

International  
Baccalaureate  
Diploma  
Programme  
Guide





*“The International Baccalaureate aims to do more than other curricula by developing inquiring, knowledgeable and caring young people who are motivated to succeed.”*



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# 1. Message from the Executive Principal

*Dear Parents and Students,*

As you move from IGCSE to your last two years of school, it is important to make the right subject decisions so that you can match your studies to your future aspirations. To assist you in this process, we are pleased to offer our International Baccalaureate (IB) Diploma Programme Guide. We have prepared this booklet to try to answer some of the questions you might have about what happens next in your educational journey to Higher Education and the world of work. If there is anything about which you are unsure, at any point in the process, please ask and we will do our best to clarify your questions for you.

At Compass International School Doha, we are pleased to offer a comprehensive IB Diploma Programme (Years 12 and 13). This stage of your school career sets a path for your future success and directs you towards your career. The options set out in this guide explain the subjects offered and the difference between studying the full IB Diploma Programme or choosing the IB Diploma Course. By selecting the IB Diploma Programme, you will be expected to study the core subjects of Theory of Knowledge, complete the Extended Essay, and undertake a range of pursuits as part of the Creativity, Activity and Service component. In the IB Diploma Programme, you will select six of subjects taken from each group as set out in the guide; three at Higher Level and three at Standard Level. Those who opt to follow the IB Diploma Course can select to do fewer of the optional subjects and may complete the 'Core' elements as they wish.



Students will be mentored as they take on greater responsibility for their own learning before they move on to university. Study over these two years will lead to important examinations at the end of the course. These are external examinations, set and marked by examiners employed by the IB Organisation. They are recognised international qualifications that will help students access university in most countries and help them on the way to a successful career in the future. Whether your destination is the USA, UK or another country, the IB Diploma is the gateway to your success.

This guide, the Information Evening and the one-to-one support sessions are designed to help every student make the right choice. We hope that you find this guide to be a useful starting point for choosing wisely.

Kind Regards,

*Dr Terry Creissen* OBE MBA MA FCIM FRSA  
Executive Principal  
Compass International School Doha



## 2. Message from the Head of Secondary

*Dear Parents and Students,*

We are pleased to introduce our International Baccalaureate (IB) Diploma and Course Programme here at Compass International School Doha, Madinat Khalifa. We believe that the IB Diploma is the gold standard of Pre-University and pre-employment exams. The breadth and depth of the subjects that you are required to study make it recognised worldwide as the best and most rigorous preparation for life beyond school.

As mentioned, the demands of the IB are considerable, therefore a sound grounding in IGCSE examinations or equivalent is necessary. At Compass International School, we would expect all our diploma candidates to have achieved a minimum of 5 A\* to C passes at IGCSE level. We view this as a minimum pre-requisite for gaining access to the diploma programme.

For the student who may find this a challenge, we do offer an alternative pathway called the IB Courses. This allows students to engage in a reduced programme of study which is bespoke to their academic strengths and requirements. This is a very specific, individualised course which needs prior discussion with our IB Coordinator before commencing.

There is a lot to think about as you make your first steps to joining our IB programme. The IB has been designed to make you an all-round learner and you will become aware of the IB Learner Profile. Start living this model from the beginning. Be an inquirer, thinker, open minded, balanced and reflective student who asks



the questions the need to be answered (communicator). If you start like this, the risk taker, the caring and knowledgeable IB student will flourish.

Regardless of whether you follow the IB Diploma Programme or IB Courses Programme, the step beyond IB should be considered along with university entry requirements or the desired subject knowledge to gain employment in a specific career or industry.

We believe that all students should have ambitious aspirations for their bright futures. Success at Compass International School Doha is nurtured and achieved through providing the right combination and balance of opportunity, time, support motivation and respect. I wish our new Year 12 students the very best of luck as studying the IB programme will open up a world of challenging experiences and provide you with the essential skills you require to be a life-long learner.

Kind Regards,

*Paul McConnell*

Head of Secondary

Compass International School Doha

## 3. International Baccalaureate Programme

### Introduction

Compass International School Doha is an authorised International Baccalaureate Organisation (IBO) World School. The International Baccalaureate Diploma Programme (IBDP) is a two-year course that allows students to reach the standards set by national education systems worldwide.

The IBDP is internationally recognised as the best pre-university course offered anywhere in the world. No other qualification is recognised by so many institutions in different countries, and no other programme will prepare you better for a college or university education and the world of work.

This guide is designed to make you aware of the different sections of the IB Diploma Programme, the option of IB Courses programme and the choices you have as you decide which courses you would like to take.

We are able to offer you a wide selection of subject choices, which will allow you to progress to the next stage of your education and future career.

Our Heads of Department and teachers are each responsible for their respective curriculum areas, and for setting up the structure and conditions to allow you to succeed. One of the most important aspects that you will learn from being an IB student is time management and the need to apply yourself across the subjects you have chosen to study. This is an exciting opportunity for you and one we hope you will embrace enthusiastically and with real commitment.

### Entry Requirements

At age 16 and above (Years 12 and 13), students can apply for a place within the IBDP. Acceptance onto the programme is dependent on students' previous academic attainment. Most students will have at least five IGCSEs with Grades A\* - C (or equivalent) to be invited to apply for a place. Along with this academic attainment, we encourage students to apply who can offer other skills, experiences and attributes that will enhance the school-wide community. Students are required (upon application) to sit for the CAT 4 and ALIS cognitive ability tests to ascertain further evidence of ability and suitability for the programme. A final interview with the IBDP Coordinator will be required before an offer will be made to gain entry into the programme.

### Studying the Full IB Diploma vs IB Diploma Course

There are two options open to students who are completing their Year 12 and 13 studies here at Compass International School Doha. Those students who are aspiring to apply to a University Undergraduate Degree Programme will be registered for the full IB Diploma at the start of Year 12 provided that all academic requirements have been fulfilled. This means that the students will be entered for the six optional subjects chosen, plus the three 'Core' elements of Creativity, Activity, Service (CAS), Extended Essay (EE) and Theory of Knowledge (TOK) sections. These students will need to obtain a minimum of 24 points (out of a possible 45) with no failing conditions.

Those students who do not wish to study the full IB Diploma can opt to be registered as an IB Courses student. This means that they will be entered for any combination of optional subjects and 'Core' elements of their choice; there is no set combination of subjects that must be chosen, rather the student decides what elements of the full IB Diploma they wish to follow to best suit their academic needs and career aspirations.

Throughout Year 12, all students follow a full timetable of their six optional subjects plus TOK lessons. Students also begin their EE journey and continue to meet the seven CAS objectives throughout a range of internal and external school activities. By November of Year 13, students will then be registered as either an IB Diploma student or IB Course student, dependent upon academic attainment up until that point. The final decision will be taken in consultation with students, parents and the school to ensure that the best outcome is reached for the student.

## 4. Learner Profile\*

### IB learners strive to be:

#### *Inquirers*

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

#### *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 analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

#### *Communicators*

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### *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 a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



#### *Courageous*

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 the 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.

\* International Baccalaureate Organisation 2006



## 5. IB Diploma Programme - International Mindedness

“The IB develops the future leaders the workplace needs - people who know how to collaborate and who know the value of teamwork, people with analytical ability, versatility and international understanding.”

The Independent, 2013





## 6.1. Subjects Offered

The IB Diploma Programme offers a wide variety of subject choices within the curriculum model. However, the subjects offered by schools are based on a variety of factors including students' previous learning experiences, cultural implications, the expertise and experience of the teaching faculty and the philosophy of the school.

*IB Subjects offered at Madinat Khalifa are:*

### ▶ **Group 1**

#### **Studies in English Language and Literature**

\*\* Language A: English Language and Literature (HL/SL)

### ▶ **Group 2**

#### **Language Acquisition**

French B or Spanish B (HL/SL) or Spanish ab initio (SL) or \* **Online:** French ab initio (SL) or Mandarin ab initio (SL)

### ▶ **Group 3**

#### **Individuals and Societies**

Business Management (HL/SL) or Geography (HL/SL) or History (HL/SL)

\* **Online:** Business Management or Economics (HL/SL); Information Technology in a Global Society (HL/SL) or Philosophy (SL) or Psychology (HL/SL)

### ▶ **Group 4**

#### **Sciences**

Biology (HL/SL) or Chemistry (HL/SL) or Physics (HL/SL) or Sports Exercise and Health Science (SL)

### ▶ **Group 5**

#### **Mathematics**

Mathematics (HL/SL) or Mathematical Studies (SL)

### ▶ **Group 6**

#### **The Arts**

Visual Arts (HL/SL) or a subject chosen from Groups 1 to 5

\* **Online:** Film (SL)

\* Online courses are taken with Pamoja Education at an additional cost: 2017/18 - \$1292 USD; 2018/19 - \$1356 USD.  
Website: <http://www.pamojaeducation.com/online-courses>

\*\* School Supported Self Taught (SSST) is at an additional cost. Parents must organise and pay for own tutor. If a student opts to choose SSST (which is a SL Literature Course) they do not choose a subject from Block 2.





## 6.2. Subject Blocks and Making the Right Subject Choices

There are certain subjects 'blocked together' to enable the school timetable to be created. Therefore certain subjects cannot be chosen together. For the 2017 - 2019 IB Diploma cohort, the following subjects will be grouped together, with students choosing one subject from each of the following blocks:

### ▶ BLOCK 1

- English (HL/SL)

### ▶ BLOCK 2

- French (HL/SL) or
- Spanish (HL/SL) or
- Spanish ab initio (SL)

### ▶ BLOCK 3

- Geography (HL/SL) or
- Business Management (HL/SL)

### ▶ BLOCK 4

- Biology (HL/SL) or
- Physics (HL/SL) or
- Sports Exercise and Health Science (SEHS) (SL)

### ▶ BLOCK 5

- Maths (HL/SL) or
- Maths Studies (SL)

### ▶ BLOCK 6

- Chemistry (HL/SL) or
- History (HL/SL) or
- Art (HL/SL)



A student's IB Diploma Programme journey begins at the end. This means that students must think about their 'next steps' after completing the programme to ensure they have chosen the most appropriate/relevant combination of subjects at the beginning of their IBDP journey. This is a vitally important part of the process involving discussions with many people including students, parents, teachers, IB Coordinator and the school's University Guidance Councillor (UGC).

At CISD, we have a wide range of students who are pursuing a multitude of career pathways. Below are some examples of potential future career aspirations and subject combinations:

### ▶ SPORTS PSYCHOLOGIST

- Group 1: Eng Lang/Lit (HL)
- Group 2: French (SL)
- Group 3: Geography (HL)
- Group 4: SEHS (SL)
- Group 5: Maths Studies (SL)
- Group 6: Psychology (HL)

### ▶ MEDICAL DOCTOR

- Group 1: Eng Lang/Lit (HL)
- Group 2: Spanish ab initio (SL)
- Group 3: Geography (SL)
- Group 4: Biology (HL)
- Group 5: Maths (SL)
- Group 6: Chemistry (HL)

### ▶ PALEONTOLOGIST

- Group 1: Eng Lang/Lit (HL)
- Group 2: Spanish ab initio (SL)
- Group 3: Geography (HL)
- Group 4: Biology (SL)
- Group 5: Maths Studies (SL)
- Group 6: ITGS (HL) Online

# 7. Assessment and Expectations

## Assessment Requirements

Both external and internal assessments are used in the IB Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB. Students take written examinations at the end of the programme, which are marked externally by IBDP examiners.

### *Key features of the IB Diploma Programme:*

- The grades awarded for each course range from 1 (lowest) to 7 (highest).
- If a student attains a Grade 7 in each of their six subjects this will give them a total of 42 points.
- There are 3 extra bonus points to be gained from the combined scores of the Extended Essay and Theory of Knowledge.
- The highest total that an IB Diploma Programme student can be awarded is 45 points.

### *Key requirements of the IB Diploma Programme:*

In order to pass the IB Diploma, a student must ensure that:

- They have gained a minimum of 24 points out of a possible total of 45 with no failing conditions.
- They have met all the CAS requirements.
- They have attained a minimum of a Grade D in both the Extended Essay and Theory of Knowledge course.
- They have not attained a Grade N for either the Extended Essay, Theory of Knowledge or a contributing subject ('N' denotes 'no grade given').
- They have not attained a Grade 1 in a subject/level.
- They have not attained a Grade 2, three or more times (HL or SL).

- They have not attained a Grade 3 or below four or more times (HL or SL).
- They attain a minimum of 12 points on HL subjects.
- They attain a minimum of 9 points on SL subjects.

## Expectations of an IB Diploma Student

Throughout their time in Year 12 and 13, we expect students to abide by the expectations set out in our IB Diploma Student Agreement. This states that:

- Students are proactive, seeking help from their teachers after school and/or during break if they do not understand work from a particular topic/unit.
- Students achieve a minimum attainment level of an IB Grade 4 out of 7 for their individual IB subjects that will be closely monitored throughout their time at school.
- Students exhibit an industrious work ethic completing all assignments on time.
- Students pay attention in class, participate in class discussions and ensure they keep well-organised and structured class/revision notes.
- Students abide by all school rules (including formal dress code) and conduct themselves in a manner befitting a senior student within the school community.
- Students achieve a minimum attendance record of 90%.
- Students abide by the Academic Code of Conduct issued by CISD and the IBO.

We encourage students to apply for a place within our IB Diploma Programme who are able to work independently, who exhibit great organisational and time-management techniques and who show respect for themselves and their peers. We have created a culture of internationally-minded and passionate learners and we hope that students will have the personal attributes, mind-set and determination to join the IB Diploma community here at CISD.

## 8. Syllabus - Core Subjects

### Creativity, Activity, Service

The Creativity, Activity, Service (CAS) section sits at the core of the IB Programme along with the Theory of Knowledge (TOK) and Extended Essay (EE). Successful completion of CAS is a requirement for the award of the IB Diploma.

Students need to keep a portfolio of evidence to demonstrate their achievement of the seven learning outcomes, which are:

**Learning Outcome 1:** Identify own strengths and develop areas for growth.

**Learning Outcome 2:** Demonstrate that challenges have been undertaken, developing new skills in the process.

**Learning Outcome 3:** Demonstrate how to initiate and plan a CAS experience.

**Learning Outcome 4:** Show commitment to and perseverance in CAS experiences.

**Learning Outcome 5:** Demonstrate the skills and recognise the benefits of working collaboratively.

**Learning Outcome 6:** Demonstrate engagement with issues of global significance.

**Learning Outcome 7:** Recognise and consider the ethics of choices and actions.

Students take part in a variety of CAS experiences and projects.

Reflection is central to the CAS experience. This develops students' learning and growth by allowing them to explore ideas, skills, strengths, limitations and areas for further development.





## 8. Syllabus - Core Subjects (cont.)

### Extended Essay

One of the most interesting and challenging things students will do is to undertake independent research into a topic of special interest and write an Extended Essay of up to a maximum of 4,000 words.

In order to earn the full award of the IB Diploma, all candidates must submit an Extended Essay on a topic of their choice in one of the subjects of the IBDP curriculum attaining a minimum of a Grade D. The Extended Essay provides the student with the opportunity to engage in independent research, with emphasis placed on the development of the skills of organising and expressing ideas logically and coherently. This Extended Essay is completed in the first term of the second year of the IB Diploma Programme. Students are supervised by a teacher qualified to teach in the subject of their essay, or someone who is suitably familiar with the subject area to provide supervision and advice over the course of the research and writing process.

#### *Aims of the Extended Essay*

To provide students with the opportunity to:

- Pursue independent research on a focused topic.
- Develop research and communication skills.
- Develop the skills of creative and critical thinking.
- Engage in a systematic process of research appropriate to the subject.
- Experience the excitement of intellectual discovery.

#### *Assessment*

Extended Essays are marked internally by the supervisor and are then officially graded and moderated externally by examiners from all over the world appointed by the IBO. The Extended Essay is not returned to the student and, on submission, becomes the intellectual property of the IBO unless the student fills in a form requesting that copyright be retained.

Below follows a brief outline of the general assessment criteria as used by all IB examiners. **Students are expected to:**

- Plan and pursue a research project with intellectual initiative and insight.
- Formulate a precise research question.
- Gather and interpret material from sources appropriate to the research question.
- Structure a reasoned argument in response to the research question on the basis of the material gathered.
- Present the Extended Essay in a format appropriate to the subject, acknowledging sources using appropriate procedures, e.g. Harvard referencing.
- Use the terminology and language appropriate to the subject with skill and understanding.
- Apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research.



## 8. Syllabus - Core Subjects (cont.)

### Theory of Knowledge

The Theory of Knowledge (TOK) course will develop students' critical thinking skills and enhance their powers of reasoning. These skills will allow them to carry out more effective research, be more demanding and rigorous in their studies and be more intellectually independent.

TOK plays a special role in the IB Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasise connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them.

The raw material of TOK is knowledge itself. Students think about how knowledge is arrived at in the various disciplines, what the disciplines have in common and the differences between them. The fundamental question of TOK is "how do we know that?" The answer might depend on the discipline and the purpose to which the knowledge is put. TOK explores methods of inquiry and tries to establish what it is about these methods that makes them effective as knowledge tools. In this sense, TOK is concerned with knowing about knowing.

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.

#### **Specifically, the aims of the TOK course are for students to:**

- Make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world.
- 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*

#### **It is expected that by the end of the TOK course, students will be able to:**

- Identify and analyse the various kinds of justifications used to support knowledge claims.
- Formulate, evaluate and attempt to answer knowledge questions.
- Examine how academic disciplines/areas of knowledge generate and shape knowledge.
- Understand the roles played by ways of knowing in the construction of shared and personal knowledge.
- Explore links between knowledge claims, knowledge questions, ways of knowing and areas of knowledge.
- Demonstrate an awareness and understanding of different perspectives and be able to relate these to one's own perspective.
- Explore a real-life/contemporary situation from a TOK perspective in the presentation.

# 9. Group 1: Studies in English Language and Literature

## Language A and Literature (HL/SL)

### Syllabus Outline

#### Part 1: Language in a Cultural Context

- Texts are chosen from a variety of sources, genres and media.

#### Part 2: Language and Mass Communication

- Texts are chosen from a variety of sources, genres and media.

#### Part 3 (SL): Literature Texts and Contexts

- Two texts, one of which is a text in translation from the Prescribed Literature in Translation (PLT) list and one, written in the language A studied, from the Prescribed List of Authors (PLA) for the language A studied, or chosen freely.

#### Part 3 (HL): Literature Texts and Contexts

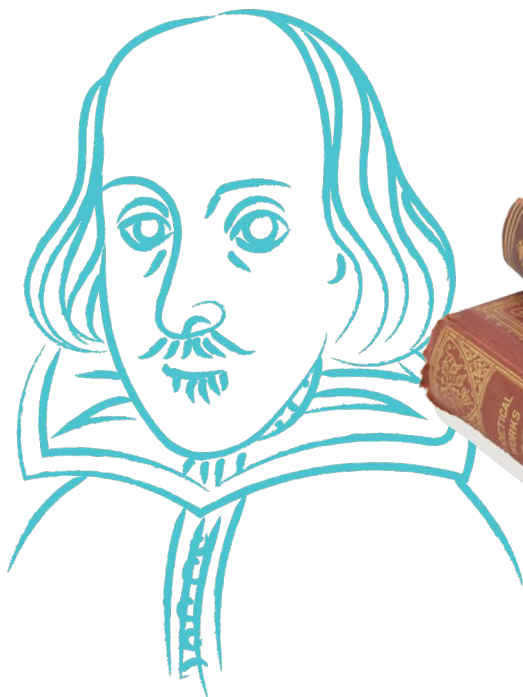
- Three texts, one of which is a text in translation chosen from the Prescribed Literature in Translation (PLT) list and one from the Prescribed List of Authors (PLA) for the language A studied. The other may be chosen freely.

#### Part 4 (SL): Literature Critical Study

- Two texts, both of which are chosen from the Prescribed List of Authors (PLA) for the language A studied.

#### Part 4 (HL): Literature Critical Study

- Three texts, all of which are chosen from the Prescribed List of Authors (PLA) for the language A studied.





## 9. Group 1: Studies in English Language and Literature (cont.)

### Assessment (SL)

#### External assessment - 70%

- **Paper 1 (25%):** Textual analysis. The paper consists of two unseen texts. Students write an analysis of one of these texts. (1 hour 30 minutes)
- **Paper 2 (25%):** Essay. In response to one of six questions students write an essay based on both the literary texts studied in Part 3. The questions are the same at HL but the assessment criteria are different. (1 hour 30 minutes)
- **Written Task (20%):** Students produce at least three written tasks based on material studied in the course. Students submit one written task for external assessment. This task must be 800–1,000 words in length plus a rationale of 200–300 words.

#### Internal assessment - 30%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

- **Individual oral commentary (15%):** Students comment on an extract from a literary text studied in Part 4 of the course. Students are given two guiding questions.
- **Further oral activity (15%):** Students complete at least two further oral activities, one based on Part 1 and one based on Part 2 of the course. The mark of one further oral activity is submitted for final assessment.

### Assessment (HL)

#### External assessment - 70%

- **Paper 1 (25%):** Comparative Textual Analysis. The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts. (2 hours)
- **Paper 2 (25%):** Essay. In response to one of six questions students write an essay based on at least two of the literary texts studied in Part 3. The questions are the same at SL but the assessment criteria are different. (2 hours)
- **Written tasks (20%):** Students produce at least four written tasks based on material studied in the course. Students submit two of these tasks for external assessment. One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study. Each task must be 800–1,000 words in length plus a rationale of 200–300 words.

#### Internal assessment - 30%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

- **Individual oral commentary (15%):** Students comment on an extract from a literary text studied in Part 4 of the course. Students are given two guiding questions.
- **Further oral activity (15%):** Students complete at least two further oral activities, one based on Part 1 and one based on Part 2 of the course. The mark of one further oral activity is submitted for final assessment.

## 10. Group 2: Language Acquisition

### French B or Spanish B (HL/SL) or Spanish ab initio (SL)

#### *Syllabus Outline*

There are three areas of study these are: language, texts and themes, which provide the basis of the two-year language ab initio course. These three fundamental areas are interconnected and should be studied concurrently. Interactive, productive and receptive skills are developed through study in these three areas and are of equal importance.

The language ab initio syllabus is defined in two documents: the Language ab initio guide and the language-specific syllabus.

The language-specific syllabus is a document containing both the prescribed grammar and lexicon necessary in order for students to meet the assessment objectives of the language ab initio course. Each language ab initio course has its own language-specific syllabus. The three common elements in each language-specific syllabus are:

- Vocabulary lists under topic headings.
- A list of prescribed grammar.
- A list of the instructions for the written examination papers.

### Language French or Spanish - B (HL/SL)

#### *Syllabus Outline*

Language B HL and SL are language acquisition courses developed for students with some background in the target language; while learning an additional language, students will explore the culture/s connected to it. Therefore, the purposes of these courses are language acquisition and inter-cultural awareness.

**Core (HL/SL):** Is divided into three parts and is a required area of study:

- Social relationships
- Communication and media
- Global issues

**Options (HL only):** Comprises five options of which two works of literature are read.

- Health
- Customs and traditions
- Leisure
- Cultural diversity
- Science and technology

#### **Topic selection**

The course comprises five topics, three from the Core and two chosen from the five Options. At least two aspects will be covered in the course from each of these five topics. Additionally, two works of literature will be read at Higher Level.

The Core and the Options at both levels, as well as Literature at HL *must* be studied within the context of the culture/s of study. The order in which the components of both the Core and the Options are presented is *not* an indication of the sequence in which they will be taught.



## 10. Group 2: Language Acquisition (cont.)

### Assessment (SL)

#### External assessment - 70%

- **Paper 1 (25%):** Receptive skills. Text-handling exercises on four written texts from the Core. (1 hour 30 minutes)
- **Paper 2 (25%):** Written productive skills. One writing exercise from a choice of five, based on the Options. (1 hour 30 minutes)
- **Written assignment (20%):** Receptive and written productive skills. Inter-textual reading of three sources followed by a written exercise of 300-400 words and a 100-word rationale, based on the Core.

#### Internal assessment - 30%

This component is internally assessed by the teacher and externally moderated by the IB towards the end of the course.

- **Individual oral (20%):** Based on the Options. 15 minute preparation time and a 10 minute presentation and discussion with the teacher.
- **Interactive oral activities (10%):** Based on the Core. Three classroom activities are assessed by the teacher; the moderation factor of the Individual oral is applied to the mark submitted by the teacher for assessment.

### Assessment (HL)

#### External assessment - 70%

- **Paper 1 (25%):** Receptive skills. Text-handling exercises on five written texts from the Core. (1 hour 30 minutes)
- **Paper 2 (25%):** Written productive skills. Two compulsory writing exercises. (1 hour 30 minutes)
  - **Section A:** One task of 250-400 words, based on the Options, to be selected from a choice of five.
  - **Section B:** 150-200 word personal response to a stimulus text (e.g. statement or article), based on the Core.
- **Written assignment (20%):** Receptive and written productive skills. Creative writing of 500-600 words, with a 100-word rationale, based on one of the literary texts studied.

#### Internal assessment - 30%

##### • Oral Interactive skills

This component is internally assessed by the teacher and externally moderated by the IB towards the end of the course.

- **Individual oral (20%):** Based on the Options. A 15 minute preparation time is given and a 10 minute presentation and discussion with the teacher.
- **Interactive oral activities (10%):** Based on the Core. Three classroom activities are assessed by the teacher; the moderation factor of the Individual oral is applied to the mark submitted by the teacher for assessment.



## 10. Group 2: Language Acquisition (cont.)

### Spanish ab initio (SL)

#### *Syllabus Outline*

Language acquisition will be achieved through the development of receptive, productive and interactive skills and competencies. Elements of language include vocabulary, grammatical structures, register, pronunciation and intonation.

**Receptive skills:** the ability to comprehend straightforward written and spoken language. Receptive skills entail not only understanding the message but also its cultural and contextual connotations.

**Productive skills:** the ability to write and speak the target language effectively. Productive skills entail producing and delivering a message or text that is not only coherent but also appropriate to context and purpose.

**Interactive skills:** the ability to understand and respond effectively to written and spoken language. Interactive skills entail not only conveying messages and responding to written and spoken language but also demonstrating an awareness of social context.

#### **Themes**

The three themes (individual and society, leisure and work, urban and rural environment) are made up of a series of 20 topics. These serve as the foundation for the acquisition of the language and the study of different text types (listed in “External assessment details”). Through the study of the three interrelated themes, students will develop the skills necessary to fulfil the assessment objectives of the language ab initio course.

It is important to note that the order of the content is not an indication of how the themes and topics should be taught. They are interrelated and teachers are encouraged to adopt an integrated and cyclical approach to teaching. The topic of shopping, for example, may be treated under any of the three themes and could be revisited at several stages of the two-year course.

The course is available at SL only.

#### *Assessment (ab initio)*

##### **External assessment - 75%**

- **Paper 1:** Receptive Skills. Understanding of four written texts and text handling exercises. (1 hour 30 minutes)
- **Paper 2:** Productive skills. Two compulsory writing exercises. (1 hour)
  - **Section A:** One question to be answered from a choice of two.
  - **Section B:** One question to be answered from a choice of three.
- **Written assignment:** Receptive and productive skills. A 250-350 word piece of writing in the target language is carried out in class under teacher supervision.

##### **Internal assessment - 25%**

###### • **Interactive skills**

Three part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course (Individual oral 10 minutes).

- **Part 1:** Presentation of a visual stimulus (from a choice of two) by the student.
- **Part 2:** Follow up questions on the visual stimulus.
- **Part 3:** General conversation including at least two questions on the written assignment.

## 10. Group 2: Language Acquisition (cont.)

### Texts

During the course, students must be taught to understand and produce a variety of texts. In the context of the language ab initio course, a text can be spoken, written or visual. For the purposes of language ab initio, a visual text is one that contains an image, a series of images, or is a film.



*“Every student receives the highest priority to ensure excellence in education.”*



# 11. Group 3: Individuals and Societies

## Business Management (HL/SL)

### Syllabus Outline

#### Unit 1: Business organisation and environment

- Introduction to business management
- Types of organisations
- Organisational objectives
- Stakeholders
- External environment
- Growth and evolution
- Organisational planning tools (HL only)

#### Unit 2: Human resource management

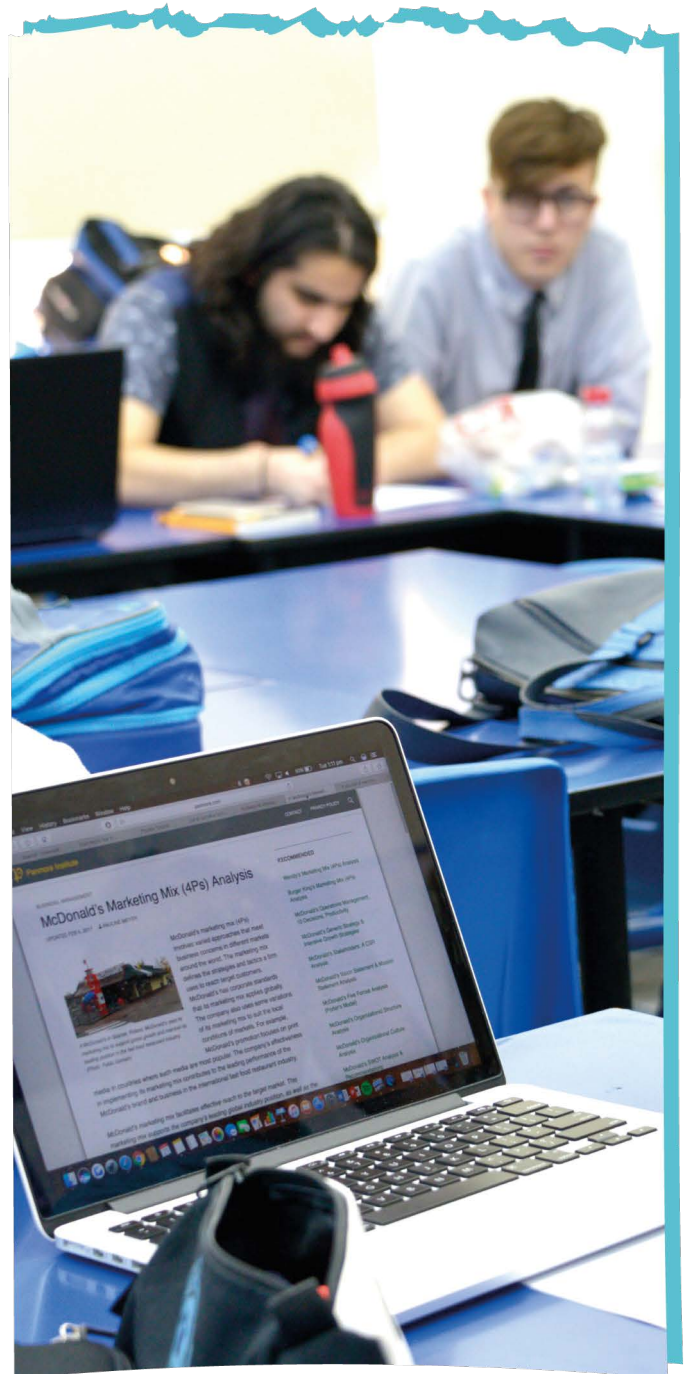
- Functions and evolution of human resource management
- Organisational structure
- Leadership and management
- Motivation
- Organisational (corporate) culture (HL only)
- Industrial/employee relations (HL only)

#### Unit 3: Finance and accounts

- Sources of finance
- Costs and revenues
- Break-even analysis
- Final accounts (some HL only)
- Profitability and liquidity ratio analysis
- Efficiency ratio analysis (HL only)
- Cash flow
- Investment appraisal (some HL only)
- Budgets (HL only)

#### Unit 4: Marketing

- The role of marketing
- Marketing planning (including introduction to the four Ps)
- Sales forecasting (HL only)
- Market research
- The four Ps (product, price, promotion, place)
- The extended marketing mix of seven Ps (HL only)
- International marketing (HL only)
- E-commerce



#### Unit 5: Operations management

- The role of operations management
- Production methods
- Lean production and quality management (HL only)
- Location
- Production planning (HL only)
- Research and development (HL only)
- Crisis management and contingency planning (HL only)



## 11. Group 3: Individuals and Societies (cont.)

### Assessment (SL)

#### External assessment - 75%

- **Paper 1 (35%):** Syllabus content consisting of units 1-5. (1 hour and 15 minutes)

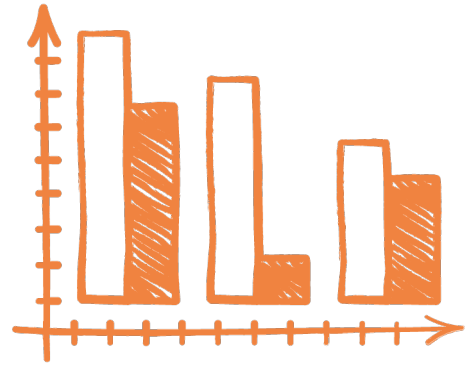
Based on a case study issued in advance, with additional unseen material included in section B.

- **Section A:** Students answer three of four structured questions.
- **Section B:** Students answer one compulsory structured question.
- **Paper 2 (40%):** Syllabus content consists of units 1-5. (1 hour and 45 minutes)
  - **Section A:** Students answer one of two structured questions based on stimulus material with a quantitative focus.
  - **Section B:** Students answer one of three structured questions based on stimulus material.
  - **Section C:** Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course.

#### Internal assessment - 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

- **Written commentary:** Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organisation. Maximum 1,500 words.



### Assessment (HL)

#### External assessment - 75%

**Paper 1 (35%):** Syllabus content consists of units 1-5 HL extension topics. (2 hours and 15 minutes)

Based on a case study issued in advance, with additional unseen material included in sections B and C. Assessment objectives 1, 2, 3 and 4.

- **Section A:** Syllabus content: Students answer three of four structured questions.
- **Section B:** Syllabus content: Students answer one compulsory structured question.
- **Section C:** Students answer one compulsory extended response question primarily based on HL extension topics.

**Paper 2 (40%):** Syllabus content consists of units 1-5 including HL extension topics. (2 hours and 15 minutes)

- **Section A:** Students answer one of two structured question based on stimulus material with a quantitative focus.
- **Section B:** Students answer two of three structured questions based on stimulus material.
- **Section C:** Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course.

#### Internal assessment - 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

- **Research Project:** Students research and report on an issue facing an organisation or a decision to be made by an organisation (or several organisations). Maximum 2,000 words.

# 11. Group 3: Individuals and Societies (cont.)

## Geography (HL/SL)

### Syllabus Outline

#### Part 1: Core theme - patterns and change (SL/HL)

There are four compulsory topics in this core theme.

- Populations in transition
- Disparities in wealth and development
- Patterns in environmental quality and sustainability
- Patterns in resource consumption

#### Part 2: Optional themes (SL/HL)

There are seven optional themes; each requires 30 teaching hours.

Two optional themes are required at SL. Three optional themes are required at HL.

- Freshwater - issues and conflicts
- Oceans and their coastal margins
- Extreme environments
- Hazards and disasters - risk assessment and response
- Leisure, sport and tourism
- The geography of food and health
- Urban environments

#### Part 3: HL extension - global interactions (HL only)

There are seven compulsory topics in the HL extension.

- Measuring global interactions
- Changing space - the shrinking world
- Economic interactions and flows
- Environmental change
- Sociocultural exchanges
- Political outcomes
- Global interactions at the local level.

#### Fieldwork (SL/HL)

Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation.



## 11. Group 3: Individuals and Societies (cont.)



### Assessment (SL)

#### External assessment - 75%

**Paper 1 (40%):** Syllabus content: Core theme, assessment objectives 1-4. (1 hour 30 minutes)

- **Section A:** Students answer all short-answer questions. Some include data.
- **Section B:** Students answer one extended response question.

*Section A and section B are common to both SL and HL assessment.*

**Paper 2 (35%):** Syllabus content: Two optional themes. Assessment objectives 1-4. (1 hour 20 minutes)

Students answer two structured questions based on stimulus material, each selected from a different optional theme. For each theme there is a choice of two questions. Some stimulus material is included in the resources booklet.

*This paper is common to both SL and HL assessment.*

#### Internal assessment - 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (20 hours)

**Syllabus Content:** Any topic from the syllabus. Assessment objectives 1-4. Written report based on fieldwork. Maximum 2,500 words.

### Assessment (HL)

#### External assessment - 80%

**Paper 1 (25%):** Syllabus content: Core theme. Assessment objectives 1-4. (1 hour 30 minutes)

- **Section A:** Students answer all short-answer questions. Some include data.
- **Section B:** Students answer one extended response question.

*Section A and section B are common to both SL and HL assessment.*

**Paper 2 (35%):** Syllabus content: Three optional themes. Assessment objectives 1-4. (2 hours)

Students answer three structured questions based on stimulus material, each selected from a different theme. For each theme there is a choice of two questions. Some stimulus material is included in the resources booklet. This paper is common to both SL and HL assessment.

**Paper 3 (20%):** Syllabus content: Higher level extension. Assessment objectives 1-4. Students answer one of three essay questions. (1 hour)

#### Internal assessment - 20%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (20 hours)

**Syllabus Content:** Any topic from the syllabus. Assessment objectives 1-4. Written report based on fieldwork. Maximum 2,500 words.



# ☀ IB Learner Profile ☀

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

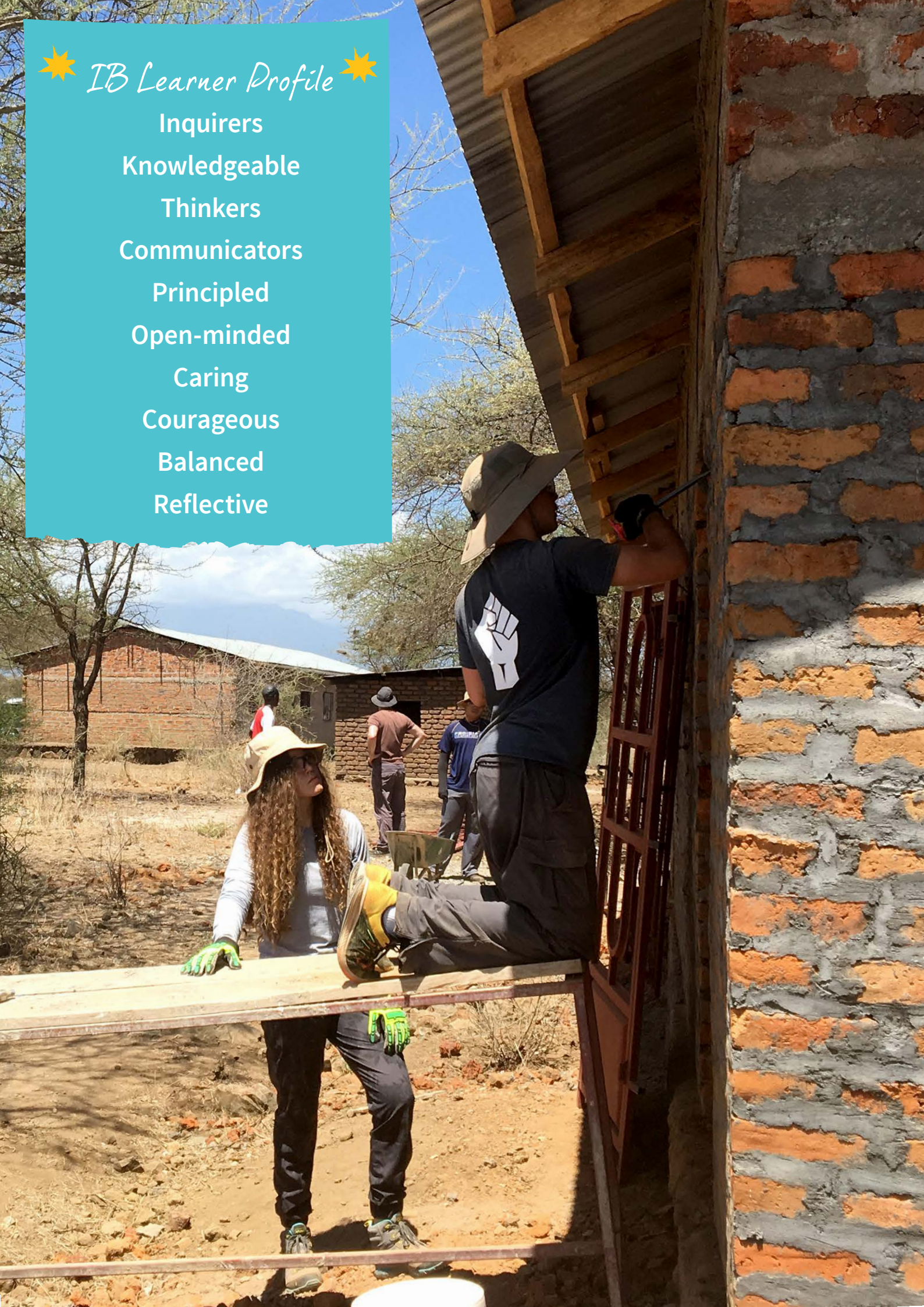
Open-minded

Caring

Courageous

Balanced

Reflective





# 11. Group 3: Individuals and Societies (cont.)

## History (HL/SL)

### *Syllabus Outline*

The choices of topics have been selected to provide students with the best over-lap of knowledge that is possible, therefore minimising the volume of facts and knowledge that they need to retain. This will allow students to concentrate on developing their exam techniques while allowing them to draw parallels and comparisons between different countries, continents and time periods.

### Prescribed subject (HL/SL)

- The move to global war – This topic covers the reasons for and motivations behind the start of World War Two. The students examine in detail the reasons why the governments of Italy, Japan and Germany all began to try and challenge the existing international system in the hope of improving their own positions at the expense of others.

### World history topics (HL/SL)

- **Authoritarian states (20th century)** - this topic requires students to look at the origins, motivations and methods of control that were established within four different authoritarian states in the 20th century. These are Hitler's Germany, Stalin's Russia, Mao's China and Castro's Cuba. The aim is for students to be able to draw parallels and contrasts between these four, as well as be able to evaluate the effects of both the leader of these states and the pre-existing nature of the different states themselves during the period of authoritarian rule.
- **Causes and effects of 20th-century wars** – As the title suggests this topic focuses on the events, causes and consequences of the major wars of the 20th Century. The two World Wars are studied in addition to the civil wars in China, Spain and the war in Vietnam. The aim is to draw parallels and contrasts between the different causes and consequences of these wars with a view to students having understanding of how important avoiding repetition is.

### *Higher Level Options*

**Historical Depth studies** (Only one IB 'region' can be chosen as the setting of these)

#### History of Europe

Students are required to conduct three 'depth studies' of European History. The following are included as an example of what each depth study requires. While students will have support from the teacher, they will be expected to take a good deal of responsibility and be self-motivated to do some of the research themselves for these topics. This will allow them to attain the required depth of knowledge and ensure that they carefully read all of the course texts in order to be able to succeed in the exam.

- **Europe and the First World War (1871–1918)** - This section deals with the shorter- and longer-term origins of the First World War. It covers the breakdown of European diplomacy pre-1914 and the crises that occurred in international relations.
- **The Soviet Union and post-Soviet Russia (1924–2000)** - This section examines the consolidation of the Soviet state from 1924, the methods applied to ensure its survival, growth and expansion inside and outside the borders of the Soviet Union.
- **Post-war Western and Northern Europe (1945–2000)** - This section explores events in post-war Western Europe and its recovery in the second half of the 20th Century.

## 11. Group 3: Individuals and Societies (cont.)

### History (HL/SL) (cont.)

#### Assessment (SL)

##### External assessment - 75%

- **Paper 1 (30%):** Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (1 hour)
- **Paper 2 (45%):** Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (1 hour 30 minutes)

##### Internal assessment - 25%

- **Historical investigation:** All Students are required to complete a historical investigation into a topic of their choice. This takes the form of a 2,200 word essay that will be on a question worked out by the student themselves. Whilst extensive support will be offered, it is incumbent upon the student to be self-motivated and answer the question through their own research and effort. Students will be required to evaluate different sources of information as well as create a strong argument around the central question that they have devised. (20 hours)

#### Assessment (HL)

##### External assessment - 80%

- **Paper 1 (20%):** Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (1 hour)
- **Paper 2 (25%):** Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (1 hour 30 minutes)
- **Paper 3 (30%):** Separate papers for each of the four regional options. For the selected region, answer three essay questions. (2 hours 30 minutes)

##### Internal assessment - 20%

- **Historical investigation:** All Students are required to complete a historical investigation into a topic of their choice. This takes the form of a 2,200 word essay that will be on a question worked out by the student themselves. Whilst extensive support will be offered, it is incumbent upon the student to be self-motivated and answer the question through their own research and effort. Students will be required to evaluate different sources of information as well as create a strong argument around the central question that they have devised. (20 hours)





## 11. Group 3: Individuals and Societies (cont.)

### Psychology (HL/SL)

#### *Syllabus Outline*

##### **Part 1: Core (SL/HL)**

- The biological level of analysis
- The cognitive level of analysis
- The sociocultural level of analysis

##### **Part 2: Options (SL/HL)**

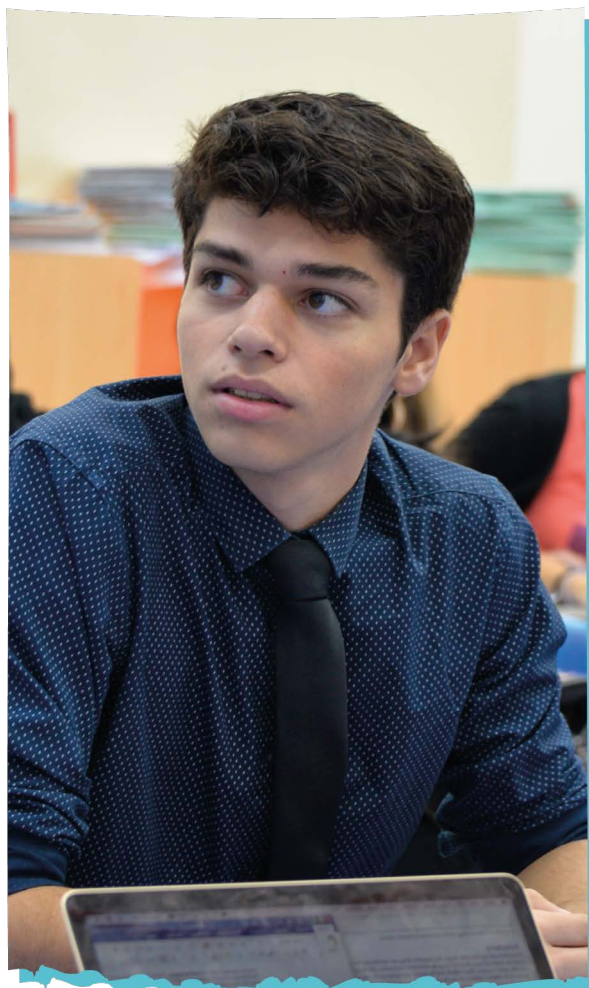
- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships
- Sport psychology

##### **Part 3: Qualitative research methodology (HL only)**

- Qualitative research in psychology

##### **Part 4: Simple experimental study (SL/HL)**

- Introduction to experimental research methodology



#### *Assessment (SL)*

##### **Paper 1 (2 hours)**

- **Section A:** Three compulsory questions on part 1 of the syllabus.
- **Section B:** Three questions on part 1 of the syllabus (50%)

##### **Paper 2 (1 hour)**

- Fifteen questions on part 2 of the syllabus. Students choose one question to answer in essay form. (25%)

**Internal assessment:** A report of a simple experimental study conducted by the student. (25%)

#### *Assessment (HL)*

##### **Paper 1 (2 hours)**

- **Section A:** Three compulsory questions on part 1 of the syllabus.
- **Section B:** Three questions on part 1 of the syllabus. Students choose one question to answer in essay form. (35%)

##### **Paper 2 (2 hours)**

Fifteen questions on part 2 of the syllabus. Students choose two questions to answer in essay form. (25%)

##### **Paper 3 (1 hour)**

Three compulsory questions based on an unseen text, covering part 3 of the syllabus. (20%)

**Internal assessment** A report of a simple experimental study conducted by the student. (20%)





## 12. Group 4: The Sciences

### Biology (HL/SL)

#### Syllabus Outline

##### Core

- Cell biology
- Molecular biology
- Genetics
- Ecology
- Evolution and biodiversity
- Human physiology

##### Additional higher level (AHL)

- Nucleic acids
- Metabolism, cell respiration and photosynthesis
- Plant biology
- Genetics and evolution
- Animal physiology

##### Options

- Neurobiology and behaviour
- Biotechnology and bioinformatics
- Ecology and conservation
- Human physiology

##### Practical scheme of work - Practical activities:

Individual investigation (internal assessment-IA)  
Group 4 project.

#### Assessment (SL)

##### External assessment - 80%

- **Paper 1 (20%):** Multiple-choice questions on Core material. The use of calculators is not permitted, no marks are deducted for incorrect answers. (45 minutes)
- **Paper 2 (40%):** Data-based question. Short-answer and extended-response questions on Core material. One out of two extended response questions to be attempted by candidates. The use of calculators is permitted. (1 hour 15 minutes)
- **Paper 3 (20%):** This paper will have questions on Core and SL Option material.
- **Section A:** Candidates answer all questions, two to three short-answer questions based on

experimental skills and techniques, analysis and evaluation, using unseen data linked to the Core.

- **Section B:** Short-answer and extended-response questions from one Option. The use of calculators is permitted. (1 hour)

##### Internal assessment - 20%

The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours)

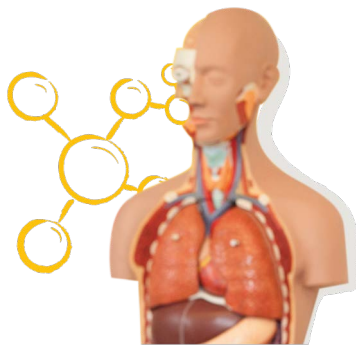
#### Assessment (HL)

##### External assessment - 80%

- **Paper 1 (20%):** Multiple-choice questions on Core and AHL material. The use of calculators is not permitted, no marks are deducted for incorrect answers. (1 hour)
- **Paper 2 (36%):** Data-based question. Short-answer and extended-response questions on Core and AHL material. Two out of three extended response questions to be attempted by candidates. The use of calculators is permitted. (2 hours 15 minutes)
- **Paper 3 (24%):** This paper will have questions on Core, AHL and Option material. (1 hour 15 minutes)
  - **Section A:** Candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the Core and AHL material.
  - **Section B:** Short-answer and extended-response questions from one Option. The use of calculators is permitted.

##### Internal assessment - 20%

- **Individual investigation:** The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours)





## 12. Group 4: The Sciences (cont.)

### Chemistry (HL/SL)

#### Syllabus Outline

##### Core

- Stoichiometric relationships
- Atomic structure
- Periodicity
- Chemical bonding and structure
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and data processing

##### Additional higher level (AHL)

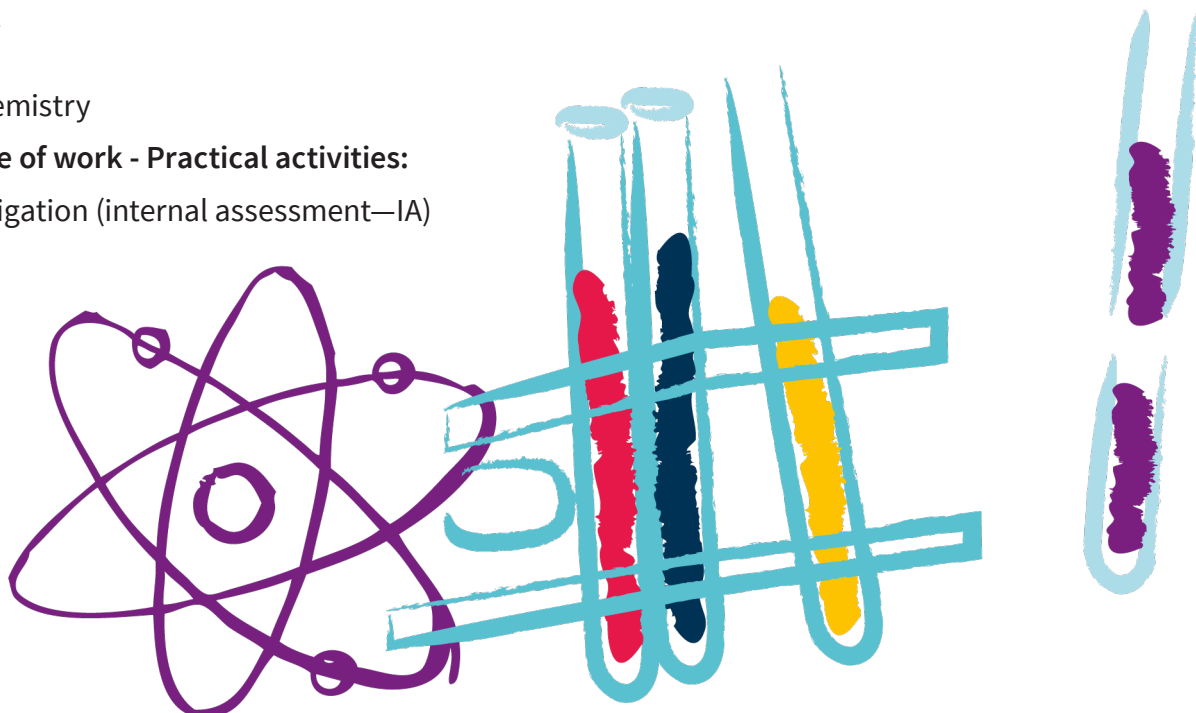
- Atomic structure
- The periodic table—the transition metals
- Chemical bonding and structure
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and analysis

##### Options

- Materials
- Biochemistry
- Energy
- Medicinal chemistry

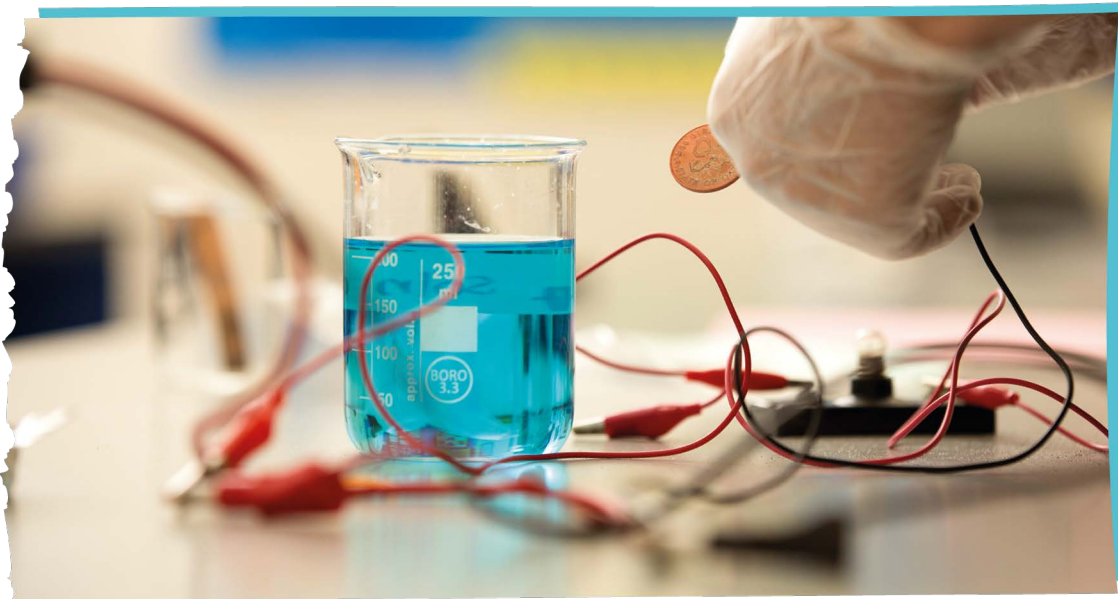
##### Practical scheme of work - Practical activities:

Individual investigation (internal assessment—IA)  
Group 4 project.





## 12. Group 4: The Sciences (cont.)



### Assessment (SL)

#### External assessment - 80%

- **Paper 1 (20%):** Multiple-choice questions on Core. The use of calculators is not permitted. Students will be provided with a periodic table. No marks are deducted for incorrect answers. (45 minutes)
- **Paper 2 (40%):** Short-answer and extended-response questions on Core material. The use of calculators is permitted. A chemistry data booklet is to be provided by the school. (1 hour 15 minutes)
- **Paper 3 (20%):** This paper will have questions on Core and SL Option material. (1 hour 15 minutes)
  - **Section A:** One data-based question and several short-answer questions on experimental work.
  - **Section B:** Short-answer and extended-response questions from one option.
  - The use of calculators is permitted. A chemistry data booklet is to be provided by the school.

#### Internal assessment - 20%

- **Individual investigation:** The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours)

### Assessment (HL)

#### External assessment - 80%

- **Paper 1 (20%):** Multiple-choice questions on core and AHL material. The use of calculators is not permitted, no marks are deducted for incorrect answers. (1 hour)
- **Paper 2 (36%):** Short-answer and extended-response questions on core and AHL material. The use of calculators is permitted. A chemistry data booklet is to be provided by the school. (2 hours 15 minutes)
- **Paper 3 (24%):** This paper will have questions on Core, AHL and Option material. (1 hour 15 minutes)
  - **Section A:** One data-based question and several short-answer questions on experimental work.
  - **Section B:** Short-answer and extended-response questions from one Option.
  - The use of calculators is permitted. A chemistry data booklet is to be provided by the school.

#### Internal assessment - 20%

- **Individual investigation:** The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours)

## 12. Group 4: The Sciences (cont.)

### Physics (HL/SL)

#### Syllabus Outline

##### Core

- Measurements and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

##### Additional higher level (AHL)

- Wave phenomena
- Fields
- Electromagnetic induction
- Quantum and nuclear physics

##### Options

- Relativity
- Engineering physics
- Imaging
- Astrophysics

##### Practical scheme of work - Practical activities:

Individual investigation (internal assessment—IA)  
Group 4 project.

#### Assessment (SL)

##### External assessment - 80%

- **Paper 1 (20%):** Multiple-choice questions on Core. The use of calculators is not permitted. A physics data booklet is provided. No marks are deducted for incorrect answers. (45 minutes)
- **Paper 2 (40%):** Short-answer and extended-response questions on Core material. A physics data booklet is provided. The use of calculators is permitted. (1 hour 15 minutes)
- **Paper 3 (20%):** This paper will have questions on Core and SL Option material. (1 hour)

- **Section A:** One data-based question and several short-answer questions on experimental work.
- **Section B:** Short-answer and extended-response questions from one option. A physics data booklet is provided. The use of calculators is permitted.

##### Internal assessment - 20%

- **Individual investigation:** The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours)

#### Assessment (HL)

##### External assessment - 80%

- **Paper 1 (20%):** Multiple-choice questions on Core and AHL material. The use of calculators is not permitted. No marks are deducted for incorrect answers. A physics data booklet is provided. (1 hour)
- **Paper 2 (36%):** Short-answer and extended-response questions on Core and AHL material. The use of calculators is permitted. A physics data booklet is provided. (2 hours 15 minutes)
- **Paper 3 (24%):** This paper will have questions on Core, AHL and Option material. (1 hour 15 minutes)
  - **Section A:** One data-based question and several short-answer questions on experimental work.
  - **Section B:** Short-answer and extended-response questions from one option.
  - The use of calculators is permitted. A physics data booklet is to be provided by the school.

##### Internal assessment - 20%

- **Individual investigation:** The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours)

## 12. Group 4: The Sciences (cont.)

### Sports Exercise and Health Science (SL)

#### Syllabus Outline

**Core:** There are six compulsory topics in the core

- **Topic 1:** Anatomy
- **Topic 2:** Exercise physiology
- **Topic 3:** Energy systems
- **Topic 4:** Movement analysis
- **Topic 5:** Skill in sport
- **Topic 6:** Measurement and evaluation of human performance

**Options :** There are four options. Students are required to study any two options

- **Option A:** Optimizing physiological performance
- **Option B:** Psychology of sport
- **Option C:** Physical activity and health
- **Option D:** Nutrition for sport, exercise and health

This course is available at SL only.

#### Assessment (SL)

##### External assessment - 80%

- **Paper 1 (20%):** Multiple-choice questions that test knowledge of the Core only. No marks are deducted for incorrect responses. Calculators are not permitted. (45 minutes)
- **Paper 2 (35%):** Tests knowledge of the Core only. (1 hour 15 minutes)
  - **Section A:** Is a data-based question that requires students to analyse a given set of data. The remainder of section A is made up of short-answer questions.
  - **Section B:** Students are required to answer one question from a choice of three. These extended-response questions may involve writing a number of paragraphs, solving a substantial problem, or carrying out a substantial piece of analysis or evaluation. A calculator is required for this paper.
- **Paper 3 (25%):** Tests knowledge of the Options. The use of calculators is permitted. (1 hour)



##### Internal assessment - 20%

There are five assessment criteria that are used to assess the work of students. (10 hours)

1. **Design:** Formulates a focused problem/ research question and identifies the relevant variables. Designs a method for the effective control of the variables. Develops a method that allows for the collection of sufficient relevant data.
2. **Data collection and processing:** Records appropriate quantitative and associated qualitative raw data, including units and uncertainties where relevant. Processes the quantitative raw data correctly. Presents processed data appropriately and, where relevant, includes errors and uncertainties.
3. **Conclusion and evaluation:** States a conclusion, with justification, based on a reasonable interpretation of the data. Evaluates weaknesses and limitations. Suggests realistic improvements in respect of identified weaknesses and limitations.
4. **Manipulative skills (assessed summatively):** Follows instructions accurately, adapting to new circumstances (seeking assistance when required). Competent and methodical in the use of a range of techniques and equipment. Pays attention to safety issues.
5. **Personal skills:** The personal skills criterion is assessed in the group 4 project only and is to be found in "The group 4 project" section.

# 13. Group 5: Mathematics

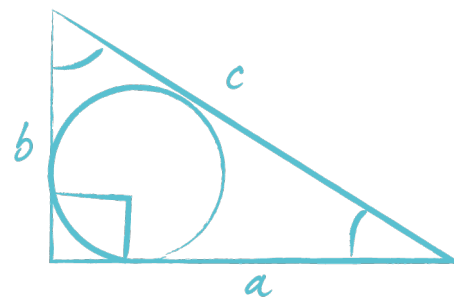
## Mathematics (HL/SL)

### Syllabus Outline

All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in this guide. Students are also required to be familiar with the topics listed as prior learning.

**Core (HL/SL):** All topics are compulsory, content of HL and SL are different.

- **Topic 1:** Algebra
- **Topic 2:** Functions and equations
- **Topic 3:** Circular functions and trigonometry
- **Topic 4:** Vectors
- **Topic 5:** Statistics and probability
- **Topic 6:** Calculus



**Options (HL only):** Students must study one of the following topic options as listed below:

- **Topic 7:** Statistics and probability
- **Topic 8:** Sets, relations and groups
- **Topic 9:** Calculus
- **Topic 10:** Discrete mathematics

### Mathematical exploration (HL/SL)

Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

### Assessment (SL)

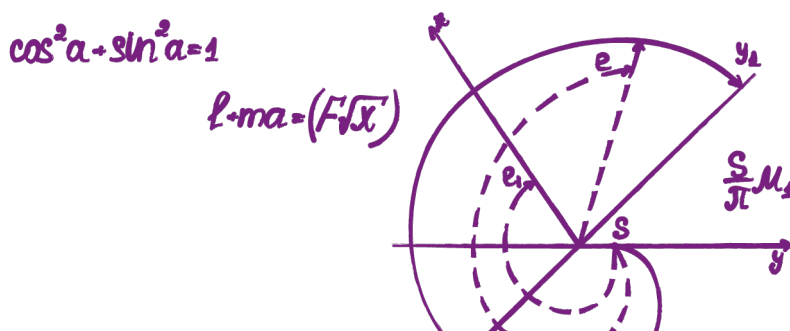
#### External assessment - 80%

- **Paper 1 (40%):** No calculator allowed. (1 hour 30 minutes)
  - **Section A:** Compulsory short-response questions based on the whole syllabus.
  - **Section B:** Compulsory extended-response questions based on the whole syllabus
- **Paper 2 (40%):** Graphic display calculator required. (1 hour 30 minutes)
  - **Section A:** Compulsory short-response questions based on the whole syllabus.
  - **Section B:** Compulsory extended-response questions based on the whole syllabus.

#### Internal assessment - 20%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

- **Mathematical exploration:** Internal assessment in mathematics SL is an individual exploration.





## 13. Group 5: Mathematics (cont.)

### Assessment (HL)

#### External assessment - 80%

- **Paper 1 (30%):** No calculator allowed. (2 hours)
  - **Section A:** Compulsory short-response questions based on the core syllabus.
  - **Section B:** Compulsory extended-response questions based on the core syllabus.
- **Paper 2 (30%):** Graphic display calculator required. (2 hours)
  - **Section A:** Compulsory short-response questions based on the core syllabus.
  - **Section B:** Compulsory extended-response questions based on the core syllabus.
- **Paper 3 (20%):** Graphic display calculator required. Compulsory extended-response questions based mainly on the syllabus options. (1 hour)

#### Internal assessment - 20%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

- **Mathematical exploration:** Internal assessment in mathematics HL is an individual exploration.

### Mathematical Studies (SL)

#### Syllabus Outline:

**Core:** All topics are compulsory.

- **Topic 1:** Number and algebra
- **Topic 2:** Descriptive statistics
- **Topic 3:** Logic, sets and probability
- **Topic 4:** Statistical applications
- **Topic 5:** Geometry and trigonometry
- **Topic 6:** Mathematical models
- **Topic 7:** Introduction to differential calculus

**Project:** The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.

### Assessment (SL)

#### External assessment - 80%

- **Paper 1:** Compulsory short-response questions. The intention of this paper is to test students' knowledge and understanding across the breadth of the syllabus. However, it should not be assumed that the separate topics are given equal emphasis. (1 hour 30 minutes)



- **Paper 2:** Compulsory short-response questions. Knowledge of all topics is required for this paper. However, not all topics are necessarily assessed in every examination session. (1 hour 30 minutes)

#### Internal assessment (10 hours) - 20%

- **Project:** The project is internally assessed by the teacher and externally moderated by the IB using assessment criteria that relate to the objectives for mathematical studies SL. Each project is assessed against the following seven criteria.
  - **Criterion A:** Introduction
  - **Criterion B:** Information/measurement
  - **Criterion C:** Mathematical processes
  - **Criterion D:** Interpretation of results
  - **Criterion E:** Validity
  - **Criterion F:** Structure and communication
  - **Criterion G:** Notation and terminology

## 14. Group 6: Arts

### Visual Arts (HL/SL)

#### *Syllabus Outline*

The visual Arts Core Syllabus at SL and HL consists of three equal interrelated areas. These Core areas consist of Communicating, Context, and Methods of Visual Art.

#### **Visual Arts in Context**

The 'Visual Arts in Context' section of the syllabus provides a lens through which students are encouraged to explore perspectives, theories and cultures that inform and influence visual arts practice. Students should be able to research, understand and appreciate a variety of contexts and traditions and be able to identify links between them.

Students will be expected to:

- Be informed about the wider world of visual arts and they will begin to understand and appreciate the cultural contexts within which they produce their own works.
- Observe the conventions and techniques of the artworks they investigate, thinking critically and experimenting with techniques, and identifying possible uses within their own art-making practice.
- Investigate work from a variety of cultural contexts and develop increasingly sophisticated, informed responses to work they have seen and experienced.

#### **Visual Arts Methods**

The 'Visual Arts Methods' section of the syllabus addresses ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods.

Students will be expected to:

- Understand and appreciate that a diverse range of media, processes, techniques and skills are required in the making of visual arts, and how and why these have evolved.
- Engage with the work of others in order to understand the complexities associated with the different art-making methods and use this inquiry to inspire their own experimentation and art-making practice.
- Understand how a body of work can communicate meaning and purpose for different audiences.

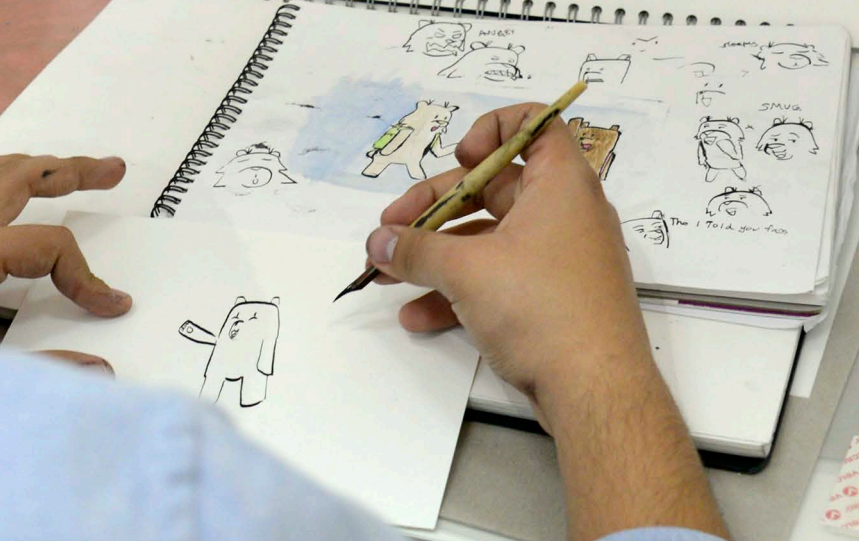
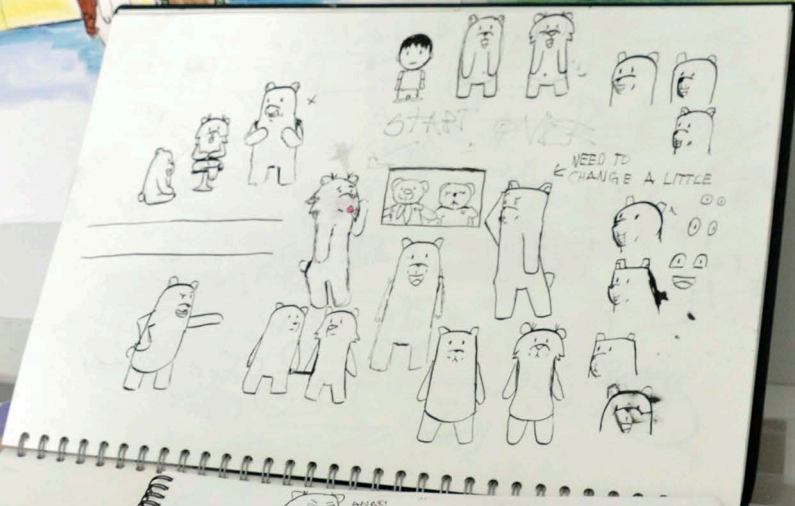
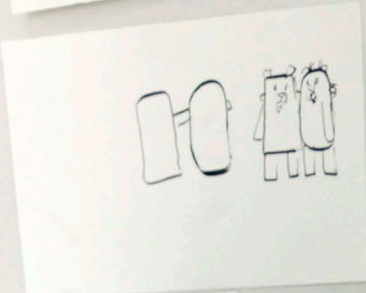
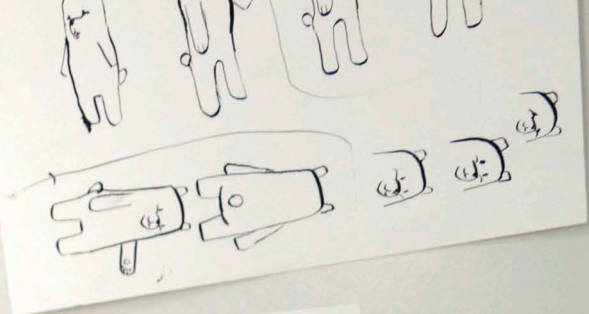
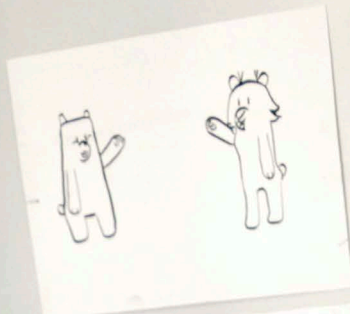
#### **Communicating Visual Arts**

The 'Communicating Visual Arts' section of the syllabus involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. It engages students in making decisions about the selection of their own work.

Students will be expected to:

- Understand the many ways in which visual arts can communicate and appreciate that presentation constructs meaning and may influence the way in which individual works are valued and understood.
- Produce a body of artwork through a process of reflection and evaluation and select artworks for exhibition, articulating the reasoning behind their choices and identifying the ways in which selected works are connected.
- Explore the role of the curator, acknowledging that the concept of an exhibition is wide ranging and encompasses many variables, but most importantly, the potential impact on audiences and viewers.







## 14. Group 6: Arts (cont.)

### Visual Arts (HL/SL)(cont.)

#### Assessment (SL)

##### External assessment - 60%

- **Part 1 (20%):** Comparative study. Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.
  - Students submit 10-15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or inter-cultural).
  - Students submit a list of sources used.
- **Part 2 (40%):** Process Portfolio. Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.
  - Students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. The submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.

##### Internal assessment - 40%

##### Part 3: Exhibition.

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

- Students submit a curatorial rationale that does not exceed 400 words.
- Students submit 4-7 artworks.
- Students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.

Students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.



## 14. Group 6: Arts (cont.)

### Assessment (HL)

#### External assessment - 60%

**Part 1 (20%): Comparative study.** Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.

- Students submit 10-15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or inter-cultural).
- Students submit 3-5 screens which analyse the extent to which their work and practices have been influenced by the art and artists examined.
- Students submit a list of sources used.

**Part 2 (40%): Process Portfolio.** Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

- Students submit 13-25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.

#### Internal assessment - 40%

##### Part 3: Exhibition.


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

- Students submit a curatorial rationale that does not exceed 700 words.
- Students submit 8-11 artworks.
- Students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.

Students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.





A young man with short dark hair and a light beard is shown from the chest up, wearing a white dress shirt and a red tie. He is holding a black and white electric guitar, with his hands positioned on the fretboard and strings. The guitar has a light-colored headstock with the word "Pacific" written on it. In the background, there is a blurred image of a person's arm and a metal stand, suggesting a school or rehearsal space. A quote is overlaid in the top right corner on a white background with a red border.

“ Our approach to teaching is built on the idea that every student has the potential to succeed. ”



# 10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



## It increases academic opportunity

Research\* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



## IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



## It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



## The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



## Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



## It's an international qualification

The DP is recognized globally by universities and employers.

7



## DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



## Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



## It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



## It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.





# Be Ambitious



## Contact Details:

*Paul McConnell*  
Head of Secondary  
[paul.mcconnell@nais.qa](mailto:paul.mcconnell@nais.qa)

*Justin Hughes*  
IBDP Coordinator  
[justin.hughes@nais.qa](mailto:justin.hughes@nais.qa)

**Compass International School Doha**  
*Madinat Khalifa Campus*  
P.O. Box 22463,  
Al Baihaqi Street, Building 34,  
Zone 32, Street 926  
Madinat Khalifa  
Doha, Qatar

General Enquiries: +974 4034 9888  
General e-mail: [info.mk@nais.qa](mailto:info.mk@nais.qa)

Admissions: +974 4034 9821  
Admissions e-mail: [admissions.mk@nais.qa](mailto:admissions.mk@nais.qa)



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