



# Table of Contents

Mission.....	3
The IB Learner Profile.....	4
The International Baccalaureate Diploma Programme.....	5
Group Subjects Offered at Compass International School Doha.....	6
To Be Eligible for the IB Diploma.....	6
Grading.....	7
The Core Curriculum.....	7
Theory of Knowledge.....	8
Extended Essay.....	8
Creativity, Action and Service (CAS).....	8
Language and Literature.....	9
Language B.....	10
Language ab initio (Spanish and French).....	11
Business Management.....	12
Economics.....	12-13
History.....	13
Geography.....	14
Biology.....	15
Physics.....	16
Chemistry.....	17
Mathematics.....	18
Visual Arts.....	19





## COMPASS INTERNATIONAL SCHOOL DOHA

A NORD ANGLIA EDUCATION SCHOOL

### *The Mission and Philosophy of Compass International School Doha*

Compass International School Doha provides a holistic, internationally-minded and stimulating education for forward-thinking, responsible and inquiring global citizens.

Our broad curriculum allows students to embrace challenge and change, and to celebrate cultural diversity in order to fulfill their potential as independent, lifelong learners in a caring and respectful community.

Our 'Be Ambitious' philosophy runs through the core of our school life preparing students for future success and encourages them to be ambitious in all that they do.

### *IBO Mission Statement*

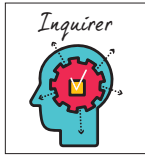
“ The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. ”



# The IB Learner Profile

The aim of all International Baccalaureate (IB) programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

## As IB Learners we strive to be:



*Inquirer*

### *Inquirers*

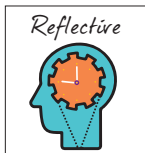
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.



*Knowledgeable*

### *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.



*Reflective*

### *Reflective*

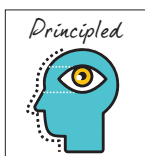
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



*Communicator*

### *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*

### *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*

### *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*

### *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.



*Risk-Taker*

### *Risk-Takers*

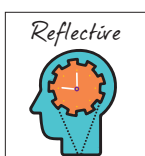
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



*Balanced*

### *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*

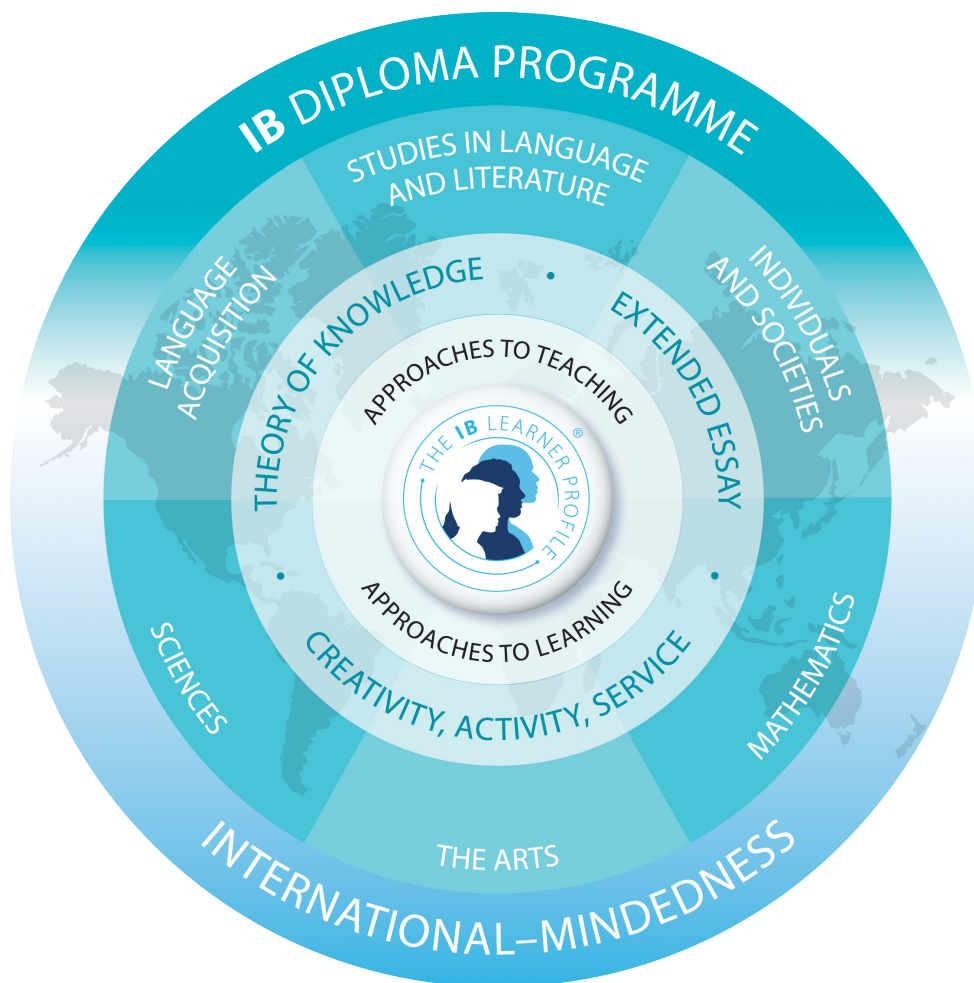
### *Reflective*

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

# The International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme (IBDP) was established in Geneva in 1968 to provide an international, and internationally recognized, university-entrance qualification for students studying outside of their home country. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgment make wise choices, and respect others in the global community. The IB Programme equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the center of the hexagonal curriculum model (below). Today the IB DP has expanded so that more than half the students opting for it come from state or national systems rather than from international schools. As the IB DP has grown, so too has its reputation for excellence; the IB DP is now recognized in almost every country in the world as a one of the pre-eminent pre-university qualifications.

## The Curriculum Model:



IB Diploma Programme students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 1 to 5.

At least three and not more than four subjects are taken at Higher Level (240 teaching hours), while the other subjects are taken at Standard Level (150 teaching hours). At Compass International School, students can only study and take examinations in English.

In addition to disciplinary and interdisciplinary study, the Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

# Group Subjects Offered at Compass International School Doha

All subjects are available in Standard Level and Higher Level unless otherwise specified.

**Group 1:** *Studies in Language and Literature* – English, School Supported Self Taught (SSST)

**Group 2:** *Language Acquisition* – French ab initio, Spanish ab initio, French B, Spanish B

**Group 3:** *Individuals and Societies* – History, Geography, Economics, Business and Management, Psychology

**Group 4:** *Experimental Sciences* – Biology, Physics, Chemistry

**Group 5:** *Mathematics* – Mathematics Analysis & Approaches (HL & SL),  
Mathematics Application and Interpretation (HL & SL)

**Group 6:** *The Arts:* Visual Arts (HL only)

## Compulsory Subjects and Activities:

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

## To Be Eligible for the IB Diploma

To be eligible for the IB Diploma, each student is required to follow SIX IB courses, with one subject taken from each group in the curriculum model:

**Group 1:** *Language A* (literature and/or language)

**Group 2:** *Language Acquisition*

**Group 3:** *Individuals and Societies*

**Group 4:** *Sciences*

**Group 5:** *Mathematics*

**Group 6:** *Arts OR One Subject from Group 3 or 4*

Further, all IB Diploma students must choose

- ▶▶ Three courses at Higher Level
- ▶▶ Three courses at Standard Level

In addition, all IB Diploma students must complete:

- ▶▶ A course in the Theory of Knowledge (TOK) achieving a minimum grade of D
- ▶▶ A 4000-word Extended Essay in a subject of their choice achieving a minimum grade of C
- ▶▶ A Creativity, Action, & Service (CAS) programme.

# Grading

All IB Courses, both HL and SL, are graded on an IB 7 point scale:

- 7: Excellent
- 6: Very good
- 5: Good
- 4: Satisfactory
- 3: Mediocre
- 2: Poor
- 1: Very poor

Therefore, if a student achieves a grade 7 on all their subjects, they score 42 points. If the student attains an A/A or A/B combination for their Extended Essay and Theory of Knowledge, they score 3 bonus points bringing the total grade to the maximum diploma points total- 45 points.

# The Core Curriculum

- ▶▶ Extended Essay / Theory of Knowledge / CAS
- ▶▶ Extended Essay / Theory of knowledge Matrix

The student has to pass their EE/TOK component (with a D) to receive their diploma. Any higher grades will score bonus points as per the matrix below:

		Theory of Knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
Extended Essay	Excellent A	3	3	2	2	1	N
	Good B	3	2	1	1	0	N
	Satisfactory C	2	1	1	0	0	N
	Mediocre D	2	1	0	0	0	N
	Elementary E	1	0	0	0	Failing Condition	N
	Not Submitted	N	N	N	N	N	N



# Theory of Knowledge

Theory of Knowledge (TOK) is an interdisciplinary course focused on critical thinking about knowledge issues. It is a course that challenges students to think critically about ways of knowing and about areas of knowledge, and to consider the role of knowledge in a global society. It encourages students to be aware of themselves as thinkers, and to be aware of the complexity of knowledge, recognising the need to act responsibly in an increasingly inter-dependent and inter-connected world. The course embodies the IB's holistic approach to learning by examining the fundamentals of where all knowledge comes from. This course allows students to step back from this continual acquisition of new knowledge, in order to consider claims about knowledge. This course is a requirement for Diploma Students only and will be studied two periods a week.

The course consists of questions, both timeless and new. Examples of these questions include:

- ▶▶ How is knowledge gained and from what sources?
- ▶▶ To what extent do personal experience and ideology influence our knowledge claims?
- ▶▶ What is the difference between 'I am certain' and 'it is certain'?
- ▶▶ Can we think without language?
- ▶▶ Can feelings have a rational basis?

## Assessment for TOK:

### External Assessment:

A Theory of Knowledge essay of 1600 words maximum on a title prescribed by the IB (marked externally)

### Internal Assessment:

A 10 minute presentation on an area of knowledge to the class (marked by the TOK teacher and assessed externally via sample)

# Extended Essay

The Extended Essay (EE) is an independent, self-directed research project chosen by the student. The EE gives students the opportunity to engage in in-depth research in an area of interest. It is also practical preparation for undergraduate research that is required at university level. The topic must be within one of the IB Extended Essay subject areas but does not have to be in a course that the student is currently enrolled in for the Diploma. A supervisor, who is usually a teacher of the course of your Extended Essay, gives guidance and advice. In total, students are expected to spend approximately 40 hours writing the Extended Essay.

## Assessment for the Extended Essay:

### External Assessment:

The essay is a maximum of 4,000 words, which is externally marked by the IBO.

# Creativity, Action and Service (CAS)

The Creativity, Action, Service (CAS) component of the International Baccalaureate forms a key part of the Diploma programme. Participation in the CAS requirement encourages students to get involved in creative pursuits, physical activities and service projects in the local, national and international context. It takes seriously the importance of life outside the world of academic studies, requiring students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. It is expected that students complete 150 hours of CAS activities with roughly 50 hours spent on all three components and across seven learning outcomes:

1. Identify own strengths and develop areas for growth.
2. Demonstrate that challenges have been undertaken, developing new skills in the process.
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to, and perseverance in, CAS experiences.
5. Demonstrate the skills and recognize the benefits of working collaboratively.
6. Demonstrate engagement with issues of global significance.
7. Recognize and consider the ethics of choices and actions.



# Language and Literature

## Who is this course for?

The Language and Literature program is designed for learners with varied language profiles; the focus on both language and literature means that there is a flexible learning environment for native and non-native speakers. It is recommended that a student wishing to take this course have experience in critical analysis and analytical essay writing, as these are key features of this course. This course provides students with the opportunity to engage with the meanings generated by a variety of texts and to discuss their contextual relevance in society. Students are encouraged to experiment with form and style in their writing. Through the study of both language and literature texts, students are challenged to engage with a variety of techniques employed by authors to construct meaning for readers. The program is designed for study at both Higher and Standard Levels and is likely to appeal to students who:

- ▶▶ Enjoy reading literature;
- ▶▶ Enjoy communicating both orally and in writing and developing their own interpretations of texts;
- ▶▶ Want to develop the ability to engage in close, detailed critical and cultural analysis of written texts;
- ▶▶ Want to improve their ability to use the target language in professional, personal and creative ways.

## Course details:

Language A1, Language and Literature is composed of four parts: two related to the study of language and two to the study of literature.

### Part 1: Language in Cultural Context.

In this part, students study texts from a variety of sources including media, professional communication and literature. The focus is on understanding how language is used to shape and influence cultural phenomenon and cultural identity.

### Part 2: Language and Mass Communication

In this part students study how the facets of media texts influence social, political, cultural, political and individual identities.

### Part 3: Literature- texts and contexts

Students study 3 texts (HL) or 2 texts (SL) which are taken from the prescribed literature in translation, the prescribed list of authors and one free teacher choice. The aim is to study the texts in relation to the social, political, historical, cultural or individual circumstances, which were relevant to their construction.

### Part 4: Literature- critical study

Students study three (3) texts (HL) or 2 texts (SL), all of which are taken from the prescribed list of authors. This focus of this study is chosen based on the interests and skills of the class but should focus on developing a student's understanding of the literary techniques used to construct meaning in the texts.

## Assessment:

Component	Format	Weighting	HL	SL
Paper 1	Textual Analysis	25%	2 hours	1.5 hours
Paper 2	Essay	25%	2 hours	1.5 hours
Written Task	Students produce up to 4 written tasks and submit 1 (SL) or 2 (HL) of these tasks for formal	20%	800-1000 words plus a 200-300 word rationale	800-1000 words plus a 200-300 word rationale
Individual Oral Commentary	Commentary on an extract from a literary text studied in part 4 of the course	15%	15-20 min of speaking	15 min of speaking
Further Oral Activity	2 FOA are completed based on Part 1 and 2 of the course. One mark is submitted for formal assessment	15%	8-10 min	8-10 min

# Language B

## Who are these courses for?

Language B courses are designed for students with some previous knowledge of the language. They may be studied at either Higher Level or Standard Level although for the Higher Level course an IGCSE Grade B or equivalent is necessary. At Higher Level, students will study at least two literary works from the languages concerned.

## Courses details:

These courses at Higher and Standard Level require the study of a range of topics, divided into Core and Optional topics as set out in the IB Syllabus for Language B. The main areas to be covered are as follows:

Core Topics: The core is divided into three areas and is a required area of study:

- ▶▶ Communication and Media
- ▶▶ Global Issues
- ▶▶ Social Relationships

Optional Topics: Students will study two of the following five options:

- ▶▶ Cultural Diversity
- ▶▶ Customs and Traditions
- ▶▶ Health
- ▶▶ Leisure
- ▶▶ Science and Technology

The main focus of these courses is on language learning and development in the four general skills: listening, speaking, reading and writing. These language skills will be developed through the study and use of appropriate teaching materials and authentic texts and other materials reflecting the cultures of the countries where the languages are spoken.

## Assessment:

Component	FO	Duration	HL	SL
Paper 1	SL & HL: Text Handling Core Topics	2hours/ 1 ½	25%	25%
Paper 2	SL: Essay based on Option topics from a choice of five HL: Section A: Essay based on Option topics from a choice of five; Section B: written response to a stimulus text from the core topics	2hours/ 1 ½ hours	25%	25%
Written Assignment	SL: Intertextual reading followed by a written exercise of 300–400 words plus rationale on Core topics. HL: Creative writing plus rationale, based on one of the literary texts read		20%	20%
Interactive Oral	Classroom activities assessed by the teacher on Core topics throughout the course		10%	10%
Individual Oral	Oral presentation and discussion on an unseen visual stimulus from the Options topics	8 - 10 minutes	20%	20%

# Language ab initio (Spanish and French)

## Who is this course for?

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

## Course details:

The five prescribed themes are:

- ▶▶ Identities
- ▶▶ Experiences
- ▶▶ Human Ingenuity
- ▶▶ Social Organization
- ▶▶ Sharing the Planet

## Assessment:

Assessment Component External Assessment (2 hours 45 minutes)	Weighting
Paper 1 (1 hour): Productive skills—writing (30 marks) Two written tasks of 7 to 150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	25%
Paper 2 (1 hour 45 minutes): Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes	50%
Internal Assessment: This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual Oral Assessment: A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	25%



# Business Management

## Who is this course for?

Business and management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources.

The business and management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, growth and business strategy.

## Course details:

The IB Business and Management course at Standard Level requires the study of five subject areas:

1. Business organization and environment Introduction to Economics
2. Human Resources Macroeconomics
3. Accounts and Finance Microeconomics
4. Marketing International Economics
5. Operations Management

## Assessment:

Component	Format	Duration	Standard
Paper One	Based on a case study issued in advance. Section A: Students answer two of three structured questions. (30 marks) Section B: Students answer one compulsory structured question including evaluative skills. (20 marks)	1 hour 15mins	35%
Paper Two	Section A: Students answer one of two structured questions based on stimulus material with a quantitative element. (20 marks) Section B: Students answer two of three structured questions	1 hour 45mins	40%
Internal Assessment	Written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. (Maximum 1,500 words) (25 marks)	15 hours	25%

# Economics

## Who is this course for?

Economics is a dynamic subject that doesn't just happen in the classroom or in the gleaming offices of Government. Economics directly impacts on our daily lives. The study of economics is essentially about how individuals, businesses and governments make decisions about how to allocate their scarce resources. One thing that you can be certain of is that economics is everywhere and influences everything we do and everything that we see. It is important that students have a thirst for knowledge, an enquiring mind and a firm desire to understand the world in which we live. Understanding economics also requires a reasonable level of numeracy. A good economist needs to be able to analyse data, to interpret graphs and tables.

## Course details:

The IB Economics course at both Higher and Standard Level requires the study of five subject area:

1. Introduction to Economics
2. Macroeconomics
3. Microeconomics
4. International Economics
5. Development Economics

## Economics (cont.)

### Course details (cont.):

The Higher Level course in economics differs from the Standard Level course in terms of the:

- Additional depth and breadth required.
- The nature of the examination questions.

### Assessment:

Component	Format	Duration	Higher	Standard
Paper One	Two extended response questions based on the micro and macro areas of the syllabus. Answer one question in each area from a choice of two. The questions are each subdivided into two parts, (a) and (b).	1 hour 30minutes	30%	40%

## History

### Who is this course for?

The History programme is designed for study at both Higher and Standard Levels. It is important that students have an enquiring mind, an interest in the past and its relevance to international relations and current affairs and an ability to communicate their ideas effectively. The programme is likely to appeal to students who:

- ▶▶ Enjoy investigation, giving presentations, role play, discussion, studying visual archives
- ▶▶ Enjoy debate, like developing a well-argued case, want to improve their analytical skills
- ▶▶ Want to consider evidence and make up their own minds
- ▶▶ Want an understanding of humanity, whilst appreciating diversity in culture and attitudes

### Course details:

The IB History course at Higher and Standard Level requires the study of:

**Paper One:** Prescribed Subject- International Peacekeeping 1919-35.

**Paper Two:** 20<sup>th</sup> Century World History – thematic study of two topic areas:

- Causes, Practices and Effects of Twentieth Century Wars – World War One, World War Two, Spanish Civil War (1936-39), Chinese Civil War (1927-37 and 1946-49)
- Single party States – Hitler, Mao and Castro

The IB Higher Level course, in addition to content stated above, includes the study of:

**Paper Three:** Regional Option – Aspects of the History of Europe – French Revolution, Napoleon, Concert of Vienna, Bismarck and German Unification and Italian Unification.

### Assessment:

Component	Format	Duration	Higher	Standard
Paper 1	Prescribed subject – source based questions	1 hour	20%	30%
Paper 2	20th Century World History – 2 essays	1 hour 30 minutes	25%	45%
Paper 3	Regional topic – 3 essays	2 hours 30 minutes	35%	N/A
Historical Investigation (Internal Assessment)	Individual assignment which explores an historical issue		20%	25%

## Who is this course for?

“Geography is the study of the Earth as the home of people” (Yi-Tu Fuan) thus, IB Diploma Geography is for all those who are interested in understanding our world. Geographers are landscape and people detectives. Through Geography we seek to understand people and places, and the interconnections and relationships that exist between these.

Most importantly, IB Diploma Geography is for those who are interested in the future. We can think about this in terms of ‘probable’ and ‘preferable’ futures. If you are interested in using your knowledge and understanding of the world now to predict what the future will be like, and to suggest how it could be different – better; then the Diploma Geography course is for you.

## Course details:

The IB Geography course at Higher and Standard Level requires the study of:

### Patterns and Change:

This is a core theme for both HL and SL; it includes the study of major global issues such as population change, disparities in wealth and development, resource consumption, and environmental quality and sustainability.

### Optional Themes:

Possible themes you will study in preparation for this paper include; Freshwater Issues and Conflicts, Oceans and their Coastal Margins and Food and Health.

### Global Interactions:

For Higher Level students, this theme provides the opportunity to investigate the process of globalization, from a geographical perspective.

### Fieldwork Investigation:

All IB Diploma Geography students will have the opportunity to design, conduct and write-up their own fieldwork enquiry.

## Assessment:

Component	Format	Duration	Higher	Standard
Paper One (Core)	Written paper	1 hour	20%	30%
Paper Two (Optional Themes)	Written paper	1 hour 30 minutes	25%	45%
Paper 3 (HL)	Written paper	2 hours 30 minutes	35%	N/A
Fieldwork Enquiry (SL and HL)	Internal Assessment		20%	25%



# Biology

## Who is this course for?

The Biology programme is designed for study at both Higher and Standard Levels. At Higher Level there is a requirement to have studied Biology in Upper Middle School or equivalent. It is possible to join Biology at Standard Level with little prior study of the subject. Enjoyment of this course will be enhanced if students have a natural curiosity about the living world and a desire to seek answers to open-ended questions in an international context. Students will be expected to express themselves through both traditional and technological media.

## Course details:

At both Higher and Standard Level, Biology promotes an understanding of the issues of modern Biology through discussion, laboratory investigations, the Group 4 multidisciplinary project. Students' work includes internally assessed investigations carried out throughout the year. Both Higher Level and Standard Level students study core topics such as genetics, biochemistry, ecology and human physiology and both levels include a choice of options.

## Assessment:

Standard Level Assessment: Component	Overall Weighting (%)	Duration (Hours)	Format and Syllabus Coverage
Paper 1	20	45 minutes	30 multiple-choice questions on the Core
Paper 2	32	1 hour 15 minutes	<b>Section A:</b> one data-based question and several short-answer questions on the Core (all compulsory) <b>Section B:</b> one extended-response question on the Core (from a choice of three)
Paper 3	24	1 hour	Several short-answer questions in each of the two options studied (all compulsory)
Internal Assessment	24	40 minutes plus	Practical work, fieldwork and Group 4 project

Higher Level Assessment: Component	Overall Weighting (%)	Duration (Hours)	Format and Syllabus Coverage
Paper 1	20	1 hour	40 multiple-choice questions on the Core and Higher Level
Paper 2	36	2 hours 15 minutes	<b>Section A:</b> one data-based question and several short-answer questions on the Core and additional Higher Level (all compulsory) <b>Section B:</b> Two extended-response question on the core and the additional Higher Level (from a choice of four)
Paper 3	20	1 hour 15 minutes	Several short-answer questions and one extended- response question in each of the two options studied (all compulsory)
Internal Assessment	24	60 minutes plus	Practical work, fieldwork and Group 4 project

# Physics

## Who is this course for?

The Physics programme is designed for study at both Higher and Standard Levels. Physics is the most fundamental of the sciences as it seeks to explain the universe itself, from the smallest particles to vast galaxies.

## Who is this course for?

The Physics programme is designed for study at both Higher and Standard Levels. Physics is the most fundamental of the sciences as it seeks to explain the universe itself, from the smallest particles to vast galaxies.

## Course details:

The IB Physics course at Standard and Higher Level requires the study of:

- ▶▶ Physics and Physical Measurement
- ▶▶ Fields and Forces
- ▶▶ Mechanics
- ▶▶ Atomic and Nuclear Physics
- ▶▶ Thermal Physics
- ▶▶ Electrostatics, Electricity and Magnetism
- ▶▶ Energy, Power and Climate Change
- ▶▶ Oscillations and Waves
- ▶▶ (Option E) Astrophysics
- ▶▶ (Option G) Electromagnetic Waves

Students following the Higher Level course study many of the topics above to greater depth.

Laboratory work is a significant feature of the course and it is used to support the theory and to develop experimental, analytical and investigative skills. The Group 4 multidisciplinary project forms part of the internal assessment and allows science students to collaborate with others students studying an IB science.

The IB Physics course at Higher Level requires the study of the following additional topics:

- ▶▶ Digital Technology
- ▶▶ Quantum Physics
- ▶▶ Electromagnetic Induction

## Assessment:

Component	Format	Duration (Hours)		Overall Weighting (%)	
		SL	HL	SL	HL
<b>Paper 1</b>	Multiple-choice questions	45 minutes	1 hour	20	20
<b>Paper 2</b>	One data-based question, several short answer questions and extended-response questions	1 hour 15 minutes	2 hours 15 minutes	32	36
<b>Paper 3</b>	Several short-answer questions (and extended answer question for HL candidates) in each of the options	1 hour	1 hour 15 minutes	24	20
<b>Practical Work and Internal Assessment</b>	An internally assessed planned practical course including the Group 4 project	40 hours	60 hours	24	24



# Chemistry

The Chemistry programme is designed for study at both Higher and Standard Levels. Students are expected to have attained high grades in their Middle School Chemistry (or equivalent). Chemistry is an experimental science that combines academic study and the acquisition of practical and investigational skills, and is suited to students.

## Course details:

The IB Chemistry course at Higher and Standard Level requires the study of:

- i. Quantitative Chemistry
- ii. Atomic Structure
- iii. Periodicity
- iv. Chemical Bonding
- v. Energetics
- vi. Kinetics
- vii. Acids and Bases
- viii. Oxidation & Reduction
- ix. Organic Chemistry
- x. Measurement and Data Processing

Higher and Standard Level students study the same general topics as listed above. However, students on the Higher Level course study many of the topics in more depth. After these general topics there are 7 options from which at least 2 will be prepared in class for paper 3, the options are:

**Option A:** Modern Analytical Chemistry

**Option B:** Human Biochemistry

**Option C:** Chemistry in Industry and Technology

**Option D:** Medicines and Drugs

**Option E:** Environmental Chemistry

**Option F:** Food Chemistry

**Option G:** Further Organic Chemistry

Laboratory work is a significant feature of the course and it is used to support the theory and to develop experimental, analytical and investigative skills.

There are five assessment criteria that are used to assess the work of both SL and HL students.

- i. Design (D)
- ii. Data Collection and Processing (DCP)
- iii. Conclusion and Evaluation (CE)
- iv. Manipulative Skills (MS)
- v. Personal Skills (PS)

## Assessment:

Component	Format	Duration (Hours)		Overall Weighting (%)	
		SL	HL	SL	HL
Paper 1	Multiple-choice questions	45 minutes	1 hour	20	20
Paper 2	One data-based question, several short answer questions and extended-response questions	1 hour 15 minutes	2 hours 15 minutes	32	36
Paper 3	Several short-answer questions (and extended answer question for HL candidates) in each of the options	1 hour	1 hour 15 minutes	24	20
Practical Work and Internal Assessment	An internally assessed planned practical course including the Group 4 project	40 hours	60 hours	24	24

# Mathematics

## Who is this course for?

Mathematics is a compulsory subject comprised of three study option pathways: Mathematics Studies SL, Mathematics Standard Level and Mathematics Higher (Core) Level. The Mathematics courses each aim to enable students to appreciate the elegance, power and usefulness of mathematics, and to develop logical, creative and critical thinking skills, according to their varying levels.

Before selecting which level to take, students should consider a couple of factors:

1. If they have the appropriate prior learning required to be successful for their chosen strand of mathematics (see table below).
2. If they wish to attend university\* upon leaving school, which courses they are likely to study at university, and check that their chosen strand of Mathematics will be sufficient for entry into those courses.

\*Students wishing to study at a university in Germany should take either Standard Level or Higher (Core) Level Mathematics.

Level: HL/SL	Mathematics: Analysis and Approaches	Mathematics: Applications and Interpretation
Prior Learning	<b>SL:</b> Grade C in IGCSE Core (or equivalent) or above <b>HL:</b> Grade A in IGCSE Core (or equivalent) or above	<b>SL:</b> Grade C in IGCSE Core (or equivalent) or above <b>HL:</b> Grade A in IGCSE Core (or equivalent) or above
Topics	1. Number and Algebra 2. Functions 3. Geometry and Trigonometry 4. Statistics and Probability 5. Calculus 6. IA: Development of investigational, problem-solving and modelling skills and the exploration **Analytic methods pathway is tailored for students who wish to follow mathematics, engineering, science or economics	1. Number and Algebra 2. Functions 3. Geometry and Trigonometry 4. Statistics and Probability 5. Calculus 6. IA: Development of investigational, problem-solving and modelling skills and the exploration **Application and interpretation is tailored for students who wish to follow social sciences, natural sciences, psychology and other pathways

## Equipment:

A requirement for the IB Mathematics subject is that all pupils must have a Graphical Display Calculator (GDC). The calculator is a necessity not only for assessment purposes, but also for the enhancement of mathematical learning and skill development. The recommended calculator by the IBO is the TI-84 Plus or the TI-nspire, and these are most suited to the curriculum and school's schemes of work for mathematics. Pupils may purchase calculators other than the Texas Instrument brand, however it is recommended to discuss any deviations in purchase choice with the school to ensure a banned item is not inadvertently chosen.

## Assessment:

Throughout the Academic Years, students will be expected to be regularly examined on the variety of topics covered by the curriculum; however, they are ultimately graded through a combination of internal and external assessments.

Level	Analytic Methods	Applications and Interpretations
Paper 1	<b>SL:</b> 1 hour 30 mins (80 marks) <b>HL:</b> 2 hours (110 marks)	<b>SL:</b> 1 hour 30 mins (80 marks) <b>HL:</b> 2 hours (110 marks)
Paper 2	<b>SL:</b> 1 hour 30 mins (80 marks) <b>HL:</b> 2 hours (110 marks)	<b>SL:</b> 1 hour 30 mins (80 marks) <b>HL:</b> 2 hours (110 marks)
Paper 3	<b>HL only:</b> 1 hour (55 marks)	<b>HL only:</b> 1 hour (55 marks)
Coursework	Internal Assessment	Internal Assessment

# Visual Arts

The Visual Arts programme is designed for study at both Higher and Standard Levels across a range of disciplines including two-dimensional forms, three-dimensional forms and digital media or a combination of these depending on the individual requirements of the student. Students should have competent drawing skills, the ability to develop an idea from inception to conclusion and a willingness to investigate and research appropriate areas of Art history. The programme is likely to appeal to students who:

- ▶▶ Possess a genuine passion and interest in the visual arts.
- ▶▶ Want to explore, develop and realise their ideas visually.
- ▶▶ Want to debate, intellectualise and gain greater understanding of cultural, artistic and conceptual issues.
- ▶▶ Want to put together a body of work in sufficient quantity, dexterity and diversity to achieve entrance into Art College.

## Course details:

The IB Visual Arts Programme at Higher Level requires:

- ▶▶ The production of a body of work on a chosen theme supplemented by extensive investigation and research in several sketchbooks.
- ▶▶ At Higher Level a student following Option A would be expected to produce approximately 20 pieces of finished studio works, or 10 to 12 pieces at Standard Level, executed in various forms of media and techniques, substantiated by supporting studies in their investigation workbooks. In Option B a greater emphasis is placed on investigation and research and the studio work becomes the realisation of that research but proportionately less in quantity.

## Assessment:

Periodically students will deliver presentations of their work in which they must verbally display their understanding of the assessment objectives. All work is internally marked and externally moderated. Final Assessment is by upload of material with a filmed interview for IB external moderation.

Component	Format	HL	SL
Option A	Studio work	60%	60%
	Research work books	40%	40%
Option B	Research work books	60%	60%
	Studio work	40%	40%



# Be Ambitious



## Contact Details:

*Tom Douch*  
Head of Secondary  
[tom.douch@nais.qa](mailto:tom.douch@nais.qa)

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


*Julie Allen*  
Assistant IB Coordinator  
[julie.allen@nais.qa](mailto:julie.allen@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**

 @CISDOHA

 @CISDOHA

 @CompassDoha

 Compass International School

[www.cisdoha.com](http://www.cisdoha.com)