

RIS

IBDP Handbook





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What is an IB education?

IB programmes aim to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national and geographical boundaries, and that champions critical engagement, stimulating ideas and meaningful relationships...

The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet. Central to this aim is international-mindedness. International-mindedness is a multifaceted concept that captures a way of thinking, being and acting characterized by an openness to the world and a recognition of our deep interconnectedness to others... IB programmes therefore provide students with opportunities for sustained inquiry into a range of local and global issues and ideas... The IB programme provides a detailed and developmentally appropriate... that is broad, balanced, conceptual and connected. IB programmes offer students access to a broad and balanced range of academic studies and learning experiences. They promote conceptual learning, create frameworks within which knowledge can be acquired, and focus on powerful organizing ideas that are relevant across subject areas.

(‘What is an IB Education, IBO, 2019)



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.



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Facts & Figures: The Diploma Programme Around the World

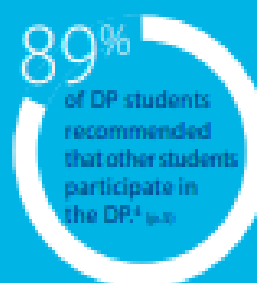


1.3 million*
DP graduates
140+ countries

*as of May 2015



In a recent DP study at the University of Oregon's Honan College,



sample size: 121 students



Alumni of the Diploma Programme attend top-ranking universities, studies find.¹

DP students not only do well academically while in high school, but also go on to perform well at the university level.²

79% of DP
graduates in China
attended universities in
the US, UK, Hong Kong,
Singapore and Canada.³



DP students in the US who enrolled in post-secondary education immediately after high school **enrolled in and graduated from four-year institutions at much higher rates than the national average.**

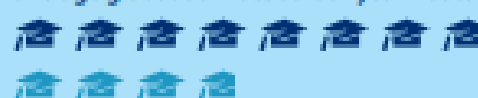
95%
of DP cohort
60% national cohort

enrollment at four-year institutions (public and private)

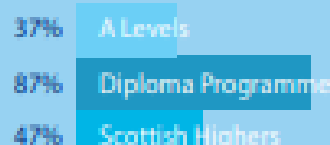


79%
of DP cohort
39% national cohort

average graduation rate at four-year institutions (public and private)



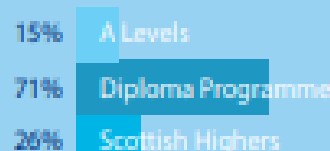
Encouraging independent inquiry



Developing workplace skills



Nurturing an open mind



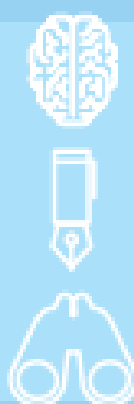
Developing self-management skills



Developing global awareness and connectivity



DP alumni report the IB has profound, long-lasting effects on students' lives. It helps them **develop critical thinking, analytical and writing skills and a broader world view**. In addition, they point out that they earned advanced credits for university.⁸



International-mindedness means having the opportunity to have doors opened in other countries and widely renowned universities.⁷



A recent study among DP schools in Australia, China and India found that international-mindedness can be categorized as a tool for individual gain, an orientation towards shared understanding and a way to push boundaries for change.

1. <http://bio.org/globesites.org/publications/18-research/qps/chronosequenceenrichment.pdf>
<http://bio.org/chronosequences/2006/704-2704-420001-1702799001271/enrichmentresearchsummary.pdf>
<http://bio.org/chronosequences/2006/704-2704-420001-1702799001271/chronosequenceenrichment.pdf>
<http://bio.org/chronosequences/2006/704-2704-420001-1702799001271/chronosequenceenrichment.pdf>

2. <http://www.ipsos.com/ipsos/ipsosresearch/ipsos-studies/enclosure-out-view-a-brief-essay>

1. <http://www.bbc.com/news/health-2014-07-14>

doi:10.1371/journal.pone.0142011.g002

15. <http://www.irs.gov/efile/efilemain.html>. Accessed on 07/06/2009.

a. <http://www.fishbase.org>

2. <http://www.bostonfed.org/assets/publications/2012/03/20120301a.pdf>



International Business
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Bachillerato Internacional

Learn more about the bill at thiscan.org



Option blocks at Rome International School:

There are six groups in the IBDP. Here at RIS, to enable the greater possibility for our students to complete the Bilingual Diploma, block 1 is separated into 1A and 1B. Students must choose—in total—two subjects from blocks 1A, 1B and 2. At least one of those choices must be a Language A.

Block 1A	English A English B
Block 1B	Italian A Italian B Italian ab initio
Block 2	Chinese A French B Spanish B Ab initio language—TBC
Block 3	Economics History
Block 4	Biology Physics
Block 5	Maths Analysis and Approaches Maths Applications (SL only)
Block 6	Chemistry Philosophy Psychology Visual Arts

Higher Level and Standard Level

Students must take three of their subjects at Higher Level (HL) and three of their subjects at Standard Level (SL).

Standard Level

SL subjects span the full 2 years of the course and are required to be delivered over at least 150 instructional hours. SL courses have the same aims and core syllabus as the HL courses.

Higher Level

HL subjects span the full 2 years of the course and are required to be delivered over at least 240 instructional hours.

HL courses often require either additional skills with regards to the SL course and/or a stronger, deeper understanding and utilization of those skills. Often, specialised university courses will require specific subjects to be taken at HL in order for students to be considered for entry.



The Italian Equivalence

For students who plan to attend an Italian University, or work in Italy, after their IBDP, please pay particular attention to the requirements below.

Please note the required subject choices below. It does not matter which “Liceo” route you take, as long as you fulfill the requirements of any of the accredited branches for high school/IB Diploma.

Please take care to note the requirements regarding which subjects must be taken at Higher Level in the information below the table.

If you have any questions, please contact Ms El-Sheik.

SUBJECTS REQUIRED IN ITALY FOR IB DIPLOMA EQUIVALENCE

The following table relates to the changes in legislation made by the Italian Ministry for students starting the IB Diploma Programme from September 2010 onwards, as published in the Gazzetta Ufficiale n.234, in connection with the RIS academic offer.

Allegato A:

LICEO LINGUISTICO	LICEO SCIENTIFICO	LICEO SCIENZE UMANE
Prima lingua	Prima lingua	Prima lingua
Seconda lingua	Seconda lingua	Seconda lingua
Storia o Economia o Filosofia	Storia o Economia o Filosofia	Storia o Economia
Chimica o Fisica o Biologia	Fisica o Chimica o Biologia	Chimica o Fisica o Biologia
Matematica o Studi Matematici	Matematica	Matematica o Studi Matematici
Terza Lingua	Chimica o Biologia o Arte	Storia o Economia o Filosofia o Arte

Nell’ambito dei 4 corsi di studio, i programmi sopra elencati devono prevedere 3 materie a livello avanzato e 3 materie a livello medio.

Si segnala tuttavia l’esigenza che sia fissata almeno una materia obbligatoria a livello avanzato caratterizzante il corso di studio per ogni tipo di liceo come sotto elencate:

- per il liceo linguistico: prima lingua;
- per il liceo scientifico: matematica;
- per il liceo delle scienze umane: Storia o Filosofia.

Block 1A

ENGLISH A: LANGUAGE AND LITERATURE

COURSE DESCRIPTION AND AIMS:

The study of literary, non-literary, visual and performance texts provides a focus for understanding how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. Thinking critically about texts, as well as responding to, producing or performing them, leads to an understanding of how language sustains or challenges ways of thinking and being. The study additionally builds an awareness that all texts may be understood in relation to their form, content, purpose, audience and their associated contexts, such as social, historical and cultural circumstances. (From: *Language A: Language and Literature Guide, First Assessment 2021, IBO, p6*)

The aims of all subjects in studies in language and literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature. (From: *Language A: Language and Literature Guide, First Assessment 2021, IBO, p14*)

ASSESSMENT SPECIFICS:

At SL there are 3 assessment tasks:

- The Individual Oral (30%)

- Paper 1 (35%)
- Paper 2 (35%)

Please note: For the May 2022 cohort, the IBO has excluded the Paper 2 and therefore the Individual Oral will be worth 45% and Paper 1 will be worth 55% of the final SL grade.

At HL there are 4 assessment tasks:

- The Individual Oral (20%)
- The Higher Level Essay (20%)
- Paper 1 (35%)
- Paper 2 (25%)

Please note: For the May 2022 cohort, the IBO has excluded the Paper 2 and therefore the Individual Oral will be worth 25%, The HL Essay will be worth (25%) and Paper 1 will be worth 50% of the final HL grade.

WHERE DOES IT LEAD?

A good grade in Language A: English - Language and Literature can lead students towards a variety of university degrees including: English Literature, Law, Advertising, Psychology, Journalism, sociology...

Ultimately, the analysis skills learnt in this course will stand pupils in good stead in the vast majority of university subjects as well as being a good qualification for entering the workplace and/or internships.

Many of the skills learnt on this course would be considered life skills and show a student's aptitude in research, analysis and forming interpretations.

ENGLISH B

COURSE DESCRIPTION AND AIMS:

This course is only available to students who took English as a Second Language at IGCSE, or who are below a C1 proficiency. The course is structured around five prescribed themes with a focus on communication through receptive, productive and interactive skills.

The five English B themes are:

- Identities

- Experiences
- Human ingenuity
- Social organization
- Sharing the planet

Students are encouraged to explore various topics within each theme in order to develop their language skills in certain contexts.

The aims in language acquisition are to:

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts for a variety of purposes.
3. Encourage, through the study of texts and social interactions, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' awareness of the importance of language in relation to other areas of knowledge.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through the language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

(From: *Language B: Language Acquisition Guide, First Assessment 2020, IBO, p29*)

ASSESSMENT SPECIFICS:

At SL there are three assessment tasks:

- **Paper 1:** Students are tested on the ability to

write for a particular audience, purpose and context using the conventions of a specific text type. The writing task consists of 250- 400 words from a choice of three based on a course theme (25%)

- **Paper 2:** Students are tested on their listening and reading comprehension skills. There is a 45 minute listening and a one hour reading based on themes (50%)
- **The Individual Oral:** Students are tested on the ability to communicate their critical analysis of one visual stimulus through a presentation and an interaction with the examiner. (25%)

At HL there are three assessment tasks:

- **Paper 1:** Students are tested on the ability to write for a particular audience, purpose and context using the conventions of a specific text type. The writing task consists of 450-600 words from a choice of three based on a course theme (25%)
- **Paper 2:** Students are tested on their listening and reading comprehension skills. There is a one hour listening and a one hour reading based on themes (50%)
- **The Individual Oral:** Students are tested on the ability to communicate their critical analysis of one 300 word extract taken from a literary work. They are expected to critically analyse the extract using higher-order thinking skills and to connect it with other English B themes through a presentation and an interaction with the examiner. (25%)

WHERE DOES IT LEAD?

A good grade in English B certifies students proficiency in the language and also enables them to attend English-speaking universities or programmes with high linguistic skills. It can lead students towards a variety of university degrees including: Linguistics, Advertising, Psychology, Journalism...



Block 1B

ITALIAN A: LITERATURE

COURSE DESCRIPTION AND AIMS:

In the language A: literature course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- the creativity of writers and readers
- the nature of the interaction with the writers' and readers' respective contexts and with literary tradition
- the ways in which language can give rise to meaning and/or effect
- the performative and transformative potential of literary creation and response.

Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts.

With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

At SL, at least 9 works must be studied, while at HL, at least 13 works must be studied. Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

ASSESSMENT SPECIFICS:

At SL there are 3 assessment tasks:

1. Paper 1: Guided literary analysis (1 hour 15 minutes) The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks) 35%
2. Paper 2 Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In

response to one question, students write a comparative essay based on two works studied in the course. (30 marks) 35%

3. Internal assessment Individual oral (15 minutes) Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher. (40 marks) 30%

Please note: For the May 2022 cohort, the IBO has excluded the Paper 2 and therefore the Individual Oral will be worth 45% and Paper 1 will be worth 55% of the final SL grade.

At HL there are 4 assessment tasks:

1. Paper 1: Guided literary analysis (2 hours 15 minutes) The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks) 35%
2. Paper 2 Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks) 25%
3. Higher level (HL) essay. Students submit an essay on one literary text or work studied during the course. (20 marks) 20%
4. Internal assessment: Individual oral (15 minutes) Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher. (40 marks) 20%

Please note: For the May 2022 cohort, the IBO has excluded the Paper 2 and therefore the Individual Oral will be worth 25%, The HL Essay will be worth (25%) and Paper 1 will be worth 50% of the final HL grade.

WHERE DOES IT LEAD?

A good grade in Language A: Italian - Literature can lead students towards a variety of university degrees including: Italian Literature and History, Law, Science of communication, Psychology, Journalism, sociology...

ITALIAN B

COURSE DESCRIPTION AND AIMS:

Language B is a 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 should be developed through the study of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned.

(from *Language B Guide, International Baccalaureate Programme*)

ASSESSMENT SPECIFICS:

There are six assessment objectives for the language B course. Students will be assessed on their ability to:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. use language appropriate to a range of interpersonal and/or cultural contexts
3. understand and use language to express and respond to a range of ideas with accuracy and fluency
4. organize ideas on a range of topics, in a clear, coherent and convincing manner
5. understand, analyse and respond to a range of written and spoken texts
6. understand and use works of literature written in the target language of study (HL only).

The exam requirements are as follow:

- Paper 1 —writing- One writing task of 250–400 words (450–600 words) from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.
- Paper 2 —Listening comprehension, Reading comprehension Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Individual oral assessment-

- For SL: a conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.
- For HL: a conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.

WHERE DOES IT LEAD?

Qualifications in a Modern Foreign Language can

lead to employment in the following areas (non exhaustive list):

- Academic researcher
- Interpreter
- Political risk analyst
- Translator
- Broadcast journalist
- Diplomatic service officer
- International aid/development worker
- Logistics and distribution manager
- Marketing executive
- Publishing rights manager
- Sales executive
- Tour manager

ITALIAN AB INITIO

COURSE DESCRIPTION AND AIMS:

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

At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

- Receptive: Students understand, both aurally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in the target language.
 - Productive: Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions...
 - Interactive: Students understand and respond clearly to some information and ideas... They engage in simple conversations. They use strategies to negotiate meaning and foster communication.
- (from *Ab Initio Guide, IBO, 2019*)

ASSESSMENT SPECIFICS:

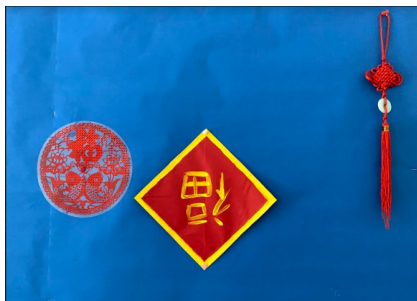
There are three assessments in the ab initio programme:

- Paper 1 - writing (25%)
- Paper 2 - listening and reading (50%)
- Individual Oral - speaking (25%)

WHERE DOES IT LEAD?

Ab Initio shows a proficiency and willingness to learn languages which will be a benefit in most future career aspirations.

Block 2



CHINESE A: LITERATURE

COURSE DESCRIPTION AND AIMS:

The study of literary, non-literary, visual and performance texts provides a focus for understanding how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. Thinking critically about texts, as well as responding to, producing or performing them, leads to an understanding of how language sustains or challenges ways of thinking and being. The study additionally builds an awareness that all texts may be understood in relation to their form, content, purpose, audience and their associated contexts, such as social, historical and cultural circumstances. (From: *Language A: Language and Literature Guide, First Assessment 2021, IBO, p6*)

The aims of all subjects in studies in language and literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way

8. foster a lifelong interest in and enjoyment of language and literature. (From: *Language A: Language and Literature Guide, First Assessment 2021, IBO, p14*)

ASSESSMENT SPECIFICS:

At SL there are 3 assessment tasks:

- The Individual Oral (30%)
- Paper 1 (35%)
- Paper 2 (35%)

Please note: For the May 2022 cohort, the IBO has excluded the Paper 2 and therefore the Individual Oral will be worth 45% and Paper 1 will be worth 55% of the final SL grade.

At HL there are 4 assessment tasks:

- The Individual Oral (20%)
- The Higher Level Essay (20%)
- Paper 1 (35%)
- Paper 2 (25%)

Please note: For the May 2022 cohort, the IBO has excluded the Paper 2 and therefore the Individual Oral will be worth 25%, The HL Essay will be worth (25%) and Paper 1 will be worth 50% of the final HL grade.

WHERE DOES IT LEAD?

A good grade in Language A: Language and Literature can lead students towards a variety of university degrees including: English Literature, Law, Advertising, Psychology, Journalism, sociology...

Many of the skills learnt on this course would be considered life skills and show a student's aptitude in research, analysis and forming interpretations.

FRENCH B

COURSE DESCRIPTION AND AIMS:

Language B is a 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 should be developed through the study of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary

texts, and should be related to the culture(s) concerned.

(from *Language B Guide, International Baccalaureate Programme*)

ASSESSMENT SPECIFICS:

There are six assessment objectives for the language B course. Students will be assessed on their ability to:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. use language appropriate to a range of interpersonal and/or cultural contexts
3. understand and use language to express and respond to a range of ideas with accuracy and fluency
4. organize ideas on a range of topics, in a clear, coherent and convincing manner
5. understand, analyse and respond to a range of written and spoken texts
6. understand and use works of literature written in the target language of study (HL only).

The exam requirements are as follows:

- Paper 1 —writing- One writing task from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.
- Paper 2 —Listening comprehension, Reading comprehension Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Individual oral assessment-

- For SL: a conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.
- For HL: a conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.

WHERE DOES IT LEAD?

Qualifications in a Modern Foreign Language can lead to employment in the following areas (non exhaustive list):

- Academic researcher
- Interpreter
- Political risk analyst
- Translator
- Broadcast journalist
- Diplomatic service officer
- International aid/development worker
- Logistics and distribution manager
- Marketing executive
- Publishing rights manager
- Sales executive

- Tour manager

SPANISH B

COURSE DESCRIPTION AND AIMS:

Language B is a 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 should be developed through the study of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned.

(from *Language B Guide, International Baccalaureate Programme*)

ASSESSMENT SPECIFICS:

There are six assessment objectives for the language B course. Students will be assessed on their ability to:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. use language appropriate to a range of interpersonal and/or cultural contexts
3. understand and use language to express and respond to a range of ideas with accuracy and fluency
4. organize ideas on a range of topics, in a clear, coherent and convincing manner
5. understand, analyse and respond to a range of written and spoken texts
6. understand and use works of literature written in the target language of study (HL only).

The exam requirements are as follow:

- Paper 1 —writing- One writing task from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.
- Paper 2 —Listening comprehension, Reading comprehension, exercises on three audio passages and three written texts, drawn from all five themes.

Individual oral assessment-

- For SL: a conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.
- For HL: a conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.

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- Logistics and distribution manager
- Marketing executive
- Publishing rights manager
- Sales executive
- Tour manager

language in familiar and unfamiliar contexts.

- Receptive: Students understand, both aurally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in the target language.
- Productive: Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions...
- Interactive: Students understand and respond clearly to some information and ideas... They engage in simple conversations. They use strategies to negotiate meaning and foster communication. (from *Ab Initio Guide, IBO, 2019*)

AB INITIO - LANGUAGES TBC

COURSE DESCRIPTION AND AIMS:

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

At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target

ASSESSMENT SPECIFICS:

There are three assessments in the ab initio programme:

- Paper 1 - writing (25%)
- Paper 2 - listening and reading (50%)
- Individual Oral - speaking (25%)

WHERE DOES IT LEAD?

Ab Initio shows a proficiency and willingness to learn languages which will be a benefit in most future career aspirations.



Block 3

ECONOMICS

COURSE DESCRIPTION AND AIMS:

The aims of the economics course at SL and HL are to enable students to:

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

ASSESSMENT SPECIFICS:

- Paper 1 (1 hour and 15 minutes). An extended response paper (25 marks).
- Paper 2 (1 hour and 45 minutes). A data response paper (40 marks).
- Internal assessment: Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. (45 marks).

HL students have an additional assessment:

- Paper 3 (1 hour and 45 minutes). A policy paper (60 marks)

WHERE DOES IT LEAD?

Common career paths for economics graduates include:

- Economist
- Financial risk analyst
- Data analyst
- Financial planner
- Accountant
- Economic researcher
- Financial consultant
- Investment analyst
- Actuary

HISTORY

COURSE DESCRIPTION AND AIMS:

The aims of the history course at SL and HL are to:

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

ASSESSMENT SPECIFICS:

- Paper 1 (1 hour). Source based paper. (24 marks)
- Paper 2 (1 hour 30 minutes). Essay paper based on the 12 world history topics. (30 marks)
- Internal Assessment: Historical investigation. Students are required to complete a historical investigation into a topic of their choice. (25 marks)

HL students have an additional assessment:

- Paper 3 (2 hours 30 minutes). Three essay questions. (45 marks)

WHERE DOES IT LEAD?

A good grade in History can lead students towards a variety of university degrees including: Archivist, museum curator, archeologist, academic librarian, solicitor, policy officer, teacher, journalist, HR...

Ultimately, the analysis skills learnt in this course will stand pupils in good stead in the vast majority of university subjects as well as being a good qualification for entering the workplace and/or internships.

Many of the skills learnt on this course would be considered life skills and show a student's aptitude in research, analysis and forming interpretations.

Block 4

BIOLOGY

COURSE DESCRIPTION AND AIMS:

It is the intention of this course that students are able to fulfill the following objectives:

1. Demonstrate knowledge and understanding of: a. facts, concepts and terminology b. methodologies and techniques c. communicating scientific information.
2. Apply: a. facts, concepts and terminology b. methodologies and techniques c. methods of communicating scientific information.
3. Formulate, analyse and evaluate: a. hypotheses, research questions and predictions b. methodologies and techniques c. primary and secondary data d. scientific explanations.
4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations

In particular, students will study the following topics:

1. Cell biology
2. Molecular biology
3. Genetics
4. Ecology
5. Evolution and biodiversity
6. Human physiology

Higher Level additional topics:

7. Nucleic acids
8. Metabolism, cell respiration and photosynthesis
9. Plant biology
10. Genetics and evolution
11. Animal physiology

Standard and Higher Level optional topics (only ONE can be chosen):

- A. Neurobiology and behaviour
- B. Biotechnology and bioinformatics
- C. Ecology and conservation
- D. Human physiology

ASSESSMENT SPECIFICS:

External assessment details—SL

- Paper 1 Duration: $\frac{3}{4}$ hour Weighting: 20% Marks: 30: 30 multiple-choice questions on core material
- Paper 2 Duration: $1\frac{1}{4}$ hours Weighting: 40% Marks: 50 Data-based question; Short-answer and extended-response questions on core mate-

rial.

- Paper 3 Duration: 1 hour Weighting: 20% Marks: 35 This paper will have questions on core and SL option material.

External assessment details—HL

- Paper 1 Duration: 1 hour Weighting: 20% Marks: 40. 40 multiple-choice questions on core and AHL material, about 15 of which are common with SL.
- Paper 2 Duration: $2\frac{1}{4}$ hours Weighting: 36% Marks: 72 Data-based question. Short-answer and extended-response questions on core and AHL material.
- Paper 3 Duration: $1\frac{1}{4}$ hours Weighting: 24% Marks: 45

Internal Assessment -

All students, Standard Level and Higher Level also need to submit an INTERNAL ASSESSMENT, weighting 20% of the final grade. Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

WHERE DOES IT LEAD?

A good grade in Biology can lead students towards a variety of university degrees including: Biological Sciences, Natural Sciences, Veterinary Sciences, Medicine, Biotechnology,....

PHYSICS

COURSE DESCRIPTION AND AIMS:

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.'

Core topics:

1. Measurements and uncertainties
2. Mechanics

3. Thermal physics
4. Waves
5. Electricity and magnetism
6. Circular motion and gravitation
7. Atomic, nuclear and particle physics
8. Energy production

Additional higher level (AHL)

9. Wave phenomena
10. Fields
11. Electromagnetic induction
12. Quantum and nuclear physics

Option (Choice of one of the following can be made)

- A. Relativity
- B. Engineering physics
- C. Imaging
- D. Astrophysics

The aims enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific

- skills including the use of current technologies
7. develop and apply 21st-century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

ASSESSMENT SPECIFICS:

SL:

Paper 1 | duration: $\frac{3}{4}$ hours | 20% overall weighting

- Paper 2 | duration: 1 $\frac{1}{4}$ hours | 40% overall weighting
- Paper 3 | duration: 1 hour | 20% overall weighting
- Internal assessment | duration: 10 hours | 20% overall weighting

HL:

Paper 1 | duration: 1 hour | 20% overall weighting

- Paper 2 | duration: 2 $\frac{1}{4}$ hours | 36% overall weighting
- Paper 3 | duration: 1 $\frac{1}{4}$ hours | 24% overall weighting
- Internal assessment | duration: 10 hours | 20% overall weighting

WHERE DOES IT LEAD?

A good grade in Physics can lead students towards a variety of university degrees including physics and engineering.



Block 5

MATHS: ANALYSIS AND APPROACHES

COURSE DESCRIPTION AND AIMS:

Mathematics: analysis and approaches is 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 technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization.

There are five topics and within these topics there are sub-topics. The five topics are:

- number and algebra
- functions
- geometry and trigonometry
- probability and statistics
- calculus

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

1. develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
2. develop an understanding of the concepts, principles and nature of mathematics
3. communicate mathematics clearly, concisely and confidently in a variety of contexts
4. develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
5. employ and refine their powers of abstraction and generalization
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
7. appreciate how developments in technology and mathematics influence each other
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course

11. develop the ability to reflect critically upon their own work and the work of others
12. independently and collaboratively extend their understanding of mathematics.

ASSESSMENT SPECIFICS:

SL

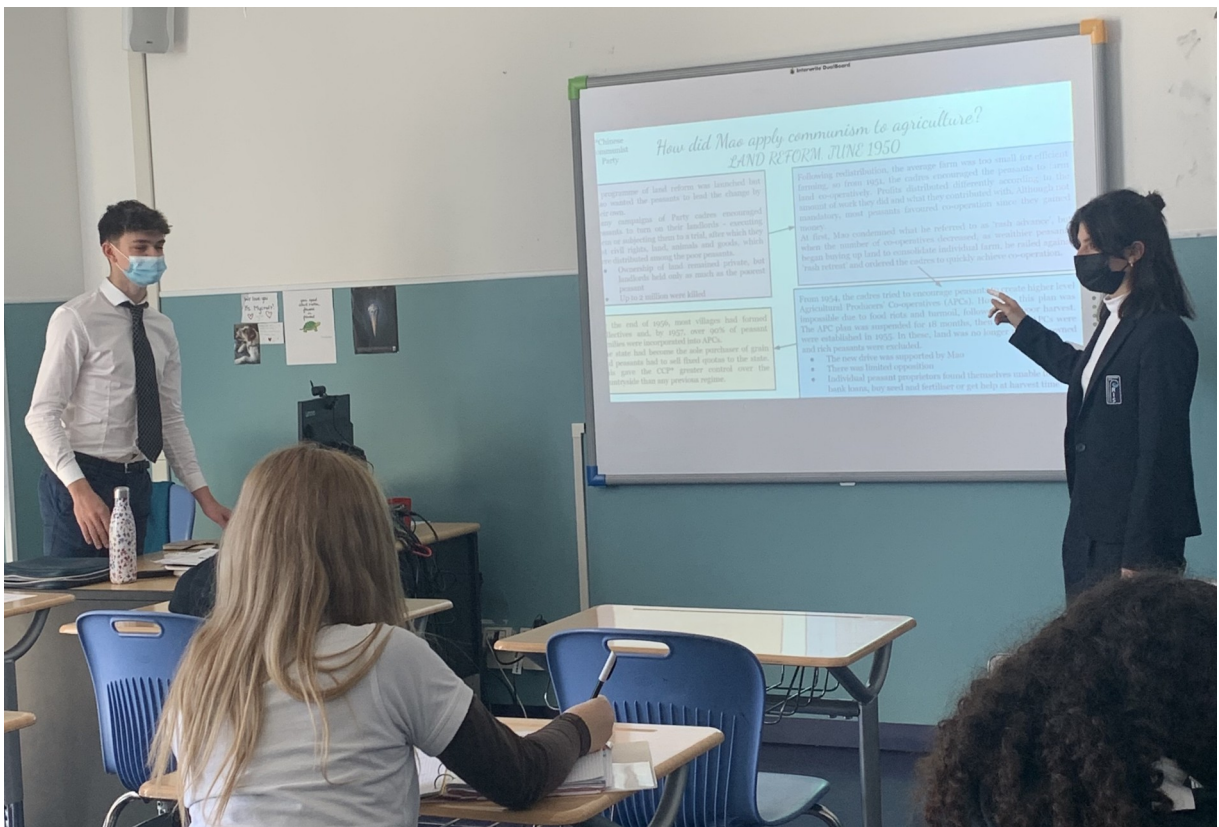
- Paper 1: Duration: 1 hour 30 minutes. Weighting: 40%. This paper consists of section A, short-response questions, and section B, extended-response questions. Students are not permitted access to any calculator.
- Paper 2: Duration: 1 hour 30 minutes. Weighting: 40%. This paper consists of section A, short-response questions, and section B, extended-response questions. A GDC is required for this paper.
- Internal Assessment: 20% of the final grade. The internally-assessed component in this course is a mathematical exploration. This is a short report written by the student based on a topic chosen by him or her, and it should focus on the mathematics of that particular area.

HL

- Paper 1 (120 minutes) (30%). No technology allowed. (110marks). Section A : Compulsory short-response questions based on the syllabus. Section B : Compulsory extended-response questions based on the syllabus
- Paper 2 (120 minutes) (30%) Technology required. (110 marks) Section A : Compulsory short-response questions based on the syllabus. Section B : Compulsory extended-response questions based on the syllabus.
- Paper 3 (60 minutes) (20%). Technology required. (55 marks). Two compulsory extended response problem-solving questions.
- Internal assessment (20%) Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)

WHERE DOES IT LEAD?

Analysis and Approaches Mathematics may be a beneficial choice for students considering university choices including Accounting and Finance, Economics, Computer Science, Pharmacy, Engineering, Psychology, Sport and Exercise Medical Sciences...



MATHS: APPLICATIONS AND INTERPRETATIONS (SL ONLY)

COURSE DESCRIPTION AND AIMS:

Problem solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems. Having followed a DP mathematics course, students will be expected to demonstrate the following:

1. **Knowledge and understanding:** Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
2. **Problem solving:** Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
3. **Communication and interpretation:** Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
4. **Technology:** Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.
5. **Reasoning:** Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical

cal expressions.

6. Inquiry approaches: Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity. (From: *Mathematics: Applications and interpretation guide*, 2019)

ASSESSMENT SPECIFICS:

SL:

- Paper 1: Compulsory short response questions based on the syllabus.
- Paper 2: Compulsory extended response questions based on the syllabus.
- Internal assessment: An individual mathematical exploration which investigates a specific area of mathematics.

HL

- Paper 1: Compulsory short response questions based on the syllabus.
- Paper 2: Compulsory extended response questions based on the syllabus.
- Paper 3: Compulsory extended response, problem - solving questions.
- Internal assessment: An individual mathematical exploration which investigates a specific area of mathematics.

WHERE DOES IT LEAD?

University courses and careers including: Accounting and Finance, Economics, Computer Science, Pharmacy, Engineering, Psychology, Sciences...

Block 6

CHEMISTRY

COURSE DESCRIPTION AND AIMS:

These assessments will centre upon the nature of science. It is the intention of these courses that students are able to fulfill the following assessment objectives:

1. Demonstrate knowledge and understanding of:
 - a. facts, concepts, and terminology
 - b. methodologies and techniques
 - c. communicating scientific information.
2. Apply:
 - a. facts, concepts, and terminology
 - b. methodologies and techniques
 - c. methods of communicating scientific information.
3. Formulate, analyse and evaluate:
 - a. hypotheses, research questions and predictions
 - b. methodologies and techniques
 - c. primary and secondary data
 - d. scientific explanations.
4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Students will study a number of compulsory topics and then one optional topic from a choice provided by the IBO.

ASSESSMENT SPECIFICS:

SL

- Paper 1. Duration: 3/4 hour. Weighting: 20%. Marks: 30.
- Paper 2. Duration: 1 1/4 hours. Weighting: 40%. Marks: 50
- Paper 3. Duration: 1 hour. Weighting: 20%. Marks: 35

HL

- Paper 1. Duration: 1 hour. Weighting: 20%. Marks: 40
- Paper 2. Duration: 2 1/4 hours. Weighting: 36%. Marks: 95
- Paper 3. Duration: 1 1/4 hours. Weighting: 24%. Marks: 45

WHERE DOES IT LEAD?

A good grade in Chemistry can lead students towards university degrees including: Chemical engineering, Veterinary Sciences, Medicine, Biochemistry...

PHILOSOPHY

COURSE DESCRIPTION AND AIMS:

Philosophy is a systematic critical inquiry into profound, fascinating and challenging questions, such as; What is it to be human? Do we have free will? What do we mean when we say something is right or wrong?

These abstract questions arise out of our everyday experiences, and philosophical tools such as critical and systematic thinking, careful analysis, and construction of arguments provide the means of addressing such questions... Studying philosophy provides an opportunity for students to engage with some of the world's most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues... The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students are challenged to develop their own philosophical voice and to grow into independent thinkers. They develop their skills through the study of philosophical themes and the close reading of a philosophical text. They also learn to apply their philosophical knowledge and skills to real-life situations and to explore how non-philosophical material can be treated in a philosophical way. HL students also engage in a deeper exploration of the nature of philosophy itself.

The aim of the philosophy course at HL and SL is to engage students in philosophical activity, enabling them to:

1. develop an inquiring and intellectually curious way of thinking
2. formulate arguments in a sound and purposeful way
3. examine critically their own experiences and their ideological and cultural perspectives
4. appreciate the diversity of approaches within philosophical thinking
5. apply their philosophical knowledge and skills to the world around them.

ASSESSMENT SPECIFICS:

SL: External assessment

- Paper 1 (1 hour 45 minutes) - 50% This paper

contains two compulsory sections: Section A consists of two stimulus-based questions on the core theme. Section B consists of an essay questions on one of the optional themes.

- Paper 2 (1 hour) - 25%. This paper consists of two questions for each of the prescribed philosophical texts. .

HL: External assessment

- Paper 1 (2 hours 30 minutes) - 40%. This paper contains two compulsory sections: Section A consists of two stimulus-based questions on the core theme. Section B consists of two essay questions for each of the optional themes. Students are required to answer two questions, each from a different optional theme.
- Paper 2 (1 hour) - 20%. This paper consists of a question for the prescribed philosophical texts.
- Paper 3 (1 hour 15 minutes) - 20%. This paper consists of one unseen text. Students are required to write a response to this text, comparing and contrasting their experience of philosophical activity with the view(s) of philosophical activity found in the text.

Internal assessment (20 hours) - 20%

Students are required to complete a philosophical analysis of a non-philosophical stimulus. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

WHERE DOES IT LEAD?

A good grade in philosophy can lead students towards a variety of degrees in the range of Humanities and Liberal Arts, such as Law, Political Sciences, Economics, International Relations, Public Policy, Communications, Business, Anthropology, Psychology, History, Sociology, Media, Writing, etc...

PSYCHOLOGY

COURSE DESCRIPTION AND AIMS:

The aims of the psychology course at SL and at HL are to:

1. develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior
2. apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
3. understand diverse methods of inquiry

4. understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
5. ensure that ethical practices are upheld in all psychological inquiry and discussion
6. develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.

ASSESSMENT SPECIFICS:

SL

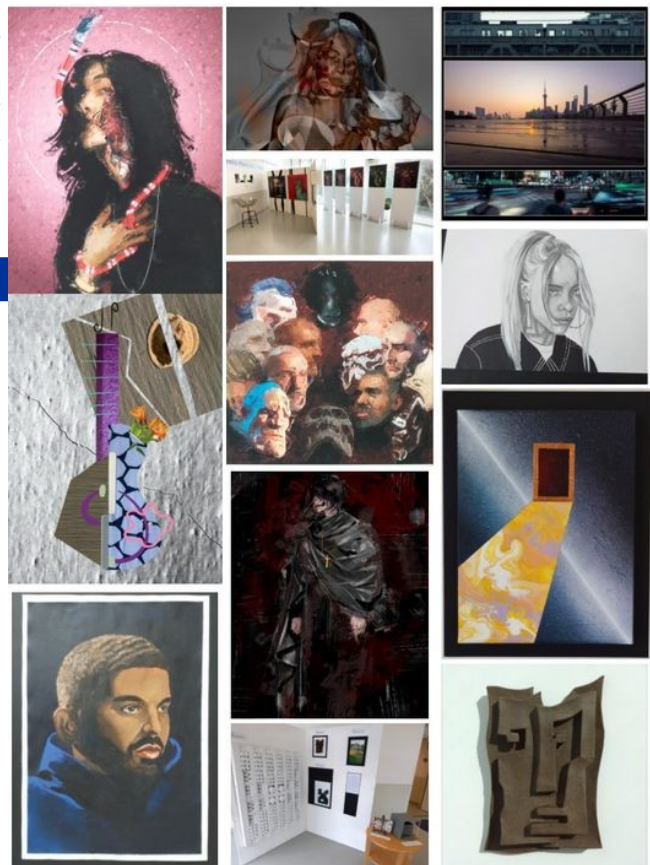
- Paper 1: Three short answer questions and an essay question (50%)
- Paper 2: One essay question (25%)
- Internal Assessment: A report on an experimental study undertaken by the students (25%).

HL

- Paper 1: Three short answer questions and an essay question (40%)
- Paper 2: One essay question (20%)
- Paper 3: Three short answer questions on approaches to research (20%)
- Internal Assessment: A report on an experimental study undertaken by the students (20%).

WHERE DOES IT LEAD?

University courses and careers include: Clinical psychologist, counselor, educational psychologist, high intensity therapist...



VISUAL ARTS

COURSE DESCRIPTION AND AIMS:

The course gives a global experience of the Visual Arts, through the three areas of Art Practise, Art Theory and Art Curation and how they are inter-linked.

There are two key areas in the course; the process portfolio and the comparative study. These lead to the final exhibition.

The aims of the Process Portfolio are to: To record, to evidence, to research, to experiment, to explore, to apply, to consolidate, to use, to practice, to manipulate, to influence, to stretch and to develop.

The aims of the Comparative Study are to; Analyse and Compare three artworks, art objects, artefacts, by different artists, with different cultural contexts

Plus HL students will need to explain how the artists studied have influenced your own art making.

The Exhibition is a body of related work - thematically and/or stylistically and/or technically linked. The selected works have a function appropriate to artistic intentions.

The compositional arrangement, technique and visual language convey meaning and are used to engage the viewer.

The work is informed by the study of the work of others and has led to development of their own style of working.

Exhibition Rationale - Explains the chosen selection

of works, why they work together, what arrangement/curation method has been used for engaging the audience.

500 Character Statements/Artwork labels

Titles add meaning to the work. Concisely written. Draws the viewer's attention to techniques, visual language, art influences, meaning of the work

ASSESSMENT SPECIFICS:

100% coursework, no exams.

- Process Portfolio 40% : Select from pre-final piece work of investigations and research (including written research on art and artists), experiments and development of skills and ideas to communicate visually. Work can be selected from physical and digital sketchbooks as well as larger study work.
- Comparative Study 20% : SL 10-15 slides, HL 10-15 slides plus 3 to 5 screens on their own work influenced by the artists/artworks studied.
- Exhibition 40% : Exhibition Rationale/artists statement.

WHERE DOES IT LEAD?

To the designing of any product or environment - Architecture, Engineering, Landscape Design, Fashion, Film/Theatre, product design, interior design, ergonomic design, advertising, web design to mention a few. Or to the Fine Arts: Painting, printmaking, sculpture, lens art - public/private commissions, personal exhibitions, adornment of interiors private, commercial, public. Personal, political, social communication.



The Core

CREATIVITY, ACTION AND SERVICE (CAS)

COURSE DESCRIPTION AND AIMS:

CAS experiences can be associated with each of the subject groups of the Diploma Programme. Teachers can assist students in making links between their subjects and their CAS experiences where appropriate. This will provide students with relevance in both their subject learning and their CAS learning through purposeful discussion and real experiences. It will motivate and challenge the students, strengthen subject understanding and knowledge, and allow students to enjoy different approaches to their subjects. However, CAS experiences must be distinct from, and may not be included or used, in the student's Diploma course requirements.

In CAS, students reflect on their beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives.

Through CAS experiences, a student's exposure to particular global issues at a local level may give rise to an interest in furthering their understanding of these issues through academic research. Both the extended essay and the world studies extended essay allow students to explore the issues that may have arisen during CAS.

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP.

CAS is organized around the three strands of creativity, activity and service defined as follows.

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

The CAS programme aims to develop students who:

enjoy and find significance in a range of CAS experiences

purposefully reflect upon their experiences

identify goals, develop strategies and determine further actions for personal growth

explore new possibilities, embrace new challenges and adapt to new roles

actively participate in planned, sustained, and collaborative CAS projects

understand they are members of local and global communities with responsibilities towards each other and the environment.

ASSESSMENT SPECIFICS:

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

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

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Additionally, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

WHERE DOES IT LEAD?

CAS enables students to enhance their personal and interpersonal development by learning through experience.

It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.

At the same time, CAS is an important counterbalance to the academic pressures of the DP.

EXTENDED ESSAY (EE)

COURSE DESCRIPTION AND AIMS:

The **Extended Essay** is an independent academic **research project** culminating in a **4000 word** research paper designed to help you prepare for undergraduate university study.

The **Extended Essay** (EE) is a core element of the IB Diploma Programme. Your combined marks from the TOK and EE essay will contribute to your overall Diploma Programme score.

The **aims** of the EE are for students to:

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

The EE is an in-depth study of a focused topic. Students choose their topic from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects, or in some cases a combination of subjects. Once you have chosen a topic you will be assigned a supervisor. You will work under the guidance of a supervisor who plays a key role in helping students to plan and undertake their research for the extended essay.

ASSESSMENT SPECIFICS:

Criterion A: Focus and Method (Research question and appropriate methodology and methods, eg. qualitative versus quantitative.

Criterion B: Knowledge and Understanding (research addresses subject area perspective)

Criterion C: Critical Thinking (evidence of critical thinking in research, discussion and analysis).

Criterion D: Presentation (academic writing standards expected are met: structure and layout)

Criterion E: Engagement (satisfactory completion of reflection and planning form).

All extended essays are externally examined by IBO examiners. EE and TOK are worth a maximum of 3 IB points, depending on the grades obtained overall in each course.

WHERE DOES IT LEAD?

It prepares students for undergraduate study at university level.

THEORY OF KNOWLEDGE (TOK)

COURSE DESCRIPTION AND AIMS:

The TOK course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know.

TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them...

The course is an opportunity for teachers and students to engage in interesting conversations that cross the boundaries of individual disciplines and that help students to reflect on the knowledge they have acquired from both their academic studies and their lives outside the classroom.

The following 12 concepts have particular prominence within, and thread throughout, the TOK course: evidence, certainty, truth, interpretation, power, justification, explanation, objectivity, perspective, culture, values and responsibility. Exploration of the relationship between knowledge and these concepts can help students to deepen their understanding, as well as facilitating the transfer of their learning to new and different contexts.

The TOK course embraces the exploration of tensions, limitations and challenges relating to knowledge and knowing. However, it is also intended that TOK discussions will encourage students to appreciate and be inspired by the richness of human knowledge—and to consider the positive value of different kinds of knowledge.

The aims of the TOK course are:

- to encourage students to reflect on the central question, "How do we know that?", and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring under-

lying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge

- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

ASSESSMENT SPECIFICS:

Internal assessment:

Theory of knowledge exhibition (10 marks).

Weighting: 1/3 (33%)

For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course

External assessment:

TOK essay on a prescribed title (10 marks)

Weighting: 2/3 (67%)

For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.

WHERE DOES IT LEAD?

Theory of knowledge provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. Pupils reflect on the knowledge, beliefs, and opinions that they have built up from their years of academic studies and their lives outside the classroom.

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

- It increases academic opportunity**
Research shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.
- IB students care about more than just results**
Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.
- It encourages you to become a confident and independent learner**
For example, the extended essay requires independent research through an in-depth study.
- It's an international qualification**
The DP is recognized globally by universities and employers.
- Graduates are globally minded**
Language classes encourage an international mindset, key for increasingly globalized societies.
- The IB encourages critical thinking**
Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.
- DP students have proven time management skills**
Take good study habits and strong time management to further education and the working world.
- It assesses more than examination techniques**
Learn to understand, not just memorize facts or topics and prepare for exams.
- Subjects are not taught in isolation**
Theory of knowledge (TOK) classes encourage you to make connections between subjects.
- It encourages breadth and depth of learning**
You are able to choose courses from six subject groups and study subjects at different levels.

*Based on IB research - www.ibo.org/research
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Class of 2020

Filippo N.



I will be attending
Utrecht University in the
Netherlands where I will be
studying **Economics and
Business Economics**.

What's been the most rewarding or challenging aspect of studying the IB at Rome International School?

Since the IB exams were cancelled, the most challenging aspect was certainly the Extended Essay; hours and hours spent revising, making corrections and hoping that everything was perfect. Completing the Extended Essay was also the most rewarding aspect, since all of the time and preparation finally had a meaning!



Universiteit Utrecht



THE UNIVERSITY
of EDINBURGH



The University of Manchester



Class of 2020



Irina D.

I will be attending the
University of Miami as a
Neuroscience major.

What's been the most rewarding or challenging aspects of studying the IB at Rome International School?

The most rewarding aspect is the in-depth knowledge acquired in each subject. The IB allows one to smoothly transition into the next chapters of one's life, with new and improved universal skills acquired throughout these 2 years.

LUISS



UNIVERSITY OF
BATH

**Imperial College
London**



THE UNIVERSITY
of **EDINBURGH**

Class of 2020



Carlo G.

I will be attending the
University of Bath where I
will be studying **Business**
(with professional
placements).

The IB Diploma Programme here at Rome International School encourages students to become internationally-minded and reflective life-long learners who embody the attributes of the IB Learner Profile. The Learner Profile helps students become responsible global citizens who can help shape the world.



**Rome International School IBDP Handbook
May 2021**

**For more information about the school, please visit our website:
www.romeinternationalschool.it**

Admissions and new student enquiries

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