



INTERNATIONAL
SCHOOL *of* DAKAR

2026–2027 COURSE SELECTION GUIDE IB DIPLOMA PROGRAMME IB COURSES ISD HIGH SCHOOL PROGRAM



TABLE OF CONTENTS

ISD Guiding Statements	04
ISD Definition of High-Quality Learning and Teaching	05
ISD Definition of Global Citizenship	06
IB Mission Statement	07
IB Learner Profile	07
Graduation Pathways	08
Admissions to IBDP at ISD	09
The DP Programme Model	09
The Core – CAS, TOK, EE	09
Course Offerings	10
How do I choose my courses?	11
Course Outlines & Descriptions (Intro Page)	11
Group 1: Studies in Literature and Language	12
English Literature A	
English Language and Literature A	
French Language and Literature A	
SSST Language A	
11/12 English	
Group 2: Language Acquisition	
English B	
French B	
Spanish B	
French ab initio	
Spanish ab initio	
Group 3: Individuals and Societies	
Business Management	
Economics	
History	
Psychology	
Geographic Perspectives	
Group 4: Experimental Sciences	
Physics	
Chemistry	
Biology	



**INTERNATIONAL
SCHOOL *of* DAKAR**

TABLE OF CONTENTS CONT.

Group 5: Mathematics

Mathematics Analysis and Approaches
Mathematics Applications and Interpretation

Group 6: The Arts

Film
Theatre
Visual Arts

Assessment	25
The Diploma Points Matrix	26
Predicted Grade Policy	27
What happens next? & Further Information	28



ISD Guiding Statements

CHALLENGE, CREATE, CHANGE

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

We nurture each learner's growth.

We embrace each other and our local community.

We foster diverse perspectives and global citizenship

EMPATHY

INTEGRITY

RESPECT

RESPONSIBILITY

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.

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:

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.	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.
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.	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.
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.	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.
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.	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.
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.	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.

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.

© International Baccalaureate Organization 2018
International Baccalaureate® | Baccalaureat International® | Bachillerato Internacional®

ISD HIGH SCHOOL GRADUATION PATHWAYS

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

1.

IBDP Diploma

6 IBDP courses:
3 Higher Level
3 Standard Level
Theory of Knowledge
CAS
Extended Essay

2.

IBDP Courses

6 IBDP courses:
Higher Level or Standard Level
Grade 11 can choose Geographic Perspectives and/or English in place of
DP Group 1 or DP Group 3 courses
CAS

3.

ISD High School Diploma

6 courses to be chosen from our 6 subjects with the option in Grade 11 to
select Geographic Perspectives and/or English in place of DP Group 1 or
Group 3 courses

Any course taught on campus, or online via an accredited institution

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

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.

DP COURSE OFFERINGS

Class of 2028

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 Global Politics DP Economics DP Psychology DP Business Management DP Environmental Systems and Societies
4: Experimental Sciences	DP Biology DP Chemistry DP Physics 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?

Where are my strengths?

What do I want to study in university/college?

What courses/levels are required by universities I may want to attend?

What careers am I interested in?

What do my teachers advise?

What do my parents advise?



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: Language and Literature

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.

English A: Literature

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.

DP French A: Language and Literature

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.

Grade 11/12 English

This course develops students into capable readers, thinkers, and—above all—researchers and writers. Students study how language works in different text types and literary forms, and they learn to analyze how choices in language and context shape meaning. The focus is on building strong skills in interpretation, argumentation, and evidence-based writing. Through close reading, comparative study, and engagement with diverse perspectives, students learn to craft clear, well-supported analyses and research-driven essays. By the end of the course, they are expected to communicate with precision, evaluate sources and viewpoints thoughtfully, and write with the depth and discipline needed for advanced academic work.

IBDP Language A: Literature School Supported Self taught (SL) (with an online tutor)

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.



Group 2: Language Acquisition

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

DP English B

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.

DP French B

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.

DP French ab initio SL

DP French ab initio SL is designed for students starting the language from the ground up. The course builds practical communication skills—listening, speaking, reading, and writing—through steady, structured exposure to core vocabulary and essential grammar. Learning is anchored in everyday themes such as identities, social relationships, leisure, and global issues, giving students the tools to navigate real-life situations in French. Cultural understanding is woven into the work so students develop not just accuracy but also awareness of how language and culture shape meaning. By the end of the course, students should be able to manage simple conversations, understand basic authentic texts, and produce clear, straightforward written French suited to familiar contexts.

DP Spanish ab initio SL

DP Spanish ab initio SL is built for students with little to no prior experience in the language, and it focuses on practical communication grounded in real-world contexts. The course develops listening, speaking, reading, and writing skills through a steady progression of vocabulary and grammar tied to everyday themes such as personal identities, social interactions, leisure, and global issues. Students learn to express themselves accurately and appropriately in familiar situations while gaining cultural awareness of the Spanish-speaking world. By the end of the course, they're expected to handle straightforward conversations, understand simple authentic texts, and produce basic written communication that shows control, clarity, and cultural sensitivity.

DP Spanish B

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.



Group 3: Individuals and Societies

**Business Management
Economics
Global Politics
Psychology**

DP 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.

DP Economics

DP Economics 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

DP Psychology

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 DP psychology course is not to create psychologists, but to promote psychological literacy. The aims of the psychology course are for students to:

- develop knowledge and understanding of psychological concepts, content and contexts including models and theories
- think critically and creatively about behaviour and cognitive processes
- engage with problems facing individuals, groups and societies using psychological understanding and skills.

DP Business Management

The DP Business Management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decisionmaking. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes. Through the exploration of four interdisciplinary concepts: creativity, change, ethics and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

Grade 11 Geographic Perspectives

This course digs into how people shape their environments and how those environments push back. Students examine population patterns, urban growth, cultural landscapes, economic systems, and the increasing pressure humans place on natural resources. The course looks at real-world cases—from migration and settlement to agriculture, development, and environmental change—to show how geography drives decision-making at local and global scales. By studying the links between human activity and the physical world, students develop a grounded understanding of why places look the way they do and how societies adapt, compete, and sometimes struggle in response to their surroundings.



Group 4: Experimental Sciences

**Biology
Chemistry
Environmental Systems and Society
Physics**

DP Biology

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. DP biology 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.

DP Chemistry

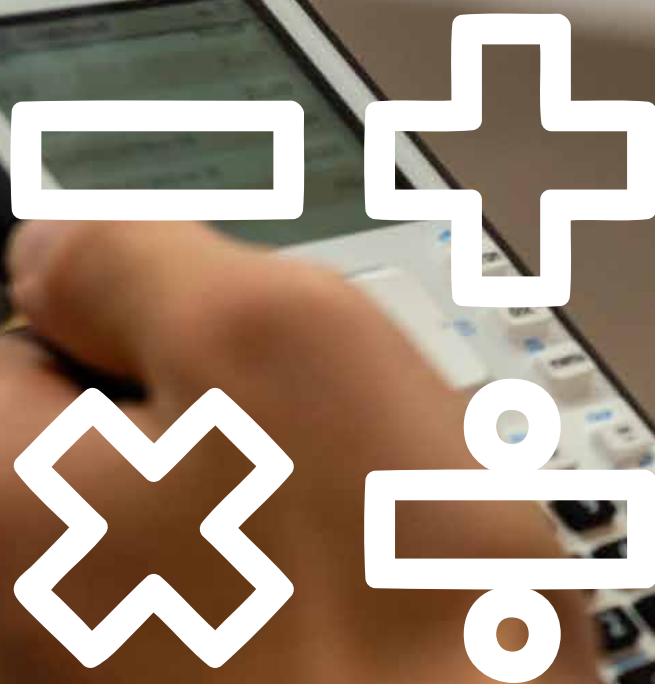
DP Chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, 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. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

DP Physics

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

DP Environmental Systems and Societies (ESS)

DP Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences and individuals and societies and is offered at both standard level (SL) and higher level (HL). As such, ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies. ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level.



Group 5: Mathematics

Mathematics Applications and Interpretation
Mathematics Analysis and Approaches

DP Mathematical Applications & Interpretation

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.

DP Mathematical Analysis & Approaches

The 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.



Group 6: The Arts

**Film
Theatre Visual
Arts**

DP Theatre

The DP Theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience. Theatre students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice. In this respect, the theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and spectators—they gain a richer understanding of themselves, their community and the world. Through the study of theatre, students strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. This enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness. Participation in the DP theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

DP Visual Art

In this visual arts course students learn how to create, communicate and connect as artists. Students engage in creative practices and processes working with a variety of art-making forms and creative strategies, and learn art-making as inquiry. Teachers and students can adapt the curriculum to their unique contexts, interests and passions. Together, they are invited to transform the classroom into a contemporary visual arts studio. This becomes a collaborative, inclusive, creative and conceptually rich space where students develop their art through personal lines of inquiry guided by artistic intentions. The course encourages students to engage with the world through individual and shared experiences, imagination and action, and it fosters creativity, communication, critical thinking and collaboration—skills essential in a variety of rapidly evolving fields and professions. The syllabus supports learning through authentic art-making experiences and student choice, encouraging teachers to support their students in becoming progressively more independent art practitioners.

DP Film

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 practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis through practical engagement in the art, craft and study of film. Students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film. The course emphasizes the importance of working collaboratively, international and intercultural dynamics, and an appreciation of the development of film across time and culture.

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?

Date	Event	People Involved	Time/Venue
Sept/Oct	Careers Planning	Counselors/Students	Advisory/Careers Day
Nov/Dec	DP Subject intros for students	DP Teachers	In GI0 classes
Dec. 11 (evening event)	DP Intro for Parents	DP Co/Parents/Students	PAC – short presentation and reception 18:00–19:00
Dec. 15	DP/CP Course Selection Guide available	DP Co/Communications Office	Website/Email
January 15 onward	Initial Language/Math/Placements	Language/Maths teachers	Letters/Emails to parents
January 26	Preliminary Choices	Students/Parents/DP Co	Google Form
January	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 GI0 and DP teachers with feedback to the __DP Coordinator	In departments
Feb	Individual interviews for students with choice issues	Students/DP Co/Counselors	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



Pamoja



What is an IB Education?



ISD



DK-1983-IS



ISD

