



**HOUT BAY**  
INTERNATIONAL SCHOOL  

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**SOUTH AFRICA**



INTERNATIONAL BACCALAUREATE  
PROGRAMME

# IB Diploma Courses

2009-2010

## ***The IB Mission Statement.***

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world. 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 Diploma**

The IB Diploma is a demanding and challenging program with strict academic requirements. Both teachers and students find it intellectually stimulating. To date, IB students have successfully enrolled in over 700 universities worldwide.

To obtain the diploma, a student must meet a high standard of criteria in six subjects, three at higher level (HL) and three at standard level (SL), complete an interdisciplinary course in the Theory of Knowledge, submit an extended research essay and engage in creativity, action and service activities (CAS).

The IB Diploma is a widely recognized international curriculum and university entrance program. Most European countries accept the IB Diploma as a university entrance qualification. The IB Diploma fulfils the general matriculation requirements of all British universities. In the United States, IB students use their diploma or subject certificates to gain university credit in the same manner that Advanced Placement tests are used. Many leading universities give up to one year's credit on this basis. The Joint Matriculation Board of Southern Africa acknowledges the programme and a student achieving 24 points in the diploma will gain matriculation exemption.

## **IB Learner Profile**

IB learners strive to be:

### **Inquirers**

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

### **Knowledgeable**

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

### **Thinkers**

They exercise initiative in applying thinking skills critically and creatively in order to recognize and approach complex problems and make reasoned, ethical decisions.

### **Communicators**

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

### **Principled**

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

### **Open-minded**

They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

### **Caring**

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others as well as to the environment.

### **Risk-takers**

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

### **Balanced**

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

### **Reflective**

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

# Group 1 LANGUAGE A1

## ENGLISH - HL/SL AFRIKAANS - SL

Given the range of our students' abilities, we will offer the course at Standard Level as well as at Higher Level. The A1 Course is a literature course drawing on literature written in the student's home language (A1 Literature) as well as on works (in translation) from other languages and cultures (World Literature). This fusion of A1 and World Literature makes the mix a truly international one. In the course, attention is given to written as well as oral communication.

In general, the course aims to inculcate a love and appreciation of literature, and to teach the skills required in literary criticism, using a wide range of genres drawn from varied languages and cultures. Students' skills in expression, orally and in written form, will be developed. An attempt will be made to structure a course which is varied and balanced, in terms of cultures, genres and themes explored. Since ours is an international school, the opportunity to explore different cultures will strike a chord with many of our students, while at the same time being integral to the requirements of the IB course.

Higher Level and Standard Level there is an external and an internal assessment; in A1 Literature (2 papers for Higher Level and Standard Level), the assessment is external, and for World Literature (2 assignments at Higher Level, one at Standard Level) assessment is also external. The oral component (identical for Higher Level and Standard Level) is internally assessed by the teacher and externally moderated by the IBO. A requirement of the IBO is that works selected for study should lend themselves to comparison as regards content, themes, styles and approach. **The Higher Level** course will include works selected from at least 4 genres, the **Standard Level** at least three. In addition, works selected will cover a minimum of two or three literary "periods", as well as at least two "places". Any language can be studied as an A1 Self Taught Mother Tongue Language supported by School Teachers in English.

### **HIGHER LEVEL**

15 works over 2 years will be studied, divided as follows:

#### Part 1 World Literature

- Three World Literature works will be studied as a unit.

Each will be linked by one or more aspects, such as culture, genre and period and each should be written by a different author.

#### Part 2 Detailed Study

- Four Language A1 works will be closely studied.

Each will be of a different genre and should be written by a different author.

#### Part 3 Groups of Works

- Three A1 works and one World Literature work will be studied as a unit.

All four will be from the same genre but by different authors.

#### Part 4 School's Free Choice

- Three Language A1 works and one World Literature work will be studied as a unit.
- These works, considered as "Free Choice", need not be taken from the PBL or the PWL, but will be sufficiently challenging.

The World Literature work will be linked to the Language A1 work by one or more aspects and each work will be by a different author.

## **STANDARD LEVEL**

11 works over 2 years will be studied, divided as follows:

### Part 1: World Literature

This is the same as for Higher Level

### Part 2: Detailed Study

- Two Language A1 works will be closely studied. Each will be of a different genre and written by a different author.

### Part 3: Groups of Works

- Two Language A1 works and one World Literature work will be studied as a unit.
- The World Literature work will be “Chosen Freely” (as defined above) and will be linked by genre to the Language A1 works. Each of the three works will be by a different author.

### Part 4: School’s Free Choice

- Two Language A1 works and one World Literature work will be studied as a unit, or three Language A1 works will be studied as a unit, all “Freely Chosen”.
- The World Literature work will be linked to the Language A1 work by one or more aspects and each work will be by a different author.

## **HIGHER LEVEL EXTERNAL ASSESSMENT**

### Written Paper

There will be 2 written papers, externally set and externally assessed.

**Paper 1** is a written commentary and students critically evaluate the text.

Candidates will be presented with two unseen texts, without any guiding questions, and are to present one commentary on one of the texts. Candidates should show an understanding of aspects such as theme, content, style, structure and language. Where appropriate, they may relate the text to other works read.

**Paper 2** takes the form of an essay question.

There will be two essay questions on each of the genres in Part 3 of the PBL and four essay questions of a general nature. Candidates are to answer one question only and are to refer to at least two works. Answers should in the main be focused on works studied in Part 3, but a work of the same genre studied in Part 2 will be included, but should only serve as supporting material.

### World Literature (WL) Assignments

Two externally assessed assignments of 1000 to 1500 words will be written.

Assignment 1 is a Comparative study of at least 2 Part 1 HL works. Candidates are required to work independently, under the supervision of a teacher. Candidates choose the type and title of the assignment, although the choice may be discussed with the teacher. The following are some of the aspects which may be focused on: narrative technique, characterization, portrayal of society, international perspectives on common human problems, and cross-cultural perspectives on the artist’s role in society.

Assignment 2 should be based on works not used in Assignment 1 but using the same criteria.

Assignment 2a is a comparative study based on an aspect of one World Literature work and one Language A1 work chosen from any part of the school’s syllabus and focusing on some pertinent link between the two works.

## **HIGHER LEVEL INTERNAL ASSESSMENT**

Two oral activities will be internally assessed by the teacher and externally moderated by the IBO.

- ◆ Individual Oral Commentary (15 minutes) This is based on an extract selected by the teacher, from one of the works studied in Part 2 and should be accompanied by guiding questions
- ◆ Individual Oral Presentation (10 - 15 minutes) based on a work or works studied in Part 4

## **STANDARD LEVEL**

### Written Paper Component

This is the same as for Higher Level, only the weighting (as a percentage of the total mark) differs.

### World Literature (WL) Assignments

One assignment, of 1000 to 1500 word, externally assessed, is written. It should be a comparative study of at least two Part 1 works.

### Internal Assessment

This is the same as for Higher Level

## **DESCRIPTORS USED:**

### **Higher Level**

For all the written work, the descriptors cover six levels. 0 is awarded if a candidate has not reached level 1, while 5 reflects an excellent mark.

For Written Paper 1 Commentary, there are five separate descriptors for

- ◆ Understanding of the Text,
- ◆ Interpretation of the Text and
- ◆ Appreciation of Literary Features,
- ◆ Presentation and
- ◆ Formal Use of Language.

For Written Paper 2 Essay, there are also five descriptors, for

- ◆ Knowledge and Understanding of Works,
- ◆ Response to the Question,
- ◆ Appreciation of Literary Features,
- ◆ Presentation and
- ◆ Formal Use of Language.

For the World Literature Assignment, four descriptors apply,

- ◆ Selection of the Aspect and its treatment,
- ◆ Knowledge and Understanding of Works,
- ◆ Presentation and
- ◆ Language.

For the Oral Component, four descriptors are used. The first and fourth, for Knowledge and Understanding of Extract or Works and Use of language respectively, use 6 levels, while the second and third, for Interpretation and Personal Response and Presentation respectively, while still using 6 levels, have the maximum mark increased to 10, instead of 5.

### **Standard Level**

Here the descriptors used for the Written Paper 1 Commentary and Written Paper 2 Essay are similar, though not identical, to the Higher Level descriptors.

The descriptor used for the Standard Level World Literature Assignment is also similar to that used for Higher Level. Descriptors used for the oral components are also similar.

## **AFRIKAANS - SL**

The Afrikaans course follows the same structure as the English SL course. Students who complete both English A1 and Afrikaans A1 will gain a bilingual diploma.

## Group 2 LANGUAGE B

### SPANISH AB INITIO - SL FRENCH AB INITIO - SL

The purpose of this course is to promote a broader cultural understanding by bringing students into contact with ways of thinking and living that differ from their own. By understanding how a language works students also develop more effective communicational skills.

This course serves as an introduction to the Spanish/French language and culture. Although all abilities are a part of the course's curriculum, the emphasis will be placed on the practical usage of the language to allow students to effectively deal with everyday situations. A strong focus will be put on developing speaking and listening skills. The development of listening and speaking skills will increase in the second year of the program and a growing emphasis will be placed on reading and writing skills.

#### SUBJECT AREAS

1. **The individual** - personal identification, family and friends, clothes, daily routine, time, life at home, household tasks, Spanish/Francophone celebrations
2. **Education and work** - types of schools, life at school, personnel, careers, dates, facilities, future ambitions, job interview
3. **Town and services** – buildings, giving/asking for directions, public signs, types of shops, goods, customer service, public transport, telephone, fax, Spanish/Francophone cities of the world
4. **Food and drink** - food stores, food names, meals in a restaurant, meal times and Spanish/French etiquette at the table, recipes, preferences, local specialties
5. **Leisure and travel** – the media, Spanish/Francophone music, sports and hobbies, entertainment, means of transport, facilities, reservations in a hotel
6. **The environment** – geography, current weather conditions, forecast, climate, seasons and seasonal events, pollution
7. **Health and emergencies** – fitness and good health, illness, injury, seeing a doctor, accidents, repair

All assessment will use the IB criteria and assessment descriptors.

IB1 – Formal written exams at the end of year 1 plus on-going oral assessment.

IB2 – Formal external exams at the end of the year

#### **INTERNAL ASSESSMENT: Oral component 30%**

Aims:

To ensure an overall, balanced assessment of the candidate's oral proficiency in a variety of contexts.

Allow the inclusion of activities that may be difficult to assess externally.

Take into account teacher's assessment in the candidate's overall score.

**Two oral activities to be internally assessed by the teacher and externally moderated by the IBO in the final year.**

- 1) Individual Oral (short interview with teacher) 15 %
- 2) Interactive Oral Activity (students interact) 15%

**EXTERNAL ASSESSMENT: Written component 70% (Paper 1 and Paper 2)**

**Paper 1: Text Handling 1hour 30minutes 40%**

- \* Aim: to assess the candidate's abilities in understanding and using information from a range of texts.  
It involves a set of reading comprehension tasks combined with grammar-based activities and a short writing exercise in response to a written text.  
Text-handling exercises based on four written texts.  
Types of questions (32%): true or false, multiple-choice, short answer, chart- and gap filling, matching,  
A short writing exercise in response to the fourth text (8%): 40 words – e.g. Write a postcard home from Spain.

**Paper 2: Written Production 1hour 30minutes 30%**

**- Section A: Short writing task 10%**

- \* assess the ability to use the language effectively and accurately  
(candidates must choose between 2 tasks – minimum of 60 words)  
Tasks are related to topic list

**-Section B: Extended writing task 20%**

- \* did candidate succeed in fulfilling the task successfully  
(choose one out of 3 tasks – minimum of 120 words)

## **FRENCH LANGUAGE B - HL /SL**

The Language B Standard Level course is for a language learner who may not intend continuing study of the language beyond the Diploma Programme and who:

- Has 3 to 5 years experience of the target language
- Is not taught other subjects in the target language
- Is normally taught outside a country where the language is spoken
- Is a beginner who lives in a country where the language is spoken

The main focus of the programme is on language acquisition and development of the four language skills (listening, writing, speaking and reading) considerably beyond those expected of an Ab initio candidate.

The aims of the course are to:

- develop the ability to communicate accurately and effectively (in speech and writing) in a range of situation and contexts, develop the ability to understand and to respond to the language demands of transactional and social contacts, to provide the students with a sound linguistic base for further study, work and leisure, offer insights into the culture of countries where the language is spoken, provide the opportunity for enjoyment, creativity and intellectual stimulation.

In accordance with the IB syllabus details, the Language B syllabus comprises three parts:

- Language (grammar)
- Texts (materials)
- Cultural awareness

These three parts are fully integrated.

The topics included will take the four primary language skills (listening, speaking, reading and writing) into account and will be taught through the study of a wide range of authentic oral and written material such as books, plays, radio and television programmes, newspaper and magazine articles, poems, cartoons, songs, movies, advertisements and travel brochures. The choice of material will be made by the teacher.

Competence in each of the four language skills will involve an understanding of the three interrelated areas: *language, cultural interaction and message*.

Texts will be used as a means of exploring aspects of the culture(s) related to the language studied. By exposing students to a range of texts with different communicative purposes, they should be made aware of how cultures may influence the language.

The primary skills include:

**Listening:** A range of spoken texts to be used to develop listening skills and strategies.

**Speaking:** A range of interactive situations that enable the use of the spoken language for a variety of communicative purposes.

**Reading:** Different types of texts that serve particular communicative purposes.  
Texts will differ in their level and complexity.

**Writing:** Different types of texts that serve different communicative purposes.

The course is topic-base related. Through the study of a wide variety of texts, non literary and literary, students will explore the following 3 general **themes** with examples of topics:

- 1) Exploring change and growth: *technical and scientific development; the media; the environment; social and political change – current affairs; career choice*
- 2) Exploring society: *relationships between individuals; families; the nation; international concerns; pressures in society; health; peace and conflict*
- 3) Exploring leisure: *travel; sports; the arts; cinema; music; hobbies*

The topics included will take the four primary language skills (listening, speaking, reading and writing) into account and will be taught through the study of a wide range of authentic oral and written material such as books, plays, radio and television programmes, newspaper and magazine articles, poems, cartoons, songs, movies, advertisements and travel brochures.

All assessment will use the IB criteria and assessment descriptors.

IB1 – Formal written exams at the end of year 1 plus on-going oral assessment.

IB2 – Formal external exams at the end of the year

## **INTERNAL ASSESSMENT: Oral component 30%**

### **Aims:**

- To ensure an overall, balanced assessment of the candidate's oral proficiency in a variety of contexts.
- Allow the inclusion of activities that may be difficult to assess externally.
- Take into account teacher's assessment in the candidate's overall score.

**Two oral activities to be internally assessed by the teacher and externally moderated by the IBO in the final year.**

### **A) Individual Oral (short interview with teacher) 15 % (10 minutes) -consists of 3 parts:**

- 1) a presentation based on support material chosen by candidate (3-4 min)
- 2) follow-up questions and discussion between teacher and candidate (3-4 min)
- 3) general discussion about self, family, etc. (3-4 min)

### **B) Interactive Oral Activity (students interact) 15% (10 min)**

E.g. Whole class debate; pair activities

## **EXTERNAL ASSESSMENT: Written component 70% (Paper 1 and Paper 2)**

### **Paper 1: Text Handling 1hour 30minutes 40%**

#### **\* Aim:**

*to assess the candidate's abilities in understanding and using information from a range of texts.*

It involves a set of reading comprehension tasks combined with grammar- based activities and a short writing exercise in response to a written text.

Text-handling exercises based on four written texts.

Types of questions (30%): *true or false, multiple-choice, short answer, chart- and gap filling, matching,*

A short writing exercise in response to the fourth text (10%)

*(100 words – e.g. Write a letter home from France)*

### **Paper 2: Written Production 1hour 30minutes 30%**

#### **\* Aim:**

*to assess the ability to use the language effectively and accurately*

Candidates must choose **one** from 4 tasks given.

Minimum of 250 words for the essay.

The quality is more important than the quantity and care should be taken to meet the requirements of the assessment criteria.

## Group 3 INDIVIDUALS IN SOCIETY

### BUSINESS AND MANAGEMENT - HL / SL

Business and Management is a Humanities subject. It is an interesting and challenging Pre-University course which gives students a good insight into the business world.

The aims of this subject are to:

- Promote the importance of exploring business issues from different cultural perspectives.
- Encourage a holistic view of the world of business.
- Enable the student to develop the capacity to think critically.
- Enhance a student's ability to make decisions.
- Enable a student to appreciate the pace, nature and significance of change.

Candidates will be expected to:

- \*demonstrate knowledge and understanding of business terminology, concepts, principles and theories
- \*make business decisions by identifying the issue(s), selecting and interpreting data, applying appropriate tools and techniques, and recommending suitable solutions
- \*analyse and evaluate business decisions using a variety of sources
- \*evaluate business strategies and /or practices showing evidence of critical thinking
- \*apply skills and knowledge learned in the subject to hypothetical and real business situations
- \*communicate business ideas and information effectively and accurately using appropriate formats and tools

Standard Level consists of written assignments and five topics and Higher Level consists of six topics (5 topics covered at SL plus topic 6-Business Strategy.)

#### **Topics:**

Common content for Higher Level and Standard Level consists of five topics.

HL and SL core:

Topic 1: Business organizations and environment

Topic 2 : Human resources

Topic 3: Accounts and finance

Topic 4: Marketing

Topic 5: Operations management

Higher Level: The above 5 Topics plus

Topic 6: Business strategy

In this course students are encouraged to think in an integrated way about the future strategy of a business or businesses. Students must be able to collect: business ideas, concepts and techniques, which will develop the skills that allow an informed decision to be made about the future direction of an organization.

#### **EXTERNAL ASSESSMENT ( Standard Level)**

**Paper 1** - Based on a case study issued in advance:

Section A (HL/SL) - Students answer 2 of 3 structured questions (30 marks)

Section B - Students answer one Compulsory structured question including evaluative skills (20marks)

## **Paper 2**

Section A - Students answer one of 2 Structured questions based on stimulus material with a quantitative element (20 marks)

Section B - Students answer 2 of 3 Structured questions based on stimulus material (40marks)

Total marks: Paper 1=50marks, Paper 2=60marks, Internal Assessment=25marks.

Component time for:

Paper 1=1hour15mins,

Paper 2=3hours45minutes

Weighting for Paper 1=35%, Paper 2=40%, Internal Assessment=25%

## **INTERNAL ASSESSMENT**

Subject content: any topic from the HL/SL core syllabus.

Written commentary based on three to five supporting documents about a real issue or problem facing a particular organization (Maximum 1500 words) (25marks).

## **EXTERNAL ASSESSMENT HIGHER LEVEL (HL)**

Written papers: 4hours 30minutes

2hours 15minutes for Paper 1, based on case study. Section A, Section B and Section C

2hours 15minutes for Paper 2 - data response. Section A and Section B.

Total marks for Paper 1=80marks, Weighting is 40%

Total marks for Paper 2=75marks, Weighting is 35%

## **INTERNAL ASSESSMENT**

Any topic from the full HL syllabus.

Research Project=25 marks,

Component Time=30hours and Weighting is 25%

# **GEOGRAPHY - HL / SL**

Through Geography we seek to understand these differences in patterns of human distribution, interrelationships between human society and the physical environment, people's use of the Earth in time and space, and how these differences are related to people's cultures and economies. These, and other related themes, express major concerns of our time and reflect the consequences of spatial decisions.

The course consists of 3 parts:

Part 1: Geographical skills - students are required to develop a number of skills that are introduced and developed throughout the course as appropriate to the themes.

Part 2: The core theme comprises the interrelated themes of population, resources and development.

Part 3: Accompanying the core is a series of options in physical geography, each stressing issues of human management and response, topics included are: Drainage Basins and their management, Coasts and their management, Ecosystems and human activity, Settlements and Topographic mapping.

### **Aim of the Course:**

- Develop a global perspective and sense of world interdependence
- Develop an understanding of the interrelationship between people, place and the environment
- Develop a concern for the quality of the environment, and an understanding of the need to plan and manage for present and future generations
- Appreciate the relevance of Geography in analysing contemporary world issues, and develop and modify values and attitudes in relation to geographical problems and issues
- Recognize the need for social justice, equality and respect for others; appreciate diversity; and combat bias, prejudice and stereotyping
- Develop an appreciation of the range of geographical methodologies and apply appropriate techniques of inquiry.

## **Course Assessment:**

### **HIGHER LEVEL**

#### **Internal Assessment:**

25% Internal assessment: Fieldwork leading to a written report (2,500 words), is to be internally assessed by the teacher and externally moderated by the IBO.

#### **External Assessment:**

75% Two Exam Papers:

Paper 1 counts 25% based on core theme and

Paper 2 counts 50% based on optional themes.

### **STANDARD LEVEL**

#### **Internal assessment:**

20% Coursework: One piece of coursework (approximately 1,500 words), is to be internally assessed and externally moderated by the IBO. The work must be selected from either a fieldwork exercise or a research assignment and is to be related to a theme in the syllabus.

#### **External assessment:**

80% Two Exam Papers :

Paper 1 counts 40% based on the core theme and

Paper 2 counts 40% based on optional themes

## **HISTORY - HL / SL**

The study of History from an international perspective is increasingly important today. In the contemporary context, one of globalization and technological development, different cultures and societies are increasingly in contact and interdependent. Now, more than ever, there is a need for an understanding of the present as well as the past.

The aim of history in the Diploma Programme is to explain trends and developments, continuity and change through time and through individual events. The course is concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural.

The process of historical inquiry, explanation and interpretation is a never-ending activity, for which historians develop values and conventions which themselves change over time. Students of history investigate a variety of sources, some of which may be of a contentious nature. As new generations seek to explain and analyse the past, they will face problems of determining the accuracy of what is claimed to be reliable historical knowledge and assessing conflicting interpretations of past events. The opportunities for opinions and interpretations which are culturally driven are many and they require sensitive but critical analysis.

Each generation rewrites its own history in the light of new evidence and of subsequent events and processes, and under the influence of its particular attitudes and prejudices. Students should become aware that historical accounts involve judgments based on qualitative evidence and that these judgments might be revised. By studying history they are taught to understand why the work of historians differs over time and in different parts of the world, and how it is impossible for historians not to be affected, to some extent, by political and economic conditions in their own country. During the course, the student of history in the Diploma Programme is encouraged to reflect on the role of the historian. Does the historian record history, or create it? Can the historian be free of bias in the selection and interpretation of material? Could it be reasonably argued that the individual perception of an historian, despite possible bias, is necessary or even desirable in the interpretation and recording of history? Is the power of persuasion a characteristic of a good historian?

The content of history is intrinsically interesting and many students become fascinated with the discipline, developing a lasting interest whether or not they continue to study it formally. The Diploma Programme history course helps to foster respect and understanding of people and events in cultures different from their own.

The aims of the Diploma Programme History course at Higher Level and Standard Level are to promote:

1. a lasting interest in history.
2. an ability to use and communicate historical knowledge and understanding
3. a better understanding of the present through an understanding of the past and international awareness and understanding of people living in a variety of places at different times
4. a developing appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
5. the acquisition and understanding of historical knowledge in breadth and in depth, and from different cultures

Students taking IB History at ISHB will gain a broad understanding of the 20<sup>th</sup> Century with case studies of democratic and single party states. They will gain a deep understanding of the origins of conflict in the Middle East which will be valuable in understanding the modern “clash of civilizations” between the West and Islam. The Personal Study will allow students the opportunity to research a topic of interest in greater depth.

### **Standard and Higher Level Students will study:**

#### **Topic 1: Introduction**

Introduction to History: The nature of the subject:  
The World in 1900 / Overview of the 20<sup>th</sup> Century  
Causes of WW1 / WW1 Historiography  
Consequences of WW1 in the Middle East  
The Palestine Mandate  
Palestine, Arab Nationalism, Zionism

#### **Topic 2: The Causes, Practice and Effects of Wars**

The First World War 1914 - 1918  
The Arab Israeli Wars 1945 - 1979  
The Chinese Civil War 1927 - 37 and 1946 -1949

#### **Topic 3: Origins and Development of Authoritarian and Single-Party States**

China: Rise and Rule of Mao  
Germany: Rise and Rule of Hitler  
Cuba: Rise and Rule of Castro  
Egypt: Rise and Rule of Nasser

#### **Topic 4: Democratic States: Challenges and Responses**

South Africa and Mandela 1991 - 2000  
Weimar Germany 1919 - 1933

### **Higher Level students will additionally study:**

Topic 1: Ottoman Empire from the early 19<sup>th</sup> to the early 20<sup>th</sup> Century  
Topic 2: War and Change in the Middle East 1914 - 1949  
Topic 3: Post-war developments in the Middle East 1945 - 2000  
Topic 4: Social and economic developments in Israel / Palestine 1900 - 1950

### **Assessment:**

#### **Standard Level Students**

Paper 1: Source Based Questions “The Arab Israeli Conflict 1945 -1979” 30%  
Paper 2: Essay Questions “20<sup>th</sup> Century Topics” 45%  
Internal Assessment: Assessment Based on Personal Study 25%

#### **Higher Level Students**

Paper 1: Source Based Questions “The Arab Israeli Conflict 1945 -1979” 20%  
Paper 2: Essay Questions “20<sup>th</sup> Century Topics” 25%  
Paper 3: Essay Questions “Depth Study of the **Middle East**” 35%  
Internal Assessment: Assessment Based on Personal Study 20%

## Group 4

# EXPERIMENTAL SCIENCES

Through studying any of the Group 4 subjects, students should become aware of how scientists work and communicate with each other. While the “scientific method” may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that distinguishes the group 4 subjects from other disciplines and characterizes each of the subjects within Group 4.

It is in this context that all the Diploma Programme Experimental Science courses should aim to:

1. provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
2. provide a body of knowledge, methods and techniques that characterize science and technology
3. enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific information
5. engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills
7. develop and apply the students’ information and communication technology skills in the study of science
8. raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
9. develop an appreciation of the possibilities and limitations associated with science and scientists
10. encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

It is the intention of all the Diploma Programme Experimental Science courses that students achieve the following objectives:

1. Demonstrate an understanding of:
  - a. scientific facts and concepts
  - b. scientific methods and techniques
  - c. scientific terminology
  - d. methods of presenting scientific information.
2. Apply and use:
  - a. scientific facts and concepts
  - b. scientific methods and techniques
  - c. scientific terminology to communicate effectively
  - d. appropriate methods to present scientific information.
3. Construct, analyse and evaluate:
  - a. hypotheses, research questions and predictions
  - b. scientific methods and techniques
  - c. scientific explanations
4. Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
5. Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and Safety.

## **PHYSICS - HL**

Physics is a fundamental science and attempts to explain all observations of the natural and physical world in terms of laws related to matter and energy. Students are made aware of the connections between the domains of physical laws, experimental skills and social and historical aspects of physics. This course is for students wishing to follow a career in science or engineering. If students elect to study Higher Level Physics, they are strongly encouraged to also include Higher Level Maths in their IB profile. Maths Studies is not advisable in this instance.

The core syllabus (which is common to HL and SL) contains topics on measurement, mechanics, thermal physics and properties of matter, waves, electricity and magnetism, atomic and nuclear physics. The two additional topics which are studied in greater depth are astrophysics and special and general relativity. Other options include biomedical physics, historical physics, and optics as well as extension of some core topics.

Physics students carry out **60 hours** practical work throughout the course, making up 24% of their final mark, with a requirement for a spread of investigation that covers the whole syllabus. Work is internally assessed, and selected students' work is submitted for external moderation. Practical work includes aspects of design, data collection and processing, conclusions and evaluation. All students are required to complete a Group 4 Project during which they must work with other scientists on a collaborative task. Throughout the practical programme their personal skills, handling of experimental equipment, working independently, working in a team and their awareness of environmental impact are assessed. Extensive use will also be made of ICT where students retrieve and analyse data.

### **EXTERNAL ASSESSMENT (Higher Level and Standard Level)**

- Paper 1 : 20 % (multiple choice questions, assess objectives 1 and 2)  
Paper 2 : 36% (data analysis, short questions, extended response, assess objectives 1, 2, 3)  
Paper 3 : 20% (short questions, extended response (options), assess objectives 1, 2, 3)

## **PHYSICS - SL**

Standard Level Physics provides students with an overall appreciation of the connections between the domains of physical laws, experimental skills and social and historical aspects of physics. This course is for students with an inquiring mind and wishing to follow a para-scientific career e.g. Physiotherapy. The syllabus assumes prior knowledge in a Science and Maths at an equivalent 'B' grade or above at IGCSE level.

The core syllabus (which is common to HL and SL) contains topics on measurement, mechanics, thermal physics, properties of matter, waves, electricity and magnetism, atomic and nuclear physics. The two additional topics which are studied in greater depth are astrophysics and relativity and particles. Other options include sight and wave phenomena, quantum and nuclear physics, digital technology, communications and electromagnetic waves.

Physics students carry out **40 hours** practical work throughout the course, making up 24% of their final mark, with a requirement for a spread of investigation that covers the whole syllabus. Work is internally assessed, and selected students' work is submitted for external moderation. Practical work includes aspects of design, data collection and processing, conclusions and evaluation. All students are required to complete a Group 4 Project during which they must work with other scientists on a collaborative task. Throughout the practical programme their personal skills, handling of experimental equipment, working independently, working in a team and their awareness of environmental impact are assessed. Extensive use will also be made of ICT where students retrieve and analyse data.

## **BIOLOGY - HL**

Biology involves developing a deeper understanding of fundamental theoretical concepts in a wide range of biological subject areas as well as the social and ethical implications of the more recent developments in biotechnology and human impact on the environment. Biology is fundamental to a medical career and many scientific careers and a degree in the subject gives students many transferable skills which can be applied to industry or business.

This course encompasses a broad range of biological subject areas including: biochemistry, genetics, biotechnology, human physiology, plant science, ecology and evolution. The two additional topics which are studied in greater depth are further human physiology and ecology and conservation. The course does not allow these individual topics to become isolated or compartmentalized. Instead they are embedded in the context of their social, ethical and environmental implications and closely linked to each other. This approach fosters a coherent understanding of biology and investigative thinking.

### **Assessment**

Biology students carry out 60 hours of practical work throughout the course with a requirement for a spread of investigations that cover the whole syllabus. This work which is internally assessed makes up 24% of the final grade. Selected students' work is submitted for external moderation. Practical work includes aspects of design, data collection and processing, conclusions and evaluation. All students are required to complete a Group 4 Project during which they must work with other scientists on a collaborative task. Throughout the practical programme their personal skills, handling of experimental equipment, working independently, working in a team and their awareness of environmental impact are assessed.

## **BIOLOGY - SL**

Standard Level Biology focuses mainly on human biology with opportunities to study plant science being available as an additional selected option. The course provides a basis for students to understand the working of their own bodies and important biological concepts, such as applied genetics which they will come into contact with in life after school. More recent and topical developments in biotechnology and human impact on the environment are also discussed.

This course encompasses a broad range of biological subject areas including: cells and chemistry of life, genetics, human and health physiology, ecology and evolution. The additional topics which are studied are physiology of exercise, human nutrition and conservation. The course does not allow these individual topics to become isolated or compartmentalized. Instead they are embedded in the context of their social, ethical and environmental implications and closely linked to each other. This approach fosters a coherent understanding of biology and investigative thinking.

### **Assessment**

Biology students carry out at least 40 hours of practical work throughout the course, making up 24% of their final grade, with a requirement for a spread of investigation that covers the whole syllabus. Work is internally assessed, and selected students' work is submitted for external moderation. Practical work includes aspects of design, data collection and processing, conclusions and evaluation. All students are required to complete a Group 4 Project during which they must work with other scientists on a collaborative task. Throughout the practical programme their personal skills, handling of experimental equipment, working independently, working in a team and their awareness of environmental impact are assessed.

### **EXTERNAL ASSESSMENT (Higher Level and Standard Level)**

Paper 1 : 20 % (multiple choice questions, assess objectives 1 and 2)

Paper 2 : 36% (data analysis, short questions, extended response, assess objectives 1, 2, 3)

Paper 3 : 20% (short questions, extended response (options), assess objectives 1, 2, 3)

## Group 5

# MATHEMATICS

The nature of Mathematics can be summarized in a number of ways: for example, it can be seen as a well-defined body of knowledge, as an abstract system of ideas, or as a useful tool. For many people it is probably a combination of these, but there is no doubt that mathematical knowledge provides an important key to understanding the world in which we live.

The **aims** of all the mathematics courses are to enable students to:

- appreciate the international aspects of mathematics
- develop an understanding of the usefulness of mathematics
- develop logical and critical thinking to solve problems in pure and applied mathematics
- develop mathematical knowledge and skills
- understand the use of technology to support mathematics
- communicate mathematically, in writing and orally

The **objectives** of the courses are to ensure the student can:

- read, interpret and solve problems using appropriate mathematical terms
- organize and present data in a number of different ways
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and reasonableness of results
- recognize patterns and structures and make generalizations
- recognize and demonstrate an understanding of the practical applications of mathematics
- use appropriate technological devices as mathematical tools
- demonstrate an understanding of and the appropriate use of mathematical modeling

## MATHEMATICS - HL

This course caters for students with a good background in Mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

The mathematical content of this unit is quite challenging and lies somewhere between that found in an “A” level Mathematics course and an “A” level Further Mathematics course. An A\* at IGCSE level would be considered for acceptance in this course.

### Topics covered

Core syllabus:

Algebra  
Functions and Equations  
Circular Functions and Trigonometry  
Matrices  
Vectors  
Statistics and Probability  
Calculus

Option syllabus:

Statistics and Probability OR  
Sets, Relations and Groups OR  
Series and Differential equations OR  
Discrete Mathematics

Portfolio – one mathematical investigation, one mathematical modelling piece

## **MATHEMATICS - SL**

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

A sound knowledge of IGCSE Mathematics is required and an A at IGCSE level would be considered for acceptance into this course.

### **Topics covered:**

Algebra  
Functions and Equations  
Circular functions and Trigonometry  
Matrices  
Vectors  
Statistics and Probability  
Calculus

Portfolio – one mathematical investigation, one mathematical modelling piece.

## **MATHEMATICAL STUDIES - SL**

It caters for students with varied backgrounds and abilities. It is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies.

Students taking this course need to be already equipped with fundamental skills and rudimentary knowledge of basic processes.

### **Topics covered:**

Introduction to the Graphic Display Calculator  
Number and Algebra  
Sets, Logic and Probability  
Functions  
Geometry and Trigonometry  
Statistics  
Introductory Differential Calculus

Project – involving the collection of information or the generation of measurements, and the analysis and evaluation thereof.

**FINANCIAL MATHEMATICS:** At least a “C” symbol at IGCSE level is recommended.

**EXTERNAL ASSESSMENT** for courses are as follows:

**Mathematics Higher Level** (three papers). Paper 1 (no calculator allowed) and Paper 2: 2 hours each, 30% of mark, short response and extended response questions in different sections.

Paper 3: is on option topic, 1 hour, 20%

**Mathematics Standard Level** (two papers). Paper 1 (no calculator allowed) and Paper 2: both 1 hour 30 minutes, both 90 marks, each 40% of final mark. Both papers have Section A and B – Section A being short response type questions, Section B being extended response type questions.

**Mathematical Studies Standard Level** (two papers). Paper 1 and Paper 2: both 1 hour 30 minutes, both 90 marks. Paper 1 short response questions, Paper 2 extended response questions. Each paper counts 40% of final mark.

## Group 6 ARTS

### VISUAL ARTS - HL / SL

The impulse to make art is common to all people. From earliest times, human beings have displayed a fundamental need to create and communicate personal and cultural meaning through art. The process involved in the study and production of visual arts is central to developing capable, inquiring and knowledgeable young people, and encourages students to locate their ideas within international contexts. Supporting the principles of the IBO mission statement (that is, to foster students' appreciation of diverse world cultures and traditions), the course encourages an active exploration of visual arts within the students' own and other cultural contexts. The study of visual arts and the journey within it encourages respect for cultural and aesthetic differences and promotes creative thinking and problem solving.

The Diploma Programme Visual Arts course enables students to engage in both practical exploration and artistic production, and independent, contextual, visual and critical investigation, with Option A students focusing more on the former and Option B students on the latter. The course is designed to enable students to study Visual Arts in higher education and also welcomes those students who seek life enrichment through visual arts.

The **Aims** of the Visual Arts course at Higher Level and Standard Level are to enable students to:

- ◆ investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these
- ◆ develop an understanding of visual arts from a local, national and international perspective
- ◆ build confidence in responding visually and creatively to personal and cultural experiences
- ◆ develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement
- ◆ take responsibility for the direction of their learning through the acquisition of effective working practices

Having followed the Visual Arts course at Higher Level or Standard Level, students will be expected to:

1. respond to and analyse critically and contextually the function, meaning and artistic qualities of past, present and emerging art, using the specialist vocabulary of visual arts
2. develop and present independent ideas and practice, and explain the connections between these and the work of others
3. explore and develop ideas and techniques for studio work through integrated contextual study and first-hand observations
4. develop and maintain a close relationship between investigation and a purposeful, creative process in studio work
5. produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness
6. develop and demonstrate technical competence and artistic qualities that challenge and extend personal boundaries (Option A) and technical competence and self-direction (Option B).

#### **HIGHER LEVEL(240 hours)**

##### **\*Option A (HLA)**

Studio work (60%)

Investigation workbooks (40%)

##### **\*Option B (HLB)**

Investigation workbooks (60%)

Studio work (40%)

**Studio work** involves practical exploration and artistic production. **Investigation work** involves independent contextual, visual and critical investigation and reflection, both visual and written.

## **STANDARD LEVEL (150 hours)**

### **\*Option A (SLA)**

Studio work (60%)

Investigation workbooks (40%)

### **\*Option B (SLB)**

Investigation workbooks (60%)

Studio work (40%)

**Studio work** involves practical exploration and artistic production. **Investigation work** involves independent contextual, visual and critical investigation and reflection, both visual and written.

## **ASSESSMENT HIGHER LEVEL**

### **\*Option A:**

**Studio 60%**

#### **EXTERNAL ASSESSMENT (HL)**

The student prepares a **selection** of his or her studio work in the form of an exhibition. This is externally assessed by a visiting examiner following an interview with the student about the work.

**Investigation 40%**

#### **INTERNAL ASSESSMENT (HL)**

The student presents **selected pages** of his or her investigation workbooks that have been produced during the course. This selection is internally assessed by the teacher and externally moderated by the IBO at the end of the course.

### **\*Option B**

**Investigation 60%**

#### **EXTERNAL ASSESSMENT (HL)**

The student presents **selected pages** of his or her investigation workbooks that have been produced during the course. This selection is externally assessed by a visiting examiner following an interview with the student.

**Studio 40%**

#### **INTERNAL ASSESSMENT (HL)**

The student presents a **selection** of his or her studio work. This selection is internally assessed by the teacher and externally moderated by the IBO at the end of the course.

**Studio** refers to the studio work the student selects for inclusion in the candidate record booklet; **investigation** refers to the selection of pages from the investigation workbooks for inclusion in the candidate record booklet

## **ASSESSMENT STANDARD LEVEL**

### **\*Option A**

**Studio 60%**

#### **EXTERNAL ASSESSMENT (SL)**

The student prepares a **selection** of his or her studio work in the form of an exhibition. This is externally assessed by a visiting examiner following an interview with the student about the work.

**Investigation 40%**

#### **INTERNAL ASSESSMENT (SL)**

The student presents **selected pages** of his or her investigation workbooks that have been produced during the course. This selection is internally assessed by the teacher and externally moderated by the IBO at the end of the course.

### **\*Option B**

**Investigation 60%**

#### **EXTERNAL ASSESSMENT (SL)**

The student presents **selected pages** of his or her investigation workbooks that have been produced during the course. This selection is externally assessed by a visiting examiner following an interview with the student.

**Studio 40%**

#### **INTERNAL ASSESSMENT (SL)**

The student presents a **selection** of his or her studio work. This selection is internally assessed by the teacher and externally moderated by the IBO at the end of the course.

# CAS

CAS stands for **Creativity, Action, and Service**. It is a fundamental part of the IB Diploma.

- The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a counterbalance to the academic self-absorption some students may feel within a demanding school curriculum.
  - Participation in CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others.
- The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both server and served.

## **CAS IS EXPERIENTIAL LEARNING, INVOLVING STUDENTS IN NEW ROLES WITH SET GOALS AND ONGOING REFLECTION**

The three components may be defined as follows:

### **CREATIVITY**

Creativity is interpreted as imaginatively as possible to cover a wide range of arts (dance, theatre, music, art), including creative thinking in the design and carrying out of service projects.

### **ACTION**

Action includes participation in expeditions, individual and team sports, and physical activities outside the normal curriculum. It also includes physical activity involved in carrying out creative and service projects.

### **SERVICE**

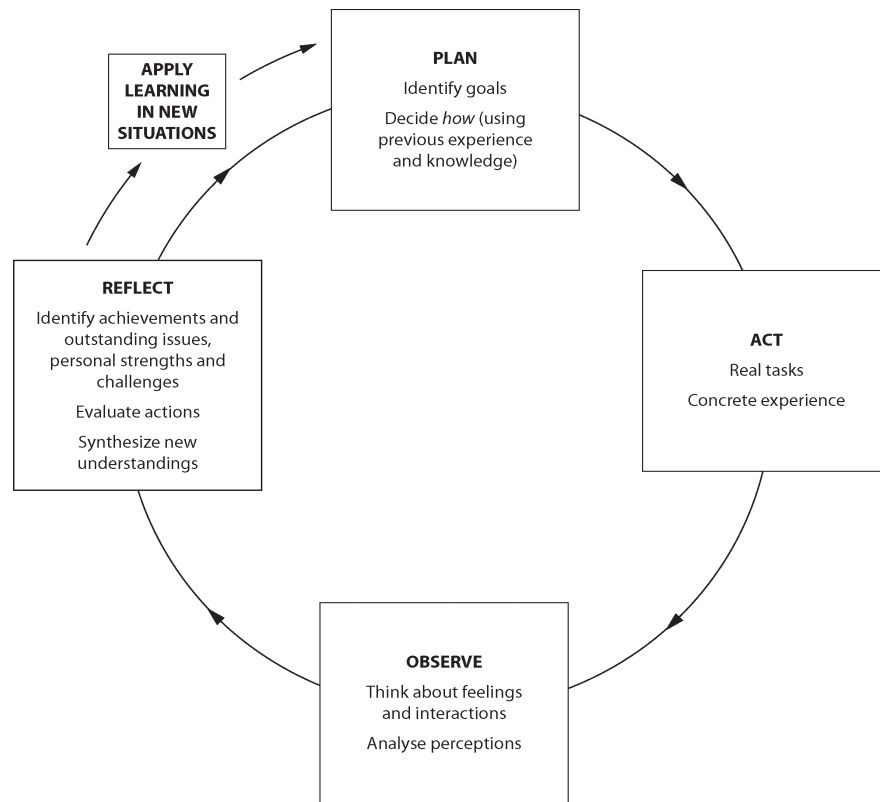
Service is the essence of CAS; it involves interaction, such as the building of links with individuals or groups in the community (school, local district, or on a national or international level). Service activities should not only involve doing things **for** others, but also doing things **with** others and developing a real commitment with them.

## **CAS PROJECTS**

- Every candidate must undertake CAS throughout the 2 years of the Diploma Program. He/she is required to participate in a variety of projects that will cover the IB requirements (a minimum of 150 hours, evenly distributed among the 3 components: Creativity – Action – Service). This is equivalent to approximately 3 - 4 hours per school week.
  - You can start to count your hours in IBD 1<sup>st</sup> year. Much of your CAS time will be accumulated in your 1<sup>st</sup> year, however you **must** continue your commitment to CAS during IBD 2<sup>nd</sup> year.
  - You can have short-term projects (one day), medium term projects (one week to 6 months), and long-term projects (the full academic year).
  - You must have at least one long-term project during your two-year period, and you must have completed at least one service project outside the ISHB community. All projects will be evaluated and approved via the CAS coordinator.
- All projects must :
    - o Be real, purposeful activities, with significant outcomes
    - o Involve personal challenge—tasks must extend the student and be achievable in scope
    - o Stimulate thoughtful consideration, such as planning, reviewing progress, reporting
    - o Allow for reflection on outcomes and personal learning.

All projects must follow an approval process that will involve project planning principles. This will include :

- ◆ investigating the proposed project
- ◆ submitting an evaluation of their project/activity outlining outcomes and processes
- ◆ Progress reports
- ◆ Evaluation stage at completion and sign off, which will also allow for reflection.



## RECORDING AND REPORTING

- ◆ Students should document their CAS activities, noting in particular their reflections upon their experiences. A CAS logbook is required, which may take many forms, including web logs, illustrated displays and videos, and written notes.
- ◆ Some of the most valuable recording and reporting happens when there is a real audience and purpose, for example, when students inform other students, parents or the wider community about what is planned or what has been achieved.

How to choose and monitor your **CAS** activities:

1. Think about the type of project you would like to do.
2. Try to find group activities involving mixed components and which require you to take on new roles.
3. Make sure you get the approval of your CAS coordinator for the projects you would like to take on.
4. Continue something you have already been doing (piano lessons, horse back riding, dance...)  
BUT set yourself new goals.
5. Remember that service is the backbone of CAS.
6. Reflection is an essential part of the CAS program:
  - Before: by setting goals,
  - During: by monitoring your assessment,
  - After: by evaluation and improvement.

**It is the students' responsibility to find, select and organize their CAS activities during the two-year program.**

# THEORY OF KNOWLEDGE (TOK)

The **TOK** programme is an interdisciplinary course that intends to develop a coherent approach to learning and knowledge by examining the nature of knowledge, ways of knowing, areas of knowledge and inherent issues and problems of any one aspect of knowledge. Starting with their own perspective and context and seeking to find examples of their own, students are encouraged to become conscious of their own views on knowledge issues and of the perspective of others in the community.

The aims of the course are:

- ◆ to encourage students to reflect on their own experiences as learners, within and outside the classroom, and to make connections between the various academic disciplines;
- ◆ to encourage an interest and understanding of the diverse ways individuals and communities acquire knowledge;
- ◆ to demonstrate an understanding of different perspectives on knowledge issues;
- ◆ to develop an awareness of personal and ideological assumptions and to critically analyse these underlying assumptions and the implications of the knowledge claims of others;
- ◆ to develop an awareness of how knowledge is constructed, changed and renewed by individuals and communities;
- ◆ to encourage students to generate questions, explanations, conjectures, hypotheses, alternative ideas and possible solutions in response to knowledge issues;
- ◆ to demonstrate an ability to give a personal, self-aware response to a knowledge issue,
- ◆ to formulate and communicate ideas clearly with due regard for accuracy and academic honesty.

## INTERNAL ASSESSMENT:

The **TOK** course contributes to the IB Diploma with a maximum 3 points. These points are achieved through an essay and a presentation.

**An essay on a prescribed title** (1200 -1600 words)

The title is chosen from a list of ten titles prescribed by the IBO for each examination session.

Assessment is done externally, according to the four criteria in the TOK-guide:

- Understanding knowledge issues
- Knower's perspective
- Quality of analysis of knowledge issues
- Organization of ideas

### **Presentation to the class**

The presentation can be individual or by small group, and requires written planning document and presentation marking form, using the relevant IBO form.

Assessment is done by the TOK-teacher, according to the four criteria in the TOK-guide:

- Identification of knowledge issue
- Treatment of knowledge issues
- Knower's perspective
- Connections

## **Topics covered:**

<b>Ways of Knowing (WoK):</b> Perception Language Reason Emotion	<b>Areas of Knowledge (AoK)</b> Mathematics Natural Sciences Human Sciences History Arts Ethics	<ul style="list-style-type: none"> <li>◆ The Nature and Concept of Knowledge</li> <li>◆ The Knowledge Community - sometimes known as Knowledge and Knowers (KK)</li> <li>◆ The Problems or issues of Knowledge</li> </ul>
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# THE EXTENDED ESSAY

An **Extended Essay** is a formal piece of writing of not more than 4000 words. The essay is a piece of *independent* research based on an in-depth study of a limited topic within a subject area of your choosing. The essay is usually written in a subject area that you have chosen as one of your IB subjects, but if you have a particular interest in another subject area it is possible, although not recommended, to write an essay in that subject. The emphasis for the extended essay is one of personal research and critical analysis, based on the communication of ideas in a logical and coherent manner.

The extended essay is a long-term assignment started in DP1 and completed about 10 months later in DP2. Although this may seem a long time, it includes time for formulating the research question, planning, collecting data, preparing a draft, re-writing, completing bibliographies and the abstract, and presenting the final copy. All of these areas need to be completed well, and not left to the last minute, if you are going to present a good essay. ***Every IB candidate who is registered for the diploma must submit an extended essay. Failure to complete this requirement means that you will not be awarded the full diploma even if you score 7 in every subject.***

## ASSESSMENT

All of the extended essays presented by diploma candidates are marked by an external examiner. (Your Supervisor can offer guidance as to how well you are meeting the assessment criteria but they ***cannot give you a mark***). All extended essays are externally assessed by examiners appointed by the IBO, and are marked on a scale from 0 to 36 based on the one set of assessment criteria. This maximum score is made up of the total criterion levels available for each essay. The total score obtained on the scale 0 to 36 is used to determine the grade,

A (excellent) – E (elementary), the essay is awarded.

## **Academic honesty**

You, the student, are ultimately responsible for ensuring that your extended essay is authentic, with the work or ideas of others fully and correctly acknowledged. Additionally, it is the responsibility of your supervisor to confirm that, to the best of their knowledge, the version of the extended essay submitted for assessment is your authentic work.

You are required to submit an electronic version of your essay to your supervisor. This version of your essay will be forwarded to an external website where its content will be checked for plagiarism and incorrect referencing.

**Both plagiarism and collusion are forms of malpractice that incur a penalty.**

The same piece of work, or two versions of the same work, cannot be submitted to meet the requirements of both the extended essay and another assessment component of a subject contributing to the diploma.

## **The *viva voce* or concluding interview**

The *viva voce* is a short interview between the student and the supervisor, and is a recommended conclusion to the extended essay process. Students who do not attend the *viva voce* may be disadvantaged.