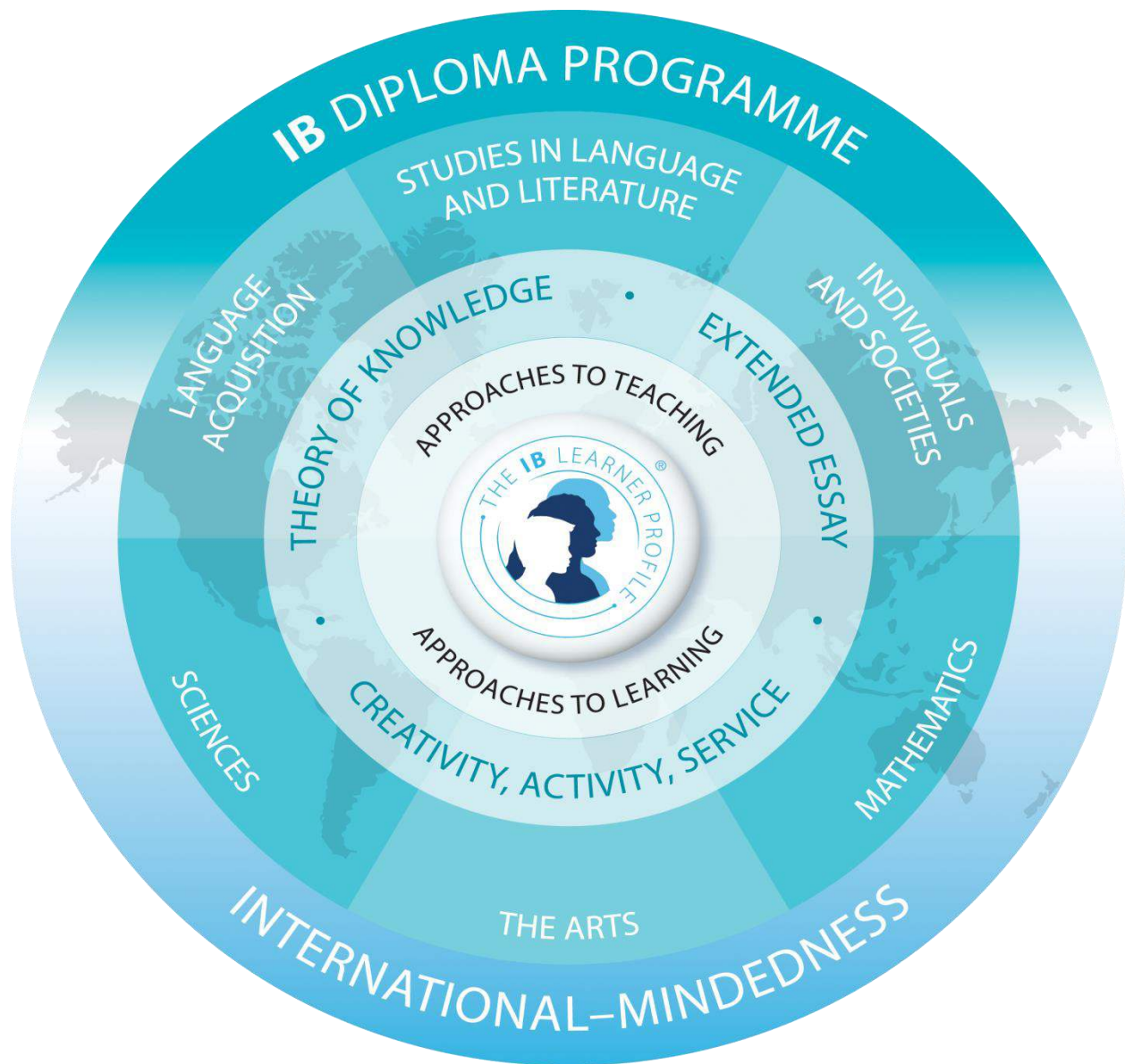


# The International Baccalaureate Diploma Programme

## Modern Knowledge Schools

### IB Diploma Handbook



Our Website: [www.mks.edu.bh](http://www.mks.edu.bh)

# Modern Knowledge Schools

## **M**aking **K**ids **S**uccessful

### **MKS Mission**

The mission of Modern Knowledge Schools is to develop **respectful, responsible, global-minded individuals: lifelong learners** who contribute towards a peaceful world.

### **MKS Philosophy**

Students are placed in an education environment that challenges and enables them to explore, develop, and apply their intellectual, social, physical, and creative abilities as well as critical thinking skills in order to function and interact in a dynamically oriented global society.

This formal, integrated Programme assists students in becoming lifelong learners who can positively and constructively contribute to a rapidly changing world.

### **Belief Statements**

We believe that:

- All students can succeed
- Everyone has value and deserves respect
- Everyone has the right to a safe, clean environment that is conducive to learning
- Arabic culture and heritage is important
- Learning is a priority
- Family and community are important for success
- Learning is fun

### **International Baccalaureate 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.**

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## **Message from the Principal**

Dear Students,

Our staff and students at MKS are like a family in many ways and when you become part of the IB Programme at MKS, you will be like a family within a family. Over the course of your two-year commitment and participation in your IB courses and CAS activities, you will get to know your peers and your teachers quite well. We are committed to making our IB Programme the best it can be so that we can provide you with the personal, social, and academic foundation you need to be successful in whichever path you choose beyond high school.

As a member of the group of students participating in the IB Programme, you can expect to work hard academically. You can expect to be challenged to do your best, you will be expected and taught how to think critically, how to question, how to inquire and learn how to learn. When you master the ability to take responsibility for your own learning, you will find there is little that will feel beyond you. You will start to realize that you have skills that no one can take away. You are a 21<sup>st</sup> Century learner, you are our future and best hope.

Welcome to the IB Programme and please accept my best wishes for your current and continued success in your pursuit of excellence in all you do.

*Ms. Marlene Horton*

MKS HS Principal

## **Message from the IB Diploma Programme Coordinator**

Dear Students,

Welcome to Modern Knowledge Schools, and congratulations on your interest in the IB Diploma Programme.

The International Baccalaureate Organization (IBO) is a recognized leader in the field of international education, encouraging students to be active learners, well-rounded individuals and engaged world citizens.

Modern Knowledge Schools in Bahrain prepares students for universities by offering the necessary experiences and knowledge that will give students confidence and success in their post-secondary education. This handbook provides information on IB courses, requirements, and standards. An IB Diploma Programme student has high academic goals and a sufficient level of motivation and rigor to expand his or her knowledge and grow intellectually. The Programme is broad in its scope and deep in its provisions. A careful reading of the information in this handbook will provide students and their parents with an understanding of what the IB DP involves.

In choosing IB, students will enter a Programme that develops them into lifelong learners. Students will gain skills in research, writing, critical thinking and public speaking to provide a foundation for success in university and beyond.

According to one study, “Diploma Programme (DP) students are more likely than A-level students to enroll at a top 20 higher education institution (HEI) in the UK, achieve first-class honors in most subjects, be employed in graduate level and in higher-paid occupations, and go onto further study” (Key Findings from Research on the Impact of IB Programmes. <http://www.ibo.org/research>).

I am honored to be part of this rich educational opportunity for you and to watch you grow into the model of a global citizen with the ability to collaborate, be creative, think critically, and communicate clearly. Working with a group of students and educators who share a powerful set of academic skills and strong personal values is a remarkable experience. Together we can continue the tradition of personal growth and strong academic success that our dedicated staff and students have achieved in the past.

All the best,

*Mrs. Bindu Nair*

IB DP Coordinator

## **The IB Learner Profile**

### **What does it mean to be an IB Learner at MKS?**

The selection of students for the International Baccalaureate Programme (IBDP) is primarily based on the extent to which our students can be anticipated to emulate the following ten attributes that, taken together, comprise the 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.” –from the International Baccalaureate Mission Statement**  
www.ibo.org.

**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. IB Learners are:**

**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.

**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.

**Thinkers:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators:** We express ourselves confidently and creatively in language and in many ways. We collaborate effectively, carefully to the perspectives of other individuals and groups.

**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.

**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.

**Caring:** We show empathy, compassion and respect. We have commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**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.

**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 world in which we live.

**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.

## **Introduction to the IB Diploma Programme**

The IB Diploma Programme is designed as an academically challenging and balanced Programme of education with final examinations that prepares students for success at university and life beyond. The Programme is taught over two years and has gained recognition and respect from the world's leading universities.

Since the late 1960s, the Programme has:

- Provided a package of education that balances subject breadth and depth, and consider the nature of knowledge across disciplines through the unique theory of knowledge course;
- Encouraged international –mindedness in IB students ,starting with a foundation in their own language and culture;
- Developed a positive attitude to learning that prepares students for university education;
- Gained a reputation for its rigorous external assessment with published global standards, making this a qualification welcomed by universities worldwide; and
- Emphasized the development of the whole student - physically, intellectually, emotionally, and ethically.

### **Curriculum**

IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each groups1 to 5, thus ensuring breadth of experience in languages, social studies, the sciences and mathematics. The sixth subject may be an art s subject chosen from group 6, or the student may choose another subject from groups 1 to 4. At least three and not more than four subjects are taken at higher level (240 teaching hours), the others at standard level (150 teaching hours).

Students can choose to pursue the MKS High School Diploma supplemented by individual IB Subject certificates, or the full IB Diploma. The full IB Diploma Programme still allows students to pursue an American Diploma along with the International Baccalaureate Diploma.

## Assessment

Students take written examinations at the end of the two-year Programme. These examinations are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

Assessments are criterion – based, which means student performance is measured against specific assessment criteria based on the aims and objectives of each subject curriculum. Statistically, the range of scores that students have attained has remained stable. Universities value the rigor and consistency of Diploma Programme assessment practice.

## Glossary of Abbreviations

CAS	Creativity, Activity, Service	IB	International Baccalaureate
DP	Diploma Programme	ITGS	Information Technology in a Global Society
EA	External Assessment	SL	Standard Level
EE	Extended Essay	TOK	Theory of Knowledge
HL	Higher Level	CC	College Counselor
IA	Internal Assessment		

## Course Selection Process

### Choosing your Track

When you apply to the IB, your first decision will be to determine the best academic fit for your ability and goals. You can choose to become a full IB Diploma candidate or a MKS American Diploma IB course candidate. Whether you are on the IB full Diploma pathway or the MKS American Diploma IB pathway, you must meet all MKS graduation requirements in order to receive your MKS Diploma.

- **IB DIPLOMA.** MKS Students who opt for the IB Diploma will have to meet with the prerequisites to enroll as full Diploma candidates and will need to meet all requirements of the Diploma Programme by selecting six IBDP (International Baccalaureate Diploma Programme) courses and meeting the core requirements of TOK (Theory of Knowledge), EE (Extended Essay), and CAS (Creativity, Action Service). Entry to the IB Diploma track is subject to satisfactory performance in Gr 9 and Gr 10. In addition to meeting the academic prerequisites, students seeking admission from other schools are required to undergo a placement test and an interview.
- **MKS** Students who opt for the IB Diploma individual courses will have the opportunity to enroll for a minimum of two IB DP courses at either higher level (HL) or standard



level (SL). In addition to the MKS American Diploma, students will also receive an IB certificate upon successful completion of their IB subjects.

	<b>IB Diploma Track</b>	<b>American Diploma Track</b>
Courses	Enroll in six DP courses with at least three at higher level.	Enroll in all mandatory subjects and will have to choose the electives according to the courses offered in Course Selection Form
Theory of Knowledge	Complete the internally assessed TOK presentation and submit one final essay for external assessment.	Not applicable for American Diploma students
Extended Essay	Engage in a year-long research project, culminating in an original 4,000 word essay.	Not applicable for American Diploma students
Creativity, Action, and Service	Successfully meet all learning outcomes of the CAS Programme	Not applicable for American Diploma students
External Examinations	Sit for external examinations in all six courses.	IB course candidates sit only for those external examinations offered for the IB subjects they are enrolled in.
Internal Assessments	Submit IA coursework for all six courses.	Submit all work to the subject teacher. IB course candidates submit IA coursework for the subject enrolled.
Total points	A minimum of 24 points is required across all six subjects (with some conditions) for the IB Diploma.	26.00 credits required for the MKS American Diploma.
Final Award	IB Diploma and MKS American Diploma	MKS American Diploma and IB course results certificates.

### **Choosing your Subjects**

Students should start the process of choosing their personal Programme by consulting the list of subjects offered by MKS. Students should take their future education and career plans as well as their personal strengths and weaknesses in individual subjects into consideration. They should become familiar with the specific requirements of universities in the countries to which they intend to apply, as **different universities in different countries have different entrance requirements**. It is important to be aware that specific subjects or combinations of subjects could be required (or excluded) by the university of your choice. Information about universities around the world is available from the college counselor. Your subject teachers can also give you advice based on their experience with IB and their knowledge of your strengths.

This does not mean, however, that you need to know at this stage exactly what you want to study at university in order to make sensible choices. If accepted, the IB Diploma Programme is designed to require you to take a broad range of subjects - which keeps many options open. It is more important to know what classes are safe to leave behind rather than knowing exactly which subjects you will need in the future. Here are a few considerations:

***Without art, it:***

- Is much harder to become an architect
- Will not be possible to get into an art or design degree

***Without biology, you cannot:***

- Study sports or exercise science at the leading universities in this field (though admission to other universities in the field may be possible with sports, health, and exercise science at IB DP level)
- Study medicine in Bangladesh, India, Pakistan or Sri Lanka
- Study medicine in US/ UK/ Canadian/ German universities

***Without chemistry, you cannot:***

- Be a doctor, a dentist, or a vet
- Be a pharmacist
- Be a chemist, or chemical engineer
- Study any kind of engineering in Canada or Egypt (AUC)

***Without English or history, you:***

- Do not develop the verbal skills essential to studying law
- Have fewer opportunities to develop the analytical skills required to thrive in these subjects

***Without ITGS or computer science you:***

- May find it more difficult to do Programming necessary in some sorts of engineering degrees
- May find it more difficult to get into or to cope with a computing degree

***Without languages, you:***

- Will be less competitive when applying for jobs compared against others who can communicate with people in other countries in their own language
- Do not understand your own first language as well

***Without mathematics, you cannot:***

- Study finance, business management, economics
- Be an engineer
- Study medicine in Australia
- Study architecture at some universities
- Study psychology at graduate level

***Without physics, you cannot:***

- Be any sort of engineer
- Study medicine in Bangladesh, India, Pakistan or Sri Lanka
- Become a materials scientist or technologist

## **University Recognition**

### **United Kingdom and Ireland**

For many years, the IB Diploma has been accepted for admission purposes. Except for foundation courses in some universities, a full diploma is usually required. Offers of admission to a certain department within a given university are typically made conditional – depending upon the student's IB examination results, choice of subjects, and choice of levels.

### **Continental Europe**

Most European countries accept the IB diploma for entrance into their national universities. Some countries require that all exams be taken at one time and others may require particular marks and subjects. Information concerning individual countries can be obtained from the college counselor or the IBDP Coordinator. However, students are *strongly* advised to obtain this information from the relevant Ministry of Education or university.

### **Italy**

Students wishing to study in Italy must meet with the subject requirements of Italian universities.

### **Austria**

The IB is recognized as equivalent to the Austrian matriculation certificate. The diploma is recognized as a foreign university entrance certificate, provided it contains subjects with at least a grade 3 in all of them. Individual DP course results are not recognized as being sufficient.

### **Bahrain**

The IB Diploma is accepted by RCSI (Royal College of Surgeons, Ireland) and AGU (Arabian Gulf University) for medical Programmes. An exception to this is the first year foundation Programme, which is based on the achievement of 32 points without bonus points for IB Diploma.

Since 2013, the IB diploma is recognized by BIBF (Bahrain Institute of Banking and Finance) with a minimum of 24 points in IB Diploma. Students who meet the requirement are exempt from the first year foundation Programme. Individual IB course results without the full IB diploma do not meet the general admission requirements

### **Germany**

The IB Diploma is recognized with certain conditions relating to subject choices and grades achieved. For example, students who are planning to go to German university should either take IB Business Management OR IB History instead of IB ITGS as ITGS is not recognized as a social studies course by German University

### **Sweden**

The IB is recognized by Swedish universities and colleges as meeting the general requirement for entry provided that Swedish is in the diploma Certificate or the student passes a Swedish

TISUS test. Individual IB course results without the full IB diploma do not meet the general admission requirements. For most study Programmes, there are also special requirements (e.g. three sciences are required for medicine).

### **The United States**

The IB Diploma is not required for university entrance in the United States. Most prominent universities however, have developed IB policies that vary between advanced placement, course credit, and special consideration at the time of admission. In some cases, a full year of university standing may be awarded to students with the IB Diploma. In addition, admissions officers look favorably on students enrolled in the IB Diploma Programme when considering applications. Recently, US universities have recognized Extended Essay (EE) as excellent research preparation for students. As a result, some US universities are awarding extra credits for EE work. Students interested in attending university in the US need to prepare to take the SAT and/or the ACT test. The college counselor can help with additional information on requirements. See also, [www.collegeboard.org](http://www.collegeboard.org) for more information on SAT testing, preparation, and registration.

### **American Universities in Foreign Countries and American Styled Universities**

Students intending to apply to the US – Style University (e.g. American University of Beirut, American University of Cairo, etc.) need to begin to prepare for the SATs. More information about SATs can be found in the College Board website.

### **Canada**

The IB Diploma is recognized throughout Canada as an admission credential. Some of the more selective universities may require the IB Diploma for the admission of students who have been studying outside Canada. Many universities grant credit and or advanced placement for students with individual higher level course results. Entrance in the second year for diploma holders is a possibility at some universities.

### **Malta**

Foreign students will be considered eligible for entry if their qualifications give access to universities in their own country and if the admissions board is satisfied that the qualifications are of a comparable level to the entry requirements of the University of Malta. In this regard, the IB diploma is generally recognized but subjects and levels (higher or standard) need to be checked carefully with the university, as these will vary for entry from faculty to faculty. General admittance requirement as of 2008 has been set at a minimum requirement of 28 points for the full IB diploma. Students who are Maltese nationals must also satisfy the university requirements for proficiency in the Maltese language.

## **Additional Information from the IBDP Coordinator and College Counselor**

The IB diploma is recognized by universities in more than 100 countries round the world. A complete list is available for reference from either the IBDP Coordinator or the college counselor. All students and parents are encouraged to make an early appointment with your IBDP Coordinator to discuss the various options available.

### **Higher /Standard Levels**

You probably already know that universities entry requirements are often stated as a total of IB points which must be obtained to gain entry to a particular course. It probably seems obvious; therefore, that you should choose subjects in which you think you can gain the highest scores. However, high scores are not always the most important goal.

The most important consideration when you choose both your subjects and the level at which you do them, is whether or not you are passionate about your choices. A subject which you thoroughly enjoy will be much greater use to you in the long run, because it is likely to relate to some aspect of your working life. You are also much more likely to succeed in courses you enjoy, even if they are difficult, because these courses are suited to your interests, strengths, and passion.

It is important to realize that doing subjects you are passionate about at higher level, even if they are demanding, will impress university admissions officers. A slightly higher IB score, based on subjects unrelated to your chosen college course, or with relevant subjects only at standard level may reduce your chances for admission to the college or university of your choice

### **Work Experience**

Work experience in a field in which you are interested for a minimum of two weeks during the summer holiday after 10<sup>th</sup> grade is a particularly important way to strengthen a UK university application. To this end the CAS activities which can be done during the summer holidays by a student after his/her enrollment into the IB Programme counts a lot for the personal statement. Work experience shows initiative and commitment, and provides valuable background to include in your personal statement. It also helps clarify your actual level of interest in that field.

## **Current Course Offerings**

The following section is the course selection guide, a brief summary of the nature of the subjects which you may choose from. For each subject, you will find a course description as well as the assessment details, which will include both internally and externally assessed components of the course. Please speak with your IB Diploma Coordinator or subject teachers in order to get a more thorough outline of what the subjects entails at the IB DP level.

*Please take note of the following important points:*

### **Non – IB courses**

Non – IB Courses are also open to IB Diploma track candidates. Though these will not count towards any IB credit, they will satisfy the graduation requirements for the MKS Diploma. These courses are:

- Health
- AFL (Arabic as foreign language)
- Islamic religion in English for expatriate Muslim passport holders

## **GROUP 1: STUDIES IN LANGUAGE AND LITERATURE: course descriptions.**

### **Language A: English Literature (SL/HL)**

The IB Diploma Programme language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts.

Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language. Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination.

The authors on the list are appropriate for students aged 16 to 19. All group 1 courses are suitable for students experienced in using a language in an academic context. It is also recognized that students have language backgrounds that vary significantly. For one student the target language may be his or her only proficient language; another student may have a complex language profile and competence in more than one language. While students in the group 1 courses will undergo significant development in their ability to use language for a range of purposes, these are not

language-acquisition courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue.

***The aims of the language A: literature course at both higher and standard levels are to:***

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practicing and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote an enjoyment of, and lifelong interest in, literature.

#### **Assessment**

<b>Standard Level</b>		<b>Higher Level</b>	
<b>External Assessment</b>	<b>70%</b>	<b>External Assessment</b>	<b>70%</b>
Paper 1: Guided literary analysis	20%	Paper 1: Literary commentary	20%
Paper 2: Essay	25%	Paper 2: Essay	25%
Written assignment	25%	Written assignment	25%
<b>Internal Assessment</b>	<b>30%</b>	<b>Internal Assessment</b>	<b>30%</b>
Individual oral commentary	15%	Individual oral commentary & discussion	15%
Individual oral presentation	15%	Individual oral presentation	15%

## **Group 1: Arabic Language and Literature SL**

The IB Diploma Programme language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses

to texts. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination.

All group 1 courses are suitable for students experienced in using a language in an academic context. It is also recognized that students have language backgrounds that vary significantly. For one student the target language may be his or her only proficient language; another student may have a complex language profile and competence in more than one language. While students in the group 1 courses will undergo significant development in their ability to use language for a range of purposes, these are not language-acquisition courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue. The aims of the language A: literature course at both higher and standard levels are to:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practicing and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in students an enjoyment of, and lifelong interest in, literature.

## Group1: Arabic Language and Literature HL

The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media



The aims of language A: language and literature higher level courses are to:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage an appreciation of the different perspectives of other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts promote in students an enjoyment of, and lifelong interest in, language and literature
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose.

<b>Standard Level</b>		<b>Higher Level</b>	
<b>External Assessment</b>	<b>70%</b>	<b>External Assessment</b>	<b>70%</b>
Paper 1:Textual analysis	25%	Paper 1:Comparative textual analysis	25%
Paper 2: Essay	25%	Paper 2: Essay	25%
Written task	20%	Written tasks	20%
<b>Internal Assessment</b>	<b>30%</b>	<b>Internal Assessment</b>	<b>30%</b>
Individual oral commentary	15%	Individual oral commentary	15%
Further oral activity	15%	Further oral activity	15%

## **GROUP 2: LANGUAGE ACQUISITION: course descriptions**

### **Language B: (SL/HL)**

#### **Arabic B**

Arabic language B is designed for students who possess a degree of knowledge and experience in the target language. High performing standard level students should be able to follow university courses in other disciplines in the language B that is studied.

***The aims of the Arabic Language B standard level course are to:***

- develop students' intercultural understanding

- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

### Assessment

Standard Level		Higher Level	
External Assessment	70%	External Assessment	70%
Paper 1: Receptive skills	25%	Paper 1: Receptive skills	25%
Paper 2: Written productive skills	25%	Paper 2: Written productive skills	25%
Written assignment	20%	Written assignment	20%
Internal Assessment	30%	Internal Assessment	30%
Individual oral	20%	Individual oral	20%
Interactive oral activity	10%	Interactive oral activity	10%

### Language ab initio (SL) French

The **language ab initio** course is organized into three themes:

- Individual and society
- Leisure and work
- Urban and rural environment

The IBDP French ab initio course is 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. This process encourages the learner to go beyond the confines of

the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.

***The aims of the language ab initio course are to:***

- develop students' intercultural understanding
- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language

Three areas of study – language, themes and texts – provide the basis of the language ab initio course. These three fundamental areas, as well as intercultural understanding, are all interrelated and should be studied concurrently

### **Placement**

The language ab initio course is designed for students with little or no prior experience of the language they wish to study. All final decisions on the appropriateness of the course for which students are entered are determined by the IBDP Coordinator in conjunction with teachers.

### **Assessment**

<b>Standard Level</b>	
<b>External Assessment</b>	<b>75%</b>
Paper 1: Receptive skills	30%
Paper 2: Productive skills	25%
Written assignment	20%
<b>Internal Assessment</b>	<b>25%</b>
Individual oral	25%

## **GROUP 3: INDIVIDUALS AND SOCIETIES: course descriptions**

### **Business Management (SL/HL)**

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

international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. The course encourages the appreciation of ethical concerns, at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

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

- encourage a holistic view of the world of business
- empower students to think critically and strategically about individual and organizational behavior
- promote the importance of exploring business issues from different cultural perspectives
- enable the student to appreciate the nature and significance of change in a local, regional and global context
- promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
- develop an understanding of the importance of innovation in a business environment.

#### **Assessment**

<b>Standard Level</b>		<b>Higher Level</b>	
<b>External Assessment</b>	<b>75%</b>	<b>External Assessment</b>	<b>75%</b>
Paper 1: Case study	35%	Paper 1: Case study	35%
Paper 2: Syllabus units 1-5	40%	Paper 2: Syllabus units 1-5&HL extension	40%
<b>Internal Assessment</b>	<b>25%</b>	<b>Internal Assessment</b>	<b>25%</b>
Written commentary	25%	Research project	25%

### **GROUP 3: INDIVIDUALS AND SOCIETIES: course descriptions**

#### **History (SL/HL)**

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives

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

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

#### **Assessment**

<b>Standard Level</b>		<b>Higher Level</b>	
<b>External Assessment</b>	<b>75%</b>	<b>External Assessment</b>	<b>80%</b>
Paper 1: Structured questions	30%	Paper 1: Structured questions	20%
Paper 2: Extended response	45%	Paper 2: Extended response	25%
		Paper 3: Extension paper	35%
<b>Internal assessment</b>	<b>25%</b>	<b>Internal assessment</b>	<b>20%</b>
Historical investigation	25%	Historical investigation	20%

#### **Information Technology in Global Society Standard Level (SL)**

The IB DP information technology in a global society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

***The aims of the ITGS standard level courses are to:***

- enable the student to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organizations and societies at the local and global level

- develop the student's understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders
- enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on them
- encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user.

### **Information Technology in Global Society Higher Level (HL)**

The IB DP information technology in a global society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

#### ***The aims of the ITGS higher level courses are to:***

- enable students to evaluate social and ethical consideration arising from the widespread use of IT by individuals, families, communities, organizations and societies at the local and global level
- develop students' understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders
- enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects
- encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user.

#### **Assessment**

<b>Standard Level</b>		<b>Higher Level</b>	
<b>External Assessment</b>	<b>70%</b>	<b>External Assessment</b>	<b>80%</b>
Paper 1: Structured questions	40%	Paper 1: Structured questions	35%
Paper 2: Unseen article	30%	Paper 2: Unseen article	20%
		Paper 3: Case study	25%
<b>Internal assessment</b>	<b>30%</b>	<b>Internal assessment</b>	<b>20%</b>
Development of an IT product	30%	Development of an IT product	20%

## **GROUP 4 - SCIENCES: course descriptions**

### **Biology (SL/HL)**

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying biology in the DP 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 characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings

***The aims of the DP biology course are to enable students to:***

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

**Assessment**

Standard Level		Higher Level	
<b>External Assessment</b>	<b>80%</b>	<b>External Assessment</b>	<b>80%</b>
Paper 1: Multiple-choice questions	20%	Paper 1: Multiple-choice questions	20%
Paper 2: Data based; short - answer	40%	Paper 2: Data based; short - answer	36%
Paper 3: Short-answer; extended response	20%	Paper 3: Short-answer; extended response	24%
<b>Internal practical assessment</b>	<b>20%</b>	<b>Internal practical assessment</b>	<b>20%</b>

**Group 4 Project**

The Group 4 Project is a compulsory collaborative task for all group 4 students. As completion of this component is mandatory, all students must ensure that they will be in school during the group 4 project time. Failure to complete this component of the course will result in an automatic failure of the group 4 subject, and consequently, the IB Diploma or DP course.

**Chemistry (SL/HL)**

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other

courses in higher education, such as medicine, biological science and environmental science. Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

By studying chemistry 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 characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

***The aims of the DP chemistry course are to enable students to:***

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

**Assessment**

<b>Standard Level</b>		<b>Higher Level</b>	
<b>External Assessment</b>	<b>80%</b>	<b>External Assessment</b>	<b>80%</b>
Paper 1: Multiple-choice questions	20%	Paper 1: Multiple-choice questions	20%
Paper 2: Short-answer; extended response	40%	Paper 2: Short-answer; extended response	36%
Paper 3: Data based; extended response	20%	Paper 3: Data based; extended response	24%
<b>Internal practical assessment</b>	<b>20%</b>	<b>Internal practical assessment</b>	<b>20%</b>

**Group 4 Project**

The Group 4 Project is a compulsory collaborative task for all group 4 students. As completion of this component is mandatory, all students must ensure that they will be in school during the



group 4 project time. Failure to complete this component of the course will result in an automatic failure of the group 4 subject, and consequently, the IB Diploma or DP course.

### **Environmental systems and societies (SL)**

Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfill either the individuals and societies or the sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subjects groups simultaneously while studying one course.

ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and

promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

***The aims of the DP environmental systems and societies course are to enable students to:***

- acquire the knowledge and understandings of environmental systems and issues at a variety of scales
- apply the knowledge, methodologies and skills to analyze environmental systems and issues at a variety of scales
- appreciate the dynamic interconnectedness between environmental systems and societies
- value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- be critically aware that resources are finite, that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- develop awareness of the diversity of environmental value systems
- develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- engage with the controversies that surround a variety of environmental issues
- create innovative solutions to environmental issues by engaging actively in local and global contexts.

### **Assessment**

<b>Standard Level</b>	
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<b>External Assessment</b>	<b>75%</b>
Paper1: Case Study	25%
Paper2: Short answers and structured essays	50%
<b>Internal Practical Assessment (Individual Investigation)</b>	<b>25%</b>

### **Group 4 Project**

The Group 4 Project is a compulsory collaborative task for all group 4 students. As completion of this component is mandatory, all students must ensure that they will be in school during the group 4 project time. Failure to complete this component of the course will result in an automatic failure of the group 4 subject, and consequently, the IB Diploma or DP course.

### **Physics (SL/HL)**

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain 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 helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. By studying physics 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 characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

#### ***The aims of the DP physics course are to enable students to:***

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyze, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology

- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

### Assessment

Standard Level		Higher Level	
<b>External Assessment</b>	<b>80%</b>	<b>External Assessment</b>	<b>80%</b>
Paper 1: Multiple-choice questions	20%	Paper 1: Multiple-choice questions	20%
Paper 2: Short-answer; extended response	40%	Paper 2: Short-answer; extended response	36%
Paper 3: Data based; extended response	20%	Paper 3: Data based; extended response	24%
<b>Internal practical assessment</b>	<b>20%</b>	<b>Internal practical assessment</b>	<b>20%</b>

### Group 4 Project

The Group 4 Project is a compulsory collaborative task for all group 4 students. As completion of this component is mandatory, all students must ensure that they will be in school during the group 4 project time. Failure to complete this component of the course will result in an automatic failure of the group 4 subject, and consequently, the IB Diploma or DP course.

## **GROUP 5 - MATHEMATICS: course descriptions**

### **Mathematics SL**

The IB DP mathematics standard level (SL) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigor required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The internally assessed exploration offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

*The aims of all mathematics courses in group 5 are to enable students to:*

- enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking, and patience and persistence in problem-solving employ and refine their powers of abstraction and generalization

- apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course

This course does not have the depth found in the mathematics HL course. Students who wish to study at a higher level of mathematical content and depth should opt for mathematics HL.

### Assessment

Standard Level	
<b>External Assessment</b>	<b>80%</b>
Paper1: Short-and extended- response (no calculator)	40%
Paper2: Short -and extended- response ( calculator)	40%
<b>Internal Assessment</b>	<b>25%</b>
Mathematical exploration	20%

### Mathematical studies SL

The IB DP mathematical studies standard level (SL) course focuses on important interconnected mathematical topics. The syllabus focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students’ mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to solve problems in a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking.

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

- enjoy and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking, and patience and persistence in problem-solving
- employ and refine their powers of abstraction and generalization
- apply and transfer skills to alternative situations, to other areas of knowledge and to future developments

- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course

#### Assessment

<b>Standard Level</b>	
<b>External Assessment</b>	<b>80%</b>
Paper1: Short-response questions based on whole syllabus (calculator)	40%
Paper2: Extended- response questions based on whole syllabus (calculator)	40%
<b>Internal Assessment</b>	<b>20%</b>
Project	20%

## **CORE ELEMENTS**

### **Theory of knowledge (TOK)...**

is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

### ***The aims of the TOK course are to:***

- make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
- develop an awareness of how individuals and communities construct knowledge and how this is critically examined
- develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
- critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
- understand that knowledge brings responsibility which leads to commitment and action.

### **Assessment**

<b>Standard Level</b>	
<b>External Assessment</b>	
One <b>essay</b> on a title chosen from a list of six titles prescribed by the IB	67%
<b>Internal Assessment</b>	
One <b>presentation</b> to the class by an individual or a group (max. of three persons in a group.) One written presentation <b>planning document</b> ( TK/ PPD) for each student	33%

## Extended Essay

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner. Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Extended essay topics may be chosen from a list of approved DP subjects—normally one of the student's six chosen subjects for the IB diploma or the world studies option. World studies provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines

*The aims of the extended essay are to provide students with the opportunity to:*

- engage in independent research with intellectual initiative and rigor
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

## Assessment

The extended essay, including the world studies option, is assessed against common criteria and is interpreted in ways appropriate to each subject. Students are expected to:

provide a logical and coherent rationale for their choice of topic review what has already been written about the topic formulate a clear research question offer a concrete description of the methods used to investigate the question generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question reflect on what has been learned throughout the research and writing process.

Assessment criteria	Description
Focus and method	The topic, the research question and the methodology are clearly stated.
Knowledge and understanding	The research relates to the subject area/discipline used to explore the research question, and knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.
Critical thinking	Critical-thinking skills have been used to analyze and evaluate the research undertaken.
Presentation	The presentation follows the standard format expected for academic writing

Engagement	The student's engagement with their research focus and the research process.
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Total scores will be converted to letter grades based on a standard marking scale. Students will be required to follow the EE Guide (published by IB), the IB Style Guide for the Presentation of Written Work (published by BISJ), and appropriate formatting standards (established by the American Psychological Association).

### **CAS - Creativity, Activity, and Service**

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP). CAS is organized around the three strands of creativity, activity and service defined as follows.

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

#### ***CAS aims to develop students who:***

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

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections; it is not formally assessed.

A school's CAS programme is evaluated as part of the school's regular programme evaluation and self-study process that assesses the overall implementation of the DP.

### **Assessment**

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they



have achieved eight key learning outcomes. All CAS documentation is collected through ManageBac.

### EE & TOK Bonus Points

The extended essay and theory of knowledge work contribute to the overall diploma score through the award of bonus points. A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge.

Both the extended essay and theory of knowledge are measured against published assessment criteria. The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the extended essay and theory of knowledge according to the following matrix.

		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
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A student who, for example, obtains an A in Theory of Knowledge but a D in Extended essay will score 2 out of 3 points. An E in either Extended Essay or Theory of Knowledge is a failing condition, which means the IB Diploma will not be awarded.

A student who fails to submit an extended essay or a component of Theory of Knowledge will be awarded N, will score no points, and will not be awarded a diploma.

## **IB Diploma Program Requirements**

### **Academic Honesty**

Academic honesty is seen by the IB as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

You are expected to maintain a high standard of academic honesty in practice this means avoiding behavior that results in, or may result in, you or another candidate gaining an unfair advantage. A contravention of standard academic practice, such as **collusion or plagiarism**, will normally constitute a breach of the general regulations and be treated as **misconduct** by the IB.

**Misconduct** includes:

- **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own
- **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- Any other behavior that gains an unfair advantage for a candidate for that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, etc.).

If a candidate is found guilty of **misconduct**, the IB will not issue a grade for the subject and level concerned. For a Diploma Programme candidate this has the consequence of not being eligible for the diploma in that examination session. A candidate found guilty of malpractice will only be permitted to register for a future IB examination session at least one year after the session in which malpractice was established. It should be noted that each candidate has a maximum of three examination sessions in which to achieve the award of the diploma.

### **Plagiarism**

All source material, whether ideas or direct quotes, must be cited in your work. Failure to properly cite your source material will be considered plagiarism in all instances. Ignorance of

the IB or VIS academic honesty rules or procedures will not be considered an acceptable excuse, and plagiarism will result in the failure of your IB Diploma.

Students should speak with their individual teachers about how to properly cite materials for their courses. For all IB work, students will be required to use the in-text, parenthetical citation style of the American Psychological Association (APA). An IB Style Guide for the Presentation of Written Work will be provided to all students in 11<sup>th</sup> grade, and it will be expected that all students apply the formatting and citation rules to their work throughout the writing process. In order to support this process, all 11<sup>th</sup> grade students will be enrolled in a compulsory course entitled **Research and Writing for the IB**. For more details on the APA formatting, visit <http://www.apa.org/>.

Internal assessment work and extended essays will be processed through Turnitin.com, a service which checks student work for instances of plagiarism. Please take note that this service works across all subject areas and all languages (including, but not limited to English, Italian, French, and Spanish). If a student is found to be guilty of plagiarism on work submitted for the course, he or she may be subject to failing that element of the course. Students who are found to be guilty of plagiarism on fail in submissions of work for internal assessment (e.g. portfolios, studies, orals, etc.) or external assessment (e.g. EE, TOK, any examination, etc.) will automatically fail the IB Diploma and will receive an American Diploma with deserved grades awarded only for the work completed.

*To safely avoid any chance of malpractice, cite your sources properly. If you are not sure how to cite your work, you must speak with your teacher and /or supervisor well before the final submission deadline.*

### **Award of the IB Diploma**

Examiners appointed by the IB assess candidates work in Diploma Programme examination and other forms of external assessment using common mark schemes/assessment criteria. This external assessment may be complemented by internal assessment by schools of other required work, which is moderated by IB examiners.

Performance in each subject is graded on a scale of 1 point (minimum) to 7 points (maximum). For the IB diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total Diploma Programme points score is 45.

All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB Diploma. Candidates must receive a minimum of 24 overall points in order to be awarded the IB Diploma. Further to that, the following conditions will apply.

The **IB Diploma** will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and /or the extended essay or for a contributing subject.
- There is no grade 1 awarded in a subject / level.
- There is no more than two grade 2s awarded (HL or SL)
- There is no more than three grade 3s or below awarded (HL or SL)
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subject, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (for candidates who register for two SL subjects, must gain at least 5 points at SL).
- The candidate had not received a penalty for academic misconduct from the Final Award Committee.

### **The Bilingual Diploma**

Some students may elect to pursue the IB Bilingual Diploma, a prestigious course demonstrating the candidate's ability to communicate confidently and with sophistication in at least two languages. In order to be eligible for the Bilingual Diploma, candidates must either:

- Complete two languages selected from group 1(studies in language and literature) with an award of a grade of 3 or higher in both; or
- Complete one of the subjects in group 3 or 4 in a language that is not the same as the candidate's group1 language. The student must attain a grade 3 or higher in both the both the group 1 language and the subject from group 3 or 4.

Few qualifications allow students to document proficiency in two languages. While the Bilingual Diploma serves this purpose, it will also show to universities that the student that the student is able to handle the added rigors of the Bilingual Diploma.

### **Internal Assessments**

All IB courses are made up of both internal and external assessment components. While external components such as examinations and the extended essays are marked by outside examiners, internal components are marked by the subject teachers. A selection of these grades will be moderated externally to ensure that MKS teacher's marking standards are in-line with those of all other IB DP schools worldwide.

During the second year of the IB DP, all students will submit required internal assessment coursework for all subjects. Both organization and planning will be crucial in ensuring that students meet IA deadlines. **Late work will not be accepted**, and failure to submit any internal assessment component will result in automatic failure of the IB Diploma. To that end, it is very important that IB DP students ensure that they:

- Manage their time effectively
- Keep up-to-date with all assignments
- Always respect coursework deadlines; and
- Ask the IB DP Coordinator or subject teachers for clarifications

To help students manage their time, coursework deadlines have been staggered throughout the two years. At the beginning of 11<sup>th</sup> grade, a deadline schedule will be distributed to all students. All internal assessment work must be submitted by the published deadlines.

### **Internal Examination and Reports**

There will be two major internal examination sessions for IB DP students:

1. Grade 11 and 12 exams at the end of semester 1 and 2 ; and
2. Grade 12 mock examinations in the late part of semester 2.

Reports will be issued at the conclusion of each semester with student's attainment and effort grades (including TOK, and CAS) according to the school's standard reporting system of A to F. These grades may be interpreted as follows:	Please note, however, that IB work is often marked according to the following 7 –point scale:
A = Excellent	7 = Excellent
A- = Very Good	6 = Very good
B = Good	5 = Good
C = Satisfactory	4 = Satisfactory
D = Mediocre	3 = Mediocre
D- = Poor	2 = Poor
F = Failing	1 = Very poor

Additionally, marks on TOK or EE assignments may also be reported to students on an A to E letter scale. These grades should be interpreted as follows:

A = Excellent

B = Good

C = Satisfactory

D = Mediocre

E = Elementary

Internal examinations are an important indicator of a student's progress and it is important that all students take these exams seriously. Each student will be expected to maintain an effort grade of **satisfactory** or above in all courses.

All students in the IB Diploma Programme at MKS will be closely monitored for academic progress and high effort levels. At the end of each semester, the IB DP Coordinator will discuss each student of concern with the High School Principal to decide on an appropriate course of action. A student track performance is monitored by the IB DPC and any student under risk will be notified to the parents and a meeting will be held by the DPC which will be documented using the school's Academic Risk notification Form.

In considering each case, the student may be required to:

- Go on probation for poor effort levels;
- Change his or her track from IB Diploma to MKS American Diploma; or
- Do not allow to sit for May examination session if the student does not meet with the subject requirements.

Any student who feels that he or she is struggling in the IB DP should speak with the IB DP Coordinator.

## **Further Information**

### **MKS Diploma Requirements**

MKS is accredited by the Middle States Association of Colleges and Schools in the United States of America for the award of a high school diploma as a qualification for entry into university. To qualify for a high school diploma, students must achieve 24 credits in grades 9-12. A credit is defined successful completion of one year's study of a subject. Credits are awarded on the basis of passing grades, each successful completion of a full year's study in a subject equaling one credit.

Students will automatically qualify for the High School Diploma successful completion of the Programmes of study in grades 9-12. Students leaving MKS before completion of the high school Diploma will transfer their credits with them.

### **Attendance**

In order to graduate from high school and receive the MKS Diploma, students must maintain a positive attendance record. All attendance guidelines set by the Ministry of Education, Kingdom of Bahrain are in effect. According to Bahrain Ministry of Education policies, any student in High school who accumulates more than 5 (FIVE) unexcused absence in an academic semester will be disqualified from taking the semester exam. More information related attendance can be seen in MKS Attendance Policy document.

### **Exam Registration and Fees**

Students register for their IB examinations at the beginning of 11<sup>th</sup> grade and will finalize the registration by November of grade 12. Application for the finalizing of the exam session in May will take place in October of the second scholastic year from the Diploma Programme coordinator's Office.

The school must receive payment for registration in the IB May session examinations by the end of November of the second scholastic year to meet the first IB registration deadline. The IB will add penalty charges to the final cost of registration for students who do not meet this initial deadline, and charges which will be passed on to the student.

As an illustration only, the fees for a diploma candidate in May 2016 were 595 Euros. For May 2017, there may be some increase in charges levied by the IB and / or the school's administrative charge.

A student who does not wish to complete the IB Diploma may enter for examinations as a course candidate. For each subject entered, a result will be awarded and may provide the student with university credit (students should check individual college or university requirements for specific

details). The registration fee for course candidates will vary depending on the number of course taken.

## **Contact Details**

Please feel free to contact the following individuals for information about:

The IB Diploma Programme: IB Diploma Programme Coordinator

University applications and Transcripts: College Counselor

Applying to the school: The Registration department, MKS

The MKS High School: Front office administrator/ HS Secretary of MKS HS main administration

Telephone: 00973-17727838

The International Baccalaureate Organization website: [www.ibo.org](http://www.ibo.org)