluate it. Maximum 3000 words not including drawings, pictures and annotations.
Paper 2 (1 hours and 30 minutes) - 20% Section A: one data-based question and several short-answer questions on the core material (all compulsory). Maximum of 30 marks. Section B: one extended-response question on the core material (from a choice of three). Maximum of 20 marks		**Paper 2 (1 hour and 30 minutes) - 30%** Section A: one data-based question and several short-answer questions on the core material (all compulsory). Maximum of 30 marks. Section B: one extended-response question on the core material (from a choice of three). Maximum of 20 marks.	
Paper 2 (1 hours and 30 minutes) - 20% **Section A**: two structured questions on the HL extension material, both compulsory and each worth a maximum of 10 marks. **Section B:** one structured question on the HL extension material based on a case study. Maximum of 20 marks.			

Group 5 – Mathematics

The study of Mathematics is essential for all students. As well as developing numeracy skills, Mathematics encourages logical and rational thinking. Often Mathematics involves abstract concepts and higher-order thinking skills to solve complex problems. The skills developed through Mathematics are transferable to many (if not all) other disciplines and to everyday life.

Not all students have the same capacity or love of Mathematics and they will require Mathematics for different reasons. To this end, the IB have written distinct Mathematics courses to satisfy all students' needs: Mathematics Analysis and Approaches or Mathematics Applications and Interpretation can both be studied at Higher Level or Standard Level.

The aims of all DP Mathematics courses are to enable students to do the following:

- 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, international 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.

MATHEMATICS – STANDARD LEVEL

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

MATHEMATICS – HIGHER LEVEL

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

The aims of all Mathematics courses are developed through the following common topic areas. These topics are given different weightings in the Analysis and Approaches courses and Applications and Interpretation courses according to the focus areas of the subject. HL students spend an extra 50 hours on these topics and, therefore, study them to a greater depth.

- Number and Algebra
- Functions
- Geometry and trigonometry
- Statistics and probability
- Calculus

The independent exploration component in HL and SL Mathematics allows students to work over an extended time-period, hone their research and communication skills, and to develop mathematical ideas from different perspectives.

Assessment Outline			
Higher Level		Standard Level	
External Assessment	Internal Assessment	External Assessment	Internal Assessment
Paper 1 (30%) **Analysis and Approaches: Non-calculator** **Applications and Interpretation: Calculator Required** Students to answer-section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended- response questions based on the syllabus.	**Exploration (20%)** Students to write a piece of work that involves investigating an area of mathematics.	**Paper 1 (30%)** **Analysis and Approaches: Non-calculator** **Applications and Interpretation: Calculator Required** Students to answer-section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended- response questions based on the syllabus.	**Exploration (20%)** Students to write a piece of work that involves investigating an area of mathematics.
Paper 2 (30%) **Calculator required** Students to answer-section A: Compulsory short-response questions based on the syllabus. Section B: Compulso-ry extended response questions based on the syllabus.		**Paper 2 (40%)** **Calculator required** Students to answer-section A: Compulsory short-response questions based on the syllabus. Section B: Compulso-ry extended response questions based on the syllabus.	

Group 6 – The Arts

Although the study of a Group 6 subject is not required for the full Diploma, there are many reasons why a student should study an Arts subject. The Arts subjects allow students greater freedom to set their own goals and develop their creativity. Their work is subject to public review and thus they develop their communication skills and emotional intelligence. Courage to showcase their work and the resilience to accept criticism are also inculcated through the arts. The Arts subjects require great self-discipline, strong organisational skills and the ability to collaborate, and these are all advanced during the study of Group 6 subjects. Great artists, musicians and actors are not born but evolve through vibrant arts courses.

ICS teaches three DP Arts courses: Music, Theatre and Visual Arts. The overarching aims of all of the Arts courses are as follows:

- Enjoy lifelong engagement with the arts;
- Become informed, reflective and critical practitioners in the arts;
- Understand the dynamic and changing nature of the arts;
- Explore and value the diversity of the arts across time, place and cultures;
- Express ideas with confidence and competence; and,
- Develop perceptual and analytical skills.

MUSIC

The DP Music course is offered at both HL and SL and encourages students to develop their own musical abilities as individuals and as group members. They learn to appreciate different musical styles from different time periods and from all around the globe. The study of musical elements helps them to develop aural perception and to understand music at a deeper level.

The specific aims of the Music course are to:

- explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
- acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- evaluate and develop critical perspectives on their own music and the work of others.

In order to fulfil those aims the Music course is designed around the following components:

- Exploring Music in context
- Experimenting with Music
- Presenting Music
- The contemporary music maker (HL only)

Assessment Outline			
Higher Level		**Standard Level**	
External Assessment	**Internal Assessment**	**External Assessment**	**Internal Assessment**
Exploring Music in Context (20%) Students select samples of their work for a portfolio submission	**Experimenting with Music (20%)** Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process.	**Exploring Music in Context (30%)** Students select samples of their work for a portfolio submission	**Experimenting with Music (30%)** Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process.
Presenting Music (30%) Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry.	**The Contemporary Music Maker (30%)** Students submit a continuous multimedia presentation documenting their real-life project. Students submit a multimedia presentation.	**Presenting Music (40%)** Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry.	

THEATRE

The DP Theatre course offers a wide variety of practical and intellectual challenges to students. They can take part in productions as creators, designers, directors and performers. Through these roles, students enhance their organizational, collaborative and time-management skills as well as develop confidence and self-knowledge. Different types of global theatre from different time-periods and cultures are explored, resulting in the growth of international mindedness. Research and reflection guide students' thinking and allow them to contextualise their own work. The ultimate goal of the Theatre course is to produce autonomous, informed and skilled theatre-makers who understand the importance of integrity and how theatre can impact society.

Further aims of the DP theatre course are to enable students to do the following:

- Explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context);
- Understand and engage in the processes of transforming ideas into action (theatre processes); and,
- Develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre).

And for HL only:

- Understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).

To deliver these aims the DP Theatre course is divided into three components:

1. Theatre in Context
2. Theatre Processes and
3. Presenting Theatre

Assessment Outline			
Higher Level		**Standard Level**	
External Assessment	**Internal Assessment**	**External Assessment**	**Internal Assessment**
Director's Notebook (20%) Students develop ideas regarding how a play text could be staged for an audience.	**Collaborative Project (25%)** Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience.	**Director's Notebook (35%)** Students develop ideas regarding how a play text could be staged for an audience.	**Collaborative Project (25%)** Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience.
Solo Theatre Piece (35%) Students create and present a solo theatre piece (4–8 minutes) based on an aspect(s) of theatre theory.		**Research Presentation (30%)** Students deliver an individual presentation (15 minutes maximum) that outlines and physically demonstrates research into a convention of a theatre tradition.	
Research Presentation (20%) Deliver an individual presentation (15 minutes maximum) that outlines and physically demonstrates research into a convention of a theatre tradition.			

VISUAL ARTS

The Visual Arts course is designed to satisfy the needs of students who want to study visual arts at university and also for those who want to enrich their lives through visual art. The course challenges students to critically analyse the work of artists and contextualise their own work. The diversity in the course enables students to explore and experiment with many different artistic techniques and media. It encourages creative problem solving and deep reflection. The ultimate goal of the course is to empower students to become autonomous, informed and skilled visual artists.

Specific aims of the Visual Arts course at SL and HL are to enable students to do the following:

- Make artwork that is influenced by personal and cultural contexts
- Become informed and critical observers and makers of visual culture and media
- Develop skills, techniques and processes in order to communicate concepts and ideas.

The aims of the course are achieved by studying the following three components:

1. Visual arts in context
2. Visual arts methods
3. Communicating visual arts

The course culminates in a public exhibition of the students' best artworks where their work is displayed as it would be in a gallery.

Assessment Outline			
Higher Level		**Standard Level**	
External Assessment	**Internal Assessment**	**External Assessment**	**Internal Assessment**
Comparative Study (20%) Students produce 10–15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists and 3–5 screens which analyse the extent to which the student's work and practices have been influenced by the art and artists examined plus a list of sources used.	**Exhibition (40%)** Students write a curatorial rationale that does not exceed 700 words for 8–11 pieces of their artworks plus an exhibition text (stating the title, medium, size and intention) for each artwork.	**Comparative Study (20%)** Students produce 10–15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists plus a list of sources used.	**Exhibition (40%)** Students write a curatorial rationale that does not exceed 400 words for 4–7 pieces of their artworks plus an exhibition text (stating the title, medium, size and intention) for each artwork.
Process Portfolio (40%) Students produce 13-25 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities.		**Process Portfolio (40%)** Students produce 9–18 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities.	

Additional Information

Online Courses

In order to provide greater choice for students, ICS works in conjunction with Pamoja Education (IB's online provider) to offer a range of subjects not taught in school (see Figure 4 on page 9). An online course is an additional responsibility in a programme that already requires a high level of effort and excellent time management. It is very important that students who choose to do an online course follow the calendar for participation detailed by the provider. The provider's calendar may not follow the same calendar as ICS and so it is important that this is recognised and planned for, as students may need to participate and present work during ICS vacations.

It is expected that students doing an online courses do the following:

- Work in school for a minimum of four periods (SL) or five periods (HL) each week on the online subject material and assessments required by the tutor;
- Submit all assignments and expectations of participation within the designated time frame set by the online tutor;
- Be available to sit all examinations at the requisite times; and
- Report to the online school based coordinator as required to discuss their progress on the course.

If a student withdraws from an online course after the session has begun the family may be liable to pay the costs incurred to Pamoja Education.

Students who approach online learning in the right way and become familiar with the expectations of the course have a very positive and rewarding experience. They broaden their skill base and learn to gather information from different places and to collaborate in a digital environment. There is also the opportunity for students to learn from the experiences and beliefs of others living in very different environments around the globe, the value of which can sometimes only be appreciated later. Online courses definitely help students to become more able, independent learners, which is good preparation for the learning style they will experience in tertiary education.

To be successful as an online learner, students need to have good discipline and self-motivation; important skills for higher education. If they hone these skills through online learning when they have the support of their online teachers and tutors as well as parental support, then they will be better prepared for the next stage of their learning. Students considering an online course should research the online course thoroughly. Studying a subject online offers many challenges so a student should be passionate about the subject and make sure they are choosing an online course for the right reasons.

All information about Pamoja Education and courses on offer online can be found at www.pamojaeducation.com.

Internal and External Dates and Deadlines

The IB publishes a set of deadlines for the submission of coursework, moderation sample uploads, entering of marks, and predicted grades. With these dates in mind the DP Coordinator publishes a calendar of internal deadlines for students and teachers. With the internal deadlines the coordinator aims to stagger the submission of work and thus alleviate some of the pressure on students and teachers. The IB requires that students adhere to the school's internal deadlines and submit all work on time.

University Anticipated Grades

These will be communicated by the University Counsellor to the students and parents early in Grade 12 for use when the student is applying for Higher Education. These grades are derived by the teacher from all the work the student has done in their subject to date and from what the teacher thinks the student's potential in the subject is in light of their past performances and work ethic. The teacher's knowledge of both the student's work and the IB standards will play a major role in determining the university predicted grade. These grades are 'optimistic yet realistic'.

IB Predicted Grades

The IB requires that a predicted grade is determined and entered for each student in each subject before 20 April of the year in which the student will do her/his final examination(s) in that subject. They should, as accurately as possible, identify the grade that the teacher thinks the student will attain in the final examination(s). These grades will be arrived at in a very similar manner to the predicted grades for universities. The teacher will have more information available on which to base the prediction and the prediction will be realistic.

The IB predicted grades are used by the IB as a measure of a school's knowledge and understanding of IB assessment. They are not used as replacement grades for missed examinations, coursework etc. or where the student has been affected by any other adverse circumstance. These grades are submitted by ICS directly to the IB and not published to students/parents.

Academic Integrity

ICS strongly believes that academic integrity is an essential responsibility that everyone is expected to fulfil. It reinforces our educational values and is one of the underpinning tenets of our mission. Making academic integrity an important part of teaching and learning helps to develop respect for others and the celebration of their work. All the coursework submitted to the school or International Baccalaureate Information System (IBIS) must be the student's own work with the correct citations where others' work has been used. It is required that the students sign their work and guarantee its authenticity on submission. Any breach of the ICS and/or IBDP academic integrity policies is dealt with severely by the IB and may result in no diploma being awarded.

This is the link to the IB Academic Integrity Policy. Click Here

The ICS Academic Integrity Policy can be found here: Click Here

Physical Education

To satisfy the conditions for an ICS Diploma all grade 11 and 12 students are required to engage in at least 65 hours of physical education over 18 months (August grade 11 to January grade 12). The programme is modular and students select from a number of activities including: a variety of invasion games, fitness training, racket sports, and striking and fielding activities. The emphasis is on active living and establishing a sustainable sport or fitness regime for a healthy, balanced life. Some of the activities and courses offered by the physical education department can be used towards CAS e.g. Sports Leadership, UK and personal fitness.

In very exceptional circumstances, elite athletes training regularly outside of school may apply for an exemption from certain aspects of the physical education programme.

The administration, in conjunction with the student's coach and physical education teacher, will determine the appropriateness of any such request.

Universities and the IB Diploma

The IB Diploma is highly regarded by higher education institutions in around 150 countries including many of the most competitive universities. The Diploma subject and core curricula are reviewed on a seven-year cycle and the developers and evaluators include university faculty, thus keeping the syllabi academically rigorous and current. Debora Von Bergen, Assistant Dean of Admissions at Stanford University, feels that full IB Diploma students are "Highly prepared for entering a Liberal Arts institution" as the full Diploma offers them a liberal arts education at the high school level. Students in the IB programme are successfully performing undergraduate tasks during their final two years of school. Consequently, many North American universities offer credits to students who score five or above in particular subjects. In a comparison of students entering further education in the UK, the IB Diploma students were shown to outperform their peers studying A Levels and Advanced Highers. The percentage of IB students obtaining a first class honours degree was 22.9 whereas the percentage

for A-Level students was 19.4. 45.7% of IB graduates are enrolled in the UK's top 20 higher educational institutes compared with 32.9% of A level students. ICS has well established links with many universities around the world and our students are regularly accepted to renowned universities. For more information on research about university recognition of the IB Diploma and further information on university and careers at ICS please see the following web links.

For more information regarding the IB Diploma Programme at ICS please contact our IB Diploma Coordinator on alautrette@icsz.ch

References

Subject Guides for Group 1-6 subjects and the Core, IBO, 2014-2021

https://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/

https://www.ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/hesa-summary-eng-web.pdf

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