
NCBIS CURRICULUM GUIDE

Secondary School

Key Stage 5

The I.B. Diploma Programme

2019/ 2020

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WELCOME TO NCBIS SECONDARY SCHOOL

This guide describes the educational journey you will enjoy throughout Years 12 and 13, the IB Diploma Years at NCBIS. These are the pre-university years.

At NCBIS every student studies for the IB Diploma and our numbers are growing. While demanding, NCBIS believes that the IB Diploma best serves the needs of our international community, offers a broad and balanced curriculum and provides you with a head start for university and future careers. We are proud that our year 13 graduates go on to some of the best universities in the world. Our IB pass rate in 2018 was 95% with an average points score of 31, which is above the world wide average IB Diploma score. The average grade per subject was 5.0.

Equally importantly, you will learn the important life skills of time-management, empathy, international mindedness, communication, problem solving, critical thinking, leadership and team work, so much in demand by future employers.

In the IB Diploma Programme, six subjects are taken from six distinct groups: Group 1, English Language or Language and Literature, as well as opportunities for self-taught language courses; Group 2 Second Language taken from French, Spanish, German, Arabic; Group 3 consists of Geography, History, Business, Economics and Psychology; Group 4 covers Biology, Chemistry, Computer Science, Physics as well as Sports Exercise and Health Science; Group 5 covers two courses “Analysis and Approaches” and “Applications and Interpretation”; while Group 6 covers Visual Arts, Music and Theatre Studies where numbers permit, or the opportunity to study another subject from group 3, or group 4.

These options cover career areas from Architecture to Zoology, while our students tend to study Engineering, Medicine, Dentistry, Economics and Business Management. Our careers service and guidance is available at every step of the journey, for you and your families. Finally, British, American, Canadian and EU Admissions' Directors are common visitors and we support students to university and beyond.

David Mate
Head of Secondary

NCBIS MISSION, VISION AND VALUES

The NCBIS mission is:

To provide a learning environment that supports academic achievement whilst promoting personal growth through the attributes of the IB Learner profile, within a caring international community committed to the traditional values of honesty, courtesy, respect, integrity and fair play.

Vision Statement – in 2021 NCBIS is

An international school of renown that provides an education of excellence by which students are prepared for a rapidly changing world where skills, values, attitudes and attributes are as important as knowledge. This education enables students to fulfil their academic, sporting and artistic potential and develop a positive and creative mind-set that enables them to achieve success at school and in later life. This is achieved in a happy atmosphere and a safe and stimulating physical environment that is conducive to academic learning as well as personal and social growth. NCBIS will continue to be celebrated for its warm and caring ethos and its positive contribution to a sustainable and just world.

Values:

NCBIS is guided in all its actions and decisions by its commitment to:

- Providing quality education in a safe, secure and caring environment
- Ensuring choice and challenge both within the curriculum and the extra-curricular programmes
- Promoting academic and personal achievement
- Inspiring intellectual curiosity, critical thinking and enthusiasm for learning
- Developing each student's unique talents to help them achieve their potential
- Maintaining an internationally diverse community of open-minded people

OVERVIEW OF THE DIPLOMA

IB Mission Statement

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

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

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

Background to the IB Diploma

The International Baccalaureate Diploma is a two-year, pre-university certificate for secondary students, designed and administered by the International Baccalaureate Office (IBO) in Geneva; and examined by an International Body of Curriculum and Assessment (IBCA), representing many countries and cultural traditions, and located in The Hague in the Netherlands.

The IB Diploma is characterised by:

- the attention which it gives to international awareness
- its academic breadth, depth and rigour which is recognised for university entry world-wide
- its attention to developing socially responsible citizens of the world.

If you aspire to study at university and you are interested in a pre-university qualification which is international in curriculum content, recognised by universities around the world for its combination of in-depth academic study and activities which encourage a sense of adventure and social responsibility, then the IB Diploma is for you! It caters to a great range of student needs and talents and fosters an intrinsic interest in learning. The IB is highly regarded by universities around the world and because of this gives direct access to the most prestigious universities.

As an IB DP graduate you will be held in very high esteem by universities around the world.

The British UCAS tariff system is in place to convert IB points to UCAS points. Conversions can be found [here](#):

What will the IB Diploma Programme be like?

The IB Diploma Programme is a course designed for students seeking university entry worldwide.

- In each subject offered within the Diploma Programme, the curriculum encourages independent thinking.
- You will study three subjects at Higher Level and three subjects at Standard Level. This extends your learning in a way that prepares you for the demands of a university curriculum. Indeed, some subjects offered at Higher Level often attract added advantages such as Advanced Standing or Placement which places you straight into the second year of university in that subject - for those achieving 5, 6 or 7.
- If you have another language other than English as your mother tongue, you may choose to do a language through the Self Taught Language A course.
- You are required to submit an Extended Essay. This requires you to work with a supervisor in your chosen subject to produce an essay of up to 4000-words in an area of interest.
- The Theory of Knowledge course forms part of the IB Diploma core and is compulsory. It provides the opportunity to reflect critically on all of your subjects and the knowledge base upon which they are built, engendering a cross-disciplinary perspective and lateral thinking, much coveted by universities. Theory of Knowledge is a truly intellectually challenging and stimulating course. (There will be a new course developed and introduced in 2020)
- The **CAS** (Creativity, Action, Service) requirement in the IB Diploma Programme provides you with the opportunity to give back to your community and reflect upon your extracurricular activities and contributions.

Please note that all information regarding the IB Diploma Programme and subject guides can be found [here](#).

A useful video on the qualities of an IB Education can be found [here](#).

Choosing your courses

You must choose one subject from each of these sections:

- Studies in Language and Literature,
- Individuals and Societies,
- Sciences,
- Mathematics

Language acquisition courses are available in Group 2, however a second Group 1 language course may be chosen.

In Group 6 students can choose from Visual Arts, Theatre Studies or Individuals and Societies (Business and Management) or Science (Chemistry).

In order for a subject to be timetabled a minimum of five students is usually required.

Entry requirements

IB DP courses are academically rigorous and require commitment and motivation. Choices should be made not only by preference, interest or university requirements but to reflect your academic strengths.

The recommended requirements are:

- At least 3 Bs and 2 Cs in your (I)GCSE results excluding IGCSE English as a Second Language, and MFL Arabic as a second language if Arabic is your first language. (Or equivalent qualifications).
- NCBIS also requires that any course taken at the Higher Level (HL) be a subject in which no less than a B was earned at GCSE/IGCSE if the Higher Level IB course has a (I)GCSE pre-requisite with the exception of HL Mathematics and HL Physics which require no less than an A at (I)GCSE.
- Approach to Learning scores (a minimum of 15.0) and teacher recommendations are the final criteria for acceptance. (Previous NCBIS students only)
- In some cases, students can be offered a place which is subject to review within the first half of the first academic year of the Diploma

Attendance in the IB Diploma programme

At NCBIS we value attendance very highly. It should be noted that students who fall below the level described below will risk their place on the diploma course.

% Attendance	Days missed	Level of attendance	Outcome
94.9%- 90% attendance	Up to 18 days of absence	Needs improvement	Meeting with tutor and parent. Student placed on attendance concern status

> 90% attendance	19 days of absence	Extreme concern	Meeting with Diploma Coordinator and parents to discuss continuation of the course.
80% attendance	More than 36 days of absence	Unacceptable	This may result in students repeating years, losing their place on the course or non-entry into the IB Diploma Examinations due to the amount of learning missed.

THE IB LEARNER PROFILE

As an IB World School, the school aims 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.

We strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to

support their learning and personal development.

The profile is taken from the IB Learner Profile booklet www.ibo.org

THEORY OF KNOWLEDGE (TOK)

What is Theory of Knowledge?

Theory of Knowledge is a part of the Diploma core, and is therefore compulsory for all students. With the Extended Essay, it provides an opportunity to achieve an extra three points available from the core to Diploma students.

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge.

It plays a special role in the Diploma Programme by providing an opportunity for you to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of your own perspectives and those of the various groups whose knowledge you share.

The overall aim of TOK is to encourage you to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows you to develop an enduring fascination with the richness of knowledge. Click [here](#).

Course Outline

Over Year 12 and 13 you will investigate how we know what we know. You will analyse knowledge claims and questions. These we take from curriculum areas and current news. A foundation to TOK is understanding how shared and personal knowledge is developed and the relationship between them.

To aid analysis of how we know what we know, you will consider the impact of eight specified ways of knowing. These are language, sense perception, emotion, reason, imagination, faith, intuition and memory.

Forming the core of TOK is the question: “How is knowledge formed?”, and this is investigated through the eight areas of knowledge.

The specified areas of knowledge are: Mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems and Indigenous knowledge systems.

Assessment - both completed in Year 13

Type of Assessment	Format of assessment	Weights of final grade
External: Part 1: Essay on a prescribed title	One essay on a title chosen from a list of six prescribed titles	67%
Internal: Part 2: Presentation	One presentation to the class by an individual or a group (max. of three persons); approximately 10 minutes per student. One written presentation planning document per student.	33%

EXTENDED ESSAY

The Extended Essay makes up one part of the IB Diploma core and is therefore compulsory to achieve the IB Diploma. It is an independent, self-directed piece of research, finishing with written paper of up to 4,000 words. Click [here](#).

What is the significance of the extended essay?

The extended essay provides:

- practical preparation for undergraduate research
- an opportunity for you to investigate a topic of special interest to you, which is also related to one of your six Diploma subjects.

Through the research process for the extended essay, you will develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to analyse, synthesize and evaluate knowledge.

How is the study of the extended essay structured?

You will be supported throughout the process of researching and writing the extended essay, with advice and guidance from a supervisor. Throughout the process students will engage in constant reflection, using their researcher's reflection space. There will also be three compulsory interviews with their supervisor throughout the process. Following the completion of the written essay you will complete a short, concluding interview with your supervisor. This is known as *viva voce*. The extended essay can be a valuable stimulus for discussion in countries where interviews are required prior to acceptance for employment or for a place at university.

How is the extended essay assessed?

All extended essays are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 36. The score a student receives relates to a band. The bands are:

- A – work of an excellent standard.
- B – work of a good standard.
- C – work of a satisfactory standard.
- D – work of a mediocre standard.
- E – work of an elementary standard.

CREATIVITY, ACTIVITY AND SERVICE

CAS makes up a part of the IB Diploma Core and is compulsory to achieve the IB diploma. Click [here](#).

What is the significance of CAS?

CAS is a range of enjoyable and significant experiences, as well as a CAS project. You will participate weekly in experiences you choose involving Creativity, Activity, and Service:

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

CAS is an experiential journey of self-discovery, reflection, collaboration and fun. You will learn about yourself, about working with others, and about the world around you in real life experiences. This is also an opportunity for you to take what they learn in your subjects and apply this knowledge into the real world.

How is CAS structured?

You will participate weekly in Creativity, Activity and Service for three terms in year 12 and two terms in year 13. CAS is continuous throughout the IB diploma programme and is separate from IB Diploma subject classes. In addition, students document CAS experiences and reflect on their learning, emotions, growth and experiences throughout the time of the Diploma. Students spend about three hours per week on CAS experiences with equal time between Creativity, Activity and Service.

CAS is completed towards the end of year 13 upon demonstrating regular commitment to experiences, reflection, use of the CAS stages, completion of all seven learning outcomes, as well as the CAS project.

How is CAS assessed?

CAS is not formally assessed. Students must complete all requirements of CAS by the end of term 2 in Year 13 to successfully complete CAS:

- Weekly attendance of Creativity, Activity, and Service
- Reflection every term
- Documentation of experiences in the CAS portfolio

- Using the CAS stages in service learning and in the CAS project
- Evidence of achievement of seven learning outcomes
- Completion of the CAS project

ASSESSMENT

The bulk of assessment in all subjects is carried out by external assessment. Consistency of standards in internal assessment is achieved through carefully defined grade descriptors and appropriate moderation strategies.

Grading Scale:

Each of the six subjects is graded on the following scale

- Grade 1 very poor
- Grade 2 poor
- Grade 3 mediocre
- Grade 4 satisfactory
- Grade 5 good
- Grade 6 very good
- Grade 7 excellent

A maximum of three additional points may be earned from the Extended Essay and Theory of Knowledge. The total number of bonus points awarded will be determined according to the following matrix:

Theory of Knowledge

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

Award of the Diploma

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. The IB Diploma will be awarded to a candidate if the following conditions are met:

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

A maximum of three examination sessions are allowed in which to satisfy the requirements.

APPROACH TO LEARNING

Within the two year programme students are continually assessed on their ATL scores in each subject using the following ATL rubric which can be accessed using the hyperlink below or in the appendix at the end of this document. The idea is that students build upon these skills throughout their two years on the IB Diploma programme so that they leave with a bank of skills which will prepare them for further education and an ability to reflect upon their strengths and weaknesses.

[NCBIS ATL Grade descriptors and rubrics](#)

The students are assessed within their subjects in the areas of Communication skills, Thinking skills, Self-management skills, Research skills and Social skills.

There should be a marked improvement in each area assessed over the two-year course.

PERSONAL, SOCIAL AND HEALTH EDUCATION

What is PSHE (Personal, Social, and Health Education)?

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make

positive contributions to their families, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development and is delivered in 5 strands within KS5.

The 5 strands of PSHE at NCBIS

The course is based upon 5 strands of well-being, which are as follows:

- Health and Wellbeing: This strand covers information on the foundations of well-being and keeping ourselves physically healthy.
- Relationships: This aspect of the course explores what is arguably the most important aspect of well-being; namely our relationships with other people.
- Living in the wider world: This strand is concerned with looking at ways of considering our place in the international world and dealing with transition.
- Online safety: This aspect of the course exposes students to social and personal dangers related to the use of the world-wide web
- Higher education and Careers: This strand allows and encourages student reflection on life beyond NCBIS.

Challenges week - Philosophy and rationale

“Challenges week” forms part of our wider experiential curriculum in year 12. Challenges week activities provide rich, character building experiences that we hope will awaken your interest, or spark a passion in areas that you may never have experienced previously.

Challenges week provides you with opportunities for cultural enrichment, service to others, adventure activities and travel, whilst making the whole student body more internationally minded and informed global citizens. The programme is designed to give you the experiences that will inspire you and help develop the attributes of the IB Learner Profile.

HIGHER EDUCATION AND CAREERS GUIDANCE

New Cairo British International School is committed to helping students fulfill their potential and experience success through an educational environment which responds to individual need and stimulates and challenges each and every student. The aim of the Careers education is to prepare you for the opportunities, responsibilities and experiences of adult life, through the development of career management skills with a clear focus on the best fit between school choices, university degree and your career goals . You will be encouraged to build on your particular interests and strengths.

During Year 12 and Year 13 Careers education takes place during PSHE. The focus of the Careers education allows you to research:

- Subjects you may wish to study at university
- University entry requirements
- How to apply to university
- Entrance tests requirements
- Practice interviews
- Life at university
- Budgeting at university

Throughout the year we have over 30 universities who visit the school to make presentations to help you make informed decisions. We also organize trips to university fairs within Cairo. You also have to opportunity to carry out work experience, normally during Challenges Week, which allows you to experience life in the workplace. The universities and careers councilor is also available to give you individual advice.

The IB Diploma is highly regarded by universities around the world and gives direct access to the most prestigious universities.

Universities in some countries, such as the United States, have minimal subject requirements. The Universities focus more on the overall (I)GCSE and IB DP score, student’s academic history over four years, students’ SAT test results, students’ extra- curricular commitments and their entrance essays. Other countries, such as the United Kingdom and Canada, have course subject requirements alongside their entrance essays.

For guidance to these requirements see the table below.

University course subject	IB DP preferences/grades
Accountancy	Mathematics, Higher Level at some universities. Business Management and/or Economics are an advantage
Architecture	Mathematics and/or Physics, Higher Level at some universities; Visual Arts. Need to have a portfolio
Biochemistry	Chemistry, Biology and Mathematics, Higher Level at some universities
Business/Management	Mathematics, Higher level at some universities. Business Management and/or Economics an advantage
Computer Science	Mathematics and Computer Science, Higher Level at some universities. Visual Arts recommended for games design
Dentistry	Higher Level Chemistry and Higher Level Biology, Mathematics some universities may require Higher Level
Economics	Mathematics, some require Higher Level. Economics and/or Business Management are an advantage
Engineering	Mathematics and Physics, most require both at Higher Level and a second science
Law	High grades required. The following subjects at Higher Level are an advantage: History, English, MFL
Medicine	Need to check each university. Usually Higher Level in the following subjects: Biology, Chemistry and Mathematics

Vet Science	Higher Level Biology and another science at Higher Level. Higher Level Mathematics recommended. See individual University admissions policies
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Some universities in the United Kingdom may use the new UCAS tariff with regards to the IB Diploma with regards to entry requirements. Further information on this can be found [here](#).

Egyptian National Students/Students studying in Egypt

The Supreme Council for Egyptian Universities determines the entry requirements for Egyptian Nationals who wish to enter Egyptian Universities. These requirements and regulations are reviewed annually and can change on an annual basis and are most often announced in the national newspapers, rather than by any formal notification. New Cairo British International School does check this information, but it is the parent's responsibility that they have the correct information. Entrance to the American University of Cairo requires students to achieve the full IB Diploma, but they do take IB Courses students on a case by case basis. Further information on AUC's current entrance requirements can be found [here](#).

Please note that as NCBIS is not under the auspices of the Ministry of Education, students at NCBIS cannot attend any university that comes under the Ministry of Education without having previously taken the Thanaweya Ama examination. Unfortunately, we are unable to offer this examination or any component of it. Therefore, at present, the only university that students from NCBIS are eligible to attend is AUC.

It should be noted that regulations can change at any time; parents need to check requirements and acceptance of (I)GCSE and IBDP with universities as they vary from university to university. However, we do our best to provide you with any information that we have.

KEY STAGE 5 TIMELINE

YEAR 12			YEAR 13				
Term 1	September	Meet the Tutor	Term 1	September	Meet the Tutor		
		CAS Minya Trip			Yr 13 CAS deadline 1		
	October	First grade report issued		October	UK UCAS application deadline for : Oxford and Cambridge Universities and all applications for Medicine, Dentistry and Veterinary Science		
		CAS Deadline 1			Grade report issued		
	November	Group 4 Project			November	Examination registration on IBIS	
		Parent-teacher conference		Parent-teacher conference			
		Careers interviews (within parent-teacher conference)		Yr 13 Extended Essay final draft submission deadline			
				Yr 13 University application deadline for all countries except AUC: including UK,			

		Sports Day			USA, Canada and Europe. Please note some USA universities have earlier deadlines.
	December	IGCSE celebration assembly		December	Yr 13 Extended Essay final submission deadline
Term 2	January	CAS Deadline 2	Term 2	January	Yr 13 Mock examinations
	February	-		January	Yr 13 CAS deadline 2
	March	Some subjects to start IA Challenges Week		February	Yr 13 Parent-teacher conference
	April	CAS Deadline 3		March	Y13 Written Report
					March
			April	April	-

	April/ May	-		April/ May	Yr13 IB Diploma examinations
Term 3	May	Registration for IB subjects on IBIS	Term 3	May	Yr 13 IBDP Graduation

IB SUBJECTS

1 - STUDIES IN LANGUAGES AND LITERATURE

English A Literature HL & SL and School supported self-taught

Why study English A Literature?

An appreciation of English literature can play a hugely significant role in a person's awareness and understanding of both themselves and others. At NCBIS, we aim to deliver a robust, challenging and stimulating programme of study that not only will develop your skills of analysis but will also prepare you for your future lives.

As Literature students, you will encounter and explore a range of human experiences within the texts studied: from those relating to gender and identity, to those which explore the ordinary tragedies of life and those experiences that display the individual in conflict with society. Literature at NCBIS is chosen to reflect the international dimension of the IBDP with

authors coming from a wide range of cultural and historical backgrounds. In this regard, English Literature will push you beyond what you know and challenge you to confront different perspectives; indeed, you may find the texts change the way you think about the world. You will be analysing a range of texts for their language, structural and contextual elements. A flair for interpretation and original insight is to be welcomed; be prepared to take a risk and say what you feel a text is attempting to convey to the reader. By the end of the course you will have studied a range of genres including poetry, plays and prose and this will provide you with an appreciation for English Literature in all of its different forms.

What will the course be like?

Below are listed some of the key areas of the curriculum that we cover with approximate timings within each year. **This list is not exhaustive and is only indicative of text types.**

	Year 1	Year 2
1	Introduction to Poetry and Prose Paper 1 (Unseen poetry and prose texts) - close textual analysis	Readers, Writers, Texts <i>The World's Wife</i> - Carol Anne Duffy <i>Top Girls</i> - Carol Churchill
2	Readers, Writers, Texts <i>The Colour Purple</i> Alice Walker <i>A Doll's House</i> Henrik Ibsen <i>The Handmaids Tale</i> Margaret Atwood	Time and Space <i>Running in the Family</i> -Michael Ondaatje <i>Persepolis</i> -Marjane Satrapi
3	Time and Space <i>Midaq Alley</i> Naguib Mahfouz <i>Woman at Point Zero</i> Nawal El Saadawi	Readers, Writers, Text <i>Poetry- a choice of</i> Heaney or Frost
4	Intertextuality <i>Macbeth</i> William Shakespeare <i>Death of a Salesman</i> Arthur Miller <i>Streetcar named Desire</i> Tennessee Williams	
5	Independent Study <i>Interactive Oral Preparation</i>	

How will I be assessed?

Throughout the IBDP, you will complete a mixture of internally and externally assessed assignments. Most of the assessment takes place at the end of the course in two examinations (Paper 1 and 2). In addition to this, all students will prepare and deliver an Individual Oral which is assessed internally and moderated externally. HL students will also complete a critical essay. As so much of the course is now assessed by examination, end-of-year exams (NCBIS Year 12) will form an important part of grade predictions.

English A Language and Literature HL & SL

Why study English A Language and Literature?

The English language forms the foundation of all study in the IBDP at NCBIS. It is with this in mind that the English Department has sought to develop a thorough, engaging and rigorous two-year programme of study that fulfills the requirements of the IBO and one that will prepare you for not only end of course examinations, but also life beyond school.

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

The IBDP English A: Language and Literature Guide is used to help guide you through the course and includes all course requirements for further reading. Overall, this course should appeal to all students who enjoy communicating, understanding how language is used in all forms and who seek to develop a mature awareness of the world in which they live.

The syllabus is divided into three components: **Readers, Writers and Texts**, **Time and Space** and **Intertextuality**. With similar requirements and skills needed for both Higher and Standard Level study, students of both levels are taught alongside each other in class, with extra hours given to HL students in line with IBO recommendations.

What will the course be like?

Year 1

1	<p>Readers, Writers and Texts <i>History of English, Identity, Power, Gender, Culture, Context</i> <i>'The World's Wife' by Carol Ann Duffy</i> <i>The Handmaid's Tale' by Margaret Atwood (HL only)</i> <i>'Perfume' by Patrick Suskind</i></p> <p>Paper 1 - Language; Paper 2 – Literature; Individual Oral</p>
2	<p>Time and Space <i>Textual bias, News, Stereotyping, Popular Culture, Speeches/Campaigns, Electronic Media</i> <i>'The Crucible' by Arthur Miller</i> <i>'A Doll's House' by Henrik Ibsen</i> <i>'The Handmaid's Tale' by Margaret Atwood (HL only)</i></p> <p>Paper 1 - Language; Paper 2 – Literature; Individual Oral</p>
3	<p>Preparation for End of Year exams Preparation for individual orals and HL essay Over the summer, choose range of extracts to explore a chosen global issue HL students read 'Half of a Yellow Sun'</p>

Year 2	
1	<p>Intertextuality <i>Connections, Language, Structure, Form, Values, Genre, Contexts, Interpretation</i> <i>'Half of a Yellow Sun' by Chimamanda Ngozi Adichie</i></p>
2	<p>Mock exams/revision</p>

Below are listed some of the key areas of the curriculum that we cover with approximate timings within each year. **This list is not exhaustive and is only indicative of text types.**

How will I be assessed?

Throughout the IBDP, you will complete a mixture of internally and externally assessed assignments. Most of the assessment takes place at the end of the course in two examinations (Paper 1 and 2). In addition to this, all students will prepare and deliver an Individual Oral which is assessed internally and moderated externally. HL students will also complete a critical essay. Both of these non-examined components will take place in the autumn term of Year 2. As so much of the course is now assessed by examination, end-of-year exams (NCBIS Year 12) will form an important part of grade predictions.

School supported self-taught Language A: Literature (SSST)

Why study School supported self-taught Language A: Literature (SSST)?

The IBO and New Cairo British International School firmly encourage and support the study of mother tongue languages. Students whose first language is not English and who have experience studying literature written in their mother tongue may wish to consider the school supported self-taught literature programme (SSST). This is a study of literature written in the student's mother tongue. The course is offered at Standard Level Literature only and as the name suggests it involves the students studying independently with the support of experienced Language A: Literature teachers at New Cairo British International School.

The SSST course typifies the international mindedness of the IB Diploma Programme, with students from multiple language backgrounds sharing and exchanging their understanding of the texts they read and the ways in which this relates to the world around them. They have the opportunity to explore the literature written in their mother tongue, to share this literary tradition with others, and to maintain and even enhance their mother tongue fluency both in written and spoken form. Studying literature written in a student's mother tongue also allows them to maintain and develop connections to the associated culture(s). On a more practical level, it enables those students whose mother tongue differs from the taught language(s) of the school the opportunity to fulfill an IB Diploma Programme requirement in studies in language and literature.

Self-taught students will be supported with the mechanics of the Language A: Literature course in English through taught lessons and regular supervisions and will have the same timetable allocation as taught students. Self-taught students are also expected to make contact with a teacher or institution that can provide guidance on the choice of literature in their mother tongue language. The school encourages family members of self-taught students to become actively engaged in the self-taught programme.

Language A: Literature is a literary course which focuses mainly on writers' choices, the effects on the reader and the connections between the two. Both how the writer conveys his/her work and on what s(he) communicates, the aim being to show how both are connected. The students read 10 works over the two years. The students develop their skills in literary essay writing and formal written and oral commentary.

Logistically, the SSST option presents obvious challenges, especially if there is no teacher at the school who is fluent in the language in which the student has chosen to pursue the course. Therefore, it is important to be familiar with the ways in which the course differs from the taught course in language A: literature at standard level.

How will I be assessed?

The assessment follows the principles of the Language A course with some slight modifications to the arrangement of the oral aspect of the course and the literary works studied for a particular language. The literary works are selected from a pre-determined list from the IB.

2– LANGUAGE ACQUISITION

IBDP Language B – Arabic, German, French and Spanish (HL & SL)

What courses are on offer at NCBIS?

Spanish B HL/SL French B HL/SL

Arabic B HL/SL German B HL/SL

Why study Language B courses?

The Language B course will bring your language skills to a whole new level. It is aimed at students who wish to achieve near fluency in a language they truly love. It is essential to show curiosity and have genuine interest in the culture related to the language you wish to study. You must be prepared to invest time and effort in your studies, well beyond the confines of teaching hours. The Language B course will help you develop your communication skills whilst showing an awareness of, and sensitivity to the culture(s) related to the language studied.

You will have the opportunity to communicate clearly and effectively in a range of contexts and for a variety of purposes.

You will understand and use language to express and respond to a range of ideas with fluency and accuracy.

You will widen your vocabulary greatly, and be able to select registers and styles that are appropriate to a given situation.

You will identify, organize and present ideas on a range of topics.

You will organise and share your ideas with increased clarity and fluency and will show the ability to express your thoughts with coherence.

You will understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

What will the course be like?

Five prescribed themes are common to the syllabuses of language B and language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.

Within the five themes are several recommended topics that help address these themes.

Theme	Guiding principle	Optional recommended topics
Identities	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"> • Lifestyles • Health and wellbeing • Beliefs and values • Subcultures • Language and identity
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> • Leisure activities • Holidays and travel

		<ul style="list-style-type: none"> • Life stories • Rites of passage • Customs and traditions • Migration
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> • Entertainment • Artistic expressions • Communication and media • Technology • Scientific innovation
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"> • Social relationships • Community • Social engagement • Education • The working world • Law and order
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> • The environment • Human rights • Peace and conflict • Equality • Globalization • Ethics • Urban and rural environment

How will I be assessed?

Standard level

Assessment component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p>Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<p>25%</p>

Higher level

Assessment component	Weighting
<p>External assessment (3 hours 30 minutes)</p> <p>Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 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.</p> <p>Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of the themes from the syllabus. (30 marks)</p>	<p>25%</p>

Ab intio SL

What courses are on offer at NCBIS?*

[Spanish ab Initio](#) [French
ab initio](#)

Why study Spanish Ab intio?

Do you want to learn a language you have never learnt before? Do you have an interest in discovering a different culture?

Are you up for the challenge of achieving an intermediate level of fluency in only 2 years?

Then Spanish ab Initio is for you! With Spanish ab Initio, you will achieve communicative competence in a variety of everyday situations. You will express basic ideas clearly and effectively in a limited range of situations. You will show understanding of and use essential spoken and written forms of the language, with a limited range of vocabulary in common usage. You will be encouraged, through the study of texts and through social interaction, to appreciate and be aware of the culture and perspectives of people from Spanish speaking countries.

What will the course be like?

You will develop the four main language skills (listening, reading, speaking and writing). The fundamentals of grammar will also be integrated to the course.

The course content is organised according to five broad themes:

Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet (see Language B for more details of themes)

How will I be assessed?

Internal assessment (7-10 minutes): Interactive skills - 25%

Individual oral (25 marks)

A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)

External Assessment

Paper 1: (1 hour) Productive skills (Writing) - 25%

Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.

Paper 2: (1 hour 45 minutes) Receptive skills (Listening and Reading) - 50%

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

3 - INDIVIDUALS AND SOCIETIES

Business Management HL & SL

Why study Business Management?

The Business Management course combines *Content* (core business functions, management tools, techniques and theories), *Concepts* (six core concepts outlined below) and *Contexts* (case studies and examples). It examines how business decisions are influenced by internal and external factors, and how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of increasingly scarce resources in a world with increasing scarcity and concern for sustainability. Emphasis is placed on strategic decision-making and the operational business functions of *human resource management, finance and accounts, marketing and operations management*. The course will be taught focusing on each of these in turn whilst exploring links between each and understanding them through the six concepts that underpin the course; *Change, Culture, Ethics, Globalisation, Innovation, Strategy*. Much emphasis is put on creating a “business mind”. You should be able to analyse a given business situation with the help of subjects knowledge and reach a tactical or strategic decision. This is

done by group discussion, case studies, role plays and lectures. Click [here](#) .

<p>Unit 1: Business organization and environment</p> <ul style="list-style-type: none"> 1.1 Introduction to business management 1.2 Types of organizations 1.3 Organizational objectives 1.4 Stakeholders 1.5 External environment 1.6 Growth and evolution 1.7 Organizational planning tools (HL only) 	<p>Unit 2: Human resource management</p> <ul style="list-style-type: none"> 2.1 Functions and evolution of human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation 2.5 Organizational (corporate) culture (HL only) 2.6 Industrial/employee relations (HL only) 	<p>Unit 3: Finance and accounts</p> <ul style="list-style-type: none"> 3.1 Sources of finance 3.2 Costs and revenues 3.3 Break-even analysis 3.4 Final accounts (some HL only) 3.5 Profitability and liquidity ratio analysis 3.6 Efficiency ratio analysis (HL only) 3.7 Cash flow 3.8 Investment appraisal (some HL only) 3.9 Budgets (HL only)
<p>Unit 4: Marketing</p> <ul style="list-style-type: none"> 4.1 The role of marketing 4.2 Marketing planning (including introduction to the four Ps) 4.3 Sales forecasting 4.4 Market research 4.5 The four Ps (product, price, promotion, place) 4.6 The extended marketing mix of seven Ps (HL only) 4.7 International marketing (HL only) 4.8 E-commerce 	<p>Unit 5: Operations management</p> <ul style="list-style-type: none"> 5.1 The role of operations management 5.2 Production methods 5.3 Lean production and quality management (HL only) 5.4 Location 5.5 Production planning (HL only) 5.6 Research and development (HL only) 5.7 Crisis management and contingency planning (HL only) 	

How will I be assessed?

<p><u>SL Internal</u> Written commentary (25%)</p>	<p><u>SL External</u> Paper 1 (1 hour and 15 minutes) (40%) Paper 2 (1 hour and 45 minutes) (35%)</p>
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HL Internal

Research project (25%)

HL External

Paper 1 (2 hour and 15 minutes) (40%)

Paper 2 (2 hour and 15 minutes) (35%)

Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations).

ECONOMICS HL & SL

Why study Economics?

Economics is a dynamic social science. 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 to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The economics course encourages you to develop international perspectives, fosters a concern for global issues, and raises your awareness of your own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable you to achieve a degree of personal commitment in trying to re- solve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world. Click [here](#)

What will the course be like?

Section 1: Microeconomics	Section 2: Macroeconomics	Section 3: International economics	Section 4: Development economics
1.1 Competitive markets: demand and supply (some topics HL only)	2.1 The level of overall economic activity (one topic HL extension)	3.1 International trade (one topic HL extension, plus one topic HL only)	4.1 Economic development
1.2 Elasticity	2.2 Aggregate demand and aggregate supply (one topic HL only)	3.2 Exchange rates (some topics HL extension)	4.2 Measuring development
1.3 Government intervention (some topics HL extension, plus one topic HL only)	2.3 Macroeconomic objectives (some topics HL extension, plus one topic HL only)	3.3 The balance of payments (one topic HL extension, plus some topics HL only)	4.3 The role of domestic factors
1.4 Market failure (some topics HL only)	2.4 Fiscal policy	3.4 Economic integration (one topic HL extension)	4.4 The role of international trade (one topic HL extension)
1.5 Theory of the firm and market structures (HL only)	2.5 Monetary policy	3.5 Terms of trade (HL only)	4.5 The role of foreign direct investment (FDI)
	2.6 Supply-side policies		4.6 The roles of foreign aid and multilateral development assistance
			4.7 The role of international debt

How will I be assessed?

External assessment (4 hours)	Paper 1 (1 hour and 30 minutes) Microeconomics and Macroeconomics (50 marks)	Paper 2 (1 hour and 30 minutes) International Economics and Development Economics (40 marks)	Paper 3 (1 hour) HL ONLY
HL extension material: sections 1 to 4—microeconomics, macroeconomics, international economics, development economics (50 marks)			
Internal assessment (20 teaching hours) Maximum 750 words x 3 (45 marks)	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.	

Geography HL & SL

Why study Geography?

Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and respect for, alternative approaches, viewpoints and ideas.

The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Click [here](#)

The aims of the geography syllabus at Higher and Standard Level are to enable students to:

- develop an understanding of the interrelationships between people, places, spaces and the environment
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

Geography will help students develop their communication and teamwork skills, as they'll often work on group projects. Students will also develop their research and analysis skills including in ICT and fieldwork. Employers love the mix of technical and social skills people get from studying geography, which they see as very useful for a whole range of jobs. According to the Royal Geographical Society of the United Kingdom, Geography graduates have some of the highest rates of graduate employment.

What will the course be like?

How will I be assessed?

Higher Level Geography

From September 2017 Higher Level geography consists of three examinations, totaling 4 hours and 45 minutes and one piece of internal assessment. Please see the table below for an overview of the 2017 course:

Paper	Themes to be studied	Assessment
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<p>Paper 1: Geographic themes</p>	<p>Students will study the following three options:</p> <ul style="list-style-type: none"> ● Freshwater- drainage basins ● Extreme environments ● Geographical hazards 	<ul style="list-style-type: none"> ● Higher Level weight: 35% ● Examination: 2hrs 15mins ● Each option has a structured question and one extended answer questions from a choice of two. ● 20 marks per option ● Total: 60 marks
<p>Paper 2: Geographic perspectives - global change</p>	<p>Students will study the following three themes:</p> <ul style="list-style-type: none"> ● Population distribution - changing population ● Global climate - vulnerability and resilience ● Global resource consumption and security 	<ul style="list-style-type: none"> ● Higher Level weight: 25% ● Examination: 1hr 30mins ● Section A: Three structured questions, based on each core unit. 30 marks ● Section B: Infographic or visual stimulus, with structured questions and one extended answer question from a choice of two. 20 marks ● Total: 50 marks

What will the course be like?

How will I be assessed?

Standard Level Geography

The Standard Level geography consists of two examinations, totaling 3 hours and one piece of internal assessment. Please see the table below:

Paper	Themes to be studied	Assessment
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<p>Paper 2 Higher Level extension: Geographical perspectives - global interactions</p>	<p>Students will study the following three themes:</p> <ul style="list-style-type: none"> • Power, places and networks • Human development and diversity • Global risks and resilience 	<ul style="list-style-type: none"> • Higher Level weight: 20% • Examination: 1hr • Choice of three extended answer questions, with two parts, based on each core unit. • Part A - 12 marks • Part B - 16 marks • Total: 28 marks
<p>Internal Assessment: Fieldwork</p>	<p>Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation</p>	<p>Higher Level weight: 20%</p> <p>Fieldwork question to be based on any suitable topic from the syllabus</p> <p>Total: 25 marks</p>
<p>Paper 1: Geographic themes</p>	<p>Students will study the following three options:</p> <ul style="list-style-type: none"> • Freshwater- drainage basins • Extreme environments 	<ul style="list-style-type: none"> • Standard Level weight: 35% • Examination: 1hrs 30mins • Each option has a structured question and one extended answer question from a choice of two. • 20 marks per option • Total: 40 marks
<p>Paper 2: Geographic perspectives - global change</p>	<p>Students will study the following three themes:</p> <ul style="list-style-type: none"> • Population distribution - changing population • Global climate - vulnerability and resilience • Global resource consumption and security 	<ul style="list-style-type: none"> • Higher Level weight: 40% • Examination: 1hr 30mins • Section A: Three structured questions, based on each core unit. 30 marks • Section B: Infographic or visual stimulus, with structured questions and one extended answer question from a choice of two. 20 marks • Total: 50 marks

Internal Assessment: Fieldwork	Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation	<ul style="list-style-type: none"> • Higher Level weight: 25% • Fieldwork question to be based on any suitable topic from the syllabus • Total: 25 marks
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History

Why study history?

“We are not makers of history, we are made by history.” Dr Martin Luther King Jnr

History is part of our core as human beings. It is what societies are built on. The study of history is essential in gaining an insight into the issues we face today. History does not repeat itself exactly, but there are trends and these can help to predict outcomes, which makes a historian a valuable commodity. The IB diploma program is purposely flexible in the content that schools can choose. Therefore, at NCBIS we have chosen areas of study, which students are familiar with, but we have also included local case studies in keeping with the IB philosophy of utilizing the host nation. In doing this we ensure that you will leave the NCBIS IB history program with knowledge of the Middle East and North Africa region. You do not have to have studied history at GCSE or IGCSE to choose history as one of your IB options. History is a popular subject choice for those wishing to study law, politics or journalism. However, the skills history develops are equally valuable for any degree level course: History places particular stress on the development of independent thought and analytical skills, and requires excellent communication skills, namely good levels of literacy and oral presentation.

What will the course be like?

Paper 1: Rights and Protests HL/SL

Students study the Civil Rights Movement in the USA 1954 – 1965 and the resistance to Apartheid in South Africa 1945 – 1964. They study the role of individuals and groups in attempting to overcome de jure and de facto segregation. In the final examination students will respond to questions on an event or individual from either the USA or South Africa.

Paper 2: World History HL/SL

Students will study option 10 (Authoritarian States) and option 11 (Causes and Effects of Twentieth Century Wars). The topic areas we study for both options are linked. Overall we consider in what circumstances authoritarian regimes develop and sustain themselves; in doing this we discover that there is no one type of authoritarian regime. We link in key conflicts to the leaders we have chosen to study and consider how these affect their leadership. We start with the frequently studied: foundation and development of the Nazi regime and link this to the Second World War in Europe. As a cross comparison we consider the Cuban Revolutionary War and the government of Castro in Cuba. To look locally we consider Nasser’s Egypt and its role in the Algerian fight for independence 1956 – 1962. Finally, we consider the Six Day War of 1967. When investigating conflicts: causes, tactics, weaponry, key battles and consequences form lines of enquiry. In the final examination students complete one essay on Authoritarian Regimes and one on Causes and Effects of Twentieth Century Wars.

Paper 3: Depth Study of The History of Africa and the Middle East (HL only)

To provide context and extend the student’s knowledge of the topic areas chosen in Paper 1 and Paper 2, NCBIS students will complete the following options: Option 13, (War and Change in the Middle East and North Africa 1914-1945). Option 15, (Developments in South Africa 1880 – 1994). Option 17, (Post-war developments in the Middle East 1945-2000). The students answer three essay questions.

Internal Assessment HL/SL

All students complete a historical investigation of their choice. It is an essay of approximately 2,200 words in length.

How will I be assessed? Standard Level:

Assessment component	Weighting
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<p>External assessment (2 hours 30 minute) Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)</p> <p>Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. (30 marks)</p>	75% 30% 45%
<p>Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Historical investigation Students are requested to complete a historical investigation into a topic of their choice. (25 marks)</p>	25%

Higher Level:

Assessment component	Weighting
<p>External assessment (5 hours) Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)</p>	80% 20%
<p>Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)</p>	25%
<p>Paper 3 (2 hours 30 minutes)</p>	35%

Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)	
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Historical investigation Students are requested to complete a historical investigation into a topic of their choice. (25 marks)	20%

Psychology HL & SL

Why should I study Psychology:

Have you ever wondered why there are so many self-help books, magazines and online media sites that try to understand and / or deal with the complicated nature of human behaviour? It seems like we have an enormous and ever-growing appetite for psychological information. As a student of the Psychology IBDP programme you will develop your understanding of the fascinating nature of human beings and in some cases animals as well. Be aware, however, that psychology is complex and not always easy. There are no definite answers in explaining human behavior and you will be first and foremost expected to be a critical thinker, through scrutiny of research, theories and concepts. Psychology is a multidisciplinary science that involves knowledge from the natural and social sciences and some statistical analyses. Hence, studying Psychology compliments other curriculum areas such as; Biology, Mathematics, History and even Chemistry. It involves the wide study of a range of interesting topics pertinent to young adult learners such as; group processes, conflict, prejudice, emotions, memory, development, sport, drug use, hormones, gender and adolescence. As a psychology student you will be expected to form wide ranging links across a number of key subject areas and apply knowledge as well as evaluate its use. It is a truly fascinating subject, ideally suited to a keen learner with a probing mind.

What will the course be like?

Part 1: Core	In this part the content is studied by both Higher Level (HL) and Standard Level (SL) students in the first year of study.
The IBDP Psychology course takes an integrative approach to studying human behavior. This means that you will look at psychological issues on different levels of analysis:	
<ul style="list-style-type: none"> • Biological level: This focuses on physiology and genetics (e.g. brain function and hormones) • Cognitive level: This focuses on mental processes (e.g. memory, thinking, perception and attention) • Socio-cultural level: This focuses on the effects of society, context and culture on our behavior. 	
Part 2: Options	In this part one option is studied by SL students and two options are studied by HL students in the second year of study.
The IBDP Psychology course in this part continues to take an integrative approach but in a more synoptic (wide-ranging) sense. This means that you will use approaches studied in Part 1 inter- changeably and combine with new knowledge to gain an understanding of the following areas:	
<ul style="list-style-type: none"> • Abnormal Psychology: This focuses on diagnosing, explaining and treating humans suffering from psychological disorders (e.g. bulimia, depression and anxiety) • Psychology of Human Relationships: This focuses on human relationships. These relationships may be romantic, friendship, familial, or antagonistic but will look at them through the foci of aggression and violence. 	
Part 3: Qualitative Research/Methodology	In this part the content is studied only by HL students in primarily the second year of study.
The IBDP Psychology course in this part involves the study of a range of methods of collecting data in psychological research. It will look at the a range of procedural and analytical methods in interpreting findings from a study:	
<ul style="list-style-type: none"> • Quantitative data collection and analysis (e.g. test of significance on numerical data or looking for averages and correlations) • Qualitative data collection and analysis (e.g. interviews and observations) 	
Part 4: Simple Experimental Study	In this part the content is studied and applied by both SL and HL students and forms the internal assessment (IA) within the course.
The IBDP Psychology course in this part involves the recreating and carrying out your own psychological study on participants that you will find. This is effectively coursework and	

will contribute to the overall grade as part of your IA.

How will I be assessed?

Assessment component	Weighting & Level
Paper 1 (2 hours) Section A: Three compulsory questions on part 1 of the syllabus. Section B: Three questions on part 1 of the syllabus. Students choose one question to answer in essay form. (46 marks)	50% - SL 35% - HL
Paper 2 (1 hour - SL & 2 hours - HL) Fifteen questions on part 2 of the syllabus. Students choose one question to answer in essay form. (22 marks)	25% - Exam is sat by both SL & HL students. HL students will write about two topics and SL will write about only one.
Paper 3 (1 hour - HL only) Three compulsory questions based on an unseen text, covering part 3 of the syllabus. (30 marks)	20% - Exam is sat by HL students only.
Internal assessment A report of a simple experimental study conducted by the student. (20 marks)	25% - SL 20% - HL students will need to do a more detailed statistical analysis.

4 - SCIENCES

IB Biology HL/SL

Why should I study Biology?

IB Biology is a challenging course that will engage you at a much deeper level than I/GCSE and will allow you to develop a very sound understanding of the biological life processes that are central to our existence. A high level qualification in biology is often a prerequisite for courses such as biomedical engineering, medicine, or dentistry.

What will the course be like?

Year 12:

Term	Topics	Description
1	<p>Evolution and Biodiversity (SL/HL)</p> <p>Cells and Biochemistry (SL/HL)</p> <p>Plant science (HL)</p>	<p>This Unit underpins all of this Biology course in content it is about the development of 'Life on Earth' and it introduces concepts of 'Nature of Science', 'Applications of Science', 'Statistical Analysis', 'International Perspectives' and 'Theory of Knowledge', all of which are addressed throughout the course.</p> <p>In this unit students will understand that the evolution of multicellular organisms allowed cell specialisation and cell replacement. The ultrastructure of cells and transport mechanisms and cell division of somatic cells will be studied.</p> <p>In this unit the students will study and understand that Structure and function are correlated in the Xylem and Phloem and their relative transport mechanisms. Plants are adapted to different environments and factors that affect their growth and production. That reproduction in plants is influenced by the biotic and abiotic environment.</p>
2	Molecular Biology	<p>Structure and function of biological molecules will be studied. Students will learn how DNA is ideally suited to its function and how information is transferred from DNA to mRNA into an amino acid sequence.</p> <p>In this unit students will understand that living organisms control their composition by a complex web of chemical reactions and that enzymes control reactions. In cell respiration energy is converted to a usable form.</p>

3	Human Physiology (SL/HL) OPTION TOPIC D (SL/HL)	Students will learn how the digestive system, pulmonary, circulatory systems are adapted to their function. Students will learn about a balanced diet and the consequences of deficiency of essential nutrients. They will further study the digestive system and the function and mechanisms of the liver.
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Year 13:

Term	Topics	Description
1	Human physiology Animal physiology Genetics, Evolution and Reproduction	<p>In this unit students will understand that neurons transmit the message and that the synapses modulate the message. The role of the musculoskeletal system will be studied. Students will cover how the body defends itself against infectious diseases. Students will learn how hormones are used to regulate metabolism.</p> <p>In this unit students will understand that sexual reproduction involves the development and fusion of hap-loid gametes and how meiosis promotes genetic variation. The functions of hormones in the reproductive system will also be studied. In this unit students will understand how biologists have developed techniques for artificial manipulation of DNA, cells and organisms. Natural selection will be studied and the evidence for evolution of life on Earth. The international system for classifying species and cladograms will be considered.</p>
2	Ecology, Photosynthesis and Plant Science Internal Assessment	<p>In this unit students will understand that photosynthesis uses the energy in sunlight to produce the chemical energy needed for life. In Ecology students will understand that the continued survival of living organisms depends on sustainable communities. Ecosystems require a continuous supply of energy to fuel life processes and to replace energy lost as heat. Students will learn about the carbon cycle and how man’s activities can upset the balance of nature. Students will complete a unit of work on plant biology.</p>

How will I be assessed?

External Assessment	80%	Paper 1 – multiple choice only on all topics (20%)
		Paper 2 – short answer/extended response questions on all topics (40% SL 36 % HL)
		Paper 3 – questions on options only (20% SL 24% HL)
Internal Assessment	20%	One Internal Assessment is submitted.

IB CHEMISTRY HL/SL

Why should I study chemistry?

Chemistry is the platform where biology and physics come together and as such is considered the central science. At IB, students by conducting of practical investigation and gaining greater theoretical knowledge, will begin to truly grasp the underlying concepts that are fundamental to the study of chemistry. Students will continue to apply their knowledge of mathematics to a range of chemistry related problems. This is a demanding course and students looking to study engineering, bio-medical science, pharmacy, biochemistry, dentistry etc, should take this course.

What will the course be like?

Year 12

Term	Topics	Description
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Term 1	Topic 11-Measurement and data processing, Topic 2 and 12-Atomic structure, Topic 3- 13-Periodicity, and Topic 4 and 14-Bonding	The course begins by discussing measurement and uncertainty. In measurement and data processing students will learn how to identify and reduce systematic and random errors and how to determine uncertainty of measurement. Atomic structure explores the structure of an atom at greater detail than IGCSE, whereas periodicity will examine the trends in the periodic table across a period and down a group. Chemical bonding such as ionic, metallic and covalent bonding will be covered. The bonding concept will go into greater detail than IGCSE
Term 2	Topic 10 Organic Chemistry, Topic 1 Stoichiometry, and Topic 5 Energetics	Term 2 begins by revisiting IGCSE organic chemistry. Organic chemistry will introduce students to chemicals that are made up of carbon. They will learn about essential organic reactions and organic products. Topic 1 is about mole concepts which will be a revision of what was learned in IGCSE. Then we will move on to Energetics which pertains to the energy changes in a chemical reaction .
Term 3	Topic 6 Chemical kinetics, Topic 7 Equilibrium and Topic 8 Acids and Bases	Chemical kinetics investigates the rates of chemical reactions. Equilibrium tells chemists about the extent of a chemical reaction. Students will learn how to calculate the concentration of reactants or products at the start of a reaction and at equilibrium. And finally, we will cover acids and bases again reviewing concepts learned in IGCSE with a little more depth

Year 13

Term	Topics	Description
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Term 1	Topic 16 Kinetics, Topic 17 Equilibrium Topic 18-Acids and Bases, and reduction, Topic 9 and 19-Oxidation and topic 21 - Measurement and analysis	The topic of acids and bases will encompass the study of the properties of acids and bases, titration curves for reactions of strong and weak acids and bases, buffer solutions, etc. This topic is mainly quantitative. Oxidation and Reduction will introduce students to redox reactions, metal displacement reactions, and quantitative electrolysis. Measurement and analysis will allow students to identify the structure of an organic molecule using techniques such as Nuclear Magnetic Resonance, Infrared and Mass Spectroscopy.
Term 2	Option-Revision	You will study an option topic of your own choice leading to an internal assessment.

How will I be assessed?

External Assessment	80%	Paper 1 – multiple choice only on all topics (20%)
		Paper 2 – short answer/extended response questions on all topics (40% SL 36 % HL)
		Paper 3 – questions on options only (20% SL 24% HL)
Internal Assessment	20%	One internal assessment submitted.

IB Physics HL/SL

Why should I study Physics?

Physics is a fundamental science subject and it addresses not only the interaction of particles and energy but also how and why they originated. Physics uses laws to explain observed phenomena and will allow students to apply theoretical and practical knowledge to understand concepts. This is a very exciting but challenging IB course, ideally suited for students who would like to investigate theories and laws and for those students who are aiming to study engineering at university.

What will the course be like?

Year 12:

Term	Topics	Description
1	Measurement and uncertainties, Mechanics Thermal Waves	In measurement and uncertainties students will learn how to correctly report data points by taking uncertainties, significant figures and using scientific notations. Students will learn about the difference between random and systematic errors. Mechanics will introduce students to motion, forces, work, energy power, momentum and impulse. They will study how to determine instantaneous velocity and average values for velocity, speed and acceleration. Be able to solve problems using the equations of motion. In thermal physics, students will study the molecular theory of solids, liquids and gases and temperature and absolute temperature and internal energy and specific heat capacity and phase changes and problems involving latent heat. The topic of waves will introduce students to oscillations, travelling waves, wave characteristics, wave behavior and standing waves.
2	Electricity and magnetism Electromagnetic Induction (HL) Circular motion and gravitation Wave Phenomenon (HL)	In this unit students will learn about electric fields, the heating effect of electric currents, electric cells, and the magnetic effects of electric currents. Students will learn about Electromotive force (emf), Magnetic flux and magnetic flux linkage, Faraday's law of induction and Lenz's law In this unit students will learn about circular motion, and Newton's law of gravitation. The equation for simple harmonic motion (SHM) will be solved analytically and numerically. Students will learn about the phenomena and applications of diffraction gratings, single slit and multiple slit diffraction. The Doppler effect will also be studied.

3	Energy production	In this unit students will learn about energy sources, and thermal energy transfers.
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Year 13:

Term	Topics	Description
1	Energy production Atomic, Nuclear and Particle physics Quantum and Nuclear physics	This topic focuses on how we generate the electricity we use and the science relating to the greenhouse effect and global warming. In this unit students will learn about discrete energy and radioactivity, nuclear reactions and the structure of matter. This topic looks at the interaction of matter with radiation and nuclear physics.
2	Circular motion and gravitation Fields Option topic - Astrophysics	This topic analyzes the circular motion of objects and Isaac Newton's Universal law of gravitation. In this unit students will learn how to describe fields, and about fields at work. Students will study our current knowledge of the history and future of the Universe.

How will I be assessed?

External Assessment	80%	Paper 1 – multiple choice only on all topics (20%)
		Paper 2 – short answer/extended response questions on all topics (40% SL 36 % HL)
		Paper 3 – questions on options only (20% SL 24% HL)
Internal Assessment	20%	One internal assessment submitted.

Sports, Exercise and Health Science (SEHS) SL

Why should I study SEHS?

In an era when Sport, Exercise and health have an ever increasing place in the lives of people all over the world, the sports and leisure industries are amongst the fastest growing sectors of business globally. There are increasing opportunities to develop careers in the fitness and Sports Industries, Professional Sports and Health and Leisure and the DP Sport, Exercise and Health Sciences course prepares students to continue their studies into the subject, in turn preparing them to work in one of these ever increasing industry sectors. Combining units of study covering subjects such as Anatomy, Physiology, Biomechanics, Data Analysis, Neuromuscular function and Nutrition this theory based course will give students a solid grounding in Sport Science allowing progression onto University. Click here for more details [IB SEHS](#).

What will the course be like?

The first year of the DP course is made up of six compulsory units of study, set out below. This is combined with the additional study of two optional units of study in Year 2. These Units of study are combined with 40 hours of practical investigational study and an internally assessed scientific project in an area of Sport Science research

Core Topic 1: Anatomy	Topic 2: Exercise physiology	Topic 3: Energy systems	Topic 4: Movement analysis	Topic 5: Skill in sport	Topic 6: Measurement and evaluation of human performance
<ul style="list-style-type: none"> • The skeletal system- The muscular system 	<ul style="list-style-type: none"> • Structure and function of the respiratory system • Structure and function of the cardiovascular system 	<ul style="list-style-type: none"> • Nutrition: Carbohydrate and fat metabolism. • Nutrition and energy systems 	<ul style="list-style-type: none"> • Neuromuscular function Joint and movement types • Fundamentals of biomechanics 	<ul style="list-style-type: none"> • The characteristic and classification of skill Information processing Principles of skill learning 	<ul style="list-style-type: none"> • Statistical analysis • Study design • Components of fitness • Principles of training programme design

How will I be assessed?

The Assessment for DP SEHS is through three written papers, combined with an internally assessed research project and a group project, combined to make up the overall grade.

Paper 1	30 multiple-choice questions on the core syllabus.
Paper 2	A: Students answer one data-based question and several short-answer questions on the core. B: Students answer one of three extended-response questions on the core.
Paper 3	Several short-answer questions (all compulsory) in each of the two options studied. 1 Internal Investigations A mixture of short- and long-term investigations. Group 4 project Interdisciplinary project. Assessed for personal skills only.

Computer Science HL & SL

Why should I study Computer Science:

This subject allows you to study the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The computational skills will develop your ability to think procedurally, logically, concurrently, abstractly, recursively and thinking ahead. You will learn to develop algorithms and express them clearly using pseudocode and flowcharts.

You will study concepts of programming and practically apply them to create a product. You will program using a higher level object-oriented language such as Java.

What will the course be like?

There are core topics that are studied at both SL and HL, as well as undertaking an internal assessment. In addition, HL level will cover a lot more content and in greater detail.

Topic	Title	Content	Level
1	System fundamentals	You will study how systems are organized and used in organisations	HL and SL
2	Computer organization	You will study the computer architecture the look into how the CPU works.	
3	Networks	You will study network fundamentals such as wireless networking, VPNs and how data is transmitted through a network	
4	Computational thinking, problem-solving and programming	This topic looks into decomposing problems and producing algorithms. You will automate algorithms using Java	
5	Abstract data structures	This topic builds on the algorithms and programming concepts. It introduces more advanced data structures such as arrays and binary search trees	HL only
6	Resource management	You will study the resources that need managing within a computer system and how the operating system manages them	
7	Control	You will study centralized and distributed systems and the pros and cons of both	

The option – HL and SL level You will study either Databases or Object-oriented programming. In addition, HL students will study extra content for the respective topic. **Internal assessment – HL and SL level** You will go through the systems life cycle and develop a product for a specific user.

Formative assessment This will be on-going throughout the year and will be based on class work, homework and quizzes. **Summative assessment** There will be end of topic tests comprising of examination questions for each of the topics studied.

How will I be assessed?

Examination	Level	Weighting	Examination Content
Paper 1	HL and SL	HL – 40% SL – 45%	The core topics
Paper 2	HL and SL	HL – 20% SL – 25%	The option topic
Paper 3	HL only	20%	An annual case study
Internal Assessment	HL and SL	HL – 20% SL – 30%	This is internally assessed and consists of the practical application of skills used through the development of a product and its associated documentation

5 - MATHEMATICS

Mathematics: Analysis and Approaches HL/SL

Why choose Mathematics: Analysis and Approaches?

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Mathematics: analysis and approaches: Distinction between SL and HL

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems. **HL mathematics students will typically enter into the course with a grade 8 or 9 at IGCSE Mathematics (or equivalent)**

What will the course be like?

Topic	Recommended teaching hours	
	SL	HL
Topic 1—Number and algebra	19	39
Topic 2—Functions	21	32
Topic 3— Geometry and trigonometry	25	51
Topic 4—Statistics and probability	27	33
Topic 5 —Calculus	28	55
The “toolkit” and the mathematical exploration	30	30
Total teaching hours	150	240

Mathematical Exploration

Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.

How will I be assessed?

Internal Assessment (20%): The Exploration

External Assessment (80%): The HL course will have three examination papers, the SL course will have two examination papers

Applications and Interpretations HL/SL

Why choose Mathematics: Applications and Interpretations?

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Mathematics: applications and interpretation: Distinction between SL and HL

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology. **HL mathematics students will typically enter into the course with a grade 8 or 9 at IGCSE Mathematics or equivalent.**

What will the course be like?

Syllabus component	Suggested teaching hours SL	Suggested teaching hours HL
Topic 1—Number and algebra	16	29
Topic 2—Functions	31	42
Topic 3—Geometry and trigonometry	18	46
Topic 4—Statistics and probability	36	52
Topic 5—Calculus	19	41
The “toolkit” and Mathematical exploration	30	30
Total teaching hours	150	240

Mathematical Exploration

Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.

How will I be assessed?

Internal Assessment (20%): The Exploration

External Assessment (80%): The HL course will have three external examination papers whilst the SL course will have two external examination papers.

6 - THE ARTS

Theatre Studies HL & SL

Why choose IB DP Theatre?

Choosing DP Theatre will engage you in a course which will be hugely rewarding and challenging on both a physical and a cerebral level. 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 you the opportunity to make theatre a creator, a designer, a director and a performer. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. Through this practice, you will gain a richer understanding of yourself, your community and the world.

What will the course be like?

Day to day lessons will involve practical and physical workshops as well as written work and research. Much of this work will be collaborative, requiring you to work in large and small groups. There are three areas of focus: Theatre In Context; Theatre Process and Presenting Theatre. Each area involves collaboratively creating original theatre, examining world theatre traditions, working with play texts and creating theatre based on theatre theory.

You will keep a theatre journal throughout the two-year theatre course which charts their development and their experiences of theatre as a creator, designer, director, performer and spectator. Both Higher (HL) and Standard (SL) Levels are available.

How will I be assessed?

Students are assessed both internally and externally:

External assessment tasks	SL	HL
Task 1: Solo theatre piece (HL only)	N/A	35%

Task 2: Director's notebook (SL and HL)	35%	20%
Task 3: Research presentation (SL and HL)	30%	20%

Internal assessment task	SL	HL
Task 4: Collaborative project (SL and HL). Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.	35%	25%

Music

Why choose IB DP Music?

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study.

Music, and all of its associations, may vary considerably from one musical culture to another: yet music may share similarities. Such richness offers a variety of ways to encounter and engage with a constantly changing world.

The Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

What will the course be like?

Throughout the course, students should be encouraged to engage with music that is familiar and unfamiliar to them, from a range of times, places and cultures. During

their study of the various parts of the course students need to be supported in developing their understanding of music as a whole. Students will need substantially more guidance on the content of the course during the early stages. However, throughout the teaching of the course they should be encouraged to develop critical thinking and participate in inquiry-based learning. Students should work both individually and collaboratively, working towards informed engagement. It is important that both teachers and students refer to the IB learner profile.

A varied range of activities will be introduced that encourage students to:

- engage with music from different times, places and cultures
- critically appraise music and use appropriate musical terminology
- develop techniques for comparative analysis
- learn to create music
- learn to perform music
- work both independently and collaboratively
- develop reflection techniques for monitoring their work over time.

Teachers support students throughout their studies, offering expertise and guidance on the preparation of submissions. Teachers may enable interconnections, as in the following example.

- A student presents a “working” performance of a short piece.
- The students engage in assessing the performance.
- The performer analyses a section of the piece and presents this to the group.
- Students find a piece which is unfamiliar to them that uses a similar musical device to the one performed.
- Students (individually or collaboratively) create a short section of music using this particular musical device, then perform and discuss it.

- Students make a list of significant musical connections between the familiar and unfamiliar pieces.
- Students listen to a similar extract and build an answer in the format of a formal response suitable for the listening paper.

How will I be assessed?

Standard Level	Higher Level	Weighting
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External assessment (75 teaching hours)

Listening paper (2 hours)

Four musical perception questions (80 marks)

Section A

Students answer one question.

Question 1 **or** question 2 (20 marks)

Section B

Students answer three questions.

Question 3 **or** question 4 (20 marks)

Question 5 (20 marks)

Question 6 (20 marks)

Musical links investigation

A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures (20 marks)

External assessment (90 teaching hours)

Listening paper (2 hours 30 minutes)

Five musical perception questions (100 marks)

Section A

Students answer two questions.

Question 1 **or** question 2 (20 marks)

Question 3 (20 marks)

Section B

Students answer three questions.

Question 4 **or** question 5 (20 marks)

Question 6 (20 marks)

Question 7 (20 marks)

Musical links investigation

A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures (20 marks)

50%

30%

20%

<p>Internal assessment (75 teaching hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students choose one of the following options.</p> <p>Creating (SLC) Two pieces of coursework, with recordings and written work (30 marks)</p> <p>Solo performing (SLS) A recording selected from pieces presented during one or more public performance(s), 15 minutes (20 marks)</p> <p>Group performing (SLG) A recording selected from pieces presented during two or more public performances, 20–30 minutes (20 marks)</p>	<p>Internal assessment (150 teaching hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Creating (75 hours) Three pieces of coursework, with recordings and written work (30 marks)</p> <p>Solo performing (75 hours) A recording selected from pieces presented during one or more public performance(s), 20 minutes (20 marks)</p>	<p>50%</p>
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VISUAL ARTS

How will I be assessed?

<p>Paper 1 41.1%</p>	<p>120 minutes, 110 marks.</p>
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Paper 2 38.9%	75 minutes, 70 marks.
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Why choose Visual Arts:

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

What will the course be like? How will I be Assessed?

Comparative Study:	
Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts	Externally assessed
SL: Compare at least 3 different artworks by at least 2 different artist with commentary over 10-15 screens	HL: As SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined 3-5 screens. Total Max 20 screens
Process Portfolio:	

Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two year course.	Externally assessed	40%
SL: 9-18 screens. The submitted work should be in at least two different art making forms.	HL: 13-25 screens. The submitted work should be in at least three different art making forms	
Exhibition:		
Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishments during the visual arts course and an understanding of the use of materials ideas and practices appropriate to visual communication. Each piece is to be accompanied by a 500 word text.	Internally Assessed	40%
SL & HL students may submit two photographs of their overall exhibition. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.		
SL: 4-7 pieces with exhibition text for each. A curatorial rationale (400 words minimum)	HL: 8-11 pieces with exhibition text for each. A curatorial rationale (700 words minimum)	

GLOSSARY OF TERMS

IBO:	The International Baccalaureate Organization
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GCSE:	General Certificate of Education, a two-year programme of study usually examined at the end of key stage
IGCSE :	The International General Certificate of Education—Examinations usually at the end of year 11.

Appendix (i)

ATL Grade descriptors and rubrics for IB Diploma students

Communication skills <i>communicate through interaction and through language</i>	Extending / Consistently / (4)	Competent / Frequently / (3)	Developing / Sometimes (2)	Beginning / Rarely (1)
• Volunteer ideas and insights				
• Participate in discussion				
• Listen carefully to instructions				
• Uses a range of different media for communication				
• Structure communication logically and clearly				
• Interpret and use non-verbal communication / body language effectively				
• Apply feedback from others to aid learning and growth				

Social skills <i>collaborate with others</i>	Extending / Consistently / (4)	Competent / Frequently / (3)	Developing / Sometimes (2)	Beginning / Rarely (1)
• Support, encourage and include others				
• Take responsibility for tasks within a group				
• Aim to actively resolve conflict and work collaboratively				
• Ask for help when necessary				
• Listen to other perspectives and ideas actively				
• Treat others with respect				

Thinking skills <i>demonstrate critical thinking, creative thinking and transfer skills</i>	Extending / Consistently / (4)	Competent / Frequently/ (3)	Developing / Sometimes (2)	Beginning / Rarely (1)
• Apply knowledge and concepts to support conclusions or arguments				
• Identify problems, evaluate and justify effective solutions				
• Use brainstorming, visual diagrams and other strategies to generate new ideas and inquiries				

<ul style="list-style-type: none"> • Make connections and demonstrate ability to transfer knowledge and skills across subjects 				
<ul style="list-style-type: none"> • Solve problems independently 				
<ul style="list-style-type: none"> • Consider ideas from different perspectives 				
<ul style="list-style-type: none"> • Reflect on WOK and legitimacy of claims and counterclaims 				

Self-management skills <i>demonstrate organisational skills, affective skills and reflection skills</i>	Extending / Consistently / (4)	Competent / Frequently/ (3)	Developing / Sometimes (2)	Beginning / Rarely(1)
<ul style="list-style-type: none"> • Take responsibility for own learning 				
<ul style="list-style-type: none"> • Use class time effectively 				
<ul style="list-style-type: none"> • Manage time and meet deadlines 				
<ul style="list-style-type: none"> • Focused and on-task 				
<ul style="list-style-type: none"> • Take care to produce high quality work 				
<ul style="list-style-type: none"> • Organise digital files, notebooks and materials 				
<ul style="list-style-type: none"> • Handle mistakes, setbacks, anger, and frustration constructively 				
<ul style="list-style-type: none"> • Persist willingly with difficult tasks 				

• Set challenging, meaningful and achievable goal				
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Research skills demonstrate information literacy and media literacy	Extending / Consistently / (4)	Competent / Frequently/ (3)	Developing / Sometimes (2)	Beginning / Rarely (1)
• Gather, record and check accuracy of data / sources				
• Interpret, judge and evaluate information sources effectively				
• Collect and analyse data to identify solutions and make informed decisions				
• Understand and use technology systems				
• Seek a range of perspectives from multiple and varied media sources				
• Use information from a variety of sources and media				
• Cite and reference work correctly and produces bibliography (as appropriate)				

Descriptor definitions

Extending / Consistently / (4)	Competent / Frequently / (3)	Developing / Sometimes/ (2)	Beginning / Rarely/ (1)
Can perform the skill without prompting; can teach others the skill	Can demonstrate the skill when required	Copies others' performance of the skill, and can demonstrate it at a limited level	Observes others using the skill, but not yet able to demonstrate the skill
Can use the skill in unfamiliar contexts	Can use the skill in familiar contexts and some unfamiliar contexts	Is building capacity to use the skill in familiar contexts	Some awareness of how to use the skill in familiar contexts
Can self-correct errors; can self-evaluate how effectively they are using the skill	Is able to correct errors when made aware of them	Is able to correct errors with support from a teacher	Not yet aware of errors being made, and therefore errors may be frequent
No teacher support required to demonstrate the skill	Some teacher support needed	Teacher support is needed to enable correct use of the skill	Teacher support is needed in terms of clarification, explanation and structuring

There is a total of 20 marks for ATL scores in each report round.