



INTERNATIONAL
SCHOOL *of* DAKAR

2024 – 2025 COURSE SELECTION GUIDE

IB DIPLOMA PROGRAMME
ISD CAREERS PROGRAMME





INTERNATIONAL SCHOOL *of* DAKAR

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INTERNATIONAL
SCHOOL *of* DAKAR

GUIDING STATEMENTS

Challenge | Create | Change

Vision

Our community leads, inspires, and impacts global change with compassion and wisdom.

Mission

We nurture each learner's growth.

We embrace each other and our local community.

We foster diverse perspectives and global citizenship.

Values

Empathy

Equity

Integrity

Respect

Responsibility

These Guiding Statements were adopted on September, 2024.



INTERNATIONAL SCHOOL *of* DAKAR

ISD DEFINITION OF HIGH-QUALITY LEARNING AND TEACHING

High-Quality Learning and Teaching (HQLT) at The International School of Dakar is a pedagogical approach that integrates a student-centered ethos, collaboration, research-based teaching practices, targeted assessments, and engaging learning experiences. Our approach is rooted in the IB philosophy, including the promotion of international mindedness and global citizenship as we serve a truly diverse student body.

At ISD, a student-centered ethos is central to high-quality learning and teaching. This approach involves putting students' needs, interests, and learning goals at the center of all learning and teaching activities.

This approach recognises that students come from diverse backgrounds and have unique learning styles. The school seeks to create an inclusive, supportive, and responsive learning environment where engaging, inspiring learning experiences are a key component. These experiences are meaningful, relevant, and enjoyable for students and promote critical thinking, creativity, and collaboration. Students develop a love of learning that will serve them well throughout their lives.

Collaboration is a key element of high-quality learning and teaching, and it involves working in partnership with colleagues, parents, and the wider community of Dakar and Senegal, to support student learning and growth. This collaborative approach helps to create a supportive learning environment where all learners feel valued, respected, and engaged.

Research-based and evidence-based teaching practices and strategies have been proven effective in promoting student learning and growth. These practices are informed by updated research and professional development opportunities, and they are consistently evaluated and refined to ensure they meet the needs of all learners. A range of instructional strategies, resources, and technologies are employed.

Targeted assessments are also a key component, and involve using a range of formative and summative assessments to monitor student progress and identify areas where additional support is needed. These assessments are designed to be aligned with learning objectives and used to inform teaching and learning strategies and measure student outcomes.

The International Baccalaureate (IB) program principles inform our approach including the emphasis on academic rigor, personal development and global citizenship. Approaches to Learning skills are developed as well as a student's intellectual, emotional, and social skills and ability to become active, compassionate, and responsible members of their communities and the wider world.



INTERNATIONAL SCHOOL *of* DAKAR

ISD DEFINITION OF GLOBAL CITIZENSHIP

Global citizenship at ISD is inclusive of the school community and beyond. It incorporates the core values of empathy, respect, openness, acceptance, and flexibility.

This allows ISD to move into “action” ensuring equity through an evolving curriculum which is reflective of the local community and a global perspective.

ISD’s guiding statements and the IB Learner Profile empower students to make connections through their own experiences to the world around them through inquiry. In line with the CIS code of ethics, global citizenship at ISD refers to an awareness of our diverse community with multiple opportunities to celebrate cultural differences and commonalities through both curricular and co-curricular activities.

At ISD, global citizenship is developed through:

- Gaining appreciation of multiple perspectives through classroom, local, and global experiences;
- Developing awareness of the world through the United Nations Sustainable Development Goals (SDGs) and an understanding of diverse cultures, perspectives, and values;
- Creating a safe space for social justice dialogue and actionable follow-up with a commitment to upholding the UN Rights of the Child
- Having a strong sense of self which enables students to inquire about the world on a local or global scale through a diverse and ethical lens;
- Respecting and serving others as students take action to create a more sustainable and better world;
- Fostering awareness on a personal, local and global level leading to a world perspective and interconnectivity;
- Demonstrating empathy and open-mindedness through authentic engagement and active service at personal, local and global levels;

Global citizenship requires an understanding of the interconnectedness of the world, and promotes a mindset of shared responsibility and respect.



THE IBO MISSION STATEMENT

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

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

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

THE IB LEARNER PROFILE

IB learner profile

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

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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WHY STUDY IBDP

DP Alumni Voices

“It has been invaluable to be taught how to learn, how to be curious, how to build argumentation, form & defend an opinion on a basis of facts. Every day of my working life I think about the IB system and the unbelievable privilege it was to be educated that way in the formative years. Literally, every day.”

- Thomas Maddens, International School of Tanganyika, Class of 2008, Film Maker.

“Communication! IBDP is fantastic at developing effective writers and presenters! In college, I felt miles ahead of my peers in terms of the number of presentations I had done in high school and my comfort in communicating complex subjects to a large audience. IB history and lit in particular also taught me how to write “

- Erin Kelsey, International School Manila, Class of 2015. Data Analyst.

I'd say IBDP has been the making of me. It ensured that I received a broad but deep education and taught me to approach knowledge and information analytically: to ask not just what we know, but how and why we know it. These are skills I use every day in my teaching and research – and which I seek to instill in my own undergraduates.

- Dr. Levi Roach. International School of Tanganyika, Class of 2003. Lecturer in Medieval History, University of Exeter.

The IBDP probably is the best pre-university program in the world. Unlike other programs, it's not a program that requires you to simply learn the material and regurgitate in an exam, but on the contrary, at the end of the two years, you become someone who can critically think, analyze and understand concepts. It prepares and molds you into a well-rounded character and thinker, that prepares you for university and life.

- Dr. MK Pathan, International School of Tanganyika, Class of 2004. Pediatric Registrar at South Tipperary General Hospital, Rep of Ireland.

I really liked the CAS aspect of the diploma as it forced us out of our comfort zones and it led me to do many activities that I would not have done before. I feel as though CAS makes us more holistic students. Lastly, I think the IB helped me become more independent with my research.

- Adele Meurette, International School of Dakar, Class of 2021.

ISD HIGH SCHOOL GRADUATION PATHWAYS

Students at ISD have a choice of three pathways to graduation.

1.

The IBDP Diploma

- 6 IBDP classes
 - 3 Higher Level
 - 3 Standard Level
- Theory of Knowledge
- CAS
- EE

2.

IBDP Courses

- 6 IBDP classes
 - Higher Level or Standard Level
- CAS
- Theory of Knowledge (optional)
- EE (optional)

3.

ISD Careers Programme

- 2 IBDP Courses
 - Any courses, HL or SL; taught on campus or via Pamoja
- 1 Language Course = 1 SL Course
 - Any course taught on campus, or online via an accredited institution
- 2 Career-related Studies Courses = 2 SL Courses
 - Related to the intended career path, entrance to technical school, workforce
 - Online via an accredited institution – Savannah College of Art and Design (SCAD), World Academy of Sport/Federation University.
- Internship = 1 HL Course
 - 240 hours in total (3 hours/week over 40 weeks)
- ISD CP Core Components
 - Reflective Project
 - CAS

ADMISSION TO IBDP/CP AT ISD

Students choose their pathway, subjects and levels based on their interests, strengths and future plans. In some instances, the school will recommend a particular pathway.

Teacher's subject and level recommendations should be taken into consideration, particularly for Languages and Mathematics.

THE DIPLOMA PROGRAMME MODEL

Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts.

Students may opt to study additional sciences, individuals and societies, or languages courses, instead of a course in the arts.



Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding, and skills at a higher level.

Each student taking the full Diploma takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.

Bi-lingual students may take 2 studies in literature and language and forgo a language acquisition course. They will then be awarded a bi-lingual diploma.

THE CORE



All full Diploma Programme students will study the Core while students opting for Courses will participate in the CAS Programme and may choose to study Theory of Knowledge and write an Extended Essay. Students opting for the ISD Careers Programme will participate in CAS, write a research paper, and may choose to study Theory of Knowledge.

CAS

(Creativity, Activity, Service)

Students engaged in experiences relating to these three concepts and complete a project.

TOK

Theory of Knowledge

Students reflect on the nature of knowledge in various disciplines and on how we claim to know what we know.

EE

Extended Essay

Students research and write a 4,000 word, self-directed paper in one subject



Theory of Knowledge and Extended Essay grades are combined to give the possibility of additional diploma points (see page 98).

DP COURSE OFFERINGS

Class of 2027

All courses offered at Higher Level and Standard Level unless specified as SL.

Group	Course Options
1: Language A Best academic language	DP English A: Literature DP English A: Lang & Lit DP French A: Lang & Lit DP Self-Taught A: Literature (with an online tutor - SL only)
2: Language B Acquisition language	DP English B DP French B DP French ab initio SL DP Spanish ab initio SL or Spanish B
3: Individuals & Societies	DP History DP Economics DP Psychology DP Business Management *DP Environmental Systems and Societies **DP Pamoja Course Digital Society
4: Experimental Sciences	DP Biology DP Chemistry DP Physics DP Sports Exercise and Health Science *DP Environmental Systems and Societies
5: Mathematics	DP Mathematical Applications DP Mathematical Analysis
6: Arts (Electives)	DP Theatre Arts DP Visual Art DP Film

* ESS is transdisciplinary and can be taken in either Group 3 or Group 4 or can count for both.

**Pamoja Courses (online courses taught through Pamoja, an IB accredited organization)

HOW DO I CHOOSE MY COURSES?

For some subjects, in particular Groups 1, 2 and 5, your teacher will steer you towards particular courses and levels (HL/SL). However, you should also ask yourself the following questions:

- ✔ What subjects do I enjoy?
- ✔ What do I want to study in university/college?
- ✔ What careers am I interested in?
- ✔ What do my parents advise?
- ✔ Where are my strengths?
- ✔ What courses/levels are required by universities I may want to attend?
- ✔ What do my teachers advise?

COURSE OUTLINES

The following pages will give you an overview of the courses listed below.

Group 1: Studies in Literature and Language

English Literature A
English Language and Literature A
French Language and Literature A
SSST Language A

Group 3: Individuals and Societies

Business Management
Economics
History
Psychology

Group 5: Mathematics

Mathematics Analysis and Approaches HL
Mathematics Applications and Interpretation HL
Mathematics Analysis and Approaches SL
Mathematics Applications and Interpretation SL

Group 2: Language Acquisition

English B
French B
Spanish B
French ab initio
Spanish ab initio

Group 4: Experimental Sciences

Biology
Chemistry
Environmental Systems and Society
Physics
Sports, Exercise & Health science

Group 6: The Arts

Film
Theatre
Visual Arts



Group 1: Studies in Literature and Language

English Literature A
English Language and Literature A
French Language and Literature A
SSST Language A

DP English A: Literature

Instructor: Ms. Newton Rm: 305

Contact Information: jennifern@faculty.isd.sn

Course Description:

In the language A: literature course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as: • the creativity of writers and readers • the nature of the interaction with the writers' and readers' respective contexts and with literary tradition • the ways in which language can give rise to meaning and/or effect • the performative and transformative potential of literary creation and response. Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

Course Outline:

Works Read ¹	SL	HL
Works in translation written by authors on the Prescribed reading list	Study of a minimum of three works	Study of a minimum of four works: SL works, plus other works chosen with HL interests and needs in mind
Works originally written in the language studied, by authors on the Prescribed reading list	Study of a minimum of four works	Study of a minimum of five works—SL works, plus other works chosen with HL interests and needs in mind
Free Choice	Study of two works freely chosen	Study of four works freely chosen
TOTAL	9	13

¹ Titles are subject to change per teacher judgment based on student and course needs

Assessment: First Assessment 2021

SL (Standard Level)

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

HL (Higher Level)

Assessment Component	Weighting
External assessment (4 hours) Paper 1: Guided literary analysis (2 hours 15 minutes) The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	80% 35%
Paper 2 Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)	25%
Higher level (HL) essay Students submit an essay on one literary text or work studied during the course. (20 marks). The essay must be 1,200–1,500 words in length.	20%
Internal assessment This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%

Individual oral (15 minutes)

Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)

Learner Portfolio:

In addition to other assessments, students are required to maintain a collection of work done over the two-year course, referred to as the Learner Portfolio. This will not be directly assessed or moderated by the IB, however, schools may be required to submit Learner Portfolios to determine the authenticity of a student's work, to certify that academic honesty has been respected or to evaluate the syllabus in a school. The Learner Portfolio will include a variety of activities, from creative responses and reflections to/on literary and non-literary works to practice work in anticipation of assessments. Teachers will regularly assign, collect and monitor work for the Learner Portfolio over the two years of the course.

Connections Across Learning:

As we begin to make stronger connections across the subject areas, we will start by asking the students to inquire into the interconnectedness of the DP subjects through their transfer skills and prior knowledge. As we engage with the following questions, small groups can tackle how their various classes tie to our objectives and skills, and how they can apply to the wider world:

1. How does the study of English Language and Literature enhance your understanding of other DP subjects?
2. In what ways can English Language and Literature concepts be applied to real-world situations in other DP subjects?
3. How can the interconnectedness between English Literature and other DP subjects contribute to your overall learning experience?

Theory of Knowledge Links:

Links to ToK are made explicitly throughout the course.

- As part of the introduction to the course students discuss "How much of your understanding of the world comes from one person's interpretation of the world?" and "To what extent does studying a variety of text types help us to better understand ourselves in the present?"
- In reading texts, TOK questions such as "how does language shape our understanding of knowledge and truth?" and "how do the ways of knowing influence our interpretation and understanding of literary texts?"
- Questions such as "in what ways can literature challenge or reinforce existing knowledge claims?" can be addressed.
- For all assessments, the methods used by the creator and the role of creation presents a variety of questions: "Is it possible to present language in an unbiased way?", "Who decides which texts are significant?", "What is the role of individuals in history".

CAS Links:

Examples of CAS experiences that have links to English include the following;

- Creativity: Students can create original projects or experiences that integrate elements of L&L such as through an original spoken word piece that explores themes of identity and belonging, drawing inspiration from the texts studied in L&L.
- Action: The reading of texts like *So Long a Letter* sparks an interest and discussion in Senegalese culture in contrast to colonial powers inherent in French and Islamic incursions.
- The non-literary texts covered deal with fields of inquiry including: Politics, Power and Justice; Culture, Identity and Community; Beliefs, values and Education, which raise awareness of CAS related issues and trigger the students into action.
- Students can demonstrate how they have applied knowledge and skills from L&L in their CAS experiences by citing their knowledge of literary analysis to create a blog or documentary that explores the connections between classic literature and social justice issues.

International School of Dakar
IBDP English A: Language and Literature HL/SL

Jennifer Newton Rm: 305	Virginia Issaris Séré	Katie Sagna Rm: 306
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Course Description:

In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Course Outline:

Year 1	
Semester 1	<i>Non-literary texts include:</i> infographic, appeal, photography, film* <i>Literary texts:</i> 1 SL work, 1 HL work <i>Assessment practice:</i> paper 1, parts of the IA
Semester 2	<i>Non-literary texts include:</i> cartoons, advertising, op-ed, speeches <i>Literary texts may include:</i> 1 SL work, 1 HL work, 1 summer reading (novel) <i>Assessment practice:</i> paper 2, paper 1 (full exam), practice IA
Year 2	
Semester 1	<i>Non-literary texts include:</i> other types per instructor discretion <i>Literary texts:</i> 1 SL work, 1 HL work <i>Assessment practice:</i> paper 1, practice IA, official IA, HL essay
Semester 2	<i>Assessment practice:</i> paper 2, paper 1 (full exam)

Core Texts	
Class of 2026	Class of 2025
Poetry of Carol Ann Duffy <i>Death of a Salesman</i> by Arthur Miller Angela Carter <i>The Bloody Chamber</i>	Poetry of Carol Ann Duffy <i>So Long A Letter</i> by Mariama Ba <i>The Things They Carried</i> by Tim O'Brien
Possible texts include: <i>The Things They Carried</i> , <i>Woman at Point Zero</i> , <i>The Reluctant Fundamentalist</i> , <i>Purple Hibiscus</i> , <i>So Long A Letter</i> (tr.), poetry of Carol Ann Duffy, <i>Narrative of the Life of Frederick Douglass</i> , <i>The Door</i> (tr.), <i>The Elephant Vanishes</i> (tr.), <i>This is a Man</i> (tr.), <i>Disgraced</i> , <i>Master Harold...And the Boys</i> , <i>The Crucible</i> , and additions are per teacher consensus	

Syllabus Content:

There are three main syllabus components or “Areas of Exploration” (AOE) in the course: **Readers, Writers and Texts** is an area that introduces students to the nature of language and literature and involves close attention to the details of texts to examine the choices made by authors and the way(s) meaning is communicated, as well as the role of the reader in generating meaning. **Time and Space** is an area that examines the way(s) a text speaks to the world at large, looking at how it may speak to certain audiences or generations of people, as well as how meaning changes depending on context. **Intertextuality** is an area that examines how texts “speak” to each other as well as exploring the connection(s) between and among media, text and audience involving diverse traditions and ideas.

In Grade 12, students examine all of these areas through the study of particular texts and within organized units. In other words, the AOE will not be looked at in isolation or in a particular order, but will rather be addressed through the study of texts and core concepts, along with larger global issues.

Core Concepts:

In addition to the AOE, there are seven core concepts which will link texts studied in the course. The chart below offers an abbreviated explanation of these:

Concept	Explanation
Identity	Identity can both refer to the perspectives, voices and characters in a text as well as that of the author (and the extent to which identities in a text represent the author) and even the reader. An exploration of identity in a text, in all its forms, is central to the analysis of the act of reading and interpretation.
Culture	This relates to the context of a text’s production and reception, and to the respective values, beliefs and attitudes prevalent in it. This concept also plays an important role with regards to the relationship that is established between an individual text and the writing tradition that precedes it.
Creativity	This relates to the act of writing and the role imagination plays, as well as the reader engaging with the text and deriving potential meaning(s) from different interpretations. This is also related to the notion of originality and how this may be important or desirable in the production and reception of a text.
Communication	This has to do with the relationship that a text establishes between a reader and writer. How writers use style and structure to engage their audience, as well as particular audiences they may have in mind (and assumptions about them) are relevant here.
Perspective	A text may offer a multiplicity of perspectives which may, or may not, reflect the views of its author. Readers also have their own perspectives which they bring to their interaction with the text. This variety of perspectives impacts on the interpretation of a text and therefore deserves critical attention and discussion.
Transformation	The complex ways in which texts refer to one another, appropriate elements from each other and transform them to suit a different aesthetic or communicative purpose, are evidence of the importance of transformation in the process of creating a text. Also, the act of reading is potentially transformative in itself, both for the text and the reader.
Representation	The way in which language and literature relate to reality has been the subject of long running debate among linguists and literary theorists. Some claim that literature should represent reality as accurately as possible, while others claim art’s absolute detachment and freedom from reality and dismiss any duty to represent it in the work of art.

Concepts in language and literature courses are meant to help organise and guide the study of texts across the three AOE. The concepts also facilitate the process of establishing connections between texts, making it easier for students to identify different ways in which the texts they study relate to one another.

Assessments:

External Assessments	
Paper 1: Guided textual analysis- 35%	
Standard Level (1 hour 15 minutes)	Higher Level (2 hours 15 minutes)
The paper consists of two non-literary passages, from two different text styles, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	The paper consists of two non-literary passages, from two different text styles, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)
Paper 2: Comparative essay	
Standard Level - 35% & Higher Level -25% (1 hour 45 minutes)	
The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	
Higher Level Essay- 20%	
Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.	

Internal Assessment
Individual Oral
Standard Level- 30% & Higher Level- 20% (15 minutes)
<p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p><i>Examine the ways in which the global issue of your choice is presented through the content and form of two works that you have studied. (40 marks)</i></p>

Learner Portfolio:

In addition to other assessments, students are required to maintain a collection of work done over the two-year course, referred to as the Learner Portfolio. This will not be directly assessed or moderated by the IB, however, schools may be required to submit Learner Portfolios to determine the authenticity of a student's work, to certify that academic honesty has been respected or to evaluate the syllabus in a school. The Learner Portfolio will include a variety of activities, from creative responses and reflections to/on literary and non-literary works to practice work in anticipation of assessments. Teachers will regularly assign, collect and monitor work for the Learner Portfolio over the two years of the course.

Connections Across Learning:

As we begin to make stronger connections across the subject areas, we will start by asking the students to inquire into the interconnectedness of the DP subjects through their transfer skills and prior knowledge. As we engage with the following questions, small groups can tackle how their various classes tie to our objectives and skills, and how they can apply to the wider world:

1. How does the study of English Language and Literature enhance your understanding of other DP subjects?
2. In what ways can English Language and Literature concepts be applied to real-world situations in other DP subjects?
3. How can the interconnectedness between English Language and Literature and other DP subjects contribute to your overall learning experience?

Theory of Knowledge Links:

Links to ToK are made explicitly throughout the course.

- As part of the introduction to the course students discuss "How much of your understanding of the world comes from one person's interpretation of the world?" and "To what extent does studying a variety of text types help us to better understand ourselves in the present?"
- In reading texts like *The Reluctant Fundamentalist* and political cartoons, TOK questions such as "how does language shape our understanding of knowledge and truth?" and "how do the ways of knowing influence our interpretation and understanding of literary texts?"
- While with texts such as *If this is a Man*, *So Long a Letter* and portraiture from Kehinde Wiley questions such as "in what ways can literature challenge or reinforce existing knowledge claims?" can be addressed.
- For all assessments, the methods used by the creator and the role of creation presents a variety of questions: "Is it possible to present language in an unbiased way?", "Who decides which texts are significant?", "What is the role of individuals in history".

CAS Links:

Examples of CAS experiences that have links to English include the following;

- Creativity: Students can create original projects or experiences that integrate elements of L&L such as through an original spoken word piece that explores themes of identity and belonging, drawing inspiration from the texts studied in L&L.
- Action: The reading of texts like *So Long a Letter* sparks an interest and discussion in Senegalese culture in contrast to colonial powers inherent in French and Islamic incursions.
- The non-literary texts covered deal with fields of inquiry including: Politics, Power and Justice; Culture, Identity and Community; Beliefs, values and Education, which raise awareness of CAS related issues and trigger the students into action.

- Students can demonstrate how they have applied knowledge and skills from L&L in their CAS experiences by citing their knowledge of literary analysis to create a blog or documentary that explores the connections between classic literature and social justice issues.

International School of Dakar
IBDP French A: Language and Literature HL/SL

Oumar Thiam : 309	Xousath Souvandy : 107 - 108
oumart@faculty.isd.sn	xousaths@faculty.isd.sn

Course Description:

In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Course Outline:

Year 1	
Semester 1	<i>La création du modèle raciste</i> <i>Non-literary texts include:</i> Pictures, articles, comics, advertisements, films, cartoons, and speeches* <i>Literary texts:</i> 1 SL work, 2 HL works <i>Assessment practice:</i> paper 1, parts of the IA
Semester 2	<i>Literary texts may include:</i> 1 SL work, 2 HL works, <i>Assessment practice:</i> I.O (full exam), practice I.O <i>Assessment practice:</i> paper 2 (introduction + formative assessment),
Year 2	
Semester 1	<i>Non-literary texts include:</i> other types per the instructor's discretion <i>Literary texts:</i> 2 SL works, 2 HL works <i>Assessment practice:</i> paper 1, practice IA, official IA, HL essay
Semester 2	<i>Assessment practice:</i> paper 2, paper 1 (full exam)

Core Texts	
Class of 2025	Class of 2024
Drama: Une saison au Congo By Aimé césaire Le ventre de l'Atlantique By Fatou Diome Incendies by Wajid Mouwad (HL) 1984 By George Orwell	Antigone by Sophocle Les fourmis by Bernard Werber (HL)
Possible texts include: <i>Le discours de Lumumba, Tintin au Congo, Au temps d'harmonie, Kocoumbo; l'étudiant noir, Des clandestins à la mer : les tribulations de Yado.</i>	

Syllabus Content:

There are three main syllabus components or “Areas of Exploration” (AOE) in the course: **Readers, Writers and Texts** is an area that introduces students to the nature of language and literature and involves close attention to the details of texts to examine the choices made by authors and the way(s) meaning is communicated, as well as the role of the reader in generating meaning. **Time and Space** is an area that examines the way(s) a text speaks to the world at large, looking at how it may speak to certain audiences or generations of people, as well as how meaning changes depending on context. **Intertextuality** is an area that examines how texts “speak” to each other as well as exploring the connection(s) between and among media, text and audience involving diverse traditions and ideas.

In Grade 12, students examine all of these areas through the study of particular texts and within organized units. In other words, the AOE will not be looked at in isolation or in a particular order, but will rather be addressed through the study of texts and core concepts, along with larger global issues.

Core Concepts:

In addition to the AOE, there are seven core concepts that will link texts studied in the course. The chart below offers an abbreviated explanation of these:

Concept	Explanation
Identity	Identity can both refer to the perspectives, voices and characters in a text as well as that of the author (and the extent to which identities in a text represent the author) and even the reader. An exploration of identity in a text, in all its forms, is central to the analysis of the act of reading and interpretation.
Culture	This relates to the context of a text’s production and reception, and to the respective values, beliefs and attitudes prevalent in it. This concept also plays an important role with regards to the relationship that is established between an individual text and the writing tradition that precedes it.
Creativity	This relates to the act of writing and the role imagination plays, as well as the reader engaging with the text and deriving potential meaning(s) from different interpretations. This is also related to the notion of originality and how this may be important or desirable in the production and reception of a text.
Communication	This has to do with the relationship that a text establishes between a reader and writer. How writers use style and structure to engage their audience, as well as particular audiences they may have in mind (and assumptions about them) are relevant here.
Perspective	A text may offer a multiplicity of perspectives which may, or may not, reflect the views of its author. Readers also have their own perspectives which they bring to their interaction with the text. This variety of perspectives impacts on the interpretation of a text and therefore deserves critical attention and discussion.
Transformation	The complex ways in which texts refer to one another, appropriate elements from each other and transform them to suit a different aesthetic or communicative purpose, are evidence of the importance of transformation in the process of creating a text. Also, the act of reading is potentially transformative in itself, both for the text and the reader.
Representation	The way in which language and literature relate to reality has been the subject of long running debate among linguists and literary theorists. Some claim that literature should represent reality as accurately as possible, while others claim

art's absolute detachment and freedom from reality and dismiss any duty to represent it in the work of art.

Concepts in language and literature courses are meant to help organise and guide the study of texts across the three AOE. The concepts also facilitate the process of establishing connections between texts, making it easier for students to identify different ways in which the texts they study relate to one another.

Assessments:

External Assessments	
Paper 1: Guided textual analysis- 35%	
Standard Level (1 hour 15 minutes)	Higher Level (2 hours 15 minutes)
The paper consists of two non-literary passages, from two different text styles, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	The paper consists of two non-literary passages, from two different text styles, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)
Paper 2: Comparative essay	
Standard Level - 35% & Higher Level -25% (1 hour 45 minutes)	
The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	
Higher Level Essay- 20%	
Students submit an essay on one non-literary text or a collection of non-literary texts by the same author or a literary text or work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.	

Internal Assessment
Individual Oral
Standard Level- 30% & Higher Level- 20% (15 minutes)
This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.
Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:

Examine the ways in which the global issue of your choice is presented through the content and form of two works that you have studied. (40 marks)

Learner Portfolio:

In addition to other assessments, students are required to maintain a collection of work done over the two-year course, referred to as the Learner Portfolio. This will not be directly assessed or moderated by the IB, however, schools may be required to submit Learner Portfolios to determine the authenticity of a student's work, to certify that academic honesty has been respected or to evaluate the syllabus in a school. The Learner Portfolio will include a variety of activities, from creative responses and reflections to/on literary and non-literary works to practice work in anticipation of assessments. Teachers will regularly assign, collect and monitor work for the Learner Portfolio over the two years of the course.

Connections Across Learning:

- As we begin to make stronger connections across the subject areas, we will start by asking the students to inquire into the interconnectedness of the DP subjects through their transfer skills and prior knowledge. As we engage with the following questions, small groups can tackle how their various classes tie to our objectives and skills, and how they can apply to the wider world:
 1. How does the study of French Language and Literature enhance your understanding of other DP subjects?
 2. In what ways can French Language and Literature concepts be applied to real-world situations in other DP subjects?
 3. How can the interconnectedness between French Language and Literature and other DP subjects contribute to your overall learning experience?

Theory of Knowledge Links:

Links to ToK are made explicitly throughout the course.

- As part of the introduction to the course students discuss “How much of your understanding of the world comes from one person’s interpretation of the world?” and “To what extent does studying a variety of text types help us to better understand ourselves in the present?”
- In reading texts like *1984* and *the use of Nouvlang*, students will answer TOK questions such as “how does language shape our understanding of knowledge and truth?” and “how do the ways of knowing influence our interpretation and understanding of literary texts?”
- While with texts such as *Le ventre de L’Atlantique*; *Une saison au Congo*, questions such as “in what ways can literature challenge or reinforce existing knowledge claims?” can be addressed.
- For all assessments, the methods used by the creator and the role of creation present a variety of questions: “Is it possible to present language in an unbiased way?”, “Who decides which texts are significant?”, “What is the role of individuals in history”.

CAS Links:

Examples of CAS experiences that have links to English include the following;

- Creativity: Students can create original projects or experiences that integrate elements of L&L such as through an original spoken word piece that explores themes of identity and belonging, drawing inspiration from the texts studied in L&L.

- Action: The reading of texts like *Une saison au Congo* sparks an interest and discussion in African culture in contrast to colonial powers inherent in French incursions.
- The non-literary texts covered deal with fields of inquiry including: Politics, Power and Justice; Culture, Identity and Community; Beliefs, values and Education, which raise awareness of CAS related issues and trigger the students into action.
- Students can demonstrate how they have applied knowledge and skills from L&L in their CAS experiences by citing their knowledge of literary analysis to create a blog or documentary that explores the connections between classic literature and social justice issues.

International School of Dakar
IBDP Language A: Literature School-Supported Self-taught (SL)

SSST Supervisor: Estelle Thiam **Rm:** 206

Contact Information: estellet@faculty.isd.sn

COURSE DESCRIPTION

The Language A: literature school-supported self-taught (SSST) course is part of the studies in language and literature group and is only offered at Standard level.

This course offers students a unique opportunity to study the literature of a language that may not be offered at the International School of Dakar as a taught subject. A certain level of autonomy is necessary and students are expected to independently administer the 150 hours required for the study of the course with the support of a tutor and the SSST coordinator.

The SSST Language A course follows the same objectives as the Language A: Literature course and is organized into three areas of exploration:

- **Readers, writers, and texts** introduce the notion of literature, its purposes, and the ways in which texts can be read, interpreted, and responded to.
- **Time and space** draw attention to the fact that texts are not isolated entities, but are connected to space and time.
- **Intertextuality:** connecting texts focuses on the connections between and among diverse texts, traditions, creators, and ideas.

The aims of the course in studies are 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 ***Communicators**
- develop skills in interpretation, analysis, and evaluation ***Thinkers**

- 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 ***Inquirers *Open-minded**
- 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 ***Principled**
- develop an understanding of the relationships between studies in language and literature and other disciplines ***Knowledgeable**
- communicate and collaborate in a confident and creative way ***Communicators**
- foster a lifelong interest in and enjoyment of language and literature.

***IB Learner Profile Attributes**

CORE CONCEPTS

Central to the DP language A courses are the seven concepts of culture, creativity, communication, perspective, transformation, representation, and identity.

READING BOOKLIST

Language A: literature SSST students will read nine works over the 2 year course. They will choose these from a list of authors that the IB has created, called the Prescribed reading list, which can be found on the programme resource centre.

SSST students should compile a list of literary works to be studied in the SSST course according to the following requirements:

- **seven works overall**, written by authors on the Prescribed reading list
- a minimum of two works studied linked to each of the areas of exploration of the course
- coverage of at least three of the four literary forms (poetry, drama, fiction, non-fiction)
- coverage of at least three periods
- a minimum of four works originally written in the language A being studied, by authors on the Prescribed reading list
- a minimum of three works translated into your language A, originally written in a different language than the language A being studied, by authors on the Prescribed reading list
- works from a minimum of three places as defined by the Prescribed reading list in relation to the language A you are studying, covering at least two different continents.

ROLES AND RESPONSIBILITIES

An SSST supervisor

The ISD appoints an SSST supervisor who teaches a course in studies in language and literature.

A tutor in the SSST student first and best language

Your school must also assign a tutor who is proficient in your first and best language.

SSST LITERATURE A ASSESSMENTS

All assessment tasks for school-supported self-taught (SSST) students are externally assessed.

Paper 1 and paper 2 are the same as for taught students. The weightings for each component, as well as the assessment criteria and the marks awarded, are also the same as for taught students.

Assessment Component	Weighting
External assessment (3 hours) Paper 1: Guided literary analysis (1 hour 15 minutes) The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	70% 35%
Paper 2 Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)	35%

<p>External assessment</p> <p>This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes)</p> <p>Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<p>30%</p>
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LEARNER

Compiling a learner portfolio is a key part of your journey as a self-taught student. The learner portfolio can be a journal, electronic or handwritten, notebook, folder, blog, or any other format that suits the student's learning style and shows his/her learning journey. It will be the basis of ongoing meetings with the SSST supervisor and tutor. This will not be directly assessed or moderated by the IB, however, schools may be required to submit Learner Portfolios to determine the authenticity of a student's work, to certify that academic honesty has been respected or to evaluate the syllabus in a school.

PORTFOLIO

CONNECTIONS ACROSS LEARNING

SSST Literature A students make connections between their course and other subject areas. They understand that texts are affected by a wide variety of contexts such as the life of the author, the times in which they lived, historical conditions reflected in the text and many other real world factors. They will consider how **history, culture, geography** and many other external factors are all important to fully understand a literary text, and will look at how the works they are reading represent, reflect and become part of **life and culture**.

LINKS TO THEORY OF KNOWLEDGE

Links to TOK are made throughout the course. The following questions could be used to reflect on the connections between the areas of exploration and TOK:

1. What different kinds of knowledge does the reader gain through literature?
2. Can the meaning of a literary text ever be free from ambiguity? Can there ever be one true meaning of a literary text?
3. What is the relationship between the writer and the reader and how does it impact the reader's understanding of the literary text?
4. How does the experience differ when reading in the original language compared to reading in translation?
5. Does every literary text have an ideal reader? What are the challenges this presents for us as readers in our interaction with and understanding of the text?
6. How does the medium through which a literary text is presented impact how you experience it?
7. What constitutes or makes good evidence in literature?

LINKS TO CAS

There are many ways that the study of literature, knowledge of language A, and the development of reading, writing, speaking, and listening skills can be used in the context of CAS.

Development of first or best language

The language A studied as an SSST student may be a minority language in the school. Students should consider ways to assist fellow speakers in their school or community. They might want to consider translating some publications into their language A to provide assistance to these speakers. SSST students can also teach their mother tongue or promote it to the school community. ***SERVICE**

Literature

Students can help gather texts in other languages than English and help make them available at the school's library. They can create an awareness of the literature of their

language A or form an advocacy group to take action against an injustice represented in texts. ***CREATIVITY *ACTION**



Group 2: Language Acquisition

English B

French B

Spanish B

French ab initio

Spanish ab initio

International School of Dakar

IBDP English B HL/SL

Instructors: Leslie To / Estelle Thiam Rm: 404a/206

Contact Information: lesliet@faculty.isd.sn / estellet@faculty.isd.sn

Course Description:

IB DP English B HL/SL is a language acquisition course 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. Students further develop their ability to communicate in the target language through the study of language, themes, and texts. This course also gives the student wide exposure to the communities in which the target language is spoken, allowing the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity. **Open-Minded***

Knowledgeable* Caring*

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. The Higher Level Language B course also includes the study of two literary works originally written in the target language (play, novel, prose, extracts, or poems). Through Approaches to learning in language acquisition courses, students develop the following range of special, critical, and creative-thinking skills:

- Thinking skills (inquiry-based tasks provide students with the opportunity to explore language and structures.) **Thinkers***
- Communication skills (students develop the ability to inform, describe, narrate, explain, persuade, and argue to a variety of audiences) **Communicators***
- Research skills (students use authentic sources to explore questions from different cultural perspectives and to expand their linguistic and intercultural knowledge.) **Inquirers* Principled***
- Self-management skills (students set their own goal to develop their linguistic and cultural competence) **Risk-takers***

- Social skills (working collaboratively, taking part in group discussions, seminars and debates,)

***IB Learner Profile Attributes**

Course Outline:

The syllabus consists of five prescribed themes, which provide relevant contexts and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

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

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP. HL students explore fundamental elements of the literary works studied, such as themes, plot and characters. In language B HL, literature is intended as a stimulus for ideas to be explored, principally through oral assessment.

Connections Across Learning:

- Environmental Systems and Societies

Students explore environmental consequences of human behaviors and sustainable solutions

- Visual arts

Students explore the function of street art (raising awareness of social and health issues)

- Science

Students discuss ethical issues surrounding science and technology (genetic manipulation, cloning, GM food)

Theory of Knowledge links:

Language is one of the specific ways of knowing that is identified in the TOK course. In addition to this explicit exploration of language, the five themes of the language B curriculum provide students with a range of TOK links:

- At the beginning of their Language B course, students explore the concept of identity and discuss “Why do we not speak the same language?” and “To what extent is language a part of our identity?”
- For the Paper 1 assessment, students need to take into account the audience, context, audience and purpose of the text and ask themselves “How does the context affect the way the text is written or read?” and “What is the purpose of the text? How is language used to achieve this goal?”
- Through the study of the Human ingenuity theme, technological innovations are evaluated and students discuss “To what extent can intelligence be defined?” and “How intelligent is Artificial Intelligence and is it more intelligent than human intelligence?”

CAS links:

- Service: Students volunteer to help languages learners with the study of the target language or student’s mother tongue through the Mother Tongue Enrichment programme
- Service: Students research and learn about the languages and dialects spoken in the region they will travel to during their service trips.
- Activity: Students raise awareness of global issues and create displays in the target language (mural, posters, drawings) and take part in Community events (World Culture week) and International significant days (Peace Day, International Migrants Day, U.N Day)

Assessment:

ISD assessments will be completing both formative and summative assessments. Students' receptive skills (reading and listening comprehension) and productive skills (writing, speaking) are assessed, at least once per semester, and graded from 1 to 7.

In Grade 11 and 12, assessments are all DP style assessments but assessments will be modified in Grade 11.

At the end of the course, the students will sit the following examinations:

	Assessment components	Weighting
HL	External assessment	75%
	Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
	Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) - Listening comprehension (1 hour) (25 marks) - Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
	Internal assessment	25%
	Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%
SL	External assessment	75%
	Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
	Paper 2 (1 hour 45 minutes) Receptive skills — separate sections for listening and reading (65 marks) - Listening comprehension (45 minutes) (25 marks) - Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
	Internal assessment	25%
	Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%

International School of Dakar
IBDP French Language Acquisition HL/SL

Instructors: Seynabou Carnino – Rm: 403 – seynabouc@faculty.isd.sn
Camille Le Bienvenu Afaf – Rm: 403 – camillel@faculty.isd.sn

Course Description:

IB DP French B is a language acquisition course 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. Students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual **understandings** of how language works – as appropriate to the level of the course – and linguistic abilities through the development of receptive, productive and interactive skills. **Communicator***

This course also gives the student a wide exposure to the Francophone community, allowing the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity. **Inquirers***

IB Learners will develop their receptive, productive and interactive skills in the target language by focusing their attention on the ways in which good communicators consider the audience, context and purpose of what they want to say or write.

Students will be expected to further develop the following Approach to Learning, which are crucial part of Language Acquisition:

- **Communication skills:** Use a range a range of speaking techniques to communicate with a variety of audiences, use appropriate forms of writing for different purposes and audiences, read critically a variety of sources for information, comprehension and for pleasure.

- **Thinking skills:** Create original works and ideas, use brainstorming and visual diagrams to generate new ideas and inquiries (**Inquirers***)

- **Social skills:** Building relationships within and outside the classroom

- **Self-management skills** (taking responsibility for roles within collaborative work, academic integrity, meeting deadlines)

***IB Learner Profile Attributes**

Course Outline:

The skills IB Learners strive to develop are integrated into thematic units. The course covers 5 prescribed units:

- Identities (covered in DP 1)
- Experiences (Covered in DP 1)
- Sharing the Planet (Covered in DP 1)
- Social Organization (DP 2)
- Human Ingenuity (DP2)

Each theme is divided into subtopics, which are covered over the two years.

Connections Across Learning:

Individual and societies:

- Study of different ethnic groups over the world, rites of passages, customs and traditions (subtopics of the theme Experience)

Physical Education and Health

- Being responsible for our health to live in good physical and mental health.

Theory of Knowledge Links:

Links to ToK are made explicitly throughout the course.

During the study of the first topic Identity, students explore the subtopic Language and identity, language and stereotypes, perception of beauty. They will be encouraged to think about the following questions:

- To what extent is our perspective determined by a given culture?
- Why are we sensitive to the way others look at us?
- If we speak different languages, does our knowledge differ from one language to another? What are the stereotypes that are attached to the target culture?
- In what ways can language B aid in challenging them?

CAS Links:

- Service: Emigration is a very current phenomenon in Senegal. Senegalese who

have traveled clandestinely are being repatriated. Students engage with them (VIA NGOs) as part of CAS to learn from their experience and provide support where they can.

- Service: In Senegal, there may be concerns about the situation of talibes, children with serious illnesses, or girls who are not attending school. The students set up a project that gives them the opportunity to get involved in these different causes.
- Activity: Students have the option to volunteer, participate in the activities of an already established organization (Unicef, Handicap International), create a documentary on these issues, organize a benefit concert, and so on.

Assessment:

ISD assessments will be completing both formative and summative assessments. Students' receptive skills (reading and listening comprehension) and productive skills (writing, speaking) are assessed, at least once per semester, and graded from 1 to 7. In Grade 11 and 12, assessments are all DP style assessments but assessments will be modified in Grade 11. At the end of the course, the students will sit the following examinations:

SL / HL

	Assessment components	Weighting
HL	External assessment	75%
	Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
	Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) - Listening comprehension (1 hour) (25 marks) - Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
	Internal assessment	25%
	Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%
SL	External assessment	75%
	Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
	Paper 2 (1 hour 45 minutes) Receptive skills — separate sections for listening and reading (65 marks) - Listening comprehension (45 minutes) (25 marks) - Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
	Internal assessment	25%
	Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%

International School of Dakar

IBDP Spanish B HL/SL

Instructor: JulieAnne Edmond Rm: 109

Contact Information: julieannee@faculty.isd.sn

Course Description:

IB DP Spanish B HL/SL is a language acquisition course 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. Students further develop their ability to communicate in the target language through the study of language, themes, and texts. This course also gives the student wide exposure to the communities in which the target language is spoken, allowing the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity. **Open-Minded***

Knowledgeable* Caring*

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. The Higher Level Language B course also includes the study of two literary works originally written in the target language (play, novel, prose, extracts, or poems). Through Approaches to learning in language acquisition courses, students develop the following range of special, critical, and creative-thinking skills:

- Thinking skills (inquiry-based tasks provide students with the opportunity to explore language and structures.) **Thinkers***
- Communication skills (students develop the ability to inform, describe, narrate, explain, persuade, and argue to a variety of audiences) **Communicators***
- Research skills (students use authentic sources to explore questions from different cultural perspectives and to expand their linguistic and intercultural knowledge.) **Inquirers* Principled***
- Self-management skills (students set their own goal to develop their linguistic and cultural competence) **Risk-takers***

- Social skills (working collaboratively, taking part in group discussions, seminars and debates,)

***IB Learner Profile Attributes**

Course Outline:

The syllabus consists of five prescribed themes, which provide relevant contexts and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

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

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP. HL students explore fundamental elements of the literary works studied, such as themes, plot and characters. In language B HL, literature is intended as a stimulus for ideas to be explored, principally through oral assessment.

Connections Across Learning:

- **Environmental Systems and Societies** - Students explore environmental consequences of human behaviors and sustainable solutions
- **Visual Arts** - Students explore the function of street art (raising awareness of social and health issues)

- **Science** – Students discuss ethical issues surrounding science and technology (genetic manipulation, cloning, GM food)

Theory of Knowledge links:

Language is one of the specific ways of knowing that is identified in the TOK course. In addition to this explicit exploration of language, the five themes of the language B curriculum provide students with a range of TOK links:

- At the beginning of their Language B course, students explore the concept of identity and discuss “Why do we not speak the same language?” and “To what extent is language a part of our identity?”
- For the Paper 1 assessment, students need to take into account the audience, context, audience and purpose of the text and ask themselves “How does the context affect the way the text is written or read?” and “What is the purpose of the text? How is language used to achieve this goal?”
- Through the study of the Human ingenuity theme, technological innovations are evaluated and students discuss “To what extent can intelligence be defined?” and “How intelligent is Artificial Intelligence and is it more intelligent than human intelligence?”

CAS links:

- Service: Students volunteer to help languages learners with the study of the target language or student's mother tongue through the Mother Tongue Enrichment programme
- Service: Students research and learn about the languages and dialects spoken in the region they will travel to during their service trips.
- Activity: Students raise awareness of global issues and create displays in the target language (mural, posters, drawings) and take part in Community events (World Culture week) and International significant days (Peace Day, International Migrants Day, U.N Day)

Assessment:

ISD assessments will be completing both formative and summative assessments. Students' receptive skills (reading and listening comprehension) and productive skills (writing, speaking) are assessed, at least once per semester, and graded from 1 to 7. In Grade 11 and 12, assessments are all DP style assessments but assessments will be modified in Grade 11.

At the end of the course, the students will sit the following examinations:

	Assessment components	Weighting
HL	External assessment	75%
	Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
	Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) - Listening comprehension (1 hour) (25 marks) - Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
	Internal assessment	25%
	Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%
SL	External assessment	75%
	Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
	Paper 2 (1 hour 45 minutes) Receptive skills — separate sections for listening and reading (65 marks) - Listening comprehension (45 minutes) (25 marks) - Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
	Internal assessment	25%
	Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%

International School of Dakar

IBDP French Ab Initio SL

Instructor: Sophie Kappner – Room: 108

Contact Information: sophie.k@faculty.isd.sn

Course Description:

DP1: In DP1 of the Ab Initio French course, students focus on building a strong foundation in the French language. The primary emphasis is on acquiring essential vocabulary and mastering fundamental grammatical structures. Topics covered include greetings, introductions, numbers, daily routines, food, family, and basic travel-related vocabulary. Students also start to develop their listening and speaking skills, engaging in simple conversations and discussions. Cultural awareness is introduced through topics such as French-speaking countries, traditions, and holidays. DP1 serves as a crucial introductory phase where students lay the groundwork for more advanced language learning in DP2.

DP2: DP2 builds upon the knowledge and skills acquired in DP1, taking students to a higher level of proficiency in French. In this year, students expand their vocabulary to cover a broader range of topics, including education, health, travel, and society. The study of more complex grammatical structures allows students to construct more sophisticated sentences and express themselves with greater accuracy. Listening and speaking skills are further developed through more in-depth conversations, presentations, and debates. DP2 also delves deeper into French culture, exploring literature, art, cinema, and contemporary issues. By the end of DP2, students are expected to communicate comfortably in everyday situations and demonstrate a solid understanding of French culture and society.

Course outline:

We are using the textbook Panorama Francophone as well as many additional resources presenting authentic texts and sources. The syllabus consists of five prescribed themes, which provide relevant contexts and opportunities for students to communicate about matters of personal, local or national, and global interest.

Theme	Guiding principle	Prescribed topics	Possible questions
Identities	Explore the nature of the self and how we express who we are.	<ul style="list-style-type: none">• Personal attributes• Personal relationships• Eating and drinking• Physical well-being	<ul style="list-style-type: none">• How do I present myself to others?• How do I express my identity?• How do I achieve a balanced and healthy lifestyle?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none">• Daily routine• Leisure• Holidays• Festivals and celebrations	<ul style="list-style-type: none">• How does travel broaden our horizons?• How would my life be different if I lived in another culture?• What are the challenges of being a teenager?• How are customs and traditions similar or different across cultures?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none">• Transport• Entertainment• Media• Technology	<ul style="list-style-type: none">• How do science and technology affect my life?• How do I use media in my daily life?• What can I learn about a culture through entertainment?
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none">• Neighbourhood• Education• The workplace• Social issues	<ul style="list-style-type: none">• What purpose do rules and regulations have in society?• What is my role in society?• What options do I have in the world of work?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none">• Climate• Physical geography• The environment• Global issues	<ul style="list-style-type: none">• What can I do to help the environment?• How do my surroundings affect the way I live?• What can I do to make the world a better place?

Approaches to Learning (ATL) skills

Communication Skills:

In DP1, students begin developing basic communication skills, focusing on greetings, introductions, and daily routines. As they progress to DP2, they build upon these skills to engage in more in-depth conversations, presentations, and debates.

ATL Application: Students will need to effectively communicate in both spoken and written French throughout the course. This includes listening comprehension, clear articulation, and the ability to express ideas accurately and coherently. They will also learn how to structure presentations and written assignments.

Research and Study Skills:

Course Outline: The use of authentic texts and sources, such as the textbook "Panorama Francophone" and additional resources, requires students to research and gather information from various materials.

ATL Application: Students will need to develop research and study skills to understand and analyze authentic French texts. This involves extracting information, summarizing content, and synthesizing ideas from diverse sources. These skills are particularly relevant during assessments, where they must demonstrate comprehension and interpretation.

Self-Management Skills:

Assessment: The course involves a combination of formative and summative assessments, including external and internal assessments. Students must manage their time and workload effectively to meet assessment deadlines and prepare for examinations.

ATL Application: Self-management skills, such as time management, organization, and goal setting, are crucial for students to balance their coursework, practice, and exam preparation effectively. They need to develop a structured study routine to perform well in both formative and summative assessments.

Connections Across Learning:

By establishing these connections, students can see the interdisciplinary relevance of the Ab Initio French course and how it complements their overall DP education. This holistic approach fosters a deeper understanding of the language and its cultural significance, enhancing their ability to engage with a wide range of subjects within the DP.

Links with Language and Literature (Group 1): The Ab Initio French course helps students develop proficiency in French language and cultural understanding. This proficiency can be valuable when analyzing and interpreting French literature or exploring the linguistic nuances of literary texts.

Links with Individuals and Societies (Group 3): French culture and society are integral components of the Ab Initio French course. Students can examine the social, political, and historical aspects of French-speaking countries, connecting their language skills to broader sociopolitical contexts studied in Individuals and Societies subjects like History and Geography.

Links with Arts (Group 6): French culture has made significant contributions to the world of arts, including literature, visual arts, music, and cinema. Students can explore French artistic expressions and connect them to their studies in Visual Arts, Music, or Film within the Arts group.

Theory of Knowledge Links:

The Ab Initio French course encourages critical thinking and communication skills.

Knowledge and Language: The study of French language and culture in DP1 and DP2 involves the acquisition of knowledge through language. Students engage in conversations, read texts, and interpret cultural expressions in French.

Cultural Perspectives and Bias: DP2 delves deeper into French culture, exploring literature, art, cinema, and contemporary issues. Cultural perspectives and biases are inherent in these cultural expressions.

The Nature of Knowledge: Throughout DP1 and DP2, students gather information from authentic French texts and sources, analyze them, and synthesize ideas. They also engage in formative and summative assessments that require them to demonstrate their understanding of the French language and culture.

CAS Links:

French language skills can be applied in service projects that involve working with French-speaking communities or organizations. Additionally, participating in French cultural activities or events can contribute to the Creativity and Activity components of CAS.

Service - Community Engagement: Students engage in service activities that involve using their French language skills to benefit the local community

Creativity - Cultural Exploration: Students explore their creativity by participating in or organizing cultural events related to French language and French and Senegalese culture.

Activity - Physical Well-being: Learning a new language, such as French, also involves mental agility and focus. Students can link their language learning to maintaining overall physical and mental well-being. Example: Practicing French language skills through physical activities like yoga, dance, or sports. They can engage in activities that enhance memory, concentration, and language retention.

Assessment:

- **Formative assessments** are to monitor student learning and to provide ongoing feedback that can be used by myself to improve my teaching and by students to improve their learning.
- **Summative assessments** measure student performance against criteria to determine achievement levels.

Paper 1 (1 hour) - 25%	External assessment Productive skills— writing (30 marks) 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.
Paper 2 (1 hour 45 minutes) - 50%	Receptive skills—separate sections for listening and reading Listening comprehension (45 minutes) (25 marks) - 25% Reading comprehension (1 hour) (40 marks) - 25% Comprehension exercises on three audio passages and three written texts, drawn from all five themes.
Internal assessment- 25%	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)

International School of Dakar

IBDP Spanish Ab Initio SL

Instructor: JulieAnne Edmond Rm: 109

Contact Information: julieannee@faculty.isd.sn

Course Description:

DP1 is the first year in a two year introductory course in Spanish. By the end of the year, students will have sufficient grammatical knowledge to conjugate verbs in the present, past and imperfect tense. Topics covered include greetings, introductions, numbers, daily routines, food, family, and basic travel-related vocabulary. Students also start to develop their listening and speaking skills, engaging in simple conversations and discussions. Cultural awareness is introduced through topics such as Spanish-speaking countries, traditions, and holidays. DP1 serves as a crucial introductory phase where students lay the groundwork for more advanced language learning in DP2.

DP2 builds upon the knowledge and skills acquired in DP1, taking students to a higher level of proficiency in Spanish. In this year, students expand their vocabulary to cover a broader range of topics, including education, health, travel, and society. The study of more complex grammatical structures allows students to construct more sophisticated sentences and express themselves with greater accuracy. Listening and speaking skills are further developed through more in-depth conversations, presentations, and debates. DP2 also delves deeper into Spanish culture, exploring literature, art, cinema, and contemporary issues. By the end of DP2, students are expected to communicate comfortably in everyday situations and demonstrate a solid understanding of Spanish culture and society.

Course Outline: We are using the *Panorama hispanohablante* 1 and 2 textbooks as well as many additional resources presenting authentic texts and sources. The syllabus consists of five prescribed themes, which provide relevant contexts and opportunities for students to communicate about matters of personal, local or national, and global interest.

Approaches to Learning (ATL) skills

Communication Skills: In DPI, students begin developing basic communication skills, focusing on greetings, introductions, and daily routines. As they progress to DP2, they build upon these skills to engage in more in-depth conversations, presentations, and debates.

Theme	Guiding principle	Prescribed topics	Possible questions
Identities	Explore the nature of the self and how we express who we are.	<ul style="list-style-type: none"> Personal attributes Personal relationships Eating and drinking Physical well-being 	<ul style="list-style-type: none"> How do I present myself to others? How do I express my identity? How do I achieve a balanced and healthy lifestyle?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> Daily routine Leisure Holidays Festivals and celebrations 	<ul style="list-style-type: none"> How does travel broaden our horizons? How would my life be different if I lived in another culture? What are the challenges of being a teenager? How are customs and traditions similar or different across cultures?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> Transport Entertainment Media Technology 	<ul style="list-style-type: none"> How do science and technology affect my life? How do I use media in my daily life? What can I learn about a culture through entertainment?
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"> Neighbourhood Education The workplace Social issues 	<ul style="list-style-type: none"> What purpose do rules and regulations have in society? What is my role in society? What options do I have in the world of work?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> Climate Physical geography The environment Global issues 	<ul style="list-style-type: none"> What can I do to help the environment? How do my surroundings affect the way I live? What can I do to make the world a better place?

Research and Study Skills: The use of authentic texts and sources, such as the *Panorama hispanohablante* textbook and additional resources, requires students to research and gather information from various materials. This involves extracting information, summarizing content, and synthesizing ideas from diverse sources. These skills are particularly relevant during assessments, where they must demonstrate comprehension and interpretation.

Self-Management Skills: The course involves a combination of formative and summative assessments, including external and internal assessments. Students must manage their time and workload effectively to meet assessment deadlines and prepare for examinations.

Connections Across Learning :

By establishing these connections, students can see the interdisciplinary relevance of the Ab Initio Spanish course and how it complements their overall DP education. This holistic approach fosters a deeper understanding of the language and its cultural significance, enhancing their ability to engage with a wide range of subjects within the DP.

Links with Language and Literature (Group 1): The Ab Initio Spanish course helps students develop proficiency in Spanish language and cultural understanding. This proficiency can be

valuable when analyzing and interpreting Spanish literature or exploring the linguistic nuances of literary texts.

Links with Individuals and Societies (Group 3): Spanish-speaking culture and society are integral components of the Ab Initio Spanish course. Students can examine the social, political, and historical aspects of the Spanish-speaking world, connecting their language skills to broader sociopolitical contexts studied in Individuals and Societies subjects like History and Geography.

Links with Arts (Group 6): Spanish culture has made significant contributions to the world of arts, including literature, visual arts, music, and cinema. Students can explore Spanish artistic expressions and connect them to their studies in Visual Arts, Music, or Film within the Arts group.

Theory of Knowledge Links:

The Ab Initio Spanish course encourages critical thinking and communication skills.

Knowledge and Language: Students will be encouraged to think of the following possible questions: “To what extent language is part of our identity?” or “What is lost in translation from one language to another?” Students engage in conversations, read texts, and interpret cultural expressions in Spanish.

Cultural Perspectives and Bias: DP2 delves deeper into Spanish culture, exploring literature, art, cinema, and contemporary issues. Cultural perspectives and biases are inherent in these cultural expressions. Students will be encouraged to think about the following questions: “What are the artist’s intentions?” Or “What are the artwork’s aesthetic qualities or its beauty?” or “What is the reader/viewer’s emotional response or interpretation?” or “Is art only about opinion or is it a human endeavor to discover a truth or reality?”

The Nature of Knowledge: Throughout DP1 and DP2, students gather information from authentic Spanish texts and sources, analyze them, and synthesize ideas. Students will be inquiring about societal issues such as Global warming or poverty. They will be encouraged to think about the following questions: “Can we solve the problem of poverty once and for all? Why/why not?” or “Is Global warming a matter of belief?”

CAS Links (Creativity, Activity, Service):

Spanish language skills can be applied in service projects that involve working with Spanish-speaking communities or organizations. Additionally, participating in Spanish cultural activities or events can contribute to the Creativity and Activity components of CAS.

Service – Community Engagement: Students engage in service activities that involve using their Spanish language skills to benefit the local community

Creativity – Cultural Exploration: Students explore their creativity by participating in or organizing cultural events related to Spanish language and working with the Instituto Cervantes of Dakar.

Activity – Physical Well-being: Learning a new language, such as Spanish, also involves mental agility and focus. Students can link their language learning to maintaining overall physical and mental well-being. Example: Practicing Spanish language skills through physical activities like yoga, dance, or sports. They can engage in activities that enhance memory, concentration, and language retention.

Assessment:

- **Formative assessments** are to monitor student learning and to provide ongoing feedback that can be used by myself to improve teaching and by students to improve their learning.
- **Summative assessments** measure student performance against criteria to determine achievement levels.

<p>Paper 1 (1 hour) - 25%</p>	<p>External assessment Productive skills— writing (30 marks) 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.</p>
<p>Paper 2 (1 hour 45 minutes) - 50%</p>	<p>Receptive skills—separate sections for listening and reading Listening comprehension (45 minutes) (25 marks) - 25% Reading comprehension (1 hour) (40 marks) - 25% Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>
<p>Internal assessment- 25%</p>	<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p>



Group 3: Individuals and Societies

Business Management
Economics
History
Psychology

International School of Dakar

IBDP Business Management HL/SL

Instructor: Laila ElFakharany – Mark Tetteh Rm: 207a, 307

Contact Information: lailae@faculty.isd.sn, markt@faculty.isd.sn

Course Description:

The IBDP Business Management course is a rigorous, challenging, and dynamic discipline in Group 3 (Individuals and Societies) within the IB Diploma Programme (and IB Career-related Programme). The course is designed to develop students' knowledge and understanding of Business Management tools and theories, as well as their ability to apply a range of subject-specific techniques. **Thinkers***

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

Students will study four key concepts **Change, creativity, Sustainability, and Ethics**

Students will be expected to further develop and become proficient/master the Approaches to Learning:

- Develop as confident, creative, and compassionate business leaders, entrepreneurs, social entrepreneurs, and change agents. **Risk-takers** Thinker***
- Foster an informed understanding of ethical and sustainable business practices. **Caring* Balanced***
- Research skills (individual research for the Internal Assessment) **Inquirers***
- Explore the connections between individuals, businesses, and society. **Principled***
- Engage with decision-making as a process and a skill. **Risk-takers***

***IB Learner Profile Attributes**

Course Outline:

The new syllabus – SL vs HL

	HL (240 HRS)	SL (150 HRS)
Unit 1 (Introduction to Business Management)	20	
Unit 2 (Human Resource Management)	35	20
Unit 3 (Finance and Accounts)	45	30
Unit 4 (Marketing)	35	30
Unit 5 (Operations Management)	45	15
BMT	35	10
Internal assessment 1,800-word business research project that requires students to produce a research project about a real business issue or problem facing a particular organization using one of the key concepts (conceptual lens): creativity, ethics, sustainability, or change.	20 hours The same IA task and assessment rubric	

Connections Across Learning:

Mathematics:

- Financial statements (income statements, balance sheets, cash flow statements) are analyzed using mathematical tools to assess a company's financial status.

Environmental Systems and Society:

- Businesses must consider the environmental impact of their operations. This includes reducing waste, conserving energy, and minimizing pollution.

Theory of Knowledge Links:

Links to ToK are made explicitly throughout the course.

- As part of the introduction to the course, students ask “How do we know what we (think we) know?”
- Paper 1, qualitative case studies, for example, the measurement of behavior is problematic in the study of human resources. For example, there is no absolute certainty about the degree of discrimination in the recruitment process, the most effective leadership style, or what really motivates individuals in the workplace – not everyone wants promotion even if this comes with a pay rise,
- The Internal Assessment and EE, require students to carry out extensive secondary research, including the use of primary research where appropriate. Students also students must demonstrate their ability to think critically about the research, methodology, findings, and conclusions.

CAS Links:

Business Management provides ample opportunities for students to engage in their CAS program. Some examples of these opportunities include students getting involved with:

- Environmental / sustainability projects
 - Enterprise activities, clubs, and competitions, such as stock market competitions, school-based
 - activities, such as a Business Club or enterprise projects
- opportunities to take on an active role in the local community through charity and volunteer work.

Assessment:

ISD assessments will be both formative and summative.

In Grade 11 assessments will be written (case studies) and digital.

In Grade 12 assessments will almost exclusively be DP style assessments, that is Internal Assessment, Paper 1 & 2 case studies.

The final examinations are detailed below

Summary of the new assessments

Component	Time (SL)	Weight (SL)	Time (HL)	Weight (HL)
Paper 1 Based on a pre-released statement that specifies the context and background for the unseen case study	1 hour and 30 minutes	35%	1 hour and 30 minutes	25%
Paper 2 Based on unseen stimulus material with a quantitative focus	1 hour and 30 minutes	35%	1 hour and 45 minutes	30%
Paper 3 Based on unseen stimulus material with a social entrepreneurship focus	-	-	1 hour and 15 minutes	25%
Internal assessment Business research project of up to 1,800 words	20 hours	30%	20 hours	20%

Summary of external assessments

Paper 1	Paper 2	Paper 3 (HL only)
Based on pre-released statement of around 200 words	Unseen stimulus material with <i>quantitative</i> focus	Unseen stimulus material about a social enterprise
Common paper for both SL and HL, with <i>qualitative</i> focus	Separate paper for SL and HL	Requires explanation of <i>human needs</i> and <i>organizational challenges</i>
Covers Units 1 to 5 of the syllabus, <u>excluding</u> HL extension and HL only topics	Covers Units 1 to 5 of the syllabus, including HL extension and HL only topics	Covers Units 1 to 5 of the syllabus, including HL extension and HL only topics
Recommended 5 hours of research time	Application of the Business Management Toolkit (BMT)	Includes an extended response question, worth 17-marks based on a "plan of action"
Total = 30 marks (SL & HL)	Total = 40 marks (SL) Total = 50 marks (HL)	Total = 25 marks
A 4-function calculator is permitted for this examination paper	A 4-function calculator is required for this exam paper	A 4-function calculator is permitted for this examination paper
No formula sheet	Formula sheet required	No formula sheet
Answers are to be written on separate answer sheets*	Answers go in the answer booklet, provided as part of the exam paper [#]	Answers are to be written on separate answer sheets*

(IBDP Business Management Subject Guide 1st Examinations 2024)

International School of Dakar

IBDP Economics HL/SL

Instructor: Mark Adjei Tetteh Rm: 307

Contact Information: markt@faculty.isd.sn

Course Description:

IBDP Economics involves an in-depth study of the fundamental economic principles which guide the world. A range of topics will be *researched* and covered from the classical economic canon including micro and macro as well as the more current look at the global economy. Students will become **knowledgeable** of key economic concepts and apply them to a range of current economic cases from around the globe (Open – **mindedness**).

Students will develop the economic skills to *analyze* economic policies and **communicate** the effectiveness of economic policies through constructive peer discussion in class (*social skills*). Higher level students, in addition to going deeper into topics, also learn how to make economic calculations to further their understanding of the allocation of resources.

There are nine key concepts in economics: scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention.

* ATL skills in italics | Learner Profile Attributes in bold.

Course Outline:

Section 1, Introduction to economics:

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

Section 2, Microeconomics:

- 2.1 Demand
- 2.2 Supply
- 2.3 Macroeconomic objectives
- 2.3 Competitive market equilibrium
- 2.4 Critique of the maximizing behavior of consumers and producers
- 2.5 Elasticity of demand
- 2.6 Elasticity of supply
- 2.7 Role of government in microeconomics
- 2.8 Market failure—externalities and common pool or common access resources

- 2.9 Market failure—public goods
- 2.10 Market failure—asymmetric information
- 2.11 Market failure—market power
- 2.12 The market’s inability to achieve equity

Section 3, Macroeconomics:

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

Section 4, The global economy:

- 4.1 Benefits of international trade
- 4.2 Types of trade protection
- 4.3 Arguments for and against trade control/protection
- 4.4 Economic integration
- 4.5 Exchange rates
- 4.6 Balance of payments
- 4.7 Sustainable development
- 4.8 Measuring development
- 4.9 Barriers to economic growth and/or economic development
- 4.10 Economic growth and/or economic development strategies
- 4.5 The role of foreign direct investment
- 4.6 The roles of foreign aid and multilateral development assistance
- 4.7 The role of international debt
- 4.8 The balance between markets and intervention

Connections Across Learning:

Through the nine key concepts, the course provides many opportunities for students to make connections with other subjects to enhance interdisciplinary learning. Some opportunities include;

Mathematics

- Use of mathematical concepts in data analysis and interpreting economic phenomena.

Sciences

- Use of scientific methods in investigation of economic challenges.

Visual Arts/Film/Theatre

- Expression and application of economic concepts in aesthetic, musical and imagery representations.

Language and Literature:

- Analysis of real-life issues from multiple news websites in different languages.

Theory of Knowledge Links:

Links to ToK are made explicitly throughout the course. Some of the knowledge questions that might be considered include the following:

- In the early part of the course, we will explore the question “Are there fundamental differences between economics and other disciplines or areas of knowledge? If so, are these differences more than just methodological differences?”
- On the topic of positive and normative statements, the class will explore the question “Do emotion and intuition have a role in economics?”
- In DP 2 when we start evaluating different economic theories, we will explore the question “What factors affect the reliability and validity of economic models/concepts?”

CAS Links:

The economics course highlights many economic issues that have local, national and global manifestations. Through CAS, students can further extend their awareness and take valuable steps in working towards alleviating economic problems through their own actions and through motivating others to take action.

Economics students might choose to engage with CAS in the following ways.

- Plan, participate and implement an activity to help raise awareness in the community about any number of the Sustainable Development Goals (SDGs).
- International Women’s Day to highlight and promote the importance of gender equity in employment (8 March)
- World No Tobacco Day to highlight and raise awareness of the social costs of smoking (31 May)

- Earth Day to highlight and promote the role of responsible consumption in achieving sustainability (22 April).

Assessment:

ISD assessments will be both formative and summative.

In Grade 11 and 12, assessments will be based on DP style paper 1, paper 2 and paper 3 assessments. In addition, one IA commentary on micro will be written in G11 and in G12 two commentaries, one on macro and one on the global economy, will be written in G12.

Standard Level

Paper 1 - 30%

Extended response paper (25 marks)

Students answer one questions from a choice of three

Paper 2 - 40%

Data response paper (40 marks)

Students answer one question from a choice of two

Internal assessment 30%

Students will write and submit one commentary for each major unit of study for their IB Portfolio.

Commentaries will be based on published extracts from the news media.

Maximum 800 words x 3 (45 marks)

Higher Level

Paper 1 - 20%

Extended response paper (25 marks)

Students answer one questions from a choice of three

Paper 2 - 30%

Data response paper (40 marks)

Students answer one question from a choice of two

Paper 3 - 30%

Policy paper (60 marks)

Students answer both mandatory questions. (30 marks per question)

Internal assessment - 20%

Students will write and submit one commentary for each major unit of study for their IB Portfolio.

Commentaries will be based on published extracts from the news media.

Maximum 800 words x 3 (45 marks)

International School of Dakar

IBDP History HL/SL

Instructor: Wendy Gifford Rm: DP Office, Teranga Centre

Contact Information: wendyg@faculty.isd.sn

Course Description:

IBDP History involves students in an in-depth study of twentieth century history. A range of topics will be covered at both HL/SL and HL students will also focus on Africa as their regional study. Students will also have the opportunity to engage in individual research on a topic of their choice.

Key historical skills will be honed such as evaluating sources, comparing and contrasting sources, synthesizing source material and own knowledge, constructing an argument from evidence, research skills and understanding historiographical developments.

Open-Minded*

Students will study key concepts such as cause and consequence, change, continuity, significance and perspectives. **Knowledgeable***

Students will be expected to further develop and become proficient/master the Approaches to Learning:

- Thinking skills (analyzing and evaluating sources, constructing arguments, making comparisons and contrasts, synthesis of source material and own knowledge) **Thinkers***
- Communication skills (constructing oral and written arguments, use of appropriate terminology) **Communicators***
- Research skills (individual research for the Internal Assessment) **Inquirers***
- Self-management skills (taking responsibility for roles within collaborative work, academic integrity, meeting deadlines) **Principled* Balanced* Risk-takers***
- Social skills (working collaboratively, taking part in group discussions, seminars and debates) **Caring***

*IB Learner Profile Attributes

Course Outline:

Study of a prescribed topic with emphasis on document interpretation - Paper 1 (HL/SL)

- Rights and Protest (US Civil Rights/Apartheid in South Africa)
- Move to Global War 1931-41

World History Topics – Paper 2 (HL/SL)

- Causes and Effects of C20th Wars (World War II, Vietnamese War of Independence and Civil War, the Angolan Civil War)
- Independence Movements (Vietnam, African examples)

Aspects of African History – Paper 3 (HL only)

- Response to European Imperialism 1870–1920 (Ethiopia, The Mandinka, Herero and Nama, The Asante Wars, the Zulu, Khama and Lewinika, Mwangi and Apollo Kagwa)
- Twentieth Century Nationalism and Independence Movements (French West Africa, Gold Coast, Tanganyika, Kenya, South West Africa, Angola)
- South Africa 1880–1994

Internal Assessment

- 2,200-word research paper on a historical topic of the students' choice

Connections Across Learning:

Language and Literature:

- Interpretation and analysis of non-literary texts (propaganda/colonial advertising)

Language and Literature/Language B HL

- Comprehension of the historical background of literary texts (Purple Hibiscus, Frederick Douglass)

Visual Arts/Film/Theatre

- Comprehension of the historical background of works of art (dependent on student choice for research elements of these courses)

Theory of Knowledge Links:

Links to ToK are made explicitly throughout the course.

- As part of the introduction to the course students discuss “Do we learn from history?” and “To what extent does studying history help us to better understand ourselves in the present?”
- When preparing for Paper 1 students discuss “How does the context within which historians live affect historical knowledge?” and “What is the difference between bias and selection?”
- For the Internal Assessment there is a major focus on the methods used by the historian and the role of the historian and students may also choose to discuss

other questions such as: “Is it possible to describe historical events in an unbiased way?”, “Who decides which events are historically significant?”, “What is the role of individuals in history”.

CAS Links:

Examples of CAS experiences that have links to history include the following;

- Creativity: MUN Club where students use their historical knowledge to research the country they are representing and to understand the other countries they will be negotiating with.
- Creativity: Debate Club where students will use the skills practiced in History to construct arguments.
- Service: Service Trips where students research the historical background of the community they are serving in order to understand the present situation.

Assessment:

ISD assessments will be both formative and summative.

In Grade 11 assessments will be written (essays/document analysis/short answers) and oral (presentations/seminars/speeches)

In Grade 12 assessments will almost exclusively be DP style assessments, that is Internal Assessment, Paper 1 document analysis and essays

The final examinations are detailed below;

Standard Level

Assessment component	Weighting
<p>External assessment (2 hours 30 minutes)</p> <p>Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)</p> <p>Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)</p>	<p>75%</p> <p>30%</p> <p>45%</p>
<p>Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)</p>	<p>25%</p>

Higher Level

Assessment component	Weighting
<p>External assessment (5 hours)</p> <p>Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)</p> <p>Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)</p> <p>Paper 3 (2 hours 30 minutes) Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)</p>	<p>80%</p> <p>20%</p> <p>25%</p> <p>35%</p>
<p>Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)</p>	<p>20%</p>

(IBDP History Subject Guide 1st Examinations 2017)

International School of Dakar

IBDP Psychology HL/SL

Instructor: Gretchen Bade Rm: 308 Contact

Information: gretchenb@faculty.isd.sn

Course Description:

The DP psychology course aims to develop students' knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge. They will acquire the ability to seek new information and generate understanding by employing research methodologies. The goal of the psychology course is to create psychological literacy. (From the IBDP Subject Brief)

Students will be expected to further develop themselves in the context of the IB Learner Profile and the Approaches to Learning:

- Thinking skills (analyzing and evaluating theories, synthesis and application of research, identifying implications) KNOWLEDGEABLE, THINKERS and REFLECTIVE
- Communication skills (constructing written arguments, use of precise terminology) COMMUNICATORS
- Research skills (EE in psychology) INQUIRERS
- Self-management skills (taking responsibility self and others, meeting deadlines) PRINCIPLED
- Social skills (learning collaboratively, active listening and contributing) OPEN MINDEDNESS and RISK TAKERS

Course Outline:

The DP psychology course focus is on conceptual understanding and the ability to apply concepts across a variety of contexts. Framing the psychology course through concepts, content and context allows for the development and application of psychological knowledge when studying the contexts.

Study of Concepts, Contexts and content–Paper 1 (HL/SL)

- Concepts: Bias, Causality, Change, Measurement, Perspective, Responsibility
- Contexts: Health and well-being, Human Development, Human Relationships, Learning and Cognition
- Content: Biological Approach, Cognitive Approach, Sociocultural Approach, Research Methodology
- Integrating concepts and content in the understanding of contexts
- HL Extensions: The role of culture, Motivation and technology in shaping human behavior, and Data analysis and interpretation

Research Methodology–Paper 2 (HL/SL)

- Rooted in class practicals (minimum 4)

Analysis of sources related to HL Extension topics–Paper 3 (HL only)

- Focused on interpretation of graphs, data analysis, research considerations and synthesizing sources

Internal Assessment (HL/SL)

- Research proposal to investigate a topic with a population of interest.

Connections Across Learning:

Natural Sciences, emphasizing Biology:

- Psychologists aim to apply the Scientific Method and the role of biological factors in behavior is examined.

History:

- The study of causality, bias and responsibility and perspective help to understand leaders and conflict in History.

Visual Arts/Film/Theatre:

- The role of culture and media is explored.

Comprehensive:

- The Cognitive Approach explores how we learn and remember.

Theory of Knowledge Links:

Links to ToK are made explicitly throughout the course.

- The relationship between culture and knowledge is explored.
- The emic vs etic approach to research is a link to knowledge and inductive and deductive ways in which we know (in this case about ourselves and others).
- There is cross-over between the concepts in psychology and the TOK concepts (bias, responsibility, perspectives).
- We assess the extent to which we can know what is happening in the mind.
- We examine how new knowledge gained through research can change attitudes in society.
- The interaction between biology and the social sciences, two Areas of Knowledge, is fundamental to understanding the field.

CAS Links:

Examples of CAS that link to psychology include the following;

- Based on the study of the formation and effect of stereotypes, culture, etc. students may choose to facilitate a DEIJ PD workshop for teachers.
- Examining the stigma surrounding mental health may lead to more empathy and inspire CAS-related activities.
- The knowledge and understanding gained with regard to memory and how we learn may inspire a CAS project that student tutors.
- Allport's "contact hypothesis" could be used to improve the relationship within the larger school community and between the school and local community.
- A CAS project could be based on educating the community about the effects of stress on learning.

Assessment:

ISD assessments are both formative and summative.

In Grade 11 and 12 assessments are primarily written (SAQs and ERQs) in line with the exam expectations.

The final IB examination will comprise the following:
(From the Subject Guide, First Examination 2019)

Standard Level

Assessment component	Weighting
External assessment (3 hours)	70%
Paper 1 (1.5 hours) Integration of the concepts, content and contexts (35 marks) Section A: two compulsory short-answer questions from two of the three content areas Section B: two compulsory short-answer questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts Section C: two concept-based extended response questions, each from a different context	35%
Paper 2 (1.5 hours) Applying concepts and content to research contexts (35 marks) Section A: four compulsory questions that focus on the class practicals Section B: evaluation of an unseen research study with regard to two or more concepts	35%
Internal assessment (20 hours)	30%
Research proposal (24 marks) Develop a research proposal using one of the four research methods used in the class practicals. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	30%

Higher Level

Assessment component	Weighting
External assessment (4.75 hours)	80%
Paper 1 (1.5 hours) Integration of the concepts, content and contexts (35 marks) Section A: two compulsory short-answer questions from two of the three content areas Section B: two compulsory questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts Section C: two concept-based extended response questions, each from a different context	25%
Paper 2 (1.5 hours) Applying concepts and content to research contexts (35 marks) Section A: four compulsory questions that focus on the class practicals Section B: evaluation of an unseen research study with regard to two or more concepts	25%
Paper 3 (1.75 hours) Data analysis and interpretation of research data (30 marks) Four source-based questions with quantitative and qualitative findings. The focus of the questions will be from one of the HL extensions.	30%
Internal assessment (20 hours)	20%
Research proposal (24 marks) Develop a research proposal using one of the four research methods used in the class practicals. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	



Group 4: Experimental Sciences

Biology
Chemistry
Environmental Systems and Society
Physics
Sports, Exercise & Health science

International School of Dakar

IBDP Biology HL/SL

Instructor: Vicky Meredith Rm: 303

Contact Information: vickym@faculty.isd.sn

Course Description:

IBDP Biology requires students to develop thorough conceptual knowledge and understanding of a wide range of topics. IBDP Biology also develops strong analytical and critical thinking. **Thinkers***

Students will develop their communication skills through applying knowledge to familiar and unfamiliar concepts to explain observations and concepts. **Communicators***

Students will study key concepts such as form fits function, adaptation, cell theory and biodiversity. **Knowledgeable***

Students will develop their self management skills as they learn to manage and reflect on their learning and process a large volume of information. **Self-managers***

Students will be expected to further develop and become proficient/master the Approaches to Learning:

- Thinking skills (being curious about the natural world, designing procedures, evaluating ethical problems, applying key ideas, reflecting) **Thinkers***
- Communication skills (active listening skills, evaluating extended writing, applying interpretive techniques, clearly communicating complex ideas, using digital media to communicate information) **Communicators***
- Research skills (evaluating information sources, discussing academic integrity, using a standard method for referencing and citation, using sources effectively) **Inquirers***
- Self-management skills (breaking major tasks into a sequence of stages, meeting deadlines, taking risks, improving academic work, setting and adjusting goals) **Principled* Balanced* Risk-takers* Reflective***
- Social skills (working collaboratively, appreciating the talents of others, resolving conflicts, considering perspectives of others, reflecting on personal behaviour) **Reflective* Caring***

***IB Learner Profile Attributes**

Course Outline:

IBDP Biology has SL and HL. The syllabus is divided into four themes with four levels of organisation that apply to each them:

Themes	A - Unity and diversity	Levels of organisation	1. Molecules
	B - Form and function		2. Cells
	C - Interaction and interdependence		3. Organisms
	D - Continuity and change		4. Ecosystems

Internal Assessment

- The internal assessment is a scientific investigation that is worth 20% of the total mark.
- Students are required to formulate a research question, gather and analyse data to reach a conclusion and evaluate their scientific investigation
- A written report with maximum 3,000 words is prepared for assessment
- Assessment of the internal assessment uses four equally weighted criteria:
 - Research design
 - Data analysis
 - Conclusion
 - Evaluation

Connections Across Learning:

Language and Literature:

- The importance of clear communication and making connections between knowledge and concepts
- The importance of a common language for effective communication

Math

- Identifying patterns and analysing data

Environmental systems and societies

- Importance of biodiversity
- Interconnectedness of organisms and organisms and their environment
- Sustainability is essential for conservation of biodiversity

Theory of Knowledge Links:

Links to ToK are made explicitly throughout the course.

- Learning about how scientists have contributed to knowledge and how scientists approach research and data
- Understanding that knowledge can be limited by previous knowledge, misconceptions and technological limitations
- Evaluating knowledge claims by exploring validity, reliability, credibility and certainty, as well as individual and cultural perspectives between them
- Exploring knowledge questions in the natural sciences

CAS Links:

Examples of CAS experiences that have links to history include the following;

- Creativity: Environment Club where students look at examples of the interconnectedness of organisms and the environment and projects to improve the environment of the campus.
- Service: Gardening Club where students can complete projects in the campus garden.
- Growing indigenous seedlings to share with local communities.

Assessment:

In Grade 11 assessments will include research, group work, data analysis and formative and summative tests. All assessments will use past paper or past paper style questions. In Grade 12 assessments will continue as in Grade 11 but with increased emphasis on exam paper questions and practice.

The final examinations are detailed below;

Standard Level

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour and 30 minutes) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes) (Total 55 marks)	36%
Paper 2 (1 hour and 30 minutes) Section A—Data-based and short answer questions Section B—Extended-response questions (Total 50 marks)	44%
Internal assessment (10 hours) The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	20%

Higher Level

Assessment component	Weighting
External assessment (4 hours 30 minutes)	80%
Paper 1 (2 hours) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes) (Total 75 marks)	36%
Paper 2 (2 hour and 30 minutes) Section A—Data-based and short answer questions Section B—Extended-response questions (Total 80 marks)	44%
Internal assessment (10 hours) The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	20%

(IBDP Biology Subject Guide 1st Examinations 2025)

International School of Dakar

IB DP Chemistry SL/HL

Instructor: Ms. Zakia Mallam-Hassam Rm 301a

Contact Information: zakiam@faculty.isd.sn

Course Description:

DP Chemistry begins with the introduction to the particulate nature of matter followed by the nuclear atom and the electron configuration while understanding the valence electrons and their importance in bonding and reactions. This is further developed into quantitative chemistry with the mole concept and analytical skills necessary in chemical industries. Students then dig deeper into the analysis of the periodic table and its various trends, which blend into the nature of bond formation and why there are more covalent compounds than ionic. Semester 2 of Year 1 covers thermochemistry and energetics which will broaden students' investigation skills and hence better prepare them for their Internal Assessments. Year 2 begins with reversible reactions and understanding the concept of equilibrium and the factors affecting it. Redox reactions and acids and bases are topics that follow equilibrium as they build on each other. During this time students work on their IAs simultaneously. The year ends with organic chemistry and spectroscopy.

Students will be expected to further develop and become proficient and master the Approaches to Learning:

- Thinking skills (analyzing, interpreting, and evaluating data, applying knowledge in unfamiliar situations) **Thinkers* Knowledgeable***
- Communication skills (use of appropriate terminologies, conciseness in responding to short answer questions, and showing stepwise calculations) **Communicators***
- Research skills (individual research for the Internal Assessment) **Inquirers* Risk-takers* Reflective***
- Self-management skills (taking responsibility for roles within collaborative work, academic integrity, meeting deadlines) **Principled* Balanced* Risk-takers***
- Social skills (working collaboratively, taking part in group discussions,) **Caring*Open-minded***

***IB Learner Profile Attributes**

Course Outline:

IBDP Chemistry syllabus is divided into two themes with three main units each. All the six units have the SL component and are further developed for HL students:

Structure	S1 - Models of the particulate nature of matter	Reactivity	R1 - What drives chemical reactions
	S2 - Models of bonding and structure		R2 - How much, how fast and how far?
	S3 - Classification of Matter		R3 - What are the mechanisms of chemical change?

Connections Across Learning:

Language:

- The importance of clear communication and making connections between knowledge and concepts
- The importance of a common language for effective communication

Math:

- Identifying patterns and analyzing data

Theory of Knowledge:

<u>Learning Opportunities</u>	<u>Knowledge Question</u>
Atomic Theory	How can it be that scientific knowledge changes over time?
Electron Configuration	Exceptions often exist to rules and patterns. Do exceptions make a rule less valid?
Chemical Equations	Can all knowledge be expressed in words or symbols?
Analytic Techniques	How do the tools that we use shape the knowledge that we produce?

CAS Links:

Examples of CAS experiences that have links to chemistry include the following;

- **Creativity:** Create an eco-friendly product line where students apply their chemistry knowledge to develop sustainable household cleaners and design educational materials on their environmental benefits.
- **Activity:** Conduct local water quality testing, where students physically collect samples and use chemistry techniques to analyze pollutants like pH, nitrates, and heavy metals.
- **Service:** Organize interactive chemistry workshops for younger students, where participants engage in hands-on experiments to learn basic concepts like acids, bases, and chemical reactions.

Major Assessments :

<p>Summative Assessment</p>	<p>Students will complete a variety of summative assessment tasks which reflect the final IB exams. They are designed to build the skills needed for the IB Internal Assessment and final exams. These include, but are not limited to written lab reports, multiple choice questions, short answer and extended response questions.</p> <p>The breakdown is as follows: Paper 1: 36% Paper 2: 44% Labs: 20%</p> <p>The grade boundaries are below:</p> <table border="1" data-bbox="558 1241 1581 1371"> <thead> <tr> <th>Total Score</th> <th>1 - 24</th> <th>25 - 34</th> <th>35 - 44</th> <th>45 - 54</th> <th>55 - 69</th> <th>70 - 79</th> <th>80 - 100</th> </tr> </thead> <tbody> <tr> <td>Overall DP Grade</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> </tbody> </table>	Total Score	1 - 24	25 - 34	35 - 44	45 - 54	55 - 69	70 - 79	80 - 100	Overall DP Grade	1	2	3	4	5	6	7
Total Score	1 - 24	25 - 34	35 - 44	45 - 54	55 - 69	70 - 79	80 - 100										
Overall DP Grade	1	2	3	4	5	6	7										
<p>Internal Assessment (IA)</p>	<p>The Internal Assessment (IA) for the course is a personal Scientific Investigation. Students investigate a topic of interest and explore the avenue demonstrating their acquired skills through their written work of no more than 3000 words. In addition they showcase their analytical skills by evaluating their data through the practical experiment. The IA will be completed in DP2.</p>																
<p>External Assessments (Exams)</p>	<p>The External Assessments for the course consist of two components for both Standard Level students and Higher Level students.</p> <p>Paper 1: Multiple Choice Questions and Data-Based questions – 90 and 120 minutes respectively Paper 2: Short-answer and extended-response questions – 90 and 150 minutes</p>																

respectively.

SL Assessment Outline:

First assessment 2025	
Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour and 30 minutes) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 55 marks)	36%
Paper 2 (1 hour and 30 minutes) Short-answer and extended-response questions (Total 50 marks)	44%
Internal assessment (10 hours) The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	20%

HL Assessment Outline:

First assessment 2025	
Assessment component	Weighting
External assessment (4 hours and 30 minutes)	80%
Paper 1 (2 hours) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 75 marks)	36%
Paper 2 (2 hours and 30 minutes) Short-answer and extended-response questions (Total 90 marks)	44%
Internal assessment (10 hours) The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	20%

International School of Dakar

IBDP Environmental Systems and Societies SL/HL

Instructors: Tim Armstrong, Peter Barrett Rm: 302, 401

Contact Information: tim@faculty.isd.sn, peterb@faculty.isd.sn

Course Description:

IB Environmental Systems and Societies is a Diploma Program course for students that explores environmental topics in a scientific, social, political, and historical perspective. Lectures, student-centered discussions, activities, projects, computer software field study, and classroom laboratory activities will be used to explore the topics. This course follows a systems approach and differs from other classes in the science and social science department in that it looks at issues from many perspectives of natural as well as social sciences. Areas of chemistry (biogeochemical cycles, water testing, soil nutrients, thermodynamics), physics (energy generation, energy conservation), biology (ecology, ecosystems, communities, populations, organism studies), earth science (earthquakes, plate tectonics, volcanoes, soils, weather). Additionally, we will focus on the social science aspects of these topics (policy, legislative, economic, planning, and development, governmental, ethical, and historical) holistically so as to lend to a fuller understanding of issues.

Course Outline:

Topic 1: Foundation 1.1 Perspectives 1.2 Systems 1.3 Sustainability Topic 2: Ecology Topic 3: Biodiversity and conservation Topic 4: Water Topic 5: Land Topic 6: Atmosphere and Climate Change Topic 7: Natural resources	Higher level (HL) lenses HL.a Environmental law HL.b Environmental economics HL.c Environmental ethics
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Topic 8: Human populations and urban systems	
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Students will be expected to further develop and become proficient/master the

Approaches to Learning:

- Thinking skills (understanding the key concepts and understanding of ESS, adopting a systems approach, making comparisons and contrasts, analyzing case studies)
- Communication skills (use of appropriate terminology, writing a full report for the IA, constructing responses to questions using an aforementioned case studies to support viewpoints)
- Research skills (individual research for the Internal Assessment, collecting either primary or secondary data)
- Self-management skills (taking responsibility for roles within collaborative work, academic integrity, meeting deadlines)
- Social skills (working collaboratively during class, especially during laboratory work)

Connections Across Learning:

As mentioned above, ESS is a course that strives to build a holistic understanding of how the living and non-living parts of our world work together. To ensure this, students must make links between different subject areas:

Within Science, they will gain an understanding of Chemistry, Physics, Biology, and Earth Science content, such as Biogeochemical cycles, Energy Conservation, Ecology, and Weather systems. The course also explores the social aspect of the world- namely, how humans interact and influence the content outlined above. As well as this content, students will gain and practice skills that are important in these subjects, such as: collecting and analyzing data, evaluating data and models, and constructing written discussions using case studies.

Theory of Knowledge Links:

Links to ToK are made explicitly throughout the course. While ESS traditionally relies on scientific methods, it also incorporates approaches from the human sciences, aligning with TOK's emphasis on multiple ways of knowing. Teachers bridge the two subjects by introducing open-ended "knowledge questions" related to environmental systems, scientific integrity, and the role of emotion and intuition in understanding complex issues. This interconnected learning experience enables students to deepen their comprehension of environmental subjects through the lens of epistemology.

CAS Links:

Examples of CAS experiences that have links to Environmental Systems and Societies include the following;

- Creativity: MUN Club where students use their understanding of environmental and human systems to deepen their understanding of the country they are representing and to understand the other countries they will be negotiating with.
- Creativity: Debate Club where students will use the skills practiced in Environmental Systems and Societies to construct arguments from different perspectives.
- Action: Students could set up environmental clubs, initiatives, and events to raise awareness or take action on the school campus, locally or for more international organizations.
- Service: Service Trips where students research the environmental and societal context of the community they are serving in order to better understand the present situation.

Assessment:

ISD assessments will be both formative and summative.

ESS assessments will include regular written tests (Paper 1 and Paper 2 Style Questions) and IA-style investigation reports).

The formal IB examinations are detailed below.

Assessment outline—SL

First assessment 2026

Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1 (1 hour) Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory. (35 marks)	25%
Paper 2 (2 hours) Section A (40 marks) is made up of short-answer and data-based questions. Section B (20 marks) requires students to answer one structured essay question from a choice of two. Each question is worth 20 marks. (60 marks)	50%
Internal assessment (10 hours)	25%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The internal assessment consists of one task: the individual investigation. (30 marks)	

Assessment outline—HL

First assessment 2026

Assessment component	Weighting
External assessment (4.5 hours)	80%
Paper 1 (2 hours) Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory. (70 marks)	30%
Paper 2 (2.5 hours) Section A (40 marks) is made up of short-answer and data-based questions. Section B (40 marks) requires students to answer two structured essay questions from a choice of three. Each question is worth 20 marks. (80 marks)	50%
Internal assessment (10 hours)	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The internal assessment consists of one task: the individual investigation. (30 marks)	

International School of Dakar

IBDP Physics HL/SL

Instructor: Aine QUINN Rm: 304a

Contact Information: aineq@faculty.isd.sn

Challenge | Create | Change

Course Description:

IBDP Physics requires students to develop thorough conceptual knowledge and understanding of a wide range of topics. IBDP Physics also develops strong problem-solving skills and critical thinking. **Thinkers***

Students will develop their communication skills through applying knowledge to familiar and unfamiliar concepts to explain, using appropriate scientific terminology, observations, phenomena and concepts. **Communicators***

Students will study key concepts such as mechanics, waves, thermal physics, fields, electromagnetic induction and nuclear physics. **Knowledgeable***

Students will be expected to further develop and become proficient/master the Approaches to Learning:

- Thinking skills (being curious about the physical world, designing procedures, evaluating problems, applying key ideas, reflecting) **Thinkers***
- Communication skills (active listening skills, evaluating extended writing, applying interpretive techniques, clearly communicating complex ideas, using digital media to communicate information) **Communicators***
- Research skills (evaluating information sources, discussing academic integrity, using a standard method for referencing and citation, using sources effectively) **Inquirers***
- Self-management skills (breaking major tasks into a sequence of stages, meeting deadlines, taking risks, improving academic work, setting and adjusting goals) **Principled* Balanced* Risk-takers* Reflective***
- Social skills (working collaboratively, appreciating the talents of others, resolving conflicts, considering perspectives of others, reflecting on personal behavior) **Reflective* Caring***

***IB Learner Profile Attributes**

Course Outline:

IBDP Physics is read at either higher or standard level.

The structure of this physics syllabus is intended to promote concept-based learning and teaching that can be connected through three concepts: energy, particles and forces. These three concepts appear throughout the physics syllabus in each of the themes.

Themes	Concepts	Topics
A. Space, time and motion	Energy Particles Forces	A1: kinetics, A2: forces & momentum, A3: work, energy & power, A4: rigid body mechanics, A5: Galilean and special relativity.
B. The particulate nature of matter		B1: Thermal energy transfers, B2: Greenhouse effect, B3: Gas laws, B4: thermodynamics, B5: current and circuits
C. Wave behavior		C1: simple harmonic motion, C2: wave model, C3: wave phenomena, C4: describing waves, C5: Doppler effect
D. Fields		D1: gravitational fields, D2: electric and magnetic fields, D3: motion in electromagnetic fields, D4: Induction.
E. Nuclear and quantum physics		E1: structure of the atom, E2: quantum physics, E3: radioactive decay, E4: fission, E5: astrophysics, fusion and stars

Connections Across Learning:

Maths

- Algebra, trigonometry, vectors, patterns analysis are but some of the mathematical concepts our physicists will employ on a regular basis.
- The scientific method relies heavily on the use of mathematics to make supported claims related to variables, from the simple proportional relationships to the more complex tracking of galaxies to deduce black holes at their cores.

Languages

- The importance of clear communication and making connections between knowledge and concepts, posing scientific arguments and explaining phenomena.
- The importance of a common language for effective communication, the international system plays a vital role in scientific and technological research and development.

Environmental systems and societies

- The enhanced greenhouse effect is read in both physics and ESS and considers how human actions have increased the level of greenhouse gasses in the atmosphere.

Chemistry

- Chemistry and physics are not strictly separate from each other, the atom, spectroscopy, kinetic modeling, application of the mole concept quantifying the energy produced in a nuclear fission are just common of the common elements of these two connected disciplines.

Theory of Knowledge Links:

During the teaching and learning of the physics course, teachers and students evaluate knowledge claims by exploring questions concerning their validity, reliability, credibility and certainty, as well as individual and cultural perspectives on them. Links to ToK are made explicitly throughout the course.

- Learning about how scientists have contributed to knowledge and how scientists approach research and data
- Understanding that knowledge can be limited by previous knowledge, misconceptions and technological limitations
- Evaluating knowledge claims by exploring validity, reliability, credibility and certainty, as well as individual and cultural perspectives between them
- Exploring knowledge questions in the natural sciences

CAS Links:

Examples of CAS experiences that have links to physics include the following;

- Creativity: Models and modelling are central to the practice of science. Scientific models are simplifications and abstractions that allow scientists to explore explanations, often by running simulations. Modelling relies on **creativity** as much as logic. Activities that allow students to build their own models foster engagement in authentic scientific thinking and the excitement of exploring their own ideas.
- Action: Personal fitness: students often engage in physical activities such as attending a gym, bicycling, roller-skating, team-sports, swimming, or strength conditioning. What all of these CAS activities have in common is their underlying link to motion, doing work when a force is applied, converting energy. There are also links to the importance of engineering when designing sporting safety equipment, from reflections on bikes improving visibility, to bicycle helmets reducing the impact in a collision. Physics is at the heart of it all.
- Service: Environmental club: never before has a generation had such a huge amount of work to do to reduce the impact of energy consumption, the detrimental impact of fossil fuels and the race to develop sustainable practices and renewable energy, and limit climate change.

Assessment:

Assessment is based on a 1–7 scale, in accordance with the IB DP grading system, where a 1 is the lowest grade, and a 7 is the highest grade. Students' summative grades are based on progress tests which consist of past examination questions graded authentically. Scores are translated to a percentage score, with grade boundaries adjusted to match the type and difficulty of the questions set. Students are given frequent feedback from formative assessments done in-class and at home.

The learners' final summative grade from the IB is based on two examinations (Paper 1 and Paper 2) taken in May of Grade 12 and one piece of Internal Assessment (an Individual Investigation). The examinations cover knowledge, application, analysis and evaluative skills, whereas the internal assessment addresses *all* skills.

IBDP Physics Examination Breakdown

Component	Description	HL	SL	Weight
Paper 1	Paper 1A - Multiple choice Paper 1B - Data based questions	60 marks 2 hours	45 marks 1.5 hours	36%
Paper 2	Short answer and extended response	90 marks 2.5 hours	50 marks 1.5 hours	44%
IA	Internal assessment (individual investigation)	24 marks 10 hours	24 marks 10 hours	20%

(IBDP Physics Subject Guide 1st Examination 2025)

IB scores will depend on the work submitted to the IB only.

Our 2 year program outline:

Year 1

STANDARD LEVEL (all students)

HIGHER LEVEL STUDENTS ONLY

Introduction - T3 Mathematical tools	
A.1: Motion & Kinematics (9 hrs)	
A.2: Forces & momentum (10 hrs)	
A.3: Work, Energy & power (8 hrs)	A.4: Rigid body mechanics (7 hrs)
A.2, D.1: Circular Motion & Orbits (5 hrs)	D1: Gravitational fields AHL (5 hrs)
C.1: Simple Harmonic Motion (3 hrs)	C.1: Simple Harmonic Motion (4 hrs)
C.2, C.3, C.4: Describing Waves (3, 5, 4 hrs)	C.3: Describing Waves (6 hrs)
C.5: Doppler effect (2 hrs)	C.5: Doppler effect (2 hrs)
D.2: Electric and magnetic fields (8 hrs)	D.2: Electric and magnetic fields (6 hrs)
B.5: Electric Current & Circuits (6 hr)	
D.3: Motion in electromagnetic fields (6 hrs)	D4: Induction (6 hrs)
Group 4 Project	

Year 2

STANDARD LEVEL (all students)

HIGHER LEVEL STUDENTS ONLY

B.1, B.2, B.3: Thermodynamics (6, 6, 6 hrs)	B.4: Thermodynamics (8 hr)
Individual investigation (Internal assessment)	

E.1: Structure of the atom (6 hrs)	E.1, E.2: Quantum physics (3, 8 hrs)
E.3: Radioactive decay (7 hrs)	E.3 Radioactive decay (5 hrs)
E.4: Fission (4 hrs)	
E.5: Astrophysics, Fusion and stars (6 hrs)	A.5: Relativity (8hr)

International School of Dakar

IBDP Sports, Exercise and Health Science HL/SL

Instructor: Ruben Lima Rm: Athletics & PHE office

Contact Information: rubenl@faculty.isd.sn

Course Description:

As one of the sciences subjects in the IB Diploma Programme, sports, exercise and health science (SEHS) is primarily concerned with the scientific study of human physiology, biomechanics and psychology. Scientists working in these fields attempt to make sense of human physical and mental health and performance through a variety of approaches and techniques, controlled experimentation, and collaboration with other researchers. DP SEHS enables students to engage constructively with topical scientific issues. As an example, students will have the opportunity to conduct a scientific investigation within a SEHS topic of their choice.

Key scientist skills will be honed such as the ability to:

- analyse, evaluate and synthesize scientific information and claims. **Thinker***
- approach unfamiliar situations with creativity and resilience. **Open-minded***
- design and model solutions to local and global problems in a scientific context. **Risk-takers***
- evaluate the ethical, environmental, economic, cultural and social impact of science, developing an appreciation of the possibilities and limitations of science. **Principled***

Students will develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects. They will develop conceptual understanding through the lenses of key concepts such as systems, relationships and change. **Knowledgeable***

Students will be expected to further develop and become proficient/master the Approaches to Learning:

- Thinking skills (analyzing and evaluating sources, processing and analysing data, constructing arguments, making comparisons and contrasts, synthesis of source material and own knowledge) **Thinkers***

- Communication skills (constructing oral and written arguments, use of appropriate terminology) **Communicators***
- Research skills (evaluating scientific studies, conduct an individual scientific investigation for the Internal Assessment) **Inquirers***
- Self-management skills (taking responsibility for roles within collaborative work, academic integrity, meeting deadlines) **Principled* Balanced* Risk-takers***
- Social skills (working collaboratively, taking part in group discussions and debates) **Caring***

***IB Learner Profile Attributes**

Course Outline:

The SEHS curriculum explores three themes:

A. Exercise physiology and nutrition of the human body

- Communication (e.g. cardiovascular, respiratory, endocrine and nervous systems)
- Hydration and Nutrition (e.g. electrolyte balance, fuelling for health and performance, energy systems)
- Response (e.g. quality of training design, benefits to health of being active, fatigue and recovery)

B. Biomechanics

- Generating movement in the body (e.g. skeletal system, joints, muscular function, anthropometry)
- Forces, motion and movement (Newton's laws applied to sports, fluid mechanics, movement analysis)
- Injury (e.g. causes of injury, interventions related to injury)

C. Sports psychology and motor learning

- Individual differences (e.g. personality, mental toughness)
- Motor learning (e.g. motor learning processes, attentional control)
- Motivation (e.g. achievement motivation, self-determination, motivational climate)
- Stress and coping (e.g. arousal and anxiety, coping strategies to deal with stress)
- Psychological Skills (e.g. goal setting, imagery)

Through these, SEHS students will develop long-enduring knowledge and understanding of the science at play in human physiology, biomechanics and psychology. The study of

their interconnections will provide students opportunities to explore different perspectives and conceptual frameworks.

In the IB exam, all themes are covered through:

- Multiple Choice questions (Paper 1)
- Data based questions and questions on experimental work (Paper 1)
- Short answer and extended-response questions (Paper 2)

Internal Assessment

- 3,200-word laboratory report. Students conduct a SEHS investigation, formulating a research question, gathering and analysing data to answer this question.

Connections Across Learning:

Biomechanics and Physics:

- Understanding muscle contraction and the forces within and on the body, and the effects of these forces in day to day activities, and within the sporting environment.

Motor Learning and Psychology:

- Understanding the factors that influence skill learning, performance and theories of skill learning such as selective attention, memory, practice, feedback.

Anatomy and Biology

- Understanding how the bones, muscles and joints of the body are connected and how these connections guide our movement.

Theory of Knowledge Links:

Links to ToK are made explicitly throughout the course. Some examples include

- When students are asked to describe current recommendations for a healthy balanced diet, they are also asked to justify how a balanced diet is defined.
- When students are prompted to define the concept of ability, they are encouraged to incorporate current research findings that emphasize the dynamic nature of abilities, acknowledging that they can evolve and transform over time. Students are asked to discuss genetics, life experience and/or coaching as critical factors for this change.
- When conducting scientific investigations and processing data, students are asked

to discuss who defines an objective standard by which claims about data can be made.

CAS Links:

Examples of CAS experiences that have links to history include the following;

- Creativity: creating a campaign to encourage healthy eating at school.
- Action: regularly taking part in sports, either as a competitive athlete/team member, or participating regularly in a fitness activity working towards a given health or fitness objective.
- Service: working alongside a community organization as a coach, mentor or facilitator to provide sporting opportunities for children in the local community.

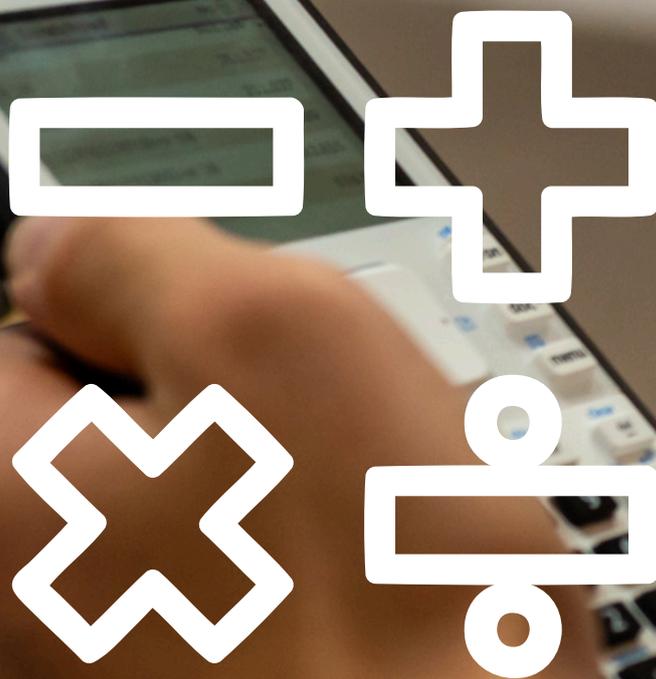
Assessment:

ISD assessments will be both formative and summative, through a variety of assessment tasks such as teacher questions during class time, presentations, quizzes, labs, projects, and DP style assessments such as Paper 1 and Paper 2.

The final examinations are detailed below:

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		3	4.25	76
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	1.5	1.75	36
Paper 2	Short answer and extended-response questions	1.5	2.5	40
Internal		10		24
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,200 words.	10		24

(IBDP SEHS Subject Guide 1st Examinations 2026)



Group 5: Mathematics

Mathematics Analysis and Approaches HL
Mathematics Applications and Interpretation HL
Mathematics Analysis and Approaches SL
Mathematics Applications and Interpretation SL

International School of Dakar

Mathematics Analysis and Approaches HL

Instructor: Vivienne Verschuren Room: 210
Contact Information: viviennev@faculty.isd.sn

Reference: International Baccalaureate Diploma Programme Subject Brief and Mathematics Guides

Course Description:

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.

Approaches to Learning and IB Learner Profile Attributes* in Mathematics

Thinking skills (Thinkers*), and particularly critical thinking, are developed continuously in mathematics; students are challenged to apply their knowledge (**Knowledgeable***) and skills to unfamiliar contexts or to abstract problems. Thinking skills are further developed through the emphasis on conceptual understanding and making the links between different topics.

Communication skills (Communicators*) are practiced in a number of different ways; as a subject it invites approaches to teaching that encourage dialogue and discussion, but also requires a reflective engagement with the way in which mathematics is expressed both verbally and in writing.

There are strong correlations between **social skills (Principled, Caring, Open-Minded*)**, affective skills and the ability to reflect (**Reflective***). These all play a very important role in mathematics. Students will be challenged to think about the relationship between the learner profile attributes and mathematics. For example, how do the attributes of caring and being principled relate to what they are learning in mathematics?

Self-management skills (Balanced*) are required for students to learn to persevere through problem solving. The internal assessment exploration task also requires students to plan and organize their time, to ensure they have appropriate research techniques and the tenacity to engage with mathematics, to reflect upon this and monitor their own progress.

Research skills (Inquirers, Risk-takers*) in mathematics are closely aligned with approaches to learning, focused on conceptual understanding and inquiry. The internal

assessment exploration gives them the opportunity to demonstrate their own engagement and understanding of an area of mathematics of interest to them. The aim of this task is to give students the experience of doing mathematics and the opportunity to reflect on this practice.

Course Outline:

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

Syllabus component	Recommended teaching hours	
	SL	HL
• Number and algebra	19	39
• Functions	21	32
• Geometry and trigonometry	25	51
• Statistics and probability	27	33
• Calculus	28	55
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics	30	30
Total teaching hours	150	240

For a detailed schedule go to <https://sites.google.com/faculty.isd.sn/ms-verschuren-mathematics/home>

Connections Across Learning:

Multiple Disciplines: Descriptive statistics and random samples, presentation of data, normally distributed real-life measurements, sketching and interpreting graphs, data collection in field work

Sciences: graphical analysis in experimental work, uncertainty and precision of measurement, modelling, curves of best fit, correlation and causation

Chemistry: Avogadro's number, pH, buffer calculations and finding activation energy from experimental data, equilibrium equations, interpreting the gradient of a curve, first order reactions

Physics: Order of magnitude, radioactive decay and half-life, cooling of a liquid, nuclear physics, charging and discharging capacitors, vectors, scalars, forces and dynamics, projectile motion, circular motion, simple harmonic motion, volume of stars and inverse square law, kinematics, velocity-time and acceleration-time graphs

Biology: Microscopic measurements, growth curves, theoretical genetics and Punnett squares, population growth, spread of a virus

Economics and Business Management: Loans and repayments, compound interest, depreciation, exchange rates and price and income elasticity, demand and supply curves, currency conversions and cost functions, production possibilities curve model, market equilibrium, consumer price index, marginal cost, marginal revenue, marginal profit, market structures, price elasticity, allocative efficiency, stochastic processes, stock market values and trends

Psychology: Research methodologies

Theory of Knowledge Links:

As part of their theory of knowledge course, students are encouraged to explore tensions relating to knowledge in mathematics. As an area of knowledge, mathematics seems to supply a certainty perhaps impossible in other disciplines and in many instances provides us with tools to debate these certainties. This may be related to the "purity" of the subject, something that can sometimes make it seem divorced from reality. Yet mathematics has also provided important knowledge about the world and the use of mathematics in science and technology has been one of the driving forces for scientific advances.

Despite all its undoubted power for understanding and change, mathematics is in the end a puzzling phenomenon. A fundamental question for all knowers is whether mathematical knowledge really exists independently of our thinking about it. Is it there, "waiting to be discovered", or is it a human creation? Indeed, the philosophy of mathematics is an area of study in its own right.

Examples of Knowledge Questions

- Why is mathematics so important in other areas of knowledge, particularly the natural sciences? (Scope)
- If mathematics is created by humans, is it still possible to accept mathematical truths as objective facts about the world? (Perspectives)

- What is meant by the term “proof” in mathematics, and how is this similar to, or different from what is meant by this term in other areas of knowledge? (Methods and Tools)
- If mathematical knowledge is highly valued, does this place special ethical responsibilities on mathematicians when they are making claims? (Ethics)

CAS Links:

CAS and mathematics can complement each other in a number of ways. Mathematical knowledge provides an important key to understanding the world in which we live, and the mathematical skills and techniques students learn in the mathematics courses will allow them to evaluate the world around them which will help them to develop, plan and deliver CAS experiences or projects.

The challenge and enjoyment of CAS can often have a profound effect on mathematics students, who might choose, for example, to engage with CAS in the following ways:

- plan, write and implement a “mathematics scavenger hunt” where younger students tour the school answering interesting mathematics questions as part of their introduction to a new school.
- plan and carry out a survey, create a database and analyze the results, and make suggestions to resolve a problem in the students’ local area.
- taking an element of world culture that interests students and designing a miniature Earth (if the world were 100 people) to express the trend(s) numerically.

Assessment:

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems.

The assessment objectives are common to Mathematics: analysis and approaches and to Mathematics: applications and interpretation.

- **Knowledge and understanding:** Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- **Problem solving:** Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
- **Communication and interpretation:** Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
- **Technology:** Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- **Reasoning:** Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.
- **Inquiry approaches:** Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

Final Examinations

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	No technology allowed. Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed. Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed. Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

The exploration is an integral part of the course and its assessment and is compulsory for both SL and HL students. The internally assessed exploration allows students to develop independence in mathematical learning. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

International School of Dakar

Mathematics Applications and Interpretation HL

Instructor: Vivienne Verschuren Room: 210
Contact Information: viviennev@faculty.isd.sn

Reference: International Baccalaureate Diploma Programme Subject Brief and Mathematics Guides

Course Description:

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.

Approaches to Learning and IB Learner Profile Attributes* in Mathematics

Thinking skills (Thinkers*), and particularly critical thinking, are developed continuously in mathematics; students are challenged to apply their knowledge (**Knowledgeable***) and skills to unfamiliar contexts or to abstract problems. Thinking skills are further developed through the emphasis on conceptual understanding and making the links between different topics.

Communication skills (Communicators*) are practiced in a number of different ways; as a subject it invites approaches to teaching that encourage dialogue and discussion, but also requires a reflective engagement with the way in which mathematics is expressed both verbally and in writing.

There are strong correlations between **social skills (Principled, Caring, Open-Minded*)**, affective skills and the ability to reflect (**Reflective***). These all play a very important role in mathematics. Students will be challenged to think about the relationship between the learner profile attributes and mathematics. For example, how do the attributes of caring and being principled relate to what they are learning in mathematics?

Self-management skills (Balanced*) are required for students to learn to persevere through problem solving. The internal assessment exploration task also requires students to plan and organize their time, to ensure they have appropriate research techniques and the tenacity to engage with mathematics, to reflect upon this and monitor their own progress.

Research skills (Inquirers, Risk-takers*) in mathematics are closely aligned with approaches to learning, focused on conceptual understanding and inquiry. The internal

assessment exploration gives them the opportunity to demonstrate their own engagement and understanding of an area of mathematics of interest to them. The aim of this task is to give students the experience of doing mathematics and the opportunity to reflect on this practice.

Course Outline:

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

Syllabus component	Recommended teaching hours	
	SL	HL
<ul style="list-style-type: none">• Number and algebra• Functions• Geometry and trigonometry• Statistics and probability• Calculus	16	29
	31	42
	18	46
	36	52
	19	41
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics	30	30
Total teaching hours	150	240

For a detailed schedule go to <https://sites.google.com/faculty.isd.sn/ms-verschuren-mathematics/home>

Connections Across Learning:

Multiple Disciplines: Descriptive statistics and random samples, presentation of data, normally distributed real-life measurements, sketching and interpreting graphs, data collection in field work

Sciences: graphical analysis in experimental work, uncertainty and precision of measurement, modelling, curves of best fit, correlation and causation, evaluation of R^2 in graphical analysis

Chemistry: Avogadro's number, pH semi-log curves, buffer calculations and finding activation energy from experimental data, equilibrium equations, interpreting the gradient of a curve, first order reactions,

Physics: Order of magnitude, radioactive decay and half-life, cooling of a liquid, nuclear physics, charging and discharging capacitors, vectors, scalars, resultants, forces and dynamics, projectile motion, circular motion, simple harmonic motion, volume of stars and inverse square law, kinematics, velocity-time and acceleration-time graphs, electromagnetic induction, diffraction patterns

Biology: Microscopic measurements, growth curves, theoretical genetics and Punnett squares, population growth, spread of a virus

Economics and Business Management: Loans and repayments, compound interest, depreciation, exchange rates and price and income elasticity, demand and supply curves, currency conversions and cost functions, production possibilities curve model, market equilibrium, consumer price index, marginal cost, marginal revenue, marginal profit, market structures, price elasticity, allocative efficiency, stochastic processes, stock market values and trends, the Gini coefficient and the Lorenz curve, and progressive, regressive and proportional taxes, the J-curve

Psychology: Research methodologies

Theory of Knowledge Links:

As part of their theory of knowledge course, students are encouraged to explore tensions relating to knowledge in mathematics. As an area of knowledge, mathematics seems to supply a certainty perhaps impossible in other disciplines and in many instances provides us with tools to debate these certainties. This may be related to the "purity" of the subject, something that can sometimes make it seem divorced from reality. Yet mathematics has also provided important knowledge about the world and the use of mathematics in science and technology has been one of the driving forces for scientific advances.

Despite all its undoubted power for understanding and change, mathematics is in the end a puzzling phenomenon. A fundamental question for all knowers is whether mathematical knowledge really exists independently of our thinking about it. Is it there, "waiting to be discovered", or is it a human creation? Indeed, the philosophy of mathematics is an area of study in its own right.

Examples of Knowledge Questions

- Why is mathematics so important in other areas of knowledge, particularly the natural sciences? (Scope)

- If mathematics is created by humans, is it still possible to accept mathematical truths as objective facts about the world? (Perspectives)
- What is meant by the term “proof” in mathematics, and how is this similar to, or different from what is meant by this term in other areas of knowledge? (Methods and Tools)
- If mathematical knowledge is highly valued, does this place special ethical responsibilities on mathematicians when they are making claims? (Ethics)

CAS Links:

CAS and mathematics can complement each other in a number of ways. Mathematical knowledge provides an important key to understanding the world in which we live, and the mathematical skills and techniques students learn in the mathematics courses will allow them to evaluate the world around them which will help them to develop, plan and deliver CAS experiences or projects.

The challenge and enjoyment of CAS can often have a profound effect on mathematics students, who might choose, for example, to engage with CAS in the following ways:

- plan, write and implement a “mathematics scavenger hunt” where younger students tour the school answering interesting mathematics questions as part of their introduction to a new school.
- plan and carry out a survey, create a database and analyse the results, and make suggestions to resolve a problem in the students’ local area.
- taking an element of world culture that interests students and designing a miniature Earth (if the world were 100 people) to express the trend(s) numerically.

Assessment:

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems.

The assessment objectives are common to Mathematics: analysis and approaches and to Mathematics: applications and interpretation.

- **Knowledge and understanding:** Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- **Problem solving:** Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
- **Communication and interpretation:** Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
- **Technology:** Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- **Reasoning:** Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.
- **Inquiry approaches:** Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

Final Examinations

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	Technology allowed. Compulsory short-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed. Compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed. Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

The exploration is an integral part of the course and its assessment and is compulsory for both SL and HL students. The internally assessed exploration allows students to develop independence in mathematical learning. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

International School of Dakar

Mathematics Analysis and Approaches SL

Course Instructors: Laila Nabil – Souleymane Diallo

Contact Information:

lailae@faculty.isd.sn

souleymaned@faculty.isd.sn

Course Description:

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 have a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments. 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.

Students will be expected to further develop and become proficient/master the Approaches to Learning:

- **Thinking skills and mathematics**

Thinking skills, particularly critical thinking, are developed and practiced continuously in mathematics; students are challenged to apply their knowledge and skills to unfamiliar contexts or to abstract problems. Thinking skills are further developed through the emphasis in the teaching on conceptual understanding and making the links between different topics. Students of mathematics are encouraged to engage with the approaches or interpretations of problems critically.

- **Communication skills and mathematics**

In mathematics, communication skills are practiced in a number of different ways; as a subject, it invites approaches to teaching that encourage dialogue and discussion but also requires a reflective engagement with the way in which mathematics is expressed both verbally and in writing. This discussion can reveal alternative perspectives to problem-solving.

- **Social skills and mathematics**

There are strong correlations between social skills, affective skills and the ability to reflect. These all play a very important role in mathematics. Much of the content and skills students develop will provoke students to consider their own understandings and how these are expressed to others. Students should be challenged to think about the relationship between the learner profile attributes and mathematics. For example, how do the attributes of caring and being principled relate to what they are learning in mathematics? The structure of the DP mathematics guides provides students with opportunities to appreciate the contributions that other cultures have made to the understanding of mathematics. This, and the section in the guide referring to international-mindedness, can be used to provoke class discussions in which students will reflect on their own views and those of others.

- **Self-management skills and mathematics**

IB learners also need to learn to persevere and be emotionally stable as individuals. Learning to manage themselves is important for students in a demanding educational programme like the Diploma Programme, as well as a highly desirable competency for their later studies and employment.

Course Outline:

- Topic 1: Number and Algebra
- Topic 2: Functions
- Topic 3: Geometry and Trigonometry
- Topic 4: Statistics and Probability
- Topic 5: Calculus

Connection Across Learning:

Individuals and Societies – many of the foundations of modern mathematics were laid many centuries ago by diverse civilizations – Arabic, Greek, Indian, and Chinese among others. Mathematics can transcend politics, religion, and nationality, and throughout history, great civilizations have owed their success in part to their mathematicians being able to create and maintain complex social and architectural structures. Politics has dominated the development of mathematics, to develop ballistics, navigation and trade, and land ownership, often influenced by governments and leaders. Many early mathematicians were political and military advisers and today mathematicians are integral members of teams who advise governments on where money and resources should be allocated.

Sciences – Science and technology are of significant importance in today's world. As the language of science, mathematics is an essential component of most technological

innovation and underpins developments in science and technology, although the contribution of mathematics may not always be visible. Examples of this include the role of the binary number system, matrix algebra, network theory and probability theory in the digital revolution, or the use of mathematical simulations to predict future climate change or spread of disease. These examples highlight the key role mathematics can play in transforming the world around us.

Other useful links -

Economics - Loans and repayments, exchange rates, demand and supply curves, currency conversions and market equilibrium.

Theory of Knowledge Links:

As part of their theory of knowledge course, students are encouraged to explore tensions relating to knowledge in mathematics. As an area of knowledge, mathematics seems to supply a certainty perhaps impossible in other disciplines and in many instances provides us with tools to debate these certainties. This may be related to the “purity” of the subject, something that can sometimes make it seem divorced from reality. Yet mathematics has also provided important knowledge about the world and the use of mathematics in science and technology has been one of the driving forces for scientific advances.

CAS Links:

CAS and mathematics can complement each other in a number of ways. Mathematical knowledge provides an important key to understanding the world in which we live, and the mathematical skills and techniques students learn in the mathematics courses will allow them to evaluate the world around them which will help them to develop, plan and deliver CAS experiences or projects.

The challenge and enjoyment of CAS can often have a profound effect on mathematics students, who might choose, for example, to engage with CAS in the following ways:

- plan, write, and implement a “mathematics scavenger hunt” where younger students tour the school answering interesting mathematics questions as part of their introduction to a new school.
- plan and carry out a survey, create a database and analyze the results, and make suggestions to resolve a problem in the student’s local area. This might be, for example, surveying the availability of fresh fruit and vegetables within a community, preparing an action plan with suggestions of how to increase availability or access, and presenting this to a local charity or community group.
- taking an element of world culture that interests students and designing a miniature Earth (if the world were 100 people) to express the trend(s) numerically.

Assessment:

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems. Having followed a DP mathematics course, students will be expected to demonstrate the following:

- **Knowledge and understanding:** Recall, select and use their knowledge of mathematical facts, concepts, and techniques in a variety of familiar and unfamiliar contexts.
- **Problem solving:** Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
- **Communication and interpretation:** Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
- **Technology:** Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- **Reasoning:** Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.
- **Inquiry approaches:** Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

Final Examinations

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

International School of Dakar

DP Mathematics Applications & Interpretations

Instructors: Mr. Tom Matthews, Room 208

Contact Information: thomasm@faculty.isd.sn

Course Description:

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. The course will also develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. Students who choose this course should enjoy seeing mathematics used in real-world contexts and to solve real-world problems.

Approaches to Learning in Mathematics

Thinking skills, and particularly critical thinking, are developed continuously in mathematics; students are challenged to apply their knowledge and skills to unfamiliar contexts or to abstract problems. Thinking skills are further developed through the emphasis in the teaching on conceptual understanding and making the links between different topics.

Communication skills are practised in a number of different ways; as a subject it invites approaches to teaching that encourage dialogue and discussion, but also requires a reflective engagement with the way in which mathematics is expressed both verbally and in writing.

There are strong correlations between **social skills**, affective skills and the ability to reflect. These all play a very important role in mathematics. Students will be challenged to think about the relationship between the learner profile attributes and mathematics. For example, how do the attributes of caring and being principled relate to what they are learning in mathematics?

Self-management skills are required for students to learn to persevere through problem solving. The internal assessment exploration task also requires students to plan and organise their time, to ensure they have appropriate research techniques and the

tenacity to engage with mathematics, to reflect upon this and monitor their own progress.

Research skills in mathematics are closely aligned with approaches to learning, focused on conceptual understanding and inquiry. The internal assessment exploration gives them the opportunity to demonstrate their own engagement and understanding of an area of mathematics of interest to them. The aim of this task is to give students the experience of doing mathematics and the opportunity to reflect on this practice.

Course Outline:

Unit 1: Functions (4 weeks)

- Content: Relations, domain and range, graphing relations, function definition, inverse function, linear models, piecewise functions, simultaneous equations and solving polynomials

Unit 2: Sequences & Finance (5 weeks)

- Content: Arithmetic and geometric sequences and series, simple and compound interest, annuities and amortization

Unit 3: Accuracy (3 weeks)

- Content: Laws of exponents, exponential form and logarithms

Unit 4: Geometry (5 weeks)

- Content: Lengths of arc and sectors, sine and cosine rule, bearings and area

Unit 5: Statistics (7 weeks)

- Content: Types of data, averages, frequency tables, grouped data, measures of dispersion, outliers, coding, types of sampling techniques, frequency histograms, box plots, cumulative frequency and the normal distribution

Unit 6: Hypothesis Testing (5 weeks)

- Content: Contingency tables, chi-squared test for independence, chi-squared goodness of fit test and the T-test

Unit 7: Bivariate Data (3 weeks)

- Content: Linear correlation, Pearson's coefficient, least squares regression, interpolation and extrapolation and Spearman's rank correlation coefficient

Unit 8: Sinusoidal Models (2 weeks)

- Content: Graphing and transforming the sine and cosine functions, and applying these functions to real life situations

Unit 9: Vectors (2 weeks)

- Content: Basic introduction to vectors, including adding and subtracting vectors, multiplication by a scalar, dot product, perpendicular & parallel vectors, vector equations, and angle between vectors.

Unit 10: Power Functions (5 weeks)

- Content: Quadratics, finding zeros, maximums and minimums, optimization problems, cubics, exponential functions, intersecting graphs, and direct and inverse variation

Unit 11: Probability (10 weeks)

- Content: Relative frequency, Venn diagrams, addition law, sample spaces, conditional probability, discrete random variables, probability distributions, binomial distribution, continuous random variables.

Unit 12: Coordinate & 3D Geometry (5 weeks)

- Content: Equation of a line, perpendicular bisectors, Voronoi diagrams, surface area and volume

Unit 13: Introduction to Calculus (6 weeks)

- Content: Gradient function, differentiation, tangents and normals, optimisation problems, integration, definite and indefinite integrals, trapezium rule

Connection Across Learning:

Individuals and Societies – many of the foundations of modern mathematics were laid many centuries ago by diverse civilisations – Arabic, Greek, Indian and Chinese among others. Mathematics can transcend politics, religion and nationality, and throughout history great civilizations have owed their success in part to their mathematicians being able to create and maintain complex social and architectural structures. Politics has dominated the development of mathematics, to develop ballistics, navigation and trade, and land ownership, often influenced by governments and leaders.

Sciences – Science and technology are of significant importance in today's world. As the language of science, mathematics is an essential component of most technological innovation and underpins developments in science and technology, although the contribution of mathematics may not always be visible. Examples of this include probability theory in the digital revolution, or the use of mathematical simulations to predict future climate change or spread of disease.

Other useful links –

Economics – Loans and repayments, exchange rates, demand and supply curves, currency conversions and market equilibrium

Theory of Knowledge Links:

As part of their theory of knowledge course, students are encouraged to explore tensions relating to knowledge in mathematics. As an area of knowledge, mathematics seems to supply a certainty perhaps impossible in other disciplines and in many instances provides us with tools to debate these certainties. This may be related to the “purity” of

the subject, something that can sometimes make it seem divorced from reality. Yet mathematics has also provided important knowledge about the world and the use of mathematics in science and technology has been one of the driving forces for scientific advances.

Despite all its undoubted power for understanding and change, mathematics is in the end a puzzling phenomenon. A fundamental question for all knowers is whether mathematical knowledge really exists independently of our thinking about it. Is it there, “waiting to be discovered”, or is it a human creation? Indeed, the philosophy of mathematics is an area of study in its own right.

CAS Links:

CAS and mathematics can complement each other in a number of ways. Mathematical knowledge provides an important key to understanding the world in which we live, and the mathematical skills and techniques students learn in the mathematics courses will allow them to evaluate the world around them which will help them to develop, plan and deliver CAS experiences or projects.

The challenge and enjoyment of CAS can often have a profound effect on mathematics students, who might choose, for example, to engage with CAS in the following ways:

- plan, write and implement a “mathematics scavenger hunt” where younger students tour the school answering interesting mathematics questions as part of their introduction to a new school.
- plan and carry out a survey, create a database and analyse the results, and make suggestions to resolve a problem in the students’ local area. This might be, for example, surveying the availability of fresh fruit and vegetables within a community, preparing an action plan with suggestions of how to increase availability or access, and presenting this to a local charity or community group.
- taking an element of world culture that interests students and designing a miniature Earth (if the world were 100 people) to express the trend(s) numerically.

Assessment:

As teachers we use multiple formative assessment techniques, such as classwork activities, homework, quizzes and carefully chosen questions, which help to monitor student learning and provide ongoing feedback. Summative assessments, mainly in the form of a test, will also be given throughout the year (at least once per quarter), to evaluate student learning and compare this against the Diploma Programme grades.

The final examinations are detailed below:

Assessment component	Weighting
External assessment (3 hours) Paper 1 (90 minutes) Technology required. (80 marks) Compulsory short-response questions based on the syllabus. (80 marks)	80% 40%
Paper 2 (90 minutes) Technology required. (80 marks) Compulsory extended-response questions based on the syllabus. (80 marks)	40%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%



Group 6: The Arts

Film
Theatre
Visual Arts

International School of Dakar

IBDP Film HL/SL

Instructor: Steven Wekesa Rm: 204

Contact Information: stevena@faculty.isd.sn

Course Description:

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

Students will be expected to further develop and become proficient/master the Approaches to Learning:

- **Thinking skills.** Thinking creatively and developing curiosity, and purposefully exploring challenges and boundaries. **Thinkers**
- **Communication skills:** constructing and writing reflections, use of appropriate terminology, creation of films with meaning/message **Communicators***
- **Research skills:** analyzing and evaluating sources, constructing arguments, making comparisons and contrasts, synthesis of source material and own knowledge **Inquirers***
- **Self-management skills:** (taking responsibility for roles within collaborative work, academic integrity, meeting deadlines) **Principled* Balanced* Risk-takers***
- **Social skills:** working collaboratively, taking part in group discussions, seminars **Caring, Risk Takers***

**IB Learner Profile Attributes*

Course Outline:

DP1

- Film Production Pipeline
- Film Theory (Genres, Theories and Movements)
- Reading Film 1: Cultural Contexts Exploration
- Textual Analysis

DP2

- Reading Film 2: Cultural Contexts Exploration
- Collaborative Film Project
- Film Portfolio Pages and Reel
- Comparative Study

Production Portfolio and Reel:

This task accounts for 40% of the assessment for Standard Level and 25% for Higher Level students. It is unique in being the only task that is internally assessed. It is a comprehensive task aimed at exploring three different production roles such as scriptwriting, directing, cinematography, editing or sound design. Students at SL and HL undertake a variety of film-making exercises in three **film production roles**, led by clearly defined **filmmaker intentions**. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.

Students submit the following.

1. Portfolio pages (9 pages maximum: 3 pages maximum per **film production role**) and a list of sources used.
2. A film reel (9 minutes maximum: 3 minutes maximum per **film production role**, including one completed film).

Textual Analysis:

The task accounts for 30% of the assessment for Standard Level and 20% for Higher Level students. It is externally assessed. Students at SL and HL demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the **cultural context** of the film and a variety of **film elements**.

Students submit the following.

1. A textual analysis (1750 words maximum) and a list of all sources used.

Comparative Study:

The task accounts for 30% of the assessment for Standard Level and 20% for Higher Level students. It is externally assessed. Students at SL and HL carry out research into a chosen area of **film focus**, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study.

Students submit the following.

1. A recorded multimedia comparative study (10 minutes maximum).
2. A list of all sources used.

Collaborative Project (HL Only):

This task accounts for 35% of the assessment for Higher Level students. It is externally assessed and comprises two essential components: written work and a creation of a 7-minute film. Making clear links to films and filmmakers they have encountered, and skills and techniques acquired, students at HL work collaboratively in a core production team to plan and create an original completed film.

Students submit the following.

1. A project report (2,000 words maximum) and a list of all sources used.

2. A completed film (7 minutes maximum).

Connections Across Learning:

English and Literature (Language A):

- Analyzing films as texts: Film can be studied as a form of literature, with a focus on narrative structure, character development, and themes.
- Comparative analysis: Students can compare a film adaptation of a literary work with the original text, exploring how the story is conveyed differently through these mediums.

Visual Arts:

- Cinematography and composition: Film as an art form involves visual storytelling, and students can explore the principles of visual design, such as framing, color, and composition.
- Students can create their own short films or video art pieces as part of their visual arts coursework.

History:

- Historical context in film: Films often reflect the time periods in which they are set or made. Students can analyze how historical events and social issues are portrayed in films.
- Propaganda and documentary films: The study of propaganda and documentary films can intersect with history to understand how media has influenced public opinion and documented historical events.

Psychology:

- Film and psychology: Explore the portrayal of psychological concepts, such as identity, motivation, and behavior, in films.
- Film analysis through a psychological lens: Analyze characters and their development, as well as the impact of film techniques on audience emotions and perceptions.

Mathematics:

- Film and math: Analyze the use of mathematical concepts in special effects, animation, and computer-generated imagery (CGI) in film production.
- Budgeting and financing: Study the financial aspects of filmmaking, including budgeting and cost analysis.

Science:

- Scientific accuracy in film: Examine how science is depicted in films, including the use of scientific principles in science fiction or the portrayal of real-life scientific discoveries.

Language Acquisition (Language B):

- Language in film: Study foreign-language films to improve language skills and cultural understanding.

Theory of Knowledge Links:

Links to ToK are made explicitly throughout the course.

- Ways of Knowing (WOKs): IB Film involves various ways of knowing, such as perception, emotion, reason, and language. Students analyze how these WOKs are used in film production and how they shape our understanding of the world. For example, they explore how camera angles, lighting, and editing influence our perception of characters and events in a film.
- Art as a Way of Knowing: Film is a form of artistic expression, and students investigate how art can be a way of knowing. They discuss the role of emotion and intuition in filmmaking and how filmmakers communicate ideas and emotions through visuals and storytelling.
- Explore how language is used in film through dialogue, subtitles, and voiceovers. They can examine how language can shape our understanding of characters and themes in a film and how translation and interpretation can introduce ambiguity.

CAS Links:

Examples of CAS experiences that have links to history include the following;

Creativity:

- Film Production: Students can participate in film production as a creative endeavor. This involves brainstorming ideas, writing scripts, directing, acting, and editing films. This creative process can contribute to their CAS requirements, especially when they work on independent film projects.
- Film Screenings and Exhibitions: Organizing film screenings or exhibitions of student-made films is a creative way to share their work with the school community or a wider audience. This can also involve planning and promoting the event, which contributes to the creative aspect of CAS.

Activity:

- On-Set Roles: If students take on roles like cinematographer, gaffer, or boom operator during film production, these roles require physical activity and can be counted as CAS activities.

Service:

- Community Outreach: Students can use their filmmaking skills to serve their community. This might include creating promotional videos for local nonprofit organizations, documenting community events, or producing educational videos. These activities demonstrate a commitment to service and contribute to CAS requirements.

Assessment:

ISD assessments will be both formative and summative.

In Grade 11 assessments will be essays/reflections/production work and oral presentations.

In Grade 12 assessments will almost exclusively be DP style assessments, in the form of film production pieces and the comparative study.

The final assessments are detailed below;

		SL	HL
Textual analysis	External	30%	20%
Comparative study	External	30%	20%
Film Portfolio	Internal	40%	25%
Collaborative film project (HL only)	External		35%

(IBDP Film Guide 1st Examinations 2022)

International School of Dakar

IBDP Theatre HL/SL

Instructor: Siobhan Reddick Rm: Black Box Theatre, PAC

Contact Information: siobhanr@faculty.isd.sn

Course Description: **IB Learner Profile Attributes*

The IBDP Theatre course for both HL and SL students encompasses four interconnected areas:

- Inquiry (**Inquirers, Knowledgeable, Communicators*)
- Development (**Thinkers, Communicators, Open-Minded, Caring, Principled*)
- Presentation (**Communicators, Risk-Takers*)
- Evaluation (**Reflective, Communicators*)

Students will explore these aspects from the perspectives of Creators, Designers, Directors, and Performers, using journals as tools for brainstorming, sketching, and reflection.

To demonstrate their learning and skills, all DP Theatre students will complete three tasks and the HL students will complete a fourth:

- Research Presentation
- Collaborative Project
- Production Proposal
- Solo Piece (*HL only*)

The Research Presentation will be completed in DP1, with the rest of year one is dedicated to equipping students with the necessary tools to complete their DP assessments in year two by refining reflection, research, performance, and analysis skills .

Year two is dedicated to completing the last three DP assessments. Each of the tasks are broken down into sections, with strict deadlines for feedback and final work, to help guide the students through the process of completing the Collaborative Project, Production Proposal, and Solo Piece (*HL only*).

Course Outline:

DP1

- Unit 1: Introduction to DP Theatre
- Unit 2: "The Woodsman"
- Unit 3: "A Monster Calls"
- Unit 4: Research Presentation
- Unit 5: Theatre Exposure
- Unit 6: Prep for DP2

DP2

- Unit 1: Collaborative Project
- Unit 2: Production Proposal
- Unit 3: Solo Theatre Piece (HL only)

Research Presentation:

This task accounts for 30% of the assessment for Standard Level and 20% for Higher Level students. It is externally assessed and requires the creation of a recorded presentation consisting of three videos, each addressing specific criteria, with a maximum total duration of 15 minutes (**Communicators*). Alongside the videos, a slideshow presentation with images, text, videos, and a comprehensive work cited are essential.

Collaborative Project:

This task accounts for 40% of the assessment for Standard Level and 25% for Higher Level students. It is externally assessed and is comprised of two essential components: written work (**Knowledgeable, Thinkers, Communicators, Reflective*) and a live performance (**Risk-Takers, Principled, Communicators, Open Minded, Caring, Reflective*).

The written portion of the project can span up to 10 pages but must not exceed 4000 words. Using written explanations and images from the process and final production, students are required to describe how significant instances within the collaborative process contributed to the overall development of the project and must also evaluate the effectiveness of the final performance concerning the original intentions of the ensemble. The live performance component (*7-10 minutes*) assesses students' performance skills and their individual artistic contribution as creators, designers, and/or directors.

Production Proposal:

This task accounts for 30% of the assessment for Standard Level and 20% for Higher Level students. It is unique in being the only task that is internally assessed. It is a comprehensive task aimed at exploring and presenting the creative vision for staging a play. The entire proposal, including written text and images, must not exceed a maximum of 12 pages, with the written text not surpassing 4,000 words (**Knowledgeable, Thinkers, Communicators, Reflective*). Throughout the Production Proposal, students are encouraged to incorporate carefully selected visuals, including mind maps, storyboards, diagrams, and designs, along with relevant photographs and images.

Solo Piece:

This task is designated for Higher Level (HL) students only, constituting 35% of their overall grade. It is externally assessed and is comprised of two essential components: written work (**Inquirers, Knowledgeable, Thinkers, Communicators, Reflective*) and a live performance (**Risk-Takers, Principled, Communicators, Open Minded, Reflective*).

In this task, students research a theatre theorist they have not previously studied. Their objective is to identify a specific aspect(s) of this theorist's theory and subsequently create, stage, and present in front of an audience, a solo theatre piece that vividly demonstrates the practical application of the identified aspect(s) of theory. The written portion of this task must not exceed 2500 words and should encompass their research on the chosen theatre theorist, outline the identified aspect(s) of theory, and provide a comprehensive description of how they have integrated and applied this aspect(s) in their solo theatre piece. All primary and secondary sources must be cited in their report. The performance is submitted in the form of an uninterrupted and unedited video recording of the entire solo theatre piece and must be between 4 to 7 minutes.

Approaches to Learning:

- **Thinking Skills:**

- Analysis of scripts, characters, and themes.
- Creative interpretation of plays encourages problem-solving.

- Create original works or use existing ideas in new ways.
- Directorial decisions based on critical analysis.
- **Communication Skills:**
 - Enhance verbal and non-verbal communication through acting.
 - Give and receive meaningful feedback.
 - Collaboration requires effective communication among cast and crew.
- **Social Skills:**
 - Build ensemble and teamwork, fostering positive social interactions.
 - Resolve conflicts during collaborative projects.
- **Self-Management Skills:**
 - Balance rehearsals and assignments to improve time management.
 - Take on responsibilities in production, fostering accountability.
 - Reflect on learning strategies, identifying strengths and weaknesses.
- **Research Skills:**
 - Research the historical and cultural context of plays and characters.
 - Plan production elements such as costumes, sets, and lighting.
 - Cite sources properly in production proposals and research papers.

Connections Across Learning:

- **Language and Literature:**
 - Explore plays from various cultures and time periods.
 - Analyse scripts and dialogues to enhance literary analysis skills.
- **Visual Arts:**
 - Align production design with visual arts principles (composition, colour theory, perspective).
 - Create visual artworks inspired by theatre productions.
- **History:**
 - Examine how theatrical productions reflect their historical context.
 - Study historical theatre movements to understand societal changes and historical events.
- **Film:**
 - Explore shared elements between film and theatre (cinematography, storytelling).
 - Compare live theatre to film adaptations of plays.
- **Psychology:**
 - Understand character motivations and development.
 - Explore the psychology of actors, directors, and audiences.
- **Environmental Systems and Societies:**
 - Investigate how theatre raises awareness of environmental and societal issues.
 - Examine the environmental impact of theatre productions.
- **Mathematics:**
 - Calculate measurements, proportions, and angles for set design and construction.
 - Develop budgeting and financial management skills for theatre production.

Theory of Knowledge Links:

- Theatre provides case studies for TOK discussions on knowledge, perception, and the arts.
- Explore how different cultures perceive and value theatre.

CAS Links:

- **Theatrical Productions and Performances (Creativity):**
 - Participate in school or community theatre productions for CAS creativity.
 - Organise and perform in drama workshops for younger students or community groups (creativity/service).
- **Theatre Outreach and Workshops (Service and Creativity):**
 - Organise theatre workshops/performances for underserved communities.
 - Foster cultural exchange and community engagement through collaborative projects.
- **Technical Theatre and Set Design (Creativity and Activity):**
 - Get involved in set design, lighting, or sound as part of CAS creativity.
 - Participate in physically demanding tasks (e.g., building sets) for CAS activity.
- **Theatre-related Fundraising and Charity Events (Service and Creativity):**
 - Organise theatre events to raise funds for charitable causes.
 - Lead initiatives supporting social or environmental causes.
- **Theatre Mentorship and Leadership (Service and Activity):**
 - Take on leadership roles (e.g., directing, stage managing, mentoring actors) for service and activity requirements.
 - Lead theatre workshops or clubs within the school.
- **Theatre-related Cultural Exchanges (Service and Creativity):**
 - Organise/participate in cultural exchange programs or international theatre festivals.
 - Collaborate on theatrical projects with students from different cultural backgrounds.
- **Reflection and Documentation (Service and Creativity):**
 - Document theatre-related CAS experiences through journals, blogs, or video logs.
 - Reflect on the impact of theatre involvement on personal growth and community engagement.

Assessment:

At ISD, assessments in the IBDP Theatre program will encompass both formative and summative elements.

In Grade 11, students will encounter various assessments designed to simulate the requirements of the four DP Theatre tasks. These assessments will take the form of written analyses, verbal reflections, and performances. Throughout the preparation of these assessments, students will receive ongoing formative feedback to replicate the assessment process outlined by IB. Additionally, the Research Presentation will be completed in Grade 11.

In Grade 12, assessments will exclusively consist of DP tasks, and once again, students will benefit from continuous formative feedback throughout the process.

DP Theatre Tasks

- Collaborative Project SL = 40% HL = 25% (*external assessment*)
- Production Proposal: SL = 30% HL = 20% (*internal assessment*)
- Research Presentation: SL = 30% HL = 20% (*external assessment*)
- Solo Theatre Piece SL = N/A HL = 35% (*external assessment*)

(*IBDP Theatre Guide 1st Examinations 2024*)

International School of Dakar

IBDP Visual Art HL/SL

Instructor: Hesborne Mosoti room 106

Contact Information: hesbornem@faculty.isd.sn

Course Description:

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

ATLs The aims of the arts subjects are to also enable students to develop and become proficient in the five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills). They are expected to enjoy lifelong engagement with the arts, to become informed, reflective and critical practitioners in the arts, to understand the dynamic and changing nature of the arts, to explore and value the diversity of the arts across time, place and cultures, to express ideas with confidence and competence, to develop perceptual and analytical skills. In addition, the aims of the visual arts course at SL and HL are to enable students: to make artwork that is influenced by personal and cultural contexts, to become informed and critical observers and makers of visual culture and media and to develop skills, techniques and processes in order to *communicate* concepts and ideas

Course Outline: DP1 and DP2

The general course is based on: Theoretical practice, art making practice and curatorial practice

A- theoretical practice

>Visual arts in context (artist and why they make art)

- >Students examine and compare the work of artists from different cultural contexts.
- >Students consider the contexts influencing their own work and the work of others.

. Visual arts methods (ways of making art)

- >Students look at different techniques for making art.

>Students investigate and compare how and why different techniques have evolved and the processes involved.

>**Communicating visual arts(ways of presenting)**

>Students explore ways of communicating through visual and written means.

>Students make artistic choices about how to most effectively communicate knowledge and understanding

B-art making practice

>**Visual arts in context**

>Students make art through a process of investigation, thinking critically and experimenting with techniques.

>Students apply identified techniques to their own developing work.

>**Visual arts methods**

>Students experiment with diverse media and explore techniques for making art.

>Students develop concepts through processes that are informed by skills, techniques and media.

>**Communicating visual arts**

>Students produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.

C- curatorial practice

>**Visual arts in context**

>Students develop an informed response to work and exhibitions they have seen and experienced.

>Students begin to formulate personal intentions for creating and displaying their own artworks.

>**Visual arts methods**

>Students evaluate how their ongoing work communicates meaning and purpose.

>Students consider the nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences.

>**Communicating visual arts**

>Students select and present resolved works for exhibition.

>Students explain the ways in which the works are connected.

>Students discuss how artistic judgments impact the overall presentation.

Connections Across Learning:

Visual must contribute to strengthening students' ability to think and learn for themselves. It must create the conditions that enable young students to become aware of their potential, accept it, master it and then learn to use it through different subjects. For example

> Throughout the arts , film , music and theatre

Explore image, stage settings, composition, production, principles of visual design, colors study , principles of visual design, animation, proportions, storyboards, drawings, etc...

> History:

Exploration of art through different periods and times

> Language and Literature :

. Animation

. Illustration

. comparison , writing skills

> Mathematique

. Calculation

. Geometry , perspective of observation

> design

. Production

. Making and decorating, colours , shapes , forms drawing

> I&S

. Art, culture and society

Theory of Knowledge Links:

- Knowledge , experience and practice, the role of the arts.
- The expression of knowledge through the art
- Meaning of artwork and awareness of the artist.
- Production of enjoyment and ethical constraints

CAS Links:

Art project :

> Production of group work , mural , sculpture

> Decoration project.

> Personnel expression and creation

Club

- >Contribution to visual art Club
- > helping primary school students to develop their skills in drawing, painting.
- > graffiti club
- > Art plus programm
- >Contribution and participation in theatre stage design, or film scenery and setting.

Assessment:

Combining all they have learned from visual arts in context, visual arts methods and communicating visual arts :

>Comparative study 20%

Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.

- SL: Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 screens.
- HL: As SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/ artists examined (3–5 screens).

>Process portfolio 40%

Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

At SL: 9–18 screens. The submitted work should be in at least two different art-making forms.

At HL: 13–25 screens. The submitted work should be in at least three different art-making forms

>Exhibition 40%

Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

- At SL: 4–7 pieces with exhibition text for each. A curatorial rationale (400 words maximum).
- At HL: 8–11 pieces with exhibition text for each. A curatorial rationale (700 words maximum)

ASSESSMENT

The International Baccalaureate uses both internally and externally assessed components to assess student performance.

For most courses, written examinations at the end of the DP form the basis of the assessment. This is because these examinations have high levels of objectivity and reliability.

Externally assessed coursework, completed by students over an extended period under authenticated teacher supervision, forms part of the assessment for several programme areas, including the Theory of Knowledge essay and the Extended Essay.

In most subjects, students also complete in-school assessment tasks. These are either externally assessed or marked by teachers and then moderated by the IB. In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted.

A student's final diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall diploma score (see next page).

Creativity, activity, service (CAS) – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

Higher level and standard level courses

The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines.

HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

Receiving a bilingual diploma

A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

THE DIPLOMA POINTS MATRIX ToK and Extended Essay

		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

PREDICTED GRADES

Overview

Predicted IBDP grades are typically used by students in Grade 12 when they apply to university. While an important metric in a student's life, predicted IBDP grades should never be a surprise as they are a direct reflection of academic achievement in class. As such, students should see the grades noted on their report cards over the course of Year 1 in the IBDP as effectively "predicted grades to date." Further, as an IB school offering the IBMYP, students' academic grades moving through Years 4 and 5 of the MYP should be seen as being strong estimates of the grades that will be earned in the IBDP.

In order to help ensure that the IBDP grades used to apply for university are not a surprise, the school takes several steps to manage the process as well as proactively educate students, parents, and teachers.

Predicted Grades

While predicted IBDP grades essentially reflect academic progress to date as noted on ISD report cards, there are some differences. First, grades reported on internal ISD report cards reflect past learning and are grounded in previous student work. As such, internal ISD grades reflect what students have **already demonstrated**. On the other hand, **predicted grades** are forward-looking projections of an academic level students are expected to achieve, based on past performance. As such, predicted grades don't include course content and skills not yet learned. Further, predicted grades must also factor in projections of student effort and growth over time.

As a school, we believe that students must take ownership of their learning. A key part of this is ensuring openness and transparency of students' academic levels of achievement – that is, students must clearly know where they are, and where they are not, in order to best learn. Therefore, predicted grades are shared with full transparency with students and their families. Further, we believe that in order to learn students must fully understand why their level of academic achievement is where it is. Therefore, we always encourage students and families to engage in conversations with teachers to understand fully how a student could improve.

Determining Predicted Grades

All predictions are the grades the teachers believe the student will earn on their IB exams based on academic evidence. Teachers will use all data collected to date to inform their best professional judgment of the level a student will attain.

Predicted Grades will be issued at the following times:

DP 1	End of school year*	To students and parents
DP 2	Early November	To students, parents and colleges
DP 2	Post mock exams	To students and parents
DP 2	April	To students, parents and IB

*Students are invited to reflect on their predicted grades and devise strategies to address any weaknesses.

WHAT HAPPENS NEXT?

DP/CP Course Selection Timeline Class of 2027

Date	Event	People Involved	Time/Venue
Sept/Oct	Careers Planning	Counselors/Students	Advisory/Careers Day
Early Nov	DP/CP Course Selection Guide available	DP Co/Communications Office	Website/Email/Coordinator's Google Classroom
Nov 5th	DP/CP Intro for Students	DPCo/CL co/ counselors/Students/Selected G12 students	SWT 14:15-15:30
Early Nov	DP Subject intros for students	DP Teachers	In G10 classes
Nov 21st (evening event)	DP/CP Intro for Parents	DP Co/CP Co/ Counselors/HoDs/DP Teachers/Parents/Students	PAC - short presentation and reception 18:00-19:30
By early Dec	Initial Language/Math/Placements	Language/Maths teachers	Letters/Emails to parents
Dec 9th	Preliminary Choices	Students/Parents/DP Co	Google Form
Jan	Maths and Science screening	End of semester Maths and Science tests Maths and HL Science diagnostics	Maths and Science classes
Jan/Feb	Careers Planning	Counselors/Students	Advisory
Early Feb	Departmental screening	All G10 and DP teachers with feedback to WG	In departments
Feb	Individual interviews for students with choices issues	Students/DP Co/Counselors/Principal/AP	Offices
Feb	Revisiting courses	Teachers/Students	In classes
March 5th	Final Subject Choices	Students/Parents/Teachers	Paper form - teacher, student, parent sign off

FURTHER INFORMATION



[International Baccalaureate Organization](#)



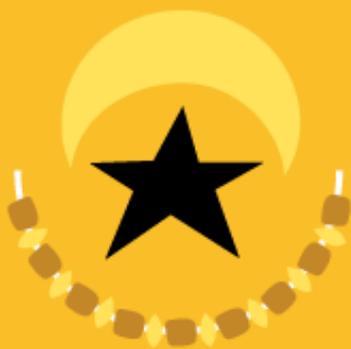
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