ICS PARIS
INTERNATIONAL SCHOOL
Shaping the world

IBDP Guidebook 2025





The International Baccalaureate (IB) at ICS Paris

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

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

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

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

The Diploma Programme

IB DIPLOMA PROGRAMME (DP): AGES 16 TO 19 YEARS OLD

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

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

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

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

DP STUDENT SUCCESS AT ICS PARIS

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

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

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

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

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

ICS Paris DP Section

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

FULL DIPLOMA TRACK
Full Diploma candidates study and undertake final exams in six subjects, three at Higher Level (HL) and three at Standard Level (SL) plus successfully complete the additional three DP core requirements (TOK, EE & CAS).
The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, the three core elements — the extended essay, theory of knowledge and creativity, activity, service — are compulsory and central to the philosophy of the programme.

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

- A Group 1 Language and Litterature course
- A Group 2 Language Acquisition course
- A Group 3 Individuals and Societies course (or 2)
- A Group 4 Sciences course (or 2)
- A Group 5 Mathematics course
- A Group 6 Arts choice (unless Group 2, 3 or 4 is doubled)

In addition, 3 DP 'Core' requirements are taken:

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

COURSE CERTIFICATES TRACK
Certificate candidates study six subjects from standard and higher levels. The students are then free to choose which subjects they are submitting for an IB Certificate. They can also opt to complete CAS and/or TOK and to write an extended essay or not.

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

The students in both tracks will also receive a high school leaving certificate from ICS Paris in conjunction with their IB Diploma or any IB Certificates awarded.

See full list of subjects available for selection below.

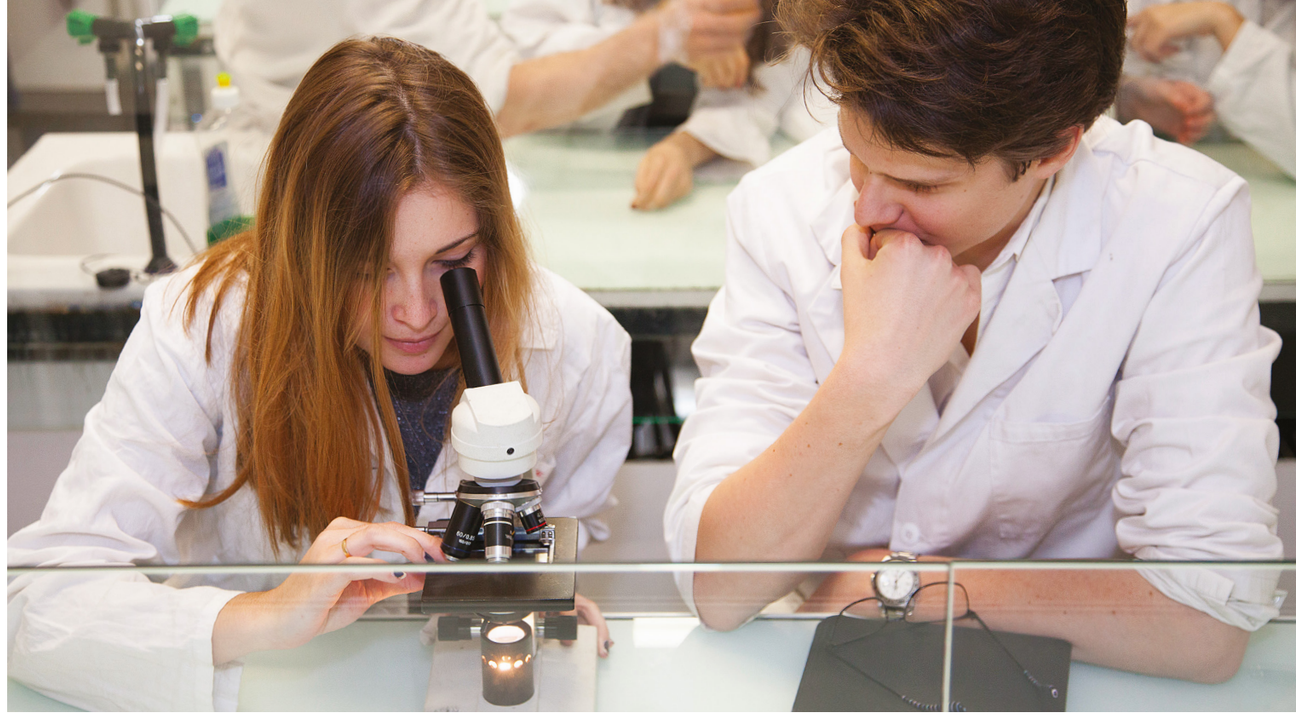
CORE COMPONENTS
1. Extended Essay (EE)
This is a 4,000-word essay that students complete during the two year programme. At ICS Paris most of the Extended Essay preparation and writing is done in year one.

2. Theory of Knowledge (TOK)
The TOK course is an interdisciplinary course and encourages students to explore the nature of knowledge and to appreciate different cultural perspectives.
The TOK is assessed by:

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

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

“ Full Diploma track candidates study and undertake final exams in six subjects, three at Higher Level (HL) and three at Standard Level (SL) plus successfully complete the additional three DP core requirements (TOK, EE & CAS). ”



Full IB Diploma Award Requirements

Each of the six subjects the student studies are awarded from one to seven points and to gain the IB Diploma a student has to achieve 24 points (an average of four per subject), with a minimum of 12 points in the HL subjects and 9 points in the SL subjects. Students should not receive neither a 1, nor more than two 2s or three 3s in any of their subject course.

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

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



Assessment at ICS Paris

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

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

ICS Paris IB DP General Assessments & Reporting Calendar

Assessment Period	Assessment Title	Assessment Goal	Reporting Period
Late Sept Year 1 (Grd11)	Basic Requirements Assessment	In Class assessment of basic required skills and knowledge to confirm DP course selections	Mid Nov of Year 1 1st Mid-Term Report
Late Nov Year 1 (Grd11)	Units Based Summative Assessment	In Class assessment of course content covered from Sept to Nov of Year 1	Late Jan of Year 1 1st Semester Report
Early Jan Year 1 (Grd11)	1st Semester Examination	Exam Conditions Testing of course content covered from Sept to Dec of Year 1	Late Jan of Year 1 1st Semester Report
Late Mar of Year 1 (Grd11)	Units Based Summative Assessment	In Class assessment of course content covered from Jan to Mar of Year 1	Early May of Year 1 2nd Mid-Term Report
Late Jun of Year 1 (Grd11)	2nd Semester Examination	Assessment of Course content covered in Year 1 under IB Examination Conditions	Late Jun / Early Jul of Year 1 2nd Semester Report
Late Sept of Year 2 (Grd12)	Year 1 Recap Assessment	In Class assessment of course content covered in Year 1	Mid Nov of Year 2 1st Mid-Term Report
Late Nov Year 2 (Grd12)	Unit Based Summative Assessment	In Class assessment of course content covered from Sept to Nov of Year 2	Late Jan of Year 2 1st Semester Report
Early Jan of Year 2 (Grd12)	1st Semester Examination	Exam Conditions Testing of course content covered from Sept to Dec of Year 2	Late Jan of Year 2 1st Semester Report
Feb of Year 2 (Grd12) (during Winter Break)	IB EXAM MOCKS	MOCK exam under IB Examination Conditions (attendance mandatory for all DP2 students)	Late May of Year 2 Final Report
Mid April of Year 2 (Grd12)	2nd Semester Examination	Final Exams	Late May of Year 2 Final Report
May of Year 2 (Grd12)	Official IB Examinations	Official IB Examinations according to the IB world schedule	IB Results are issued in July of Year 2.

Subject Group 1 – Studies in Language and Litterature

SUBJECT OPTIONS

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

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

COURSE OVERVIEW

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

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

COURSE AIMS

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

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

MOTHER TONGUE LANGUAGE A LITERATURE SELF TAUGHT SL

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

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

In the past we had successful candidates in Russian, Italian, Turkish, Chinese, Polish, Spanish, Persian, Indonesian, German, Portuguese, and Urdu. Therefore, we can facilitate any literature self-taught program as long as the DP Coordinator finds a tutor familiar with the IB programme for the language, with the family bearing the additional expense.

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

Subject Group 2 – Language Aquisition

SUBJECT OPTIONS
- English B
- French B
- French Ab Initio

COURSE OVERVIEW
Language acquisition consists of two modern language courses — language ab initio and language B — designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

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

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

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

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

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

Note for Group 1 and 2
- English is obligatory as either a Group 1 or 2 subject for all students.
- The French Ab Initio course is only available for students with no or very limited previous exposure to the target language.
- Self-taught Language tudents can opt for French as their 7th DP subject.

Please see our whole school Language Policy for more details.

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

Subject Group 3 – Individuals and Societies

SUBJECT OPTIONS
- Economics
- Global Politics
- Business Management
- Psychology

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

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

The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes.
By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

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

COURSE OVERVIEW - GLOBAL POLITICS
DP global politics is a course for students who want to understand more about how the world they live in works, and what makes it change (or prevents it from changing). The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding of the local, national, international, and global dimensions of political activity and processes by critically engaging with contemporary political issues and challenges.
The course integrates concepts, content and contexts through inquiry.
- Concepts such as power, sovereignty, legitimacy and interdependence are explored and examined critically throughout the course.
- Content informs inquiries through a variety of global politics topics, encompassing political systems and actors, power interactions, frameworks, treaties and conventions, terminology, and analysis models.
- Contexts diversify, shape and channel inquiries through contemporary real-world examples and cases.

The flexible syllabus allows educators to build the course around their students' contexts and interests, as well as contemporary events and developments in global politics. Thinking, analysis and research skills are fostered through guided and independent inquiries into political issues and challenges, with a special focus on identifying and

engaging with diverse perspectives. The aims of the global politics course at SL and at HL are to enable students to:

- explore and evaluate power in contemporary global politics
- examine how state and non-state actors operate and interact within political systems
- investigate and analyse contemporary political issues and challenges from multiple perspectives
- develop a lifelong commitment to active global citizenship through collaboration and agency.

COURSE OVERVIEW - BUSINESS MANAGEMENT

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

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

Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment.
The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real-world examples and case studies.

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

The aims of the business management course at HL and SL are to:

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

COURSE OVERVIEW - PSYCHOLOGY

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields.

The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry.

Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students'own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

The aims of the psychology course at SL and at HL are to:

- develop an understanding of the biological, cognitive and socio-cultural factors affecting mental processes and behaviour
- apply an understanding of the biological, cognitive and socio-cultural factors affecting mental processes and behaviour to at least one applied area of study
- understand diverse methods of inquiry
- understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- ensure that ethical practices are upheld in all psychological inquiry and discussion
- develop an awareness of how psychological research can be applied to address real-world problems and promote positive change
- provide students with a basis for further study, work and leisure through the use of an additional language
- foster curiosity, creativity and a lifelong enjoyment of language learning.



Note

Group 3 may be doubled instead of a Group 6 subject using the following combinations:

- Economics plus Business Management
- Global Politics plus Business Management
- Psychology plus Business Management

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

Subject Group 4 – Sciences

SUBJECT OPTIONS

- Biology
- Chemistry
- Physics
- Environmental Systems and Societies (ESS)
- Design Technology
- Computer Science

COURSE OVERVIEW - BIOLOGY

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

COURSE OVERVIEW - CHEMISTRY

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

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

COURSE OVERVIEW - PHYSICS

As one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments.

AIMS - CHEMISTRY, PHYSICS AND BIOLOGY

DP Biology, Chemistry and Physics enable students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.
Integral to the student experience of the DP Biology, Chemistry and Physics courses is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Through the overarching theme of the nature of science, the 3 courses aim to enable students to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

COURSE OVERVIEW - ENVIRONMENTAL SYSTEMS AND SOCIETIES

Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfil either the individuals and societies or the sciences requirement.
Alternatively, this course enables students to satisfy the requirements of both subject groups simultaneously while studying one course.
ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment.

As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.
The aims of the DP environmental systems and societies course are to enable students to

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

COURSE OVERVIEW - DESIGN TECHNOLOGY

The Diploma Programme design technology course aims to develop internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. Inquiry and problem-solving are at the heart of the subject.
DP design technology requires the use of the design cycle as a tool, which provides the methodology used to structure

the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution can be defined as a model, prototype, product or system that students have developed independently.

DP design technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework.

Through the overarching theme of the nature of design, the aim of the DP design technology course is to enable students to develop:

1. a sense of curiosity as they acquire the skills necessary for independent and lifelong learning and action through inquiry into the technological world around them
2. an ability to explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology
3. initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making
4. an ability to understand and express ideas confidently and crea tively using a variety of communication techniques through collaboration with others
5. a propensity to act with integrity and honesty, and take responsibility for their own actions in designing technological solutions to problems
6. an understanding and appreciation of cultures in terms of global technological development, seeking and evaluating a range of perspectives
7. a willingness to approach unfamiliar situations in an informed manner and explore new roles, ideas and strategies to confidently articulate and defend proposals
8. an understanding of the contribution of design and technology to the promotion of intellectual, physical and emotional balance and the achievement of personal and social well-being
9. empathy, compassion and respect for the needs and feelings of others in order to make a positive difference to the lives of others and to the environment
10. skills that enable them to reflect on the impacts of design and technology on society and the environment in order to develop their own learning and enhance solutions to technological problems.



Note

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

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

Subject Group 5 – Mathematics

SUBJECT OPTIONS

- Mathematics Analysis and Approaches
- Mathematics Applications and Interpretations

COURSE OVERVIEW - MATHEMATICS ANALYSIS AND APPROACHES

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

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

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

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

COURSE OVERVIEW - MATHEMATICS APPLICATIONS AND INTERPRETATIONS

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

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

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

COURSE AIMS

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

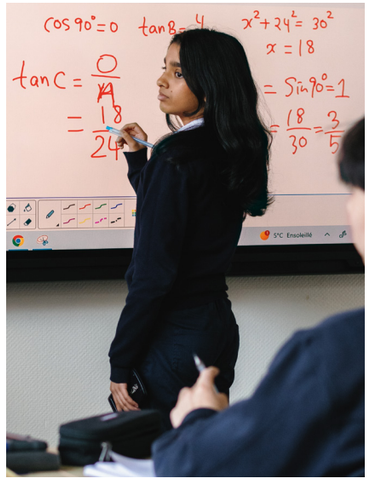
- Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power

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

CHOOSING THE CORRECT MATHS COURSE

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

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



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

Subject Group 6 - The Arts

SUBJECT OPTIONS

- Visual Arts

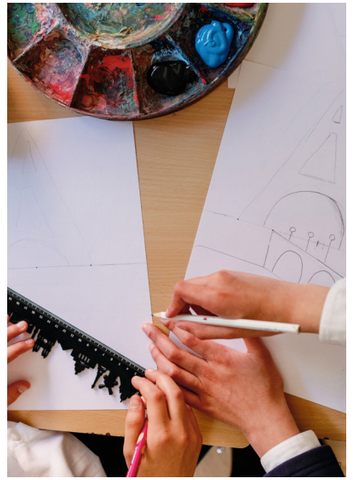
COURSE OVERVIEW - VISUAL ARTS

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

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

The aims of the arts subjects are to enable students to:

1. Enjoy lifelong engagement with the arts
2. Become informed, reflective and critical practitioners in the arts
3. Understand the dynamic and changing nature of the arts
4. Explore and value the diversity of the arts across time, place and cultures
5. Express ideas with confidence and competence
6. Develop perceptual and analytical skills.
7. Make artwork that is influenced by personal and cultural contexts
8. Become informed and critical observers and makers of visual culture and media
9. Develop skills, techniques and processes in order to communicate concepts and ideas.



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

DP Core Requirements

CAS (CREATIVITY, ACTIVITY, SERVICE)
CAS is organized around the three strands of creativity, activity and service defined as follows.
- Creativity — exploring and extending ideas leading to an original or interpretive product or performance.
- Activity — physical exertion contributing to a healthy lifestyle.
- Service — collaborative and reciprocal engagement with the community in response to an authentic need.

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

A meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

EXTENDED ESSAY
The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.
Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short
interview, or viva voce, following the completion of the extended essay.
Extended essay topics may be chosen from a list of approved DP subjects—normally one of the student's six chosen subjects for the IB diploma or the world studies option. World studies provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines.
The aims of the extended essay are to provide students with the opportunity to:
- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

THEORY OF KNOWLEDGE (TOK)
The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

The aims of the TOK course are:
- to encourage students to reflect on the central question, "How do we know that?", and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

GENERAL NOTES ABOUT THE IBDP SUBJECT SELECTION AT ICS PARIS
- All subjects are offered at both HL & SL levels except for
  - English B (only HL)
  - Mother Tongue Self Taught Literature (only SL)
  - French Ab Initio (only SL)
  - Environmental Systems and Societies (only SL)
- Online Courses on the PAMOJA IB coursework platform are available at an extra cost for subjects not currently offered by ICS Paris such as Film in Grp 6.
- For Language B selection please make sure to read the whole school Language Policy. At ICS Paris we consider that ALL our DP students should study French either as a language A or a language B or as their 7th subject.



N.B.

All subject offers are provisional and a class needs to meet the minimum requirement of 6 registered students to be made available. Please also note that changes in subjects offered for each academic year is at the school's discretion and may be subject to modifications at any point prior to the start of the school year.

23 rue de Cronstadt
75015 Paris
France

www.icsparis.fr

ICSPARIS
INTERNATIONAL SCHOOL
Shaping the world