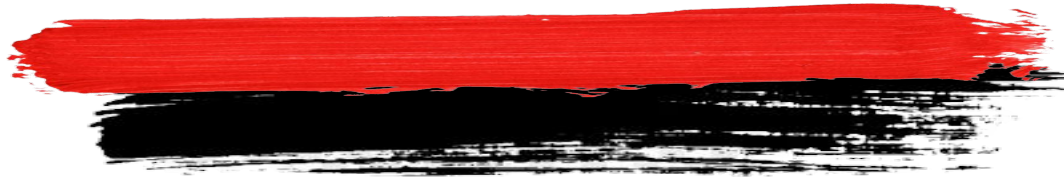


Gr 11 & 12 @ VIS



IB DP



VIS DP



IB CP

**PROGRAMMES ON OFFER FOR
THE CLASS OF 2023**

The IB Learner Profile

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

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.

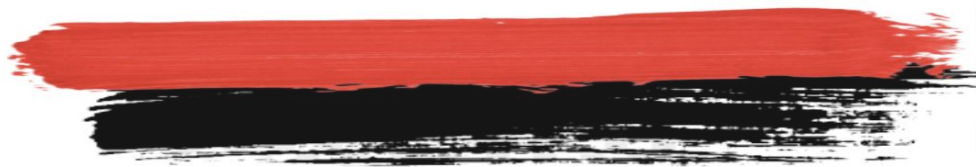
Reflective

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.



A few words from the High School Principal



Welcome to Grade 11 at VIS,

In a speech to high school students in 1990, former South African President Nelson Mandela told the audience that “education is the most powerful weapon which [one] can use to change the world.” I like to believe that at Verdala International School we take this quote said by a leader who gained respect all over the world for his empathy, insight, and life-long love of learning to heart.

We offer three uniquely designed pathways for students entering the final two years of their high school experience: The International Baccalaureate Diploma Program (IBDP), the International Baccalaureate Careers Related Program (IBCP), and the VIS Diploma. We guide students in ensuring they choose the program that offers the best pathway for success; based on academic aptitudes and abilities, university and career interests, and personal approaches to learning.

The IBDP is renowned around the world, not only as an excellent university preparatory program of study, but also as a personally challenging and fulfilling experience. Our newly offered IBCP offers parallel academic opportunities as the IBDP, but with additional emphasis on career-related subject matter. For learners interested in engaging an alternative pathway towards graduation, we also offer the VIS Diploma. There are less requirements for completing external assessments, like in the IBDP and IBCP. However, the VIS Diploma enables those who work hard and aim high to achieve success, thereby having access to further education past secondary school. These three pathways will be demanding and formidable. But nothing truly worth having in life ever comes easy.

Those who enter into IBDP, IBCP, or VIS Diploma in Grade 11 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.

While academic success is the aim of those entering their final years of school, at VIS we also pride ourselves on developing a moral obligation to serve one’s community within our student body. The IBDP, IBCP, and VIS Diploma have requirements for students to actively engage in service learning experiences. You will be provided with the opportunity to become leaders of and contributors to your world and be expected to engage with local and global issues and to have a real and lasting impact on the world around you.

Students who complete the IBDP, IBCP, and VIS Diploma will possess strong approaches to learning that contribute to their ongoing success. Our graduates are 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.

As you choose the courses you will take over the next two years; do so with clarity, pick subjects of personal interest, focus on what you actively enjoy, and be prepared to be challenged. The IBDP, IBCP, and VIS Diploma are difficult programs of study and there will certainly be times when you want to walk away, give up, or quit. For this very reason, take time to have discussions with parents, teachers, career counselors, etc so that you choose the courses that will most likely help you achieve the success of which you are capable.

I shall end this letter as it began, with a final quote from President Nelson Mandela from his 1994 autobiography [A Long Walk to Freedom](#):

Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another.

Welcome to the beginning of the end of your high school journey!

LaTosha Parker-Jackson
High School Principal



A few words from the Coordinators



Dear incoming Grade 11 students,

As you prepare to take the next big step in your life, diving into a new programme, approaching the final and hopefully the most memorable years at school, we want to start by assuring you that you are not in this alone. We, as Coordinators of your chosen program will be with you every step of the way. At first you might feel overwhelmed with all the information coming your way but I am sure that you are also probably feeling excited and nervous about the unknown. Embrace all this, take it on, digest it and grow with it.

The three different pathways we offer at VIS, the IBDP, IBCP & VISDP, all offer a unique experience guided by the VIS educational policy, to prepare you for tomorrow's world, to create an environment where each of you can grow to your full potential, to embrace diversity and develop an enquiring mind because at VIS we strongly believe that *a caring inclusive community will help build a sense of self-worth and a profound respect for others.*

So as we embark on this decision making process, led by a strong support team, we encourage you to ask questions, do your research, draw your own mind maps to clarify your thoughts, listen to others that have gone through the experience and learn from them, and, when you have all this information, listen to yourself! Think about your passions, your strengths, your future plans but don't forget your dreams. The next two years are your bridge to the future, you need to decide where this bridge should lead you to, design it, have the appropriate resources to build it a step at a time, find a way to evaluate & reflect along the way to ensure your bridge leads you to a successful future beyond VIS. And just like any company that builds bridges you too will have supporting you a formidable team, a team that will offer you support & advice along the way.

Your team of dedicated teachers will offer you so many opportunities to explore the subject, connect with the outside world, broaden your knowledge and make your own discoveries. Take all these opportunities and make them count.

Your family are interested in what you are going through, they too have been through this point in their life and they are there to support and encourage you, to remind you that you are not alone and when life gets tough, reach out to them, talk to them and ask for help if you need it.

And finally a very important part of our job is to be there for you. Apart from wanting you to succeed in all your subjects, the thing that is most close to our heart is that, at the end of your 2-year journey everyone is able to see a cohort of students who have transformed into principled, caring, communicators who are knowledgeable, open-minded thinkers about the world beyond. Individuals who are capable of leading a balanced life and are curious enough to take risks in their learning, but above all know how to reflect & grow from every experience.

So I hope you are all as enthusiastic as we are for you, to kick start this journey together.

Yes, it will be hard. Yes, it will be stressful at times but it will also be exciting, inspiring & memorable! Make every moment count!

Daphne Said
IBDP Coordinator

Nicky Schembri
IBCP Coordinator



IB DP



VIS DP



IB CP

THE PROGRAMMES ON OFFER

At Verdala we offer 3 different pathways through High School. The IB Diploma Programme, the VIS Diploma or the IB Career-related 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.

The VIS Diploma is designed as an alternative pathway for students who would like to prepare themselves for specific US colleges or the workplace. It is a school-leaving certification that gives you the opportunity to enrol in three or more DP Courses at either Higher or Standard Level. In addition to the VIS Diploma, students can earn a number of IB certificates through coursework and testing. **CAS requirements will also need to be met in order to obtain the VIS High School Diploma.**

The IB Career-related programme is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The aim of the programme is to provide students with an excellent foundation to support their further studies and specialised training, as well as ensuring success in the workforce. The CP combines highly regarded and internationally recognized IB Diploma Programme courses with an approved career-related study and a unique CP core.

	VIS DP	IBDP	IBCP
DP subjects	3+ Higher or Standard Level	3 Higher Level 3 Standard Level	2+ Higher or Standard Level
Core Program	Senior Essay Creativity Action Service Theory of Knowledge	Extended Essay Creativity Action Service Theory of Knowledge	Personal Professional Skills Service Learning Language Development Reflective Project
Additional requirements			Career-related subject BTEC Enterprise & Entrepreneurship LEVEL 3 DIPLOMA



The VIS Diploma



WHAT IS THE VIS DP?

The VIS High School Diploma is an alternative option for graduation, offering students an additional (but less rigorous) pathway to an university education. The number of credits earned as a result of the VIS Diploma is equivalent to an American High School Diploma graduate. All courses studied from Grade 9 onwards count towards the VIS HS Diploma. Where students transfer to VIS at a later stage (i.e. after the first semester of Grade 9) their previous records are considered towards their VIS HS Diploma, as detailed below.

The VIS HS Diploma is awarded to students at the end of Grade 12, subject to them meeting the credit and attendance requirements. Credits are awarded for each semester of study, according to the following system:

CURRICULUM

Grade 9-10 courses: A minimum of a D on the Semester Report

Grade 11-12 courses: A minimum of a 3 on the Semester Report (D in the case of TOK or EE)

Assuming the student has achieved the minimum level of performance required, credits are awarded as follows:

Year	Course	Credits per semester	Max Credits possible
9 & 10	English & Science	0.75	3
	All other courses	0.5	2
11 & 12	Per HL subject	0.75	3
	Per SL subject	0.5	2
	TOK	0.25	1
	EE	0.25	0.5
	CAS	1 credit is awarded for successful completion of CAS at the end of Grade 12	

ASSESSMENT IN THE VIS DP

For the DP courses chosen 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.

A High School Diploma is awarded to all students who achieve at least 24 credits and who meet the course prerequisite minimum credit requirements.



The IBCP at VIS*



WHAT IS THE IBCP?

The IB Career-related programme is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The aim of the programme is to provide students with an excellent foundation to support their further studies and specialised training, as well as ensuring success in the workforce. The CP combines highly regarded and internationally recognized IB Diploma Programme courses with an approved career-related study and a unique CP core. Upon completion of the full programme students will receive the IBCP Certificate which is recognised in a growing number of universities worldwide.

DP subjects - CP students can choose a minimum of 2 and a maximum of 4 HL/SL subjects. These courses can be chosen from Block A; D; E; F.

Core Programme - A key element of the International Baccalaureate® Career-related Programme (CP). The CP core enhances student's personal and interpersonal development, with an emphasis on experiential learning.

The CP core bridges the IB academic courses and the career-related study, (BTEC Enterprise & Entrepreneurship), and provides students with a combination of personal and professional skills and practical application.

Four interrelated compulsory components form the core - Personal and professional skills, Service learning, Reflective Project & Language Development

Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

Service learning is the development and application of knowledge and skills linked to their career-related study and applied in community projects for the benefit of all stakeholders.

The reflective project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. Through a reflective project students identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity.

Language development ensures that all students have access to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education. The language offered at Verdala is Mandarin.

Assessment in the IBCP

For the DP courses 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.

Every CP student must complete the four elements of the CP core; the reflective project, service learning, personal and professional skills, and language development.

The reflective project is assessed by the school and moderated and graded by the IB. They are graded from A to E, with A being the highest. The school is responsible for confirming with the IB that students have completed the requirements for service learning, personal and professional skills and language development. These are assessed by the school.



BTEC- International Level 3 Enterprise & Entrepreneurship

COURSE DESCRIPTION - Career-related Subject

At VIS, IBCP students undertake a **BTEC International Level 3 Subsidiary Diploma in Enterprise and Entrepreneurship** to fulfil the requirement for a career-related subject. On its own this Pearson qualification is equivalent to one A-level.

Units studied are:

- Launching and Running a Business (JAYE)
- Business Finance
- Enterprise and Entrepreneurs
- Planning a Marketing Campaign

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units have external controls.

Set assignment units

Some mandatory units in the qualification are assessed using a set assignment. Set assignment units are subject to external standards verification processes common to all BTEC units.

Grading for units and qualifications

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U).

All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D*, or PP to D*D*, or PPP to D*D*D*.



The IBDP at VIS



WHAT IS THE IBDP?

The IB Diploma Programme (IBDP) 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. ***It is strongly recommended that students should have a strong command of linguistic and analytical skills in English in order to succeed in this programme.***

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). This is done alongside the 3 Core Components.

The three core elements are: Theory of Knowledge (TOK), Extended Essay (EE) & Creativity, activity, service (CAS)

- Theory of knowledge (TOK) is assessed in two ways through an exhibition and a 1,600 word essay. The subject asks students to reflect on the nature of knowledge, and on how we know what we claim to know.
- The extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- Creativity, activity, service, in which students complete a project related to those three concepts. CAS requires students to take part in a range of experiences and at least one project. All students should be involved in activities they've initiated themselves.

ASSESSMENT IN THE IBDP

For the DP subjects 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 internally assessed by teachers and then moderated by external moderators or sent directly to external examiners.

Core Components will also contribute to your final points to achieve the IB Diploma

The IB Diploma is awarded to students who gain at least 24 points of the total 45 points.



Assessment in DP subjects



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.

You will be graded on a combination of internal & external assessments, final exams plus the IB core components.

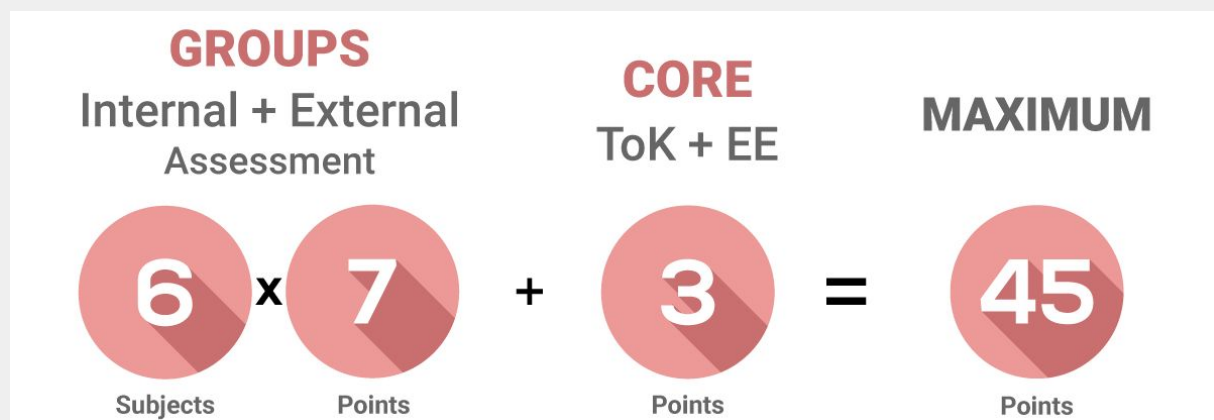
(1) Internal Assessment (IA): In class throughout the 2 years, you will be required to complete internal assessment tasks (e.g. oral presentations, practical work, written papers), which contribute anywhere between 20% to 50% of your total grades. Internal assessments are marked by your school teachers and moderated by IB external examiners.

(2) External Assessment (EA): Generally, you will take 2 – 3 papers per subject at the end of the 2-year programme. These examinations are marked by external IB examiners.

Group 4 Project: The Group 4 Project is a compulsory collaborative task for all group 4 subjects. 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.

All information about the assessments and the criteria are in each subject's handbook. We encourage all students to refer to this handbook from time to time.

Internal and external marks are added together to calculate the final score. The grade awarded for each subject ranges from 1 (lowest) to 7 (highest). 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.





Choosing your DP subjects

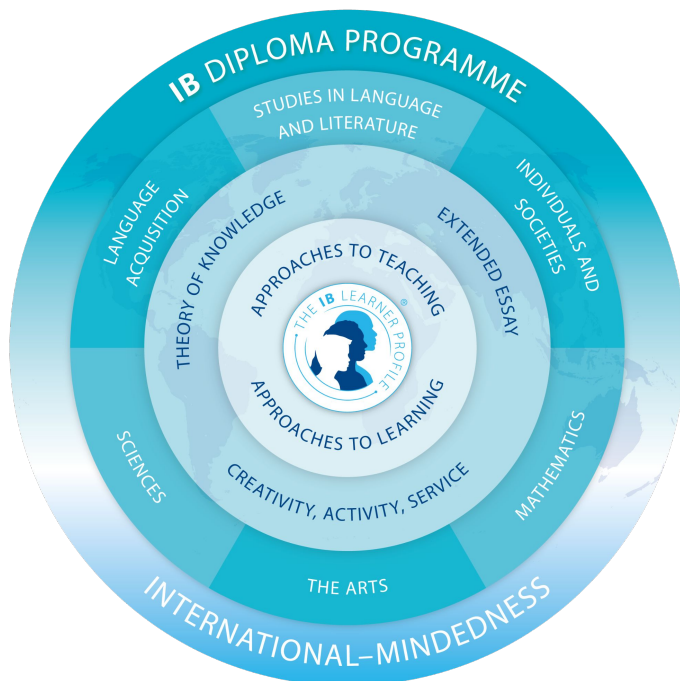
The IBDP is a rigorous programme of studies that aims at giving students the option to study a broad and balanced array of subjects. Ideally students should pick a subject from each of the subject groups in order to develop all the skills needed for further study. Every DP school offers subjects in each of the 6 groups and at VIS we also try our best to take into consideration the needs of our students and the requirements determined by most universities.

In order to fulfill the requirements for the IB Diploma you must ensure that you choose 3 Higher level (HL) subjects and 3 Standard level (SL) subjects. HL subjects have more extended syllabi than SL subjects.

It is suggested that you base your choice on your personal strengths, interests and future career & study plans.

For Higher Level subjects, choose subjects that you are good at or have a strong interest in and ones that are most related to your university degree. ***Students opting for Higher Level courses should ideally have achieved at least a 'B' or higher in previous High School courses/curriculum programs (i.e. IGCSE). The 'B' or higher grade should have been consistently achieved on Term Reports and/or on end of course external exam certificate/ qualifications.***

For your Standard Level subjects, you can choose any subject of your choice from the other 3 blocks.



You should become familiar with the specific requirements of universities in the countries to which you intend to apply, as entrance requirements vary enormously. It is important to be aware that specific subjects or combinations of subjects could be required (or excluded) by the university of your choice. Guidance about universities is available from our College Counsellor. Subject teachers can also give advice based on their experience of the IBDP and their knowledge of each students' strengths.

This does not mean, however, that everyone must know at this stage exactly what they want to study at university in order to make sensible choices now. The IB Diploma Programme, which by its nature requires students to take a broad range of subjects, ensures that many options remain open.

The IBDP is a challenging programme, and it is important students select courses they will remain motivated in even when the going gets tough. As their journey through the IBDP progresses, ideas about future pathways often become clearer as students get a better sense of their interests and areas of strength and expertise.

Thinking about a career in

Architecture
Designer
Biochemistry
Communications
Computer Programmer
Economics
Engineering
Law
Medicine
Pharmacy
Politics
Psychology
Physiotherapy

then consider choosing...

Physics + Mathematics + Art
Art + Strong Portfolio
Chemistry or Biology + Maths AA
Theatre
Maths or Computer Science
Maths AI
Maths AA + Physics + Art
English + History
Biology + Chemistry
Chemistry + Biology or Maths or Physics
History + Modern Languages
Biology
Biology



What's on offer at VIS?



Subject Blocks at VIS

- English A Lang & Lit
- Lit. in Mother Tongue

- History
- Psychology
- Business Management

- Biology
- Physics
- Computer Science
- Environmental Systems & Societies

- French B
- Spanish B
- Italian Ab Initio
- Italian B
- English B

- Maths Analysis & Approaches
- Maths Applications & Interpretations

- Visual Arts
- Theatre
- Music
- Chemistry
- Economics

Students must choose 1 subject from each of these blocks in order to qualify for the full IB Diploma program.

IBDP COURSE

- English A (Lang & Lit) HL
- Italian Ab Initio SL
- History HL
- Computer Science HL
- Maths AA SL
- Economics SL

IBCP COURSE

- BTEC
- CORE PROGRAMME
- Maths AI SL
- Computer Science HL
- Visual Arts HL



Pamoja - Online courses

Offering you a broader choice of subjects

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 IBDP 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 2021**), 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

The Bilingual Diploma

Communicate confidently in two languages

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.



Frequently Asked Questions

What help will we be given to choose the subjects?

You will all be given the opportunity to meet with the support team. During this meeting you will be able to discuss your interests and find out the different pathways that are best suited for you.

When do students register for the IB examinations?

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.

What is the cost for registering for the IB exams?

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.
For the CP

What if I don't want to do the full diploma?

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.

Useful Contacts & Links

Ms. LaTosha Parker-Jackson - HS Principal
[VIS Academic Honesty Policy](#)

vishigh@verdala.org

Ms. Daphne Said - IBDP Coordinator

coord_dp@verdala.org

Ms. Nicky Schembri - IBCP Coordinator

schembrin@verdala.org

Ms Colleen Currie - College Counsellor

curriec@verdala.org

Ms Corinne Borg - Inclusion Coordinator

inco@verdala.org

Mr. Stephen Crichton - CAS Coordinator

crichtons@verdala.org

Mr. Joseph Barker - EE Coordinator

barkerj@verdala.org

Ms. Daphne Baldacchino - Admissions

admissions@verdala.org

Ms. Totty Aris - Head of School

headofschool@verdala.org

"Verdala International School is a candidate school for the Career-related Programme. This school is pursuing authorization as an IB World School.

Diploma Subjects



**DP SUBJECTS ON OFFER FOR THE
CLASS OF 2024**



English Language A: Language and Literature

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.

COURSE ASSESSMENT (first exams 2021)

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

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%



English Language B: Language

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.

COURSE ASSESSMENT (first exams 2021)

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

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%

COURSE ENTRY RECOMMENDATIONS

- English B - Language is based on language proficiency assessments according to the school language policy, students are assigned to the course, rather than choosing it.



Language A: Literature

School Supported Self-Taught

COURSE OUTLINE

The study of literature can 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.

Through the study of a wide range of literature, the course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. In view of the international nature of the IB and its commitment to intercultural understanding, the 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.

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. ***If students enrol in English B, which is a Group 2 subject, they must take Language A Literature SSST to fulfill the IBDP requirement of a subject from Group 1.***

Note : The school works together with a dedicated company who will provide IB SSST tutoring services. The company has a lot of experience offering this course and contributes to the IBO with the running of this program. The school will be subsidising part of the fees for a set number of hours of tutoring with this company. If additional support is needed, families will be able to arrange this separately with MIH Unlimited.

COURSE ASSESSMENT (first exams 2021)

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

Standard Level	
External Assessment	70%
Paper 1: Guided non-literary analysis	35%
Paper 2: Literary essay	35%
Internal Assessment	30%
Individual oral	30%

COURSE ENTRY RECOMMENDATIONS

- Provide evidence of a good command of the chosen language and evidence of having previously studied literature in that language in the past 2 years.



Language Acquisition - ab initio SL - Italian, Mandarin*

COURSE OUTLINE

The language *ab initio* course is organized into five prescribed themes: social organization; sharing the planet; identities; experiences; human ingenuity.

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.

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

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

COURSE ENTRY RECOMMENDATIONS

Lang Ab initio is an introductory course to a language. Students taking this course should have limited or no knowledge of the language chosen. This course is suitable for students who desire to learn a new language



Language Acquisition - Language B - *Italian, Spanish, French*

COURSE OUTLINE

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 short 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.

If students choose to study Language B at HL, as well as providing a more in depth study of the language, they will also focus on literature in that language. The students will study 2 texts and/or a selection of short stories.

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

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%

COURSE ENTRY RECOMMENDATIONS

- Language B is designed for students who possess a knowledge and experience in the target language, ideally having completed a course in the chosen language.



Business Management

COURSE OUTLINE

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.

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

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%



Economics



COURSE OUTLINE

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.

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

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%

COURSE ENTRY RECOMMENDATIONS

- Possess good Mathematical knowledge and understanding



History



COURSE OUTLINE

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:

Perspectives; Change; Continuity; Causation; Consequence; Significance

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

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%



Psychology



COURSE OUTLINE

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 approach demonstrates what all humans share, whereas the cognitive and sociocultural levels approaches reveal the immense diversity of influences that produce human behaviour and mental processes. Cultural diversity (as well as, the influence of globalization on behaviour and digital technology on cognition) are 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.

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

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%



Biology



COURSE OUTLINE

Biologists have accumulated huge amounts of information about living organisms and it would be easy to confuse students by teaching large numbers of seemingly unrelated facts. In the IB Diploma Programme, students will acquire a limited body of facts and at the same time develop a broad, general understanding of the principles of the subject.

There are four basic biological concepts that run throughout the syllabus.

The relationship between structure and function is probably one of the most important in a study of biology and operates at all levels of complexity. Students should appreciate that structures permit some functions while, at the same time, limiting others.

Universality versus diversity. At the factual level students can grasp the idea of a living world in which universality means that a diverse range of organisms (including ourselves) are connected and interdependent.

Equilibrium within systems. Checks and balances exist both within living organisms and within ecosystems. The state of dynamic equilibrium is essential for the continuity of life.

The concept of additivity draws together the other themes. It can be regarded as change leading to diversity within constraints, and this leads to adaptations of structure and function.

The aim of IB Programme is that students should become aware of how scientists work and communicate with each other. While the “scientific method” may take on a wide variety of forms, it will generally involve the formation, testing and modification of hypotheses through observation and measurement, under the controlled conditions of an experiment.

It is the intention of the IB Diploma Programme that students should demonstrate, apply and use an understanding of scientific facts and concepts, methods and techniques, terminology and methods of presenting scientific information. Students should be able to construct, analyse and evaluate hypotheses, research questions and predictions, scientific methods, techniques, and explanations. They should demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving and manipulative skills necessary to carry out scientific investigations with precision and safety.

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

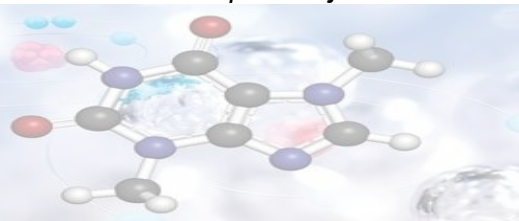
Standard Level		Higher Level	
External Assessment	80%	External Assessment	80%
Paper 1: Multiple-choice questions	20%	Paper 1: Multiple-choice questions	20%
Paper 2: Data-based; short-answer	40%	Paper 2: Data-based; short-answer	36%
Paper 3: Short-answer; extended response	20%	Paper 3: Short-answer; extended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

COURSE ENTRY RECOMMENDATIONS

- Have studied a Biology or a Coordinated Science course in previous High School courses/curriculum programs (i.e. IGCSE).



Chemistry



COURSE OUTLINE

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.

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

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%

COURSE ENTRY RECOMMENDATIONS

- Have studied a Chemistry or a Coordinated Science course in previous High School courses/curriculum programs (i.e. IGCSE).



Computer Science

COURSE OUTLINE

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.

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

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	30%	Solution	20%

COURSE ENTRY RECOMMENDATIONS

- Possess an inquisitive and curious mindset
- Strong mathematical skills



Environmental Systems and Societies

COURSE OUTLINE

Environmental Systems and Societies (ESS) is an interdisciplinary course offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques, and knowledge associated with group 4 (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).

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.

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of these will be modelled on the end of course examinations to ensure students are well prepared.

Standard Level	
External Assessment	75%
Paper 1: Case Study	25%
Paper 2: Short answers and structured essays	50%
Internal Practical Assessment (Individual Investigation)	25%



Physics



COURSE OUTLINE

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.

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

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%

COURSE ENTRY RECOMMENDATIONS

- Have studied a Physics or a Coordinated Science course in previous High School courses/curriculum programs (i.e. IGCSE).



Mathematics: Analysis and Approaches

COURSE OUTLINE

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.

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

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%	Mathematical Exploration	20%

COURSE ENTRY RECOMMENDATIONS

- Interest and insight into mathematical form and structure
- Independence and motivation in learning mathematics
- Strong mental math skills
- Strong algebraic manipulation skills



Mathematics: Applications and Interpretation

COURSE OUTLINE

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.

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

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%	Mathematical Exploration	20%

COURSE ENTRY RECOMMENDATIONS

- Interest and insight into using technology to solve mathematical problems
- Independence and motivation in learning mathematics
- Good mental math and algebra skills
- Strong calculator and spreadsheet skills



Visual Arts

COURSE OUTLINE

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 Visual Art program at Verdala International School introduces foundation work in Grade 11 through a broad area of art forms such as ceramics, drawing, painting, sculpture, printmaking, design, crafts, photography, video, filmmaking, and architecture. Many artistic disciplines (performing arts, conceptual art, textile arts) involve aspects of the visual arts as well as arts of other types.

The aims are to enable learners to develop into thoughtful artists knowing there are no “correct” answers in this class - we only expect your time, energy, and creativity.

Students will make their artwork under general guidelines established by the IB. At the end of the IBVA course (SL or HL), students will be expected to complete a formal assessment of their work according to the following four objectives:

- Demonstrate knowledge and understanding of specified content
- Demonstrate application and analysis of knowledge and understanding
- Demonstrate synthesis and evaluation
- Select, use and apply a variety of appropriate skills and techniques

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

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%

COURSE ENTRY RECOMMENDATIONS ?!?!

- Possess a creative mindset and a high cultural expectation
- Possess analytical and divergent thinking skills
- Possess an inquisitive, curious and self-driven mindset



Theatre



COURSE OUTLINE

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.

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. There is no final examination for theatre. The completion of the Assessment Tasks (3 in SL and 4 in HL) in the second year of the course denotes the completion of the subject.

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%

COURSE ENTRY RECOMMENDATIONS

- 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



Music

COURSE OUTLINE

Music is an essential part of the human experience and a unique mode of creativity, expression and communication. Music is both functional and meaningful, and its vitality and complexity enriches our lives. Though music is rooted in specific societies and cultures, it also transcends—and often connects—them. Music not only offers a way of understanding the world, but also a means by which we can express and share our understanding of it with others.

Music's many rich histories continue to evolve through individual and collaborative contributions. In the past, as in our contemporary and increasingly digital world, music responds to, and is shaped by, new and emerging technologies and approaches.

The study of music encourages inquiry into creative practices and performance processes. Music study develops listening, creative and analytical skills, as well as encouraging cultural understanding and international-mindedness. In this way, music is a catalyst for expanding critical thinking—a crucial life skill. When we understand others and ourselves through music, we are empowered to make positive and effective change in the world.

In this course, students and teachers engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship.

As students develop as young musicians, the course challenges them to engage practically with music as researchers, performers and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

For 21st-century musicians, learning to make music by engaging with a range of technologies is now a fundamental skill and is therefore a central aspect of this curriculum.

COURSE ASSESSMENT

Students will complete both formative and summative assessments throughout the two years. Some, though not all, of this will be modelled on the end of course examinations to ensure students are well prepared.

Standard Level		Higher Level	
External Assessment	70%	External Assessment	50%
Exploring Music in Context	30%	Exploring Music in Context	20%
Presenting Music	40%	Presenting Music	30%
Internal Assessment	30%	Internal Assessment	50%
Experimenting with music	30%	Experimenting with music	20%
		The Contemporary Music Maker	30%

COURSE ENTRY RECOMMENDATIONS

- 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
- Has an interest and passion for Music

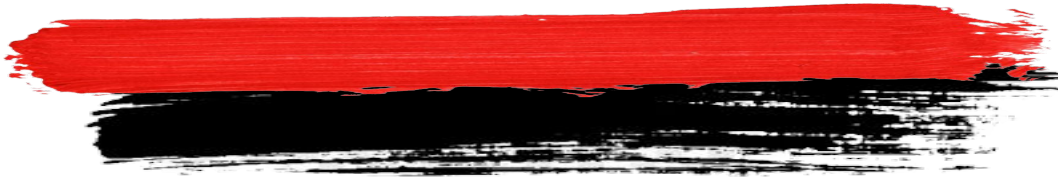
Next Steps



- Think about your future
- Set up a meeting with the High School Counsellor
- Discuss your decision with your parents
- Complete the [Preliminary Course Request Form](#) by not later than 22nd April
- Familiarisation with the Core Components will be organised in June.

Our plan to help you prepare for

Gr 11 & 12 @ VIS



IB DP



VIS DP



IB CP

- **6th April - Student Information meeting during Advisory**
 - *What are these programs all about?*
 - *What subject can I choose?*
 - *What is the CORE component?*
- **19th April - 2nd Information meeting for Parents**
 - *What are these programs all about?*
 - *How can I support my child in their choices?*
 - *Who can I speak to regarding University options?*
 - *What is the CORE component?*
- **22nd April - Submission of Subject Choices - Draft Choice - [Form](#)**
- **May 30th - June 16th - Individual meetings with College Counsellor**
- **June 13th - June 16th - IB Orientation**
 - Understanding the core - CP & DP
 - Getting a better insight into DP subjects
 - Writing workshop
- **June 20th - Submission of Subject Choices - Final choice**