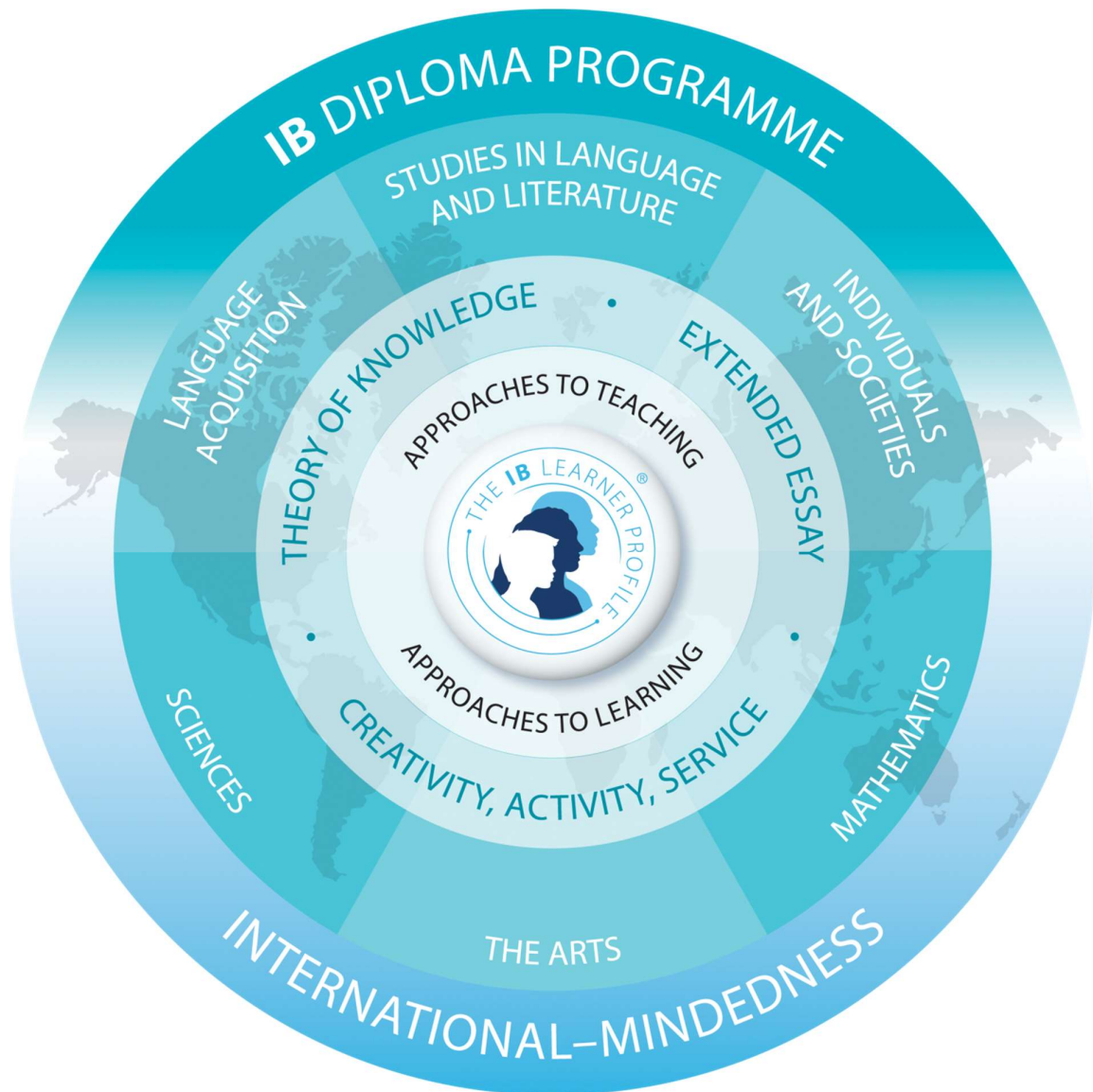


**THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME
AT VERDALA INTERNATIONAL SCHOOL**

Class of 2022
IB DP Handbook and
Course Selection Guide



<http://verdala.managebac.com>

Verdala International School

We strive to ensure that all of our students become knowledgeable, inquisitive and ethical contributors to our world.

Knowledgeable

Students at VIS have an understanding of concepts, ideas and issues across a broad range of disciplines with global and local significance.

Inquisitive

Students at VIS participate in their learning by exploring a variety of situations with courage and an open mind. They are reflective and appreciate diverse points of view.

Ethical

Students at VIS act with integrity and honesty. They demonstrate a strong sense of justice and fairness by respecting individuals, communities and the environment.

Contributors

Students at VIS actively pursue opportunities to contribute responsibly to their local and global communities.

International Baccalaureate

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

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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Letters to Students

From the High School Principal

Dear incoming Grade 11 students,

The IB Diploma Programme (IBDP) is renowned around the world, not only as an excellent university preparatory course, but also as a personally challenging and fulfilling experience. It is not easy, but then nothing that is really worth having ever is. Having said that, there are many myths about the IBDP and how hard it is. As with so many myths, there is some truth to this, but this is not the whole picture. The IBDP is what you make of it.

Those who study the IBDP are on a journey to becoming critical, reflective thinkers who can engage with the world from multiple perspectives. They become well-balanced individuals, conscious of their own understanding, and lack of understanding, of the world around them; and respectful of the viewpoints, cultures, traditions, and experiences of others.

In tomorrow's ever-changing multicultural community and fast-paced world, the ability to engage with people from multiple backgrounds will be seen as one of the most important personal qualities. And there will be a need for those who can integrate their knowledge and experience from distinct disciplines of human understanding, and in doing so create new knowledge which will be needed to solve future problems of which we currently have no awareness.

The IBDP, with its insistence on developing a broad body of understanding across five or six areas of knowledge, while at the same time requiring the development of other personal characteristics, provides you with the opportunity to become leaders of and contributors to your world. In addition to the rigorous academic study, your CAS programme will require you to engage with local and global issues and to have a real and lasting impact on the world around you.

Feedback from universities from around the world repeatedly confirms what we believe about the IBDP – that it is an outstanding preparatory course for university study – as those who complete the programme possess strong approaches to learning that contribute to their ongoing success. Graduates of the IBDP are well-known for their confidence and levels of maturity, for their open-mindedness and willingness to take intellectual risks, and for their integrity and principled behaviour. A good IB Diploma will open a multitude of very interesting doors!

As you consider the courses you will take over the next two years, choose those which you will actively enjoy. The IBDP is a challenging programme and there are times when you may wish to give up. If you have chosen to study subjects which interest you, you are more likely to stay the course and achieve the success of which you are capable.

As teachers, we love working with IBDP students. We love seeing how you grow and develop over these two years, and we love engaging in arguments and discussions with you about complex ideas, regardless of whether or not they'll "be on the test". We love seeing you learn, and mature, and we are all looking forward to accompanying you through this experience over the last two years of your school lives.

So, welcome to the IBDP. A personally challenging, yet ultimately extremely satisfying experience awaits you.



David Miles
High School Principal

Letters to Students

From the IB Diploma Programme Coordinator

Dear Students,

Verdala International School in Malta is a college-preparatory school which offers students the necessary experiences and knowledge that will give them confidence and success in their post-secondary education.

This handbook provides information related to the International Baccalaureate Diploma Programme (IBDP) courses, requirements, and standards. An IBDP student has high academic goals and a sufficient level of motivation and rigour to expand his or her knowledge and grow intellectually. The program is broad in its scope and deep in its provisions. A careful reading of these details will provide students and their parents with an understanding of what the Programme involves.

The IBDP at VIS is a two-year Programme of studies, which meets the externally monitored criteria of the IB Organization. The IBDP begins in September of the 11th grade year and continues through graduation.

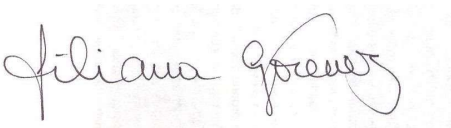
IB Diplomas or IBDP Courses are awarded *in addition to* and *independently of* the VIS Diploma. With the IB Diploma, it is possible to gain acceptance into university systems in all parts of the world. Since 1969, IB students have been accepted at over 700 universities in more than 100 countries.

The working language for all courses (except foreign languages) is English. Therefore, students are required a good level of language skills in English in order to follow the programme successfully.

The IBDP is very well known for being a very demanding and high academic programme, which requires devotion and dedication. This means that you need to get ready to experience over 20 hours per week on school work and make other sacrifices as necessary.

Welcome to this amazing international experience as citizens of the world.

Best,

A handwritten signature in cursive script, reading "Liliana Gomez", written in black ink on a light-colored background.

Ms. Liliana Gomez
IBDP Coordinator

The IB Learner Profile

What does it mean to be an IB Learner at VIS?

This is arguably one of the most important aspects of being selected to be an IB Diploma Programme student at the Verdala International School. In selecting students for the DP, the school takes into consideration to what extent students live out the following attributes. As students move through the two-year programme, they will be expected to model these ten traits.

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

As IB learners we strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
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.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Introduction to the IB Diploma Programme

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

Since the late 1960s, the programme has:

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

Curriculum

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

Students can choose to pursue the VIS High School Diploma supplemented by individual IB subject certificates, rather than the full IB Diploma, if the IB Diploma course combination does not best meet their individual needs or circumstances.

Assessment

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

Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. Statistically the range of scores that students have attained has remained stable and universities value the rigour and consistency of Diploma Programme assessment practice.

Glossary of Abbreviations

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

Course Selection Process

Choosing your Track

Your first request will be to enter the IB Diploma Programme as either an **IB Diploma** candidate or a **VIS Diploma** candidate. Whether you are an IB Diploma or VIS Diploma student, you must also meet all VIS graduation requirements in order to receive your VIS Diploma.

- **IB Diploma.** Students who register as full Diploma candidates will need to meet all requirements of the Diploma Programme, by selecting six DP courses and meeting the core requirements of TOK, EE, and CAS. ***Entry on the IB Diploma track is subject to satisfactory academic performance in G10 and G11.***
- **VIS Diploma.** Students who opt for the VIS Diploma will have the opportunity to enrol in one or more IB DP Courses at either Higher or Standard Level as a Course candidate. In addition to the VIS Diploma, students will receive a number of IB certificates. ***CAS requirements will also need to be met in order to obtain the VIS High School Diploma.***

	IB Diploma Track	VIS Diploma Track
Courses	Enrol in six DP courses, with at least three at Higher Level.	Enrol in six courses, with the option of Higher Level, Standard
Theory of Knowledge	Complete the internally assessed TOK presentation and submit one final essay for external	Optional course result available.
Extended Essay	Engage in a year-long research project, culminating in an original 4,000 word essay.	Senior Essay. Complete a research-based investigation paper very similar to the IB DP Extended Essay.
Creativity, Action, and Service	Successfully meet all learning outcomes of the CAS Programme.	
External Examinations	Sit for external examinations in all six courses.	Sit external examinations for courses of your choice.
Internal Assessments	Submit IA coursework for all six courses.	Submit IA coursework for DP courses only.
Total points	A minimum of 24 points is required across all six subjects (with some other requirements) to obtain the IB Diploma.	24.00 credits required for a VIS Diploma.
Final Award	IB Diploma and VIS Diploma.	VIS Diploma and IB DP Course results.

Course Selection Process

Choosing your Subjects

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

This does not mean, however, that you need to know at this stage exactly what you want to study at university in order to make sensible choices now. If accepted, you will be very fortunate to be doing the IB Diploma Programme, which by its nature requires you to take a broad range of subjects which keeps many options open. It is much more a matter of knowing what is safe to leave behind rather than knowing exactly which subjects you will need in the future.

Without Art, it:

- ❑ is much harder to become an architect
- ❑ will not be possible to get into an art or design degree Without Biology, you cannot:
- ❑ study sports or exercise science at the leading universities in this field (though admission to other universities in the field may be possible with Sports, health, and exercise science at IB DP level)
- ❑ study medicine in Bangladesh, India, Pakistan or Sri Lanka
- ❑ study medicine in some UK universities (e.g. Liverpool) Without Chemistry, you cannot:
- ❑ be a doctor, a dentist or a vet
- ❑ be a pharmacist
- ❑ be a chemist, or chemical engineer
- ❑ study any kind of engineering in Canada or Egypt (AUC) Without English or History, you:
- ❑ do not develop the verbal skills essential to studying Law as easily
- ❑ have less opportunities to develop the analytical skills in which these subjects specialize Without ITGS or

Computer Science, you:

- ❑ may find it more difficult to do the programming necessary in some sorts of engineering degrees
- ❑ may find it more difficult to get into or to cope with a Computing degree Without Languages, you:
- ❑ will be less competitive when applying for jobs than others who can communicate with people in other countries in their own language
- ❑ do not understand your own first language as well Without Mathematics, you cannot
- ❑ study finance, economics or be an actuary
- ❑ be an engineer
- ❑ study medicine in Australia
- ❑ study architecture at some universities
- ❑ study psychology at graduate level Without Physics, you cannot:
- ❑ be any sort of engineer
- ❑ study medicine in Bangladesh, India, Pakistan or Sri Lanka
- ❑ become a materials scientist or technologist

IB Diploma Programme Expectations at VIS

Students in Grade 11 go through an adaptation process during the first semester of the IB Diploma Programme where students and teachers are able to identify each student's strengths and weaknesses in order to be considered as a full IB Diploma Candidate. Therefore, the process for entering the IB Diploma Programme at VIS will take place during the second semester of Grade 11. Effort, general behavior, personal attitude, attendance, punctuality, and commitment are the factors in determining acceptance into the IB Diploma Programme. Further to this, general academic performance will be crucial in determining the student's suitability for individual courses within the Diploma Programme. In addition, it is expected that all potential IB DP students demonstrate a commitment to following and respecting our school code of conduct.

The following criteria will be implemented during the 2-year Programme in order to allow entrance and progression into the IB Diploma Programme as a full IB DP Candidate. All of this will be communicated to students, parents and guardians during the orientation presentation in Grade 10.

Grade 11:

- At the end of the first semester of Grade 11, all students pursuing a full IB Diploma will be expected to have a minimum of 20 points (obtained by adding the reported achievement grades from their six subjects excluding ToK and the EE). Any student achieving fewer than 20 points at this stage, or who have fewer than 10 points in their Higher Level (HL) Subjects, will be expected to undertake a modified Programme in consultation with the Secondary Principal and the IB Diploma Programme Coordinator.
- All students with 20 to 23 points (or with 10 or 11 HL points) will be warned that they will need to reduce their Programme of study if they do not achieve a minimum of 24 points (a minimum of 11 points in their higher levels) by the end of Grade 11.
- After the first progress report and at the end of the third progress report, all students performing below the expected minimum total points (20 by the end of S1 and 24 by the end of S2) will be expected to review their approaches to learning and will be recommended, where necessary, additional support in these areas within school and outside of it.
- At the end of Grade 11, all students desiring to pursue a full IB Diploma will be expected to have a minimum of 24 points on their End of Grade 11 Examinations (June of Year 1 of the Diploma Programme), excluding the additional points between TOK and EE. Students achieving fewer than 24 points (or fewer than 12 points in their HL subjects) will have to re-sit any exam where their performance was at Level 3 or below. This will take place in August, right before starting Grade 12. Students and parents will be advised of the date of this before departing for Summer Break.
- If, after the re-sit of examinations, the total points score is still fewer than 24 points (or HL points are below 12), the student will be required to reduce their Programme of study or repeat Grade 11 (***It should be noted that students cannot be guaranteed the same combinations of courses should they have to repeat Grade 11.***)
- Students on HL courses will be expected to perform at least at a Level 4 to remain on the course. The IB DP Coordinator will hold discussions with students achieving less than Level 4 to determine whether they need to move to SL, or to change subject completely.
- Additionally, it is indispensable that all students desiring to pursue a full IB Diploma are up to date with expectations regarding the CAS Programme and the Extended Essay by the end of Grade 11. Both the CAS Coordinator and the Extended Essay Coordinator will communicate any issues in either one of these components to the students and their parents. There will also be a final report included in the end of the year Report Card from each one of these coordinators stating the student's current progress.

** It should be noted that the above points represent the absolute minimum points acceptable and are well below the desirable level of achievement of a full IB DP Candidate.*

IB Diploma Programme Expectations at VIS

Grade 12:

- After the first two months into Grade 12 of the IB Diploma Programme, DP teachers will submit Predicted Grades (PGs) for all the students, based on their performance in Grade 11 and the beginning of Grade 12.
- Any student being given a PG less than 25 points (including the combined points from TOK and EE) will be recommended to reduce their Programme of study from a full IB DP Candidate into an IB DP Course Candidate. The IBDP Coordinator along with the Secondary Principal and the College Counselor will study the best options for these students before meeting with them and their parents. This will take place before **November 15**, when the IB DP registration process will end.
- As a formal IB DP Candidate, students are expected to maintain a high academic performance in all of their subjects. Additionally, they will have to demonstrate their constant commitment in their CAS progress, their Extended Essay and their Theory of Knowledge course.
- After the Mock Examination period (January/February), DP teachers will provide updated PGs taking into account their performance so far throughout the course including the Mock Examinations. At this stage, any full IB DP Candidate being predicted less than 24 points (including the combined points from TOK and EE) will meet with the DP Coordinator and parents to discuss performance and possible solutions to improve this.
- After Semester 1 reports, any student who has three or less satisfactory grades (4 or above) will have a meeting with the DP Coordinator and parents to discuss performance and possible solutions to improve this.

**The IB Diploma Coordinator, in agreement with the HS Principal, may make exceptions to this whole policy in individual cases where unusual circumstances apply (for example, students with special needs, long-term or serious illness).*

IB Diploma Programme Expectations for Entering Specific Subjects

The table below outlines the expectations for entering specific subjects in the IB Diploma Programme for students who have completed all the requirements from the IGCSE Programme. For new students and those students who are not taking these examinations, the entrance into the IB Diploma Programme will be based on their semester grades in Grade 10.

Group	Subject	Pre-requisites
1	English A: Language and Literature HL	<ul style="list-style-type: none"> • Earn at least a B in English Language & Literature, Extended syllabus (IGCSE)
1	English A: Language and Literature SL	<ul style="list-style-type: none"> • Have taken IGCSE English Language & Literature • Earn a B in IGCSE English as a Second Language, Extended Syllabus (IGCSE) and show evidence of studies in literature • Earn an A in IGCSE English as a Second Language, Core Syllabus (IGCSE) and show evidence of studies in literature
1	Literature A: Mother Tongue Self-study course (SL only)	<ul style="list-style-type: none"> • Provide evidence of native level language background within an academic context of the language as a mother tongue within the past two years • Provide evidence of studies of literary analysis of texts within the past two years
2	English B HL (Designed for students who possess a degree of knowledge and experience in English as an additional language)	<ul style="list-style-type: none"> • Earn a B in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Earn an A in IGCSE English as a Second Language, Core Syllabus (IGCSE) • Not suitable for students in IGCSE Language and Literature
2	English B SL (Designed for students who possess a degree of knowledge and experience in English as an additional language)	<ul style="list-style-type: none"> • Earn a C in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Earn a B in IGCSE English as a Second Language, Core Syllabus (IGCSE) • Not suitable for students in IGCSE Language and Literature
2	Language B HL (French, Italian or Spanish)	<ul style="list-style-type: none"> • Language B HL is designed for students who possess a degree of knowledge and experience in the target language • Earn at least a B in the corresponding IGCSE as a Foreign Language course
2	Language B SL (French, Italian or Spanish)	<ul style="list-style-type: none"> • Language B SL is designed for students who possess a degree of knowledge and experience in the target language • Earn at least a C in the corresponding IGCSE as a Foreign Language course
2	Language ab initio SL (French, Italian or Spanish)	<ul style="list-style-type: none"> • Language ab initio SL courses are designed for students with little or no previous experience of learning the chosen language • Earn a D in the corresponding IGCSE as a Foreign Language course
3	Business Management HL	<ul style="list-style-type: none"> • Possess strong linguistic and analytical skills in English. Earn at least a B in English Language & Literature, Extended syllabus (IGCSE) • Possess a great Mathematical knowledge and understanding, and earn at least a C in Extended Mathematics (IGCSE)

IB Diploma Programme Expectations for Entering Specific Subjects

		<ul style="list-style-type: none"> • Possess strong research skills
3	Business Management SL	<ul style="list-style-type: none"> • Possess good linguistic and analytical skills in English and earn an A in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Possess a good Mathematical knowledge and understanding and earn at least a D in Extended Mathematics (IGCSE) • Possess good research skills
3	History HL	<ul style="list-style-type: none"> • Possess strong linguistic and analytical skills in English • Have taken IGCSE English Language & Literature • Earn an A in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Possess strong research skills
3	History SL	<ul style="list-style-type: none"> • Possess good linguistic and analytical skills in English • Earn at least a B in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Possess good research skills
3	Psychology HL	<ul style="list-style-type: none"> • Possess strong linguistic and analytical skills in English • Have taken IGCSE English Language & Literature • Earn an A in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Possess strong research skills
3	Psychology SL	<ul style="list-style-type: none"> • Possess good linguistic and analytical skills in English • Earn at least a B in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Possess good research skills
3/4	Environmental Systems & Societies SL	<ul style="list-style-type: none"> • Possess good linguistic and analytical skills in English and earn at least a B in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Possess good research skills • Strong mathematical base, or willingness to self-study mathematics
4	Biology HL	<ul style="list-style-type: none"> • Possess strong linguistic and analytical skills in English • Earn an A in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Possess strong research skills • Earn at least a B in IGCSE Coordinated Science with a strong Biology component
4	Biology SL	<ul style="list-style-type: none"> • Possess strong linguistic and analytical skills in English • Earn at least a B in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Possess good research skills • Earn at least a C in IGCSE Coordinated Science with a strong Biology component
4	Chemistry HL	<ul style="list-style-type: none"> • Possess strong linguistic and analytical skills in English • Earn an A in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Possess strong research skills • Earn at least a B in IGCSE Coordinated Science
4	Chemistry SL	<ul style="list-style-type: none"> • Possess strong linguistic and analytical skills in English • Earn at least a B in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Possess good research skills • Earn at least a C in IGCSE Coordinated Science

IB Diploma Programme Expectations for Entering Specific Subjects

4	Physics HL	<ul style="list-style-type: none"> • Possess knowledge and understanding of mental math • Possess strong linguistic and analytical skills in English • Earn an A in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Earn at least a B in Extended Mathematics (IGCSE) • Earn at least a B in IGCSE Coordinated Science or Physics
4	Physics SL	<ul style="list-style-type: none"> • Possess knowledge and understanding of mental math • Possess strong linguistic and analytical skills in English • Earn at least a B in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Earn at least a C in Extended Mathematics (IGCSE) • Earn at least a C in IGCSE Coordinated Science or Physics
4	Computer Science HL	<ul style="list-style-type: none"> • Possess a great understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate • Possess strong linguistic and analytical skills in English • Earn an A in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Possess strong research skills • Possess an inquisitive and curious mindset • Earn at least a B in Extended Mathematics (IGCSE) • Earn at least a B in IGCSE Coordinated Science
4	Computer Science SL	<ul style="list-style-type: none"> • Possess an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate • Possess strong linguistic and analytical skills in English • Earn an A in IGCSE English as a Second Language, Extended Syllabus (IGCSE) • Possess strong research skills • Possess an inquisitive and curious mindset • Earn at least a C in Extended Mathematics (IGCSE) • Earn at least a C in IGCSE Coordinated Science
5	Mathematics: Analysis and Approaches HL	<ul style="list-style-type: none"> • Possess an insight of mathematical form and structure • Possess strong research skills • Possess knowledge and understanding of mental math • Possess independence and motivation in mathematical learning • Earn an A in Extended Mathematics (IGCSE)
5	Mathematics: Analysis and Approaches SL	<ul style="list-style-type: none"> • Possess an insight of mathematical form and structure • Possess good research skills • Possess basic mathematical knowledge • Possess independence and motivation in mathematical learning • Earn at least a B in Extended Mathematics (IGCSE)
5	Mathematics: Applications and Interpretation HL	<ul style="list-style-type: none"> • Possess a basic range of mathematical backgrounds and abilities • Possess some knowledge on statistics and logical reasoning • Possess good research skills • Earn at least a C in Extended Mathematics or an A in the Core Syllabus
5	Mathematics: Applications and Interpretation SL	<ul style="list-style-type: none"> • Possess a basic range of mathematical backgrounds and abilities • Possess some knowledge on statistics and logical reasoning • Possess good research skills • Earn at least a B in the Core Syllabus

IB Diploma Programme Expectations for Entering Specific Subjects

6	Visual Arts HL	<ul style="list-style-type: none"> • Possess a creative mindset and a high cultural expectation • Possess analytical and divergent thinking skills • Possess strong research skills • Possess an inquisitive, curious and self-driven mindset • Earn an A in IGCSE Art
6	Visual Arts SL	<ul style="list-style-type: none"> • Possess a creative mindset and a high cultural expectation • Possess analytical and divergent thinking skills • Possess strong research skills • Possess an inquisitive, curious and self-driven mindset • Earn at least a C in IGCSE Art
6	Theatre HL	<ul style="list-style-type: none"> • Possess a high confidence, creativity and work well collaboratively • Possess an inquisitive and productive mindset • Possess a clear understanding of their own personal and cultural perspective • Earn an A in IGCSE Drama
6	Theatre SL	<ul style="list-style-type: none"> • Possess a high confidence, creativity and work well collaboratively • Possess an inquisitive and productive mindset • Possess a clear understanding of their own personal and cultural perspective • Earn at least a C in IGCSE Drama

Course Selection Process

University Recognition

United Kingdom and Ireland

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

Continental Europe

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

Italy

In 1999, Verdala International School received acceptance of its IB Diploma Programme by the Ministry of Education in Rome. Students wishing to study at an Italian university must meet certain subject requirements.

Austria

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

Germany

The IB Diploma is recognized with certain conditions relating to subject choices and grades achieved.

Sweden

The IB Diploma is recognized by Swedish universities and colleges as meeting the general requirements for entry provided that Swedish is in the diploma or the student passes a Swedish TISUS test. Individual IB course results without the full IB diploma do not meet the general admission requirements. For most study programmes, there are also special requirements (e.g., three sciences are required for medicine).

The United States

The IB Diploma is not required for university entrance in the United States. Most prominent universities, however, have developed IB policies that vary between advanced placement, course credit, and special consideration at the time of admission. In some cases, a full year of university standing may be awarded to students with the IB Diploma. In addition, admission officers look favorably on students enrolled in the IB Diploma Programme when considering applications. Students intending to apply to the US for university or to any US-style university (e.g., American University of Beirut, American University of Cairo, etc.), need to begin to prepare for the SATs. More information about SATs can be found in the College Counselling office.

Canada

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

Malta

The IB Diploma is accepted to satisfy the General Entry Requirements (GER) of the University of Malta if obtained with 28 points or higher overall, and with passes at SEC level at Grade 5 or better in Maltese*, English Language and Mathematics. The IB Diploma should have a mix of subjects which include passes with 4 points or better in a language, a science subject and a humanistic subject. Where course regulations or bye-laws specify English (or another language) as a special course requirement such a pass must be obtained in Language A: Language and Literature at the specified level and grade.

Any Special Course Requirements must also be satisfied at the specified level and grade. The comparability of grades and some of the subjects within the IB Diploma may be found

at: <https://www.um.edu.mt/journey/admissionsadvice/internationalapplicants/comparingib/comparingibsubjects>

**Non-Maltese applicants are required to offer another language instead of the SEC level pass in Maltese. Applicants whose mother tongue is English are required to offer a language other than English instead of Maltese. Full details are available in the Admissions Regulations, 2016.*

Information from the IB DP Coordinator and College Counsellor

The IB Diploma is recognized by universities in more than 100 countries around the world. A complete list is available for reference from either the IB DP Coordinator or the College Counsellor. All students and parents are encouraged to make an early appointment with the CC to discuss the various options available for post-Verdala education.

Higher / Standard Levels

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

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

It is also important to realize that doing the subjects you are passionate about at higher level, even if they are demanding, will impress university admissions officers who value those subjects for the course they teach. A slightly higher IB score, based on subjects unrelated to the course, or with relevant subjects only at standard level, rather than higher, does not necessarily impress.

Work Experience

Work experience in a field in which you are interested for a minimum of two weeks during the summer holiday after 10th grade is a particularly important way to strengthen a university application. It shows initiative and commitment, helps you write a very good personal statement, and helps clarify your actual level of interest in that field.

Current Course Offerings

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

Please take note of the following important points:

Online courses (Pamoja)

Some subjects are not offered at VIS. There is the option of following these IB courses via an online learning platform provided by the IB-approved online learning firm Pamoja Education (Pamoja). Students in Pamoja courses have a dedicated IB DP teacher and are enrolled in classes with other IB DP students in IB World Schools around the globe. For more details about these courses, please visit <http://pamojaeducation.com>.

Students wishing to enrol in an online course need to have a record of high effort grades and need the approval of the IB DP Coordinator. Although students will be working primarily with an IB- trained online teacher, a site-based coordinator for Pamoja students will monitor the student's progress in the subject area in school.

With the exception of some cases based on our school policy, students will be required to pay a non-refundable annual fee for the delivery of the online course as described below:

1. Pamoja online courses include a fee per year, last year they were subject **Euro 1,150** plus additional admin fees. This will be paid by the family and not the school.
2. The deadline for dropping a course, changing a course or changing the level of a course is 29 September 2020.
3. A fee will be charged:
 - If a Year 1 student is withdrawn within the first four weeks of the course; a **Euro 300** (last year's figure) withdrawal fee applies.
 - If a Year 1 student is withdrawn after the drop period deadline (**29th September 2020**), the full Year 1 tuition fee will be charged.

An up to date list of courses offered by Pamoja can be found on their website. www.pamojaeducation.com

Registration numbers

DP Courses will usually only be offered once a minimum number of students have enrolled. If, due to low enrolment, your course selection is not available, you will be contacted by the IB DP Coordinator who will guide you in the selection of another subject from that group.

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE
Language A: Literature (SL/HL)
English

Course Description

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

School-supported Self-taught (SSST) Languages

Students whose native language is not English may also enrol in the language A: literature self-taught course at the Standard Level only. This is a self-guided course for students who have provided evidence of native level language background within an academic context of the language as a mother tongue, besides studies of literary analysis of texts within the past two years. Special permission must be sought from the IB DP Coordinator before enrolling in a self-study course.

Note: Families are required to provide a tutor if it is the interest of the student to take the SSST course. Failure to provide a tutor within the first month of the academic year will result in the student not being allowed to take this course. Any type of compensation will be arranged between the families and the tutor.

Assessment

Standard Level		Higher Level	
External Assessment	70%	External Assessment	80%
Paper 1: Guided non-literary analysis	35%	Paper 1: Literary commentary	35%
Paper 2: Literary essay	35%	Paper 2: Literary essay	25%
		Formal Essay	20%
Internal Assessment	30%	Internal Assessment	20%
Individual oral	30%	Individual oral	20%

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE
Language A: Language and literature (SL/HL)
English

Course Description

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

In view of the international nature of the IB and its commitment to intercultural understanding, the language A: language and literature course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

Assessment

Standard Level		Higher Level	
External Assessment	70%	External Assessment	80%
Paper 1: Guided non-literary analysis	35%	Paper 1: Literary commentary	35%
Paper 2: Literary essay	35%	Paper 2: Literary essay	25%
		Formal Essay	20%
Internal Assessment	30%	Internal Assessment	20%
Individual oral	30%	Individual oral	20%

GROUP 2: LANGUAGE ACQUISITION
Language B (SL/HL)
English, French, Italian, Spanish

Course Description

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the culture(s) concerned. The material will be chosen to enable students to develop mastery of language skills and intercultural understanding.

The study of an additional language adds to the international dimension of the Diploma Programme. While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviours. The language B course achieves this reflection on cultural values and behaviours in different ways.

The language B course seeks to develop international understanding and foster a concern for global issues, as well as to raise students' awareness of their own responsibility at a local level. It also seeks to develop students' intercultural awareness, which contributes to the relationship between language B and the international dimension.

Assessment

Standard Level		Higher Level	
External Assessment	75%	External Assessment	70%
Paper 1: Writing skills	25%	Paper 1: Writing Skills	25%
Paper 2: Listening and reading skills	50%	Paper 2: Listening and reading skills	50%
Internal Assessment	25%	Internal Assessment	25%
Individual oral	25%	Individual oral	25%

GROUP 2: LANGUAGE ACQUISITION
Language *ab initio* (SL)
Italian, French, Spanish, Mandarin*

Course Description

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

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

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language *ab initio* course has a language-specific syllabus that is used in conjunction with the guide. Language *ab initio* is available at SL only.

The study of an additional language adds to the international dimension of the Diploma Programme. Intercultural understanding is a major cohesive element of the syllabus in language *ab initio*. While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviours.

The language *ab initio* course achieves this reflection on cultural values and behaviours in different ways. The course's three broad themes are well suited to fostering an international perspective. The language *ab initio* course, albeit at a basic level, seeks to develop intercultural understanding and foster a concern for global issues, as well as to raise students' awareness of their own responsibility at a local level.

Placement

The language *ab initio* course is designed for students with **little or no prior experience** of the language they wish to study. All final decisions on the appropriateness of the course for which students are entered are taken by the IB DP Coordinator in conjunction with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language *ab initio* course should be a challenging educational experience for the student.

* Mandarin *ab initio*

*The Mandarin course will be delivered via an online platform. These students will work under the guidance of an on-site coordinator who will monitor student progress as they work in the Pamoja Education online environment. Only highly motivated students with high effort scores will be permitted to enrol in this course. **Please note that there will be a non-refundable fee associated with the delivery of the Mandarin *ab initio* course.***

Assessment

Standard Level	
External Assessment	75%
Paper 1: Writing skills	25%
Paper 2: Listening and reading skills	50%
Internal Assessment	25%
Individual oral	25%

GROUP 3: INDIVIDUALS AND SOCIETIES

Business management (SL/HL)

Course Description

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterize most business organizations.

Although business management shares many skills and areas of knowledge with other humanities and social sciences, it is distinct in a number of ways. For example business management is the study of decision-making within an organization, whereas economics is the study of scarcity and resource allocation, both on micro and macro levels. Business management examines the use of information technology in business contexts, whereas information technology in a global society (ITGS) critically examines its impact on other fields, such as health and government.

Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. Business management is, therefore, perfectly placed within the individuals and societies subject area: aiming to develop in students an appreciation both for our individuality and our collective purposes.

The Diploma Programme business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course, as this integration promotes a holistic overview of business and management. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalization, innovation and strategy), the business management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

The course encourages the appreciation of ethical concerns, as well as issues of corporate social responsibility (CSR), at both a local and global level. Through the study of topics such as human resource management, organizational growth and business strategy, the course aims to develop transferable skills relevant to today's students. These include the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

Assessment

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

GROUP 3: INDIVIDUALS AND SOCIETIES

Economics (SL/HL)

Course Description

Economics is a dynamic social science, forming part of group 3 (individuals and societies). The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not studied in a vacuum; rather, they are applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

Assessment

Standard Level		Higher Level	
External Assessment	80%	External Assessment	80%
Paper 1: Extended response	40%	Paper 1: Extended response	30%
Paper 2: Data response	40%	Paper 2: Data response	30%
		Paper 3: Extension paper	20%
Internal Assessment	20%	Internal Assessment	20%
Student portfolio	20%	Student portfolio	20%

GROUP 3: INDIVIDUALS AND SOCIETIES

History (SL/HL)

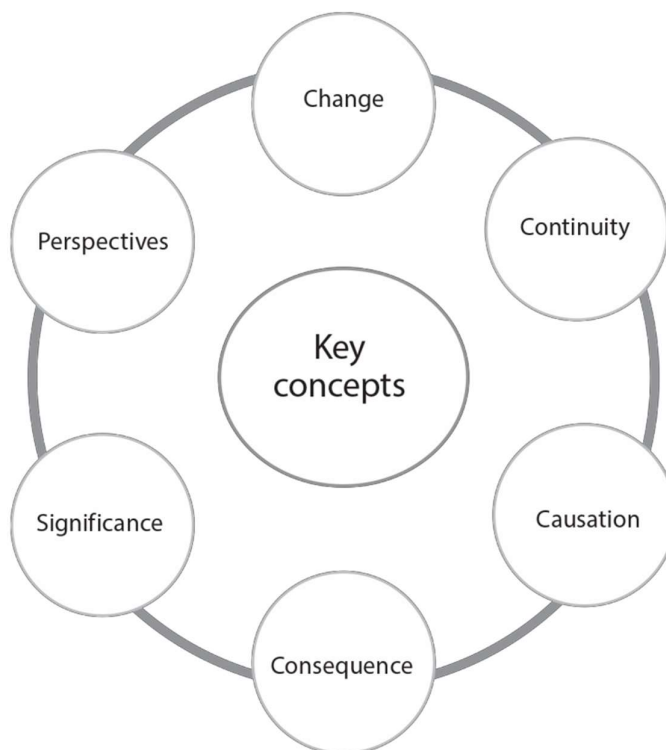
Course Description

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance.

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi- perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

There are six key concepts that have particular prominence throughout the DP history course.



Assessment

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

GROUP 3: INDIVIDUALS AND SOCIETIES

Information technology in a global society (SL/HL)

*The ITGS course will be delivered via an online platform. These students will work under the guidance of an on-site coordinator who will monitor student progress as they work in the Pamoja Education online environment. Only highly motivated students with high effort scores will be permitted to enrol in this course. **Please note that there will be a non-refundable fee associated with the delivery of the philosophy course.***

Course Description

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

Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers social and ethical considerations that are common to other subjects in group 3. Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This increasingly widespread use of IT inevitably raises important questions with regard to the social and ethical considerations that shape our society today. ITGS offers an opportunity for a systematic study of these considerations, whose range is such that they fall outside the scope of any other single discipline.

The nature of the subject is defined by the use of fundamental ITGS terms. For the purpose of the ITGS syllabus the following definitions apply.

- *Information technology* (IT) is the study, design, development, implementation, support or maintenance of computer-based information systems.
- *Social and ethical significance* refers to the effects that the development, implementation and use of information technology has on individuals and societies. Social impacts and ethical considerations are not mutually exclusive and are therefore categorized as a single entity. However, in general:
 - *social impacts* tend to refer to the effects of IT on human life
 - *ethical considerations* tend to refer to the responsibility and accountability involved in the design and implementation of IT.
- An *information system* is a collection of people, information technologies, data, processes and policies organized to accomplish specific functions and solve specific problems.

ITGS has links with subjects not included in group 3, notably computer science, but it should be noted that there are clear differences between the subjects. The main difference between ITGS and computer science relates to the focus of study. ITGS is about how people are affected by systems already in use and those planned for the future.

Computer science looks first at the technology and then later at its interaction with those affected by it. Some degree of overlap between the two subjects is intentional, inevitable and desirable.

Assessment

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

GROUP 3: INDIVIDUALS AND SOCIETIES

Philosophy (SL)

*The philosophy course will be delivered via an online platform. These students will work under the guidance of an on-site coordinator who will monitor student progress as they work in the Pamoja Education online environment. Only highly motivated students with high effort scores will be permitted to enrol in this course. **Please note that there will be a non-refundable fee associated with the delivery of the philosophy course.***

Course Description

Philosophy deals with issues that are profound, complex, challenging and important for humanity. The Diploma Programme philosophy course aims to be inclusive and to deal with a wide range of issues that can be approached in a philosophical way. A concern with clarity of understanding lies at the core of the philosophy course. This clarity is achieved through critical and systematic thinking, careful analysis of arguments, the study of philosophical themes and a close reading of texts. Through this examination of themes and texts, the philosophy course allows students to explore fundamental questions that people have asked throughout human history. For example: What is it to be a human being? How do I know what is the right thing to do? Moreover, it confronts new problems arising within contemporary society, including those that result from increasing international interaction.

The emphasis of the philosophy course is very much on “doing” philosophy. Doing philosophy requires a willingness to attempt an understanding of alternative views by applying intellectual rigour and cultivating an open and critical mind. It also invites the development of perspectives that encompass cultural pluralism and an awareness of the international context within which it unfolds. This constitutes a new challenge for students doing philosophy within a worldwide perspective—an important feature that is reflected in the themes and activities of the course.

Assessment

Standard Level	
External Assessment	75%
Paper 1: Essays on course themes	50%
Paper 2: Essay on prescribed texts	25%
Internal Assessment	25%
Philosophical analysis	25%

GROUP 3: INDIVIDUALS AND SOCIETIES

Psychology (SL/HL)

Course Description

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

IB psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behaviour and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

Assessment

Standard Level		Higher Level	
External Assessment	75%	External Assessment	80%
Paper 1: Short-answer and essay	50%	Paper 1: Short-answer and essay	35%
Paper 2: Long essay on syllabus	25%	Paper 2: Long essay on syllabus	25%
		Paper 3: Questions on unseen text	20%
Internal Assessment	25%	Internal Assessment	25%
Simple experimental study	25%	Simple experimental study	25%

GROUP 4: SCIENCES

Biology (SL/HL)

Course Description

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution 4 billion species could have been produced. Most of these flourished for a period of time and then became extinct as new, better adapted species took their place. There have been at least five periods when very large numbers of species became extinct and biologists are concerned that another mass extinction is under way, caused this time by human activity. Nonetheless, there are more species alive on Earth today than ever before. This diversity makes biology both an endless source of fascination and a considerable challenge.

An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more. From the earliest cave paintings to the modern wildlife documentary, this interest is as obvious as it is ubiquitous, as biology continues to fascinate young and old all over the world.

The word “biology” was coined by German naturalist Gottfried Reinhold in 1802 but our understanding of living organisms only started to grow rapidly with the advent of techniques and technologies developed in the 18th and 19th centuries, not least the invention of the microscope and the realization that natural selection is the process that has driven the evolution of life.

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Many areas of research in biology are extremely challenging and many discoveries remain to be made. Biology is still a young science and great progress is expected in the 21st century. This progress is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species, and is threatening the very planet we occupy.

Assessment

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

Group 4 Project

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

GROUP 4: SCIENCES

Chemistry (SL/HL)

Course Description

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

Earth, water, air and fire are often said to be the four classical elements. They have connections with Hinduism and Buddhism. The Greek philosopher Plato was the first to call these entities elements. The study of chemistry has changed dramatically from its origins in the early days of alchemists, who had as their quest the transmutation of common metals into gold. Although today alchemists are not regarded as being true scientists, modern chemistry has the study of alchemy as its roots. Alchemists were among the first to develop strict experimentation processes and laboratory techniques. Robert Boyle, often credited with being the father of modern chemistry, began experimenting as an alchemist.

Despite the exciting and extraordinary development of ideas throughout the history of chemistry, certain things have remained unchanged. Observations remain essential at the very core of chemistry, and this sometimes requires decisions about what to look for. The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working chemists today and, crucially, are also accessible to students in schools. The body of scientific knowledge has grown in size and complexity, and the tools and skills of theoretical and experimental chemistry have become so specialized, that it is difficult (if not impossible) to be highly proficient in both areas. While students should be aware of this, they should also know that the free and rapid interplay of theoretical ideas and experimental results in the public scientific literature maintains the crucial link between these fields.

The Diploma Programme chemistry course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study chemistry as their major subject in higher education and those who do not.

At the school level both theory and experiments should be undertaken by all students. They should complement one another naturally, as they do in the wider scientific community. The Diploma Programme chemistry course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. It also allows students to develop interpersonal skills, and digital technology skills, which are essential in 21st century scientific endeavour and are important life-enhancing, transferable skills in their own right.

Assessment

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

Group 4 Project

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

GROUP 4: SCIENCES

Computer science (SL/HL)

Course Description

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

The Diploma Programme computer science course is engaging, accessible, inspiring and rigorous. It has the following characteristics:

- draws on a wide spectrum of knowledge
- enables and empowers innovation, exploration and the acquisition of further knowledge
- interacts with and influences cultures, society and how individuals and societies behave
- raises ethical issues
- is underpinned by computational thinking.

Computational thinking involves the ability to:

- think procedurally, logically, concurrently, abstractly, recursively and think ahead
- utilize an experimental and inquiry-based approach to problem-solving
- develop algorithms and express them clearly
- appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.

During the course the student will develop computational solutions. This will involve the ability to:

- identify a problem or unanswered question
- design, prototype and test a proposed solution
- liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

Computer science has links with subjects outside of group 4, notably information technology in a global society (ITGS), but it should be noted that there are clear differences between the subjects.

Assessment

Standard Level		Higher Level	
External Assessment	70%	External Assessment	80%
Paper 1: Short & structured questions	45%	Paper 1: Short & structured questions	40%
Paper 2: Option-based exam	25%	Paper 2: Option-based exam	20%
		Paper 3: Case study exam	20%
Internal Assessment	30%	Internal Assessment	20%
Solution & Group 4 project	30%	Solution & Group 4 project	20%

Group 4 Project

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

GROUP 4: SCIENCES

Environmental systems and societies (SL)

Course Description

As a transdisciplinary subject, environmental systems and societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). By choosing to study a transdisciplinary course such as this as part of their diploma, students are able to satisfy the requirements for both groups 3 and 4 of the hexagon, thus allowing them to choose another subject from any hexagon group (including another group 3 or 4 subject). Transdisciplinary subjects therefore introduce more flexibility into the IB Diploma Programme. The environmental systems and societies course is offered at SL only.

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention will be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues.

Assessment

Standard Level	
External Assessment	80%
Paper 1: Case Study	25%
Paper 2: Short answers and structured essays	50%
Internal Practical Assessment (Individual Investigation)	25%

GROUP 4: SCIENCES

Physics (SL/HL)

Course Description

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies.

The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working physicists today and, crucially, are also accessible to students in schools. Early in the development of science, physicists were both theoreticians and experimenters (natural philosophers). The body of scientific knowledge has grown in size and complexity, and the tools and skills of theoretical and experimental physicists have become so specialized that it is difficult (if not impossible) to be highly proficient in both areas. While students should be aware of this, they should also know that the free and rapid interplay of theoretical ideas and experimental results in the public scientific literature maintains the crucial links between these fields.

At the school level both theory and experiments should be undertaken by all students. They should complement one another naturally, as they do in the wider scientific community. The Diploma Programme physics course allows students to develop traditional practical skills and techniques and increase their abilities in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal and digital communication skills which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right.

Alongside the growth in our understanding of the natural world, perhaps the more obvious and relevant result of physics to most of our students is our ability to change the world. This is the technological side of physics, in which physical principles have been applied to construct and alter the material world to suit our needs, and have had a profound influence on the daily lives of all human beings. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. These concerns have become more prominent as our power over the environment has grown, particularly among young people, for whom the importance of the responsibility of physicists for their own actions is self-evident.

The Diploma Programme physics course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both SL and HL, and therefore accommodates students who wish to study physics as their major subject in higher education and those who do not.

Assessment

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

Group 4 Project

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

GROUP 5: MATHEMATICS

Mathematics: Analysis and Approaches

Course Description

Analysis and approaches at SL and HL is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example. It reflects the emphasis on calculus and on algebraic, graphical and numerical approaches.

In order to bring DP mathematics in line with other subjects within the diploma the SL content will become a complete subset of the HL content in both subjects. All students will complete 120 hours of SL content and 30 hours of investigation, inquiry and problem-solving activities including completing the internal assessment. HL students will complete a further 90 hours of additional higher level content. SL as a subset of HL is being designed to allow more flexibility in the way that schools group their students and to encourage a greater proportion of students to take a HL mathematics course.

Assessment

Standard Level		Higher Level	
External Assessment	80%	External Assessment	80%
Paper 1: non-calculator	40%	Paper 1: non-calculator	30%
Paper 2: calculator	40%	Paper 2: calculator	30%
		Paper 3: problem solving	20%
Internal Assessment	20%	Internal Assessment	20%
Mathematical exploration	20%	Solution & Group 4 project	20%

GROUP 5: MATHEMATICS

Mathematics: Applications and Interpretations

Course Description

Applications and interpretation SL and HL is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example. This course is most suitable for those students whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. It emphasises the applied nature of the subject, and also that interpretation of results in context is an important element of the subject.

In order to bring DP mathematics in line with other subjects within the diploma the SL content will become a complete subset of the HL content in both subjects. All students will complete 120 hours of SL content and 30 hours of investigation, inquiry and problem-solving activities including completing the internal assessment. HL students will complete a further 90 hours of additional higher level content. SL as a subset of HL is being designed to allow more flexibility in the way that schools group their students and to encourage a greater proportion of students to take a HL mathematics course.

Assessment

Standard Level		Higher Level	
External Assessment	80%	External Assessment	80%
Paper 1: non-calculator	40%	Paper 1: non-calculator	30%
Paper 2: calculator	40%	Paper 2: calculator	30%
		Paper 3: problem solving	20%
Internal Assessment	20%	Internal Assessment	20%
Mathematical exploration	20%	Solution & Group 4 project	20%

GROUP 6: THE ARTS

Film (SL)

*The film course will be delivered via an online platform. These students will work under the guidance of an on-site coordinator who will monitor student progress as they work in the Pamoja Education online environment. Only highly motivated students with high effort scores will be permitted to enrol in this course. **Please note that there will be a non-refundable fee associated with the delivery of the film course.***

Course Description

Film is both a powerful communication medium and an art form. The Diploma Programme film course aims to develop students' skills so that they become adept in both interpreting and making film texts.

Through the study and analysis of film texts and exercises in film-making, the Diploma Programme film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

The IB film course emphasizes the importance of working individually and as a member of a group. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind. Thus, the IB film course can become a way for the student to celebrate the international and intercultural dynamic that inspires and sustains a type of contemporary film, while appreciating specifically local origins that have given rise to cinematic production in many parts of the world.

For any student to create, to present and to study film requires courage, passion and curiosity: courage to create individually and as part of a team, to explore ideas through action and harness the imagination, and to experiment; passion to communicate and to act communally, and to research and formulate ideas eloquently; curiosity about self and others and the world around them, about different traditions, techniques and knowledge, about the past and the future, and about the limitless possibilities of human expression through film.

At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film.

Assessment

Standard Level	
External Assessment	50%
Paper 1: Independent study	25%
Paper 2: Presentation	25%
Internal Assessment	50%
Production portfolio	50%

GROUP 6: THE ARTS

Theatre (SL/HL)

Course Description

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

Assessment

Standard Level		Higher Level	
External Assessment	65%	External Assessment	75%
		Task 1: Solo theatre piece	35%
Task 2: Director's notebook	35%	Task 2: Director's notebook	20%
Task 3: Research and presentation	30%	Task 3: Research and presentation	20%
Internal Assessment	35%	Internal Assessment	25%
Task 4: Collaborative project	35%	Task 4: Collaborative project	25%

GROUP 6: THE ARTS

Visual arts (SL/HL)

Course Description

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Assessment

Standard Level		Higher Level	
External Assessment	60%	External Assessment	60%
Part 1: Comparative study	20%	Part 1: Comparative study	20%
Part 2: Process portfolio	40%	Part 2: Process portfolio	40%
Internal Assessment	40%	Internal Assessment	40%
Part 3: Exhibition	40%	Part 3: Exhibition	40%

CORE ELEMENTS

Theory of Knowledge

Nature of the Subject

TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize 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 individual knower has to try to make sense of the world and understand his or her relationship to it. He or she has at his or her disposal the resources of the areas of knowledge, for example, the academic disciplines studied in the Diploma Programme. He or she also has access to ways of knowing such as memory, intuition, reason and sense perception that help us navigate our way in a complex world.

Discussion forms the backbone of the TOK course. Students are invited to consider knowledge questions against the backdrop of their experiences of knowledge in their other Diploma Programme subjects but also in relation to the practical experiences offered by CAS and the formal research that takes place for the extended essay. The experiences of the student outside school also have a role to play in these discussions, although TOK seeks to strike a balance between the shared and personal aspects of knowledge.

Recognizing the discursive aspect of the course, the TOK presentation assesses the ability of the student to apply TOK thinking to a real-life situation. The TOK essay gives the opportunity to assess more formal argumentation prompted by questions of a more general nature.

TOK is a course in critical thinking but it is one that is specifically geared to an approach to knowledge that is mindful of the interconnectedness of the modern world. “Critical” in this context implies an analytical approach prepared to test the support for knowledge claims, aware of its own weaknesses, conscious of its perspectives and open to alternative ways of answering knowledge questions. It is a demanding course but one that is an essential component not only of the Diploma Programme but of lifelong learning.

Assessment

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

CORE ELEMENTS

Extended Essay

Nature of the Subject

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects – normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. Completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor.

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject. The extended essay is:

- compulsory for all Diploma students
- externally assessed and, in combination with the grade for theory of knowledge course, contributes up to three points to the total score for the IB diploma
- a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school
- chosen from the list of approved Diploma Programme subjects
- presented as a formal piece of scholarship containing no more than 4,000 words
- the result of approximately 40 hours of work by the student
- 3 compulsory reflective sessions with the supervisor, including a final interview or *Viva Voce* at the end of the process

In the Diploma Programme, the extended essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the extended essay has often proved to be a valuable stimulus for discussion.

Assessment

Successful completion of the EE is a requirement for the award of the IB diploma. Extended Essays are marked against five criteria: focus and method; knowledge and understanding; critical thinking; presentation; and engagement. Total scores will be converted to letter grades based on a standard marking scale. Students will be required to follow the *EE Website* (published by IB), the *IB Style Guide for the Presentation of Written Work* (published by IB), and appropriate formatting standards (established by the American Psychological Association).

CORE ELEMENTS

Creativity, Activity, and Service

Nature of the Subject

Creativity, activity, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

Creativity: arts, and other experiences that involve creative thinking.

Activity: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

For student development to occur, CAS should involve:

- real, purposeful activities, with significant outcomes
- personal challenge—tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's Diploma Programme work.

Concurrency of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months.

Assessment

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved eight key learning outcomes. All CAS documentation is collected through ManageBac.

CORE ELEMENTS

EE & TOK Bonus Points

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

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

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

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

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

IB Diploma Programme Requirements

Academic Honesty

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

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

Misconduct includes:

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

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

Plagiarism

All source material, whether ideas or direct quotes, must be cited in your work. Failure to properly cite your source material will be considered plagiarism in all instances. Ignorance of the IB or VIS academic honesty rules or procedures will not be considered an acceptable excuse, and plagiarism will result in the failure of your IB Diploma.

Students should speak with their individual teachers about how to properly cite materials for their courses. For all IB work, students will be required to use the in-text, parenthetical citation style of the American Psychological Association (APA). An *Effective Citing and Referencing Guide* will be provided to all students in 11th grade, and it will be expected that all students apply the formatting and citation rules to their work throughout the writing process. In order to support this process, all 11th grade students will be graded through the EE process in which they will develop the necessary citation skills. For more details on the APA formatting, visit <http://www.apa.org/>.

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

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

IB Diploma Programme Requirements

Award of the IB Diploma

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

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

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

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

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

IB Diploma Programme Requirements

The Bilingual Diploma

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

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

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

Internal Assessments

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

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

1. manage their time effectively;
2. keep up-to-date with all assignments;
3. always respect coursework deadlines; and
4. ask the IB DP Coordinator or subject teachers for clarifications.

To help students manage their time, coursework deadlines have been staggered throughout the two years. At the beginning of 11th grade and then again at the end of 11th grade, a deadline schedule will be distributed to all students for both, Year 1 and Year 2 of the IB Diploma Programme. All internal assessment work must be submitted by the published deadlines.

IB Diploma Programme Requirements

Internal Examinations and Reports

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

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

Reports will be issued at the conclusion of each semester with students' attainment and effort grades (including TOK, EE, and CAS) according to the IB's reporting system of 1 to 7 with the following grade descriptors:

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

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

- A Excellent
- B Good
- C Satisfactory
- D Mediocre
- E Elementary

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

All students in the IB Diploma Programme at VIS will be closely monitored for academic progress and high effort levels. At the end of each semester, the IB DP Coordinator will discuss each student of concern with the High School Principal to decide on an appropriate course of action. In considering each case, the student may be required to:

1. go on probation for poor effort levels;
2. change his or her track from IB Diploma to VIS Diploma; or
3. leave the school if the terms of probation are not met.

Any student who feels that he or she is struggling in the IB DP should speak with the relevant subject teacher and/or the IB DP Coordinator.

Further Information

VIS Diploma Requirements

Verdala is accredited by the Middle States Association of Colleges and Schools in the United States of America for the award of a high school diploma as a qualification for entry into university. To qualify for a high school diploma, students must achieve 24 credits in grades 9-12; for an Honours diploma, 35+ credits are required; for a High Honours diploma 38+ credits are required. A credit is defined as successful completion of one year's study of a subject. Credits are awarded on the basis of passing grades, each successful completion of a full year's study in a subject equaling one credit.

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

Subject	Standard Diploma
English	4
Modern Language	2
Social Studies	3
Science	3
Mathematics	3
Fine Arts	2
TOK	1
CAS	1

Attendance

In order to graduate from high school and receive the VIS Diploma, students must maintain a positive attendance record. Students are allowed up to ten (10) absences per semester or eighteen (18) per academic year. **Students who exceed this number of absences will not be awarded any credits for the semester or year concerned.**

Note

More detailed information regarding VIS Diploma requirements can be found in the HS Student-Parent Handbook.

Further Information

Exam Registration and Fees

Students are registered for their IB examinations at the beginning of 12th grade. Applications for the exam session in May will take place in October of the same scholastic year via ManageBac.

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

As an illustration only, the fees for a diploma candidate in May 2019 were €802. For May 2021, there may be some increase in charges levied by the IB and/or the school's administrative charge.

A student who does not wish to complete the IB Diploma may enter for examinations as a Course candidate. For each subject entered, a result will be awarded and may provide the student with university credit (**students should check individual college or university requirements for specific details**). The registration fee for course candidates will vary depending on the number of courses taken.

Further Information

Contact Details

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

the IB Diploma Programme	Ms. Liliana Gomez , <i>IB DP Coordinator</i> visib@verdala.org, Tel: 2137 5133 x123
the CAS programme	Mr. Stephen Crichton , <i>CAS Coordinator</i> crichtons@verdala.org, Tel: 2137 5133 x118
university applications	Ms. Rose-Anne Trapani , <i>College Counsellor</i> visgo@verdala.org, Tel: 2137 5133 x116
special education needs	Ms. Corinne Borg , <i>Special Education Coordinator</i> senco@verdala.org, Tel: 2137 5133 x125
applying to the school	Ms. Daphne Baldacchino , <i>Admissions Manager and Registrar</i> admissions@verdala.org, Tel: 2137 5133 x111
the VIS High School online courses	Mr. David Miles , <i>High School Principal and Pamoja Education Site-Based Coordinator</i> vishigh@verdala.org, Tel: 2137 5133 x130
VIS main administration	Ms. Totty Aris , <i>Head of School</i> headofschool@verdala.org, Tel: 2137 5133 x126