

# **Grade 12 and 13 Academic Guide**

## **2011 to 2012**



**Emirates International School- Jumeirah**



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# INTRODUCTION

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## **EIS-J Mission Statement:**

We are here to provide a broad international education in English designed specifically for local and expatriate students, in order to promote excellence in all their academic activities. It is our aim to enhance the educational, social and physical development of our students by encouraging them to think analytically and creatively to prepare them for the next stage of their learning.

We provide a safe, yet challenging, environment for our students to develop their intercultural sensitivity and responsibility towards the people and the environment of our extended community.

## **Course Overview**

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At EIS-J, all students in Grades 12 and 13 study six academic subjects and Muslim students also take Islamic studies. Those students intending to study for the International Baccalaureate Diploma must choose subjects that fulfil those requirements which are outlined on pages 4 - 6 as well as the core requirements for the diploma as outlined in the next paragraph.

Most of the academic subjects are offered at two levels, higher level (HL) and standard level (SL). In order to gain the full IB Diploma students must take at least three subjects, and at the most four subjects, at higher level and the rest at standard level, as outlined on page 11, as well as studying Theory of Knowledge (TOK), writing an extended essay and developing themselves further in the CAS programme (details of these programmes can be found on pages 17 to 23). Students may choose to study six academic subjects only and gain the 'IB Diploma Programme courses' results though, where possible, students are encouraged to study for the full IB diploma and participate in TOK and CAS.

In general, the minimum requirement for acceptance into Grade 12 for IB Diploma students is at least 4 grade B's and 1 grade C, with at least a B in literature and a C in Mathematics in the I/GCSE examinations or the equivalent in other programmes. For students intending to study for 'IB Diploma Programme courses' the minimum requirement is 5 grade C's with at least a D in Mathematics or the equivalent in other programmes. However, each student is judged on their own merits which will be considered at an interview.

The school week consists of 30 periods, each 60 minutes in length. The following tables show the distribution of periods.

**The purpose of this document is to provide information on the structure of the course content covered within the school year over the Diploma programme. The programme of studies within this document is an abridged version of the IBO syllabus and must be read in conjunction with the IBO syllabus and the Parent Information Handbook for Grades 12 and 13. This document provides parents with a term by term overview of course content in the IBDP programme.**



**Grade 12 and 13 Distribution of Periods**

<b>Grades 12</b>	
Block 1	4 lessons
Block 2	4 lessons
Block 3	4 lessons
Block 4	4 lessons
Block 5	4 lessons
Block 6	4 lessons
TOK	2 lessons
Islamic Education	2 lessons
Form	1 lesson
<b>Total Lessons per Week</b>	<b>30</b>

<b>Block 1</b>
Language A – Language and Literature HL/SL (English)
Language A – Literature HL/SL (English)
Language A – Literature HL/SL (Self-taught language)

<b>Block 2</b>
Arabic B HL/SL
French B HL/SL
Arabic Ab Initio SL
French Ab Initio SL
Italian Ab Initio SL
Spanish Ab Initio SL

<b>Block 3</b>
Business & Man. HL/SL
Economics HL/SL
Geography HL/SL
History HL/SL
ITGS HL/SL
Chemistry HL (3 sciences only)
Psychology HL/SL

<b>Block 4</b>
Biology HL/SL
Chemistry HL/SL
Physics HL/SL

<b>Block 5</b>
Mathematics HL/SL
Mathematical Studies SL

<b>Block 6</b>
Visual Arts HL/SL
Theatre HL/SL
Computer Science HL/SL
Biology HL
Physics HL
Business & Man. HL/SL
Film HL/SL

When selecting your IB choices you must be aware of the following exceptions and prohibitions, as well as the implications of the ‘non-regular diploma’ and ‘bilingual diploma’:

**Exceptions**

A candidate may offer a second language A instead of a group 2 subject.

Instead of a group 6 subject a candidate may offer:

- an additional subject chosen from groups 1 to 4
- computer science in addition to a mathematics subject.



## Prohibitions

You should be aware of the following subject prohibitions:

No candidate may count towards the diploma:

- the same subject at higher level (HL) and standard level (SL)
- the same language for more than one group (for example, Spanish A1 and Spanish B)
- more than one language A SL as a school supported self-taught subject
- any two of mathematics HL, mathematics SL and mathematical studies SL
- more than one school-based syllabus or pilot subject (including transdisciplinary subjects)
- a school-based syllabus and a pilot subject (including transdisciplinary subjects)
- more than one transdisciplinary subject

## Non-regular Diploma

If the conditions of entry into an institution of higher education require a candidate to offer a choice of subjects different from that specified in the regulations for the Diploma Programme, the candidate may be allowed to make a reasonable substitution on presentation to the IB of the appropriate documentary evidence. This evidence, which may take the form of pages from a university prospectus, must be submitted in support of all requests, including candidates proposing to study medicine, veterinary science or engineering.

A candidate will be authorized to take a non-regular diploma only if the proposed higher education course allows no other alternative. The possibility of offering a subject as an additional seventh subject (that does not contribute to the diploma) must be considered before submitting a request for a non-regular diploma.

A request for a non-regular diploma must be sent to IB Cardiff using the appropriate option on IBIS. To do so it will first be necessary to register the candidate for all of his or her subjects before submitting the request. The candidate will automatically be allocated a session number, which may be changed at a later date when the remaining candidates are registered. However, a personal code will also be issued (assuming the candidate does not already have one), and this cannot be changed. The request and supporting university documentation must arrive no later than **15 November**, 18 months before the written examinations. The documentation must identify the candidate using his or her personal code, name and school number.

## The Bilingual Diploma

A bilingual diploma will be awarded to a successful candidate who fulfills one of the following criteria:

- takes two languages A
- takes examinations in at least one of the subjects from group 3 or group 4 in a language that is not the same language as his or her language A1 nominated for group 1
- submits an extended essay in a group 3 or group 4 subject written in a language that is not the same language as his or her language A1 nominated for group 1

## Course Transfer

In Grade 12 students are able to transfer to another course providing they have the minimum requirements for the course, the permissions of the Grades 12 and 13 Dean of Studies and the specific Head of Department, and there is a space available on the course. All changes must be signed and completed by Thursday, 6th October 11.

Students who transfer from EIS-J to alternative schools during Grades 12 and 13 are provided with an official transcript providing that fees, tuition etc. have been paid in full and that reasonable advance notice has been given; such notice should be given to the registrar, school secretary and the Head of Grade.



Students wishing to be admitted to EIS-J should meet the entry requirements outlined above and may be admitted at the discretion of the Principal.

### **Homework**

Homework is set according to a homework timetable and students will normally complete approximately 15 hours per week. The homework tasks are intended to serve the following purposes:

- To allow the practice and consolidation of work learnt in class
- To allow for preparation of future classwork.
- To offer access to other learning resources such as IT and libraries, and develop skills in using them.
- To allow evaluation and assessment of student's progress.
- To develop self discipline, good study habits and time management.
- To provide parents with information and opportunity to support students, and open channels for home-school communication.

### **Assessments**

In Grade 12 students have regular assessment in line with EIS-J (HS) guidelines and IBDP subject requirements culminating with an end of year examination in May/June. An assessment outline for each course is included within the course detail and in an overview of IB internal assessment requirements.

At the end of grade 12 students must get an average grade of 3 (18 points minimum) or above in all subjects in order to be promoted. However, in order to be allowed to continue in the diploma programme a student must achieve an average grade of 4 or above in HL subjects, a minimum total of 21 points and have met all deadlines in TOK, CAS and the Extended Essay. Should a student fail a subject in the June exams they will be allowed just one re-sit in September. A student failing more than one subject is required to repeat the year.

In Grade 13 students sit examinations in January and the IB exams in May.

### **After School Activities (ASA)**

Our strong ASA programme has something for every child and has been recognised as one of the best programmes of its type in Dubai.

Sign-up for activities take place during form time, with form teachers filling in the student selections. The activities offered at our school aim to develop well-balanced, motivated and independent young people. We advise you to encourage your child to be involved in as many activities as possible. Participation in after school activity will enable your child to expand their horizons, learn new skills, develop competences and is a great way for them to stay active and healthy.

For more information on each activity check out the ASA page on our school website <http://www.eischools.ae/Jumeirah/activities.html> or contact Mr Stephen Munnery, the ASA coordinator at [smunnery@eischools.ae](mailto:smunnery@eischools.ae).



## Graduation Requirements

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The High School Diploma is recognized by the Middle Schools Association (MSA). In addition to the IB Diploma Grade 13 students may graduate with an EIS high School Diploma

To be awarded the full IB Diploma students must gain a minimum of 24 points from their six subjects, TOK and the extended essay though some regulations may apply. Additionally, they must attain a minimum of 12 points from their HL subjects. There are no such requirements on the 'IB Diploma Programme courses' certificate.

To gain the High School Diploma Grade 13 students must achieve the following for every subject that she/he is taking:

- An average grade of 3 or above in the First and Second Terms.
- A final grade of 3 or above in all subjects in the Third Term.
- If the average grade of 3 is not achieved in the First and Second Term, a higher balancing grade will be required in the particular subject in the Third Term.
- As per practice in the IBDP, a student receiving a grade 5 or above in a subject may use that to balance his grade in *one* other subject in each semester.
- The student must meet attendance requirements as per the regulations set by the Ministry of Education.
- The final decision with regard to graduation will be at the discretion of the High School Principal.

For further information see the IB website, [www.ibo.org](http://www.ibo.org), or contact **Nausheen Arif, Dean of Studies for Grades 12 and 13:** [narif@eischools.ae](mailto:narif@eischools.ae)



## University Destinations

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Students from our graduating class of 2010/11 went on to study at universities throughout the world. The following table displays the destinations of those students.

Class of 2010/11			Class of 2009/10	
Destination	Number of Students	Percent	Number of Students	Percent
UK	15	22	29	36
Canada	19	28	10	12
USA	13	19	18	22
UAE	4	6	8	10
Europe	5	7	6	8
Asia	1	1	1	1
Australia	5	7	3	4
Africa	4	6	0	0
Gap Year	2	3	5	6
Gulf Region			1	1
	68	100	81	100



## HIGH SCHOOL CONTACT LIST

Mr Phillip Burgess High School Principal [pburgess@eischools.ae](mailto:pburgess@eischools.ae)  
Ms Reshma Aejaz Secretary to High School Principal [reshma@eischools.ae](mailto:reshma@eischools.ae)

Ms Chandni Satheesh High School Secretary [chandni@eischools.ae](mailto:chandni@eischools.ae)  
Ms Jocelyn Albarico High School Secretary [jalbarico@eischools.ae](mailto:jalbarico@eischools.ae)

### Curriculum:

Ms Amber Singh Deputy Principal (Curriculum) [asingh@eischools.ae](mailto:asingh@eischools.ae)  
Mrs. Nausheen Arif Dean of Studies Grades 12 and 13 [narif@eischools.ae](mailto:narif@eischools.ae)

### Heads of Department

Mr Mohamed Lutfi Head of Arabic [mlutfi@eischools.ae](mailto:mlutfi@eischools.ae)  
Ms. Chriselle Nisbet Head of Arts [cnisbet@eischools.ae](mailto:cnisbet@eischools.ae)  
Ms Sara Evans Head of English [sevans@eischools.ae](mailto:sevans@eischools.ae)  
Ms Lorraine Hickey Head of Humanities [lhickey@eischools.ae](mailto:lhickey@eischools.ae)  
Ms Laila Diaa Head of Islamic Education [ldiaa@eischools.ae](mailto:ldiaa@eischools.ae)  
Head of Modern Foreign Languages  
and Self taught Languages  
Mr Oscar Gallego Coordinator [ogallego@eischools.ae](mailto:ogallego@eischools.ae)  
Ms Dania Tabbara Head of Science [dtabbara@eischools.ae](mailto:dtabbara@eischools.ae)  
Ms Cora Mari Vandermerwe Head of Mathematics [cvandermerwe@eischools.ae](mailto:cvandermerwe@eischools.ae)  
Mr Peter Everett Physical Education subject leader [peverett@eischools.ae](mailto:peverett@eischools.ae)  
Mr David Slocombe Head of Commerce and ICT [dslocombe@eischools.ae](mailto:dslocombe@eischools.ae)  
Mr Manoj Nicholas ICT subject leader [mnicholas@eischools.ae](mailto:mnicholas@eischools.ae)

### Student Welfare:

Ms Barbara Exley Deputy Principal (Student Welfare) [bexley@eischools.ae](mailto:bexley@eischools.ae)  
Mr Christopher Burch Dean of Students [cburch@eischools.ae](mailto:cburch@eischools.ae)  
Ms Amina Haider Head of Grade 12 and 13 [ahaider@eischools.ae](mailto:ahaider@eischools.ae)  
Mr Stephen Munnery After School Activity Coordinator [smunnery@eischools.ae](mailto:smunnery@eischools.ae)  
Dr Rose Kamath School Counsellor [rkamath@eischools.ae](mailto:rkamath@eischools.ae)  
Dr Jinane Chalouhi High School Doctor [jchalouhi@eischools.ae](mailto:jchalouhi@eischools.ae)

All subject teachers are available via e-mail by typing their first initial and last name followed by [@eischools.ae](mailto:@eischools.ae)

We actively encourage teachers to communicate directly with parents and we invite parents to communicate directly with your son or daughter's subject teacher. If you are unable to contact your child's teacher directly, please contact the Head of Department for contact details or further information.

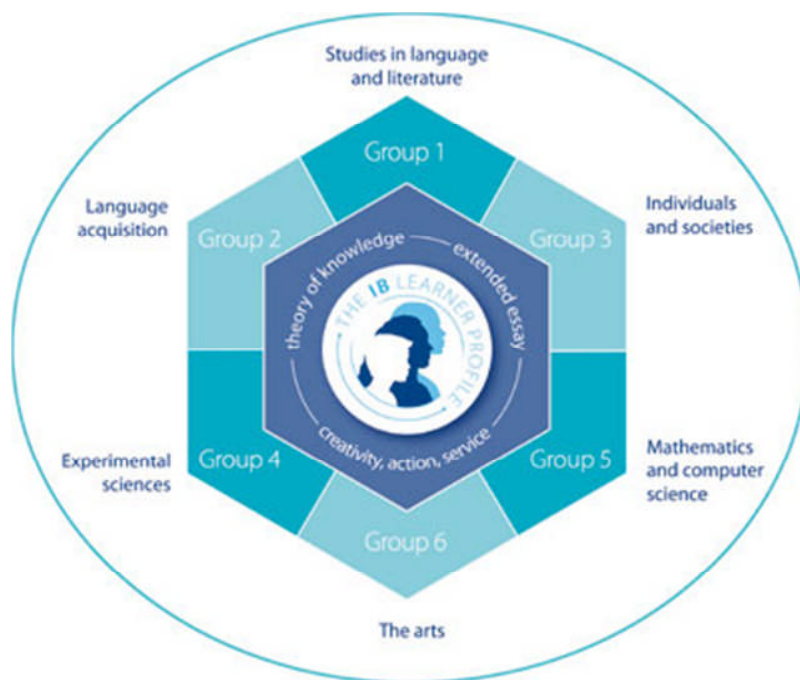
## Introduction to the IB Diploma

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The International Baccalaureate Diploma Programme is a rigorous, demanding pre-university course that leads to examinations at the end of two years. It is designed for 16 – 19 year old students that are highly motivated.

It is a comprehensive two-year curriculum that allows its graduates to fulfil the entry requirements for universities worldwide. The DP model is not based on the curriculum of any one country but incorporates the best elements of many.

The DP curriculum is designed in the shape of a hexagon surrounding a core, the programme allowing students to study a wide range of subjects. Some of these subjects are studied in more depth while the others still have a broad base. The special feature of the DP programme is the core of the hexagon which is studied by all students.



DP students are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). HL represents 240 teaching hours and SL covers 150 hours. Subject distribution requirements ensure that all students study two languages, at least one humanities subject, at least one science and mathematics.

To achieve the full IB Diploma it is necessary to meet three further requirements in addition to the six subjects, these are the extended essay, theory of knowledge (TOK) and creative, action and service hours (CAS) which lie at the core of the hexagon.



## The IB Mission Statement

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

To this end the organisation 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.



## IB Learner Profile

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

IB learners strive to be:

**Inquirers** – Students develop their natural curiosity. They actively enjoy learning which will be sustained throughout their lives.

**Knowledgeable** – Students explore concepts, ideas and issues that have local and global significance thus acquiring knowledge and understanding across a range of disciplines.

**Thinkers** – Students apply thinking skills critically and creatively to complex problems and make reasoned and ethical decisions.

**Communicators** – Students understand and express ideas and information in more than one language using a variety of modes of communication. They work effectively and willingly with others.

**Principled** – Students act with integrity and honesty with a strong sense of fairness, justice and respect for individuals, groups and communities. They take responsibility for their own actions and the consequences that follow from them.

**Open-minded** – Students understand and appreciate their own cultures and personal histories. They are open to the perspectives, values and traditions of other individuals and communities. They are also open to a range of points of view and are willing to grow from experience.

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

**Risk-takers** – Students approach unfamiliar situations with courage and forethought. They have the independence of spirit to explore new roles, ideas and strategies. They are brave in defending their beliefs.

**Balanced** – Students understand the importance of intellectual, physical and emotional balance for their own well-being and that of others.

**Reflective** – Students give thoughtful consideration to their own learning and experiences. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The IB learner profile is developed through the CAS programme, TOK and in the individual classes.



## IB Points

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The six academic subjects are graded from 7 (highest) to 1 (lowest) and the extended essay and TOK essay are graded from A (highest) to E (lowest). If no extended essay or TOK essay is presented then the diploma cannot be awarded. While the CAS component must be completed no points are awarded.

Points are awarded for TOK and the extended essay according to the following table.

### The diploma points matrix

		Theory of knowledge					
		Excellent <b>A</b>	Good <b>B</b>	Satisfactory <b>C</b>	Mediocre <b>D</b>	Elementary <b>E</b>	Not submitted
Extended essay	Excellent <b>A</b>	3	3	2	2	1 + Failing condition*	N
	Good <b>B</b>	3	2	1	1	Failing condition*	N
	Satisfactory <b>C</b>	2	1	1	0	Failing condition*	N
	Mediocre <b>D</b>	2	1	0	0	Failing condition*	N
	Elementary <b>E</b>	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

To successfully gain the IB Diploma a student must gain a minimum of 24 points from their six subjects, TOK and the extended essay though some regulations may apply.



## General Administration

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The IB examinations are administered twice a year, in May and November. The school is registered for the May sitting though it is possible for students to retake exams in November if sufficient points have not been achieved for the diploma.

The IB charge a fee for the administration and assessment of the examinations; it is based on a registration fee plus a fee per subject. The school fee also consists of our administration charges which are over and above the IB fee – this includes courier charges, invigilation payments and other miscellaneous charges.

It is possible for a student to request that their results be sent directly to universities in electronic or paper format. For some countries, universities require that the IB diploma results document is legalised. In both these cases the student should make the coordinator aware of their requirements in writing.

## Internal Assessments for the IB Courses

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The six academic subjects and TOK all have an internal assessment component. This can vary from 20% to 50% of the final grade depending on the subject. If no internal assessment is presented then a student will not be allowed to sit the written examination.

The internal assessment is marked by the teacher and, after submission of the marks, a sample is chosen by the IB to be sent for moderation by external examiners.



## Academic Honesty

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Academic honesty is the foundation upon which the student develops a character that will carry them through the hardships in life. We are the training ground for developing integrity and establishing their own code of personal behaviour, a code that models the highest ethical standards.

In this regard, students are expected to attend the High School ready to learn and, in their learning, demonstrate the ability to discern right from wrong. A student's moral awareness, as it applies to the academic environment, is fundamental to his or her immediate success in the High School and later life. We believe if the student is to demonstrate academic excellence, the student must engage in an honest and integral pursuit of knowledge.

Academic honesty requires students to produce work that is their own and demonstrates authentic authorship. In contrast, academic dishonesty is a student's attempt to claim and show possession of knowledge and/or skills that he or she does not possess. Students should also develop an awareness that respects the different forms of intellectual and creative expression (e.g. literature works, art or music).

All students admitted to the High School are expected to maintain high standards of honesty and integrity in all academic work attempted. Each student acknowledges by the mere act of turning in work for an assessment, that he or she has honoured the Academic Honesty Policy.

The student is expected to uphold the spirit of this policy both philosophically and behaviourally in completing all school-related examinations, tests, quizzes, projects, reports, homework assignments or in-class assignments.

The parent is expected to adopt the philosophical nature and uphold the spirit and prescriptive aspect.

**This is an extract of EIS-J Academic Honesty Policy. The IB values academic integrity. The full policy from IB is available by request.**



## Extended Essay

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### The Nature of the Extended Essay

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

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

The extended essay is:

- compulsory for all Diploma Programme students
- externally assessed and, in combination with the grade for TOK, contributes up to three points to the total score for the IB diploma
- a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school
- chosen from the list of approved Diploma Programme subjects, published in the Handbook of Procedures
- presented as a formal piece of scholarship containing no more than 4,000 words
- the result of approximately 40 hours of work by the student
- concluded with a short interview, or *viva voce*, with the supervising teacher

### Aims

The aims of the extended essay are to provide the students with the opportunity to:

- pursue independent research on a focused topic
- develop research and communication skills
- develop the skills of creative and critical thinking
- engage in a systematic process of research appropriate to the subject



- experience the excitement of intellectual discovery

## Objectives and Assessment Criteria

In working on the extended essay, students are expected to:

1. **plan and pursue** a research project with intellectual initiative and insight
2. **formulate** a precise research question
3. **gather and interpret** material from sources appropriate to the research question
4. **structure** a reasoned argument in response to the research question on the basis of the material gathered
5. **present** the extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways
6. **use** the terminology and language appropriate to the subject with skill and understanding
7. **apply** analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research

The upper limit is 4,000 words for all extended essays. Essays containing more than 4,000 words are subject to penalties and examiners are not required to read material in excess of the word limit.

## Viva Voce

The *viva voce* is a short interview between the student and the supervisor and is a recommended conclusion to the extended essay process. Students who do not attend the *viva voce* may be disadvantaged.

The *viva voce* serves the following purposes:

- a check on plagiarism and malpractice in general
- an opportunity to reflect on successes and difficulties in the research process
- an opportunity to reflection what has been learned
- an aid to the supervisor's report

For further information contact Grades 12 and 13 Dean of Studies Nausheen Arif, [narif@eischools.ae](mailto:narif@eischools.ae)



## The CAS Program

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The Creativity, Action and Service Program is one of the core components of the IB Diploma. It must be completed satisfactorily by the students, or they will **not** receive their Diploma, regardless of their academic results.

The program is designed to provide **experiential learning** avenues, to provide a balance with the more theoretical work in their TOK and curriculum subjects. In other words, it is designed to make sure that students leave the IB Diploma Program with a **well rounded education**, and a healthy understanding of their own strengths and areas for improvement.

### The Eight CAS Learning Outcomes

These are the **most important** aspects of the CAS Program. They are the guiding principles, or the **main aims** for each student to **achieve** during the activities in which they chose to get involved.

- Increased awareness of your own strengths and weaknesses/areas for growth
- Undertaken new challenges
- Planned and initiated activities yourself
- Worked collaboratively with others
- Shown perseverance and commitment in your activities
- Engaged with issues of global importance
- Considered the ethical implications of your actions
- Developed new skills

### How Do Students Achieve These Outcomes?

Each student must sign up to a number of activities during the 18 months of their Diploma Program. They should cover a balanced range of Creativity, Action and Service activities, of which there are examples on the following page.

They must have an adult **Supervisor** for each activity, who will complete and sign an official form to verify that the student has satisfactorily completed that particular activity. The Supervisor must be over 21, and **cannot** be a friend or relative.

The **student** will also complete a **reflection form** for each activity, where they will explore whether they have achieved one or more of the Eight Learning Outcomes. These forms are the **most important** piece of **evidence** that is used to assess whether the student satisfactorily completes the CAS Program at the end of their IB Diploma.

Finally, each student will complete a final reflection and evaluation of their CAS Program, called the **CAS Journal**, which is submitted around April of the final year of their course.

### What Can Parents Do To Support CAS Students?

Encourage your son/daughter to get involved in activities of all varieties, both inside and outside of school.

Use contacts outside of the school realm to help your son/daughter to initiate activities, such as work experience in a business, volunteering for a charity or NGO you know or work with, and so on.

Help your son/daughter to reflect on their activities. The students have guidance within their CAS Diaries and through teachers and the CAS Coordinator at school, but reflecting on more than just a superficial level can be difficult for students who may have never been in similar situations before. Any support and guidance they receive is therefore well appreciated.

**Examples of Activities**

<b>Type of Activity</b>	<b>Explanation</b>	<b>Examples</b>
Creativity	Arts, and other experiences that involve creative thinking.	Music, dance, painting, drama, writing, etc. Public speaking, writing business proposals, learning a new language, developing cooking skills, and so on.
Action	Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program.	Sports, such as many of the school's ASAs – football, netball, basketball, athletics, scuba, sailing, table tennis etc. all count. Pink Walkathon, Terry Fox Run. Volunteer dog walker, and so on.
Service	An unpaid and voluntary exchange that has learning benefit to the student. The rights, dignity and autonomy of all those involved are respected.	Helping at a school Information Evening or Parent – Teacher Conference. Working with an NGO or charity to raise money/awareness etc. Supporting a school production backstage. Organising an event in or out of school. Working with Best Buddies or Eco Club in school. Volunteering at a major Event in Dubai (or elsewhere) such as DIFF, Taste of Dubai, International Swimming Championships and so on.

**Contacts**

For further information, please contact the **CAS Coordinator**, Jon Howarth at:  
[jhowarth@eischools.ae](mailto:jhowarth@eischools.ae).



## THEORY OF KNOWLEDGE (TOK)

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### THEORY OF KNOWLEDGE – GRADE 12

The teaching objectives of Theory of Knowledge epitomize the descriptors of the IB learner profile that includes being reflective, open-minded, inquirers, risk takers, thinkers and communicators. In this first year students familiarize themselves with the concepts of knowledge issues and ways of knowing and apply them in different Areas of Knowing. Students are encouraged to ask questions about the very subjects they learn, to develop their personal opinions about a variety of topics and support them with coherent arguments, and to mature an open mind towards others' views and cultures. The focus of this year is current affair issues. Theory of Knowledge is at the core of the IB Diploma and represents the foundation upon all other academic learning can take place in a fruitful way. Not only, this kind of learning will hopefully accompany the students all their lives and make them strong interpreters of a successful life.

### CRITERIA

<b>Identification of knowledge issues</b>	Did the presentation identify a relevant knowledge issue involved, implicit or embedded in a real-life situation?
<b>Treatment of knowledge issues</b>	Did the presentation show a good understanding of Knowledge issues, in the context of the real-life situation?
<b>Knower's perspective</b>	Did the presentation, particularly in the use of arguments and examples, show an individual approach and demonstrate the significance of the topic?
<b>Connections</b>	Did the presentation give a balanced account of how the topic could be approached from different perspectives? Did the presentation show that the positions taken on the knowledge issues would have implications in the related areas? In awarding the higher achievement levels. The emphasis is more on the quality of the consideration of connection than the quantity of connections mentioned

### PROGRAMME OF STUDY

Term 1	Term 2	Term 3
KNOWLEDGE ISSUES, KNOWERS AND KNOWING <ul style="list-style-type: none"><li>- Understanding knowledge claims:</li><li>- <i>How do we know what we know?</i></li><li>- Understanding knowledge issues</li><li>- <i>Définition Application to real life situations</i></li><li>- Knowledge</li><li>- <i>Définition</i></li></ul>	AREAS OF KNOWLEDGE <ul style="list-style-type: none"><li>- Emotion</li><li>- Natural science.</li><li>- Human science</li><li>- History</li><li>- The Arts</li><li>- Ethics</li></ul>	PRESENTATIONS <ul style="list-style-type: none"><li>- Rehearsals presentations</li><li>- Final Presentations</li></ul>



<b>WAYS OF KNOWING</b> -Sense perception -Reason/logic - Language	- Mathematics	
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**ASSESSMENT**

Students are assessed throughout the year on the basis of their participation to class discussions and journals. At the end of the year they are to give a presentation about a current controversial issue to a panel of students and teachers. The presentations accounts for 33% of the final TOK grade to be submitted to the IB at the end of the 2-year course.

**THEORY OF KNOWLEDGE – GRADE 13**

Students focus on the essay titles. After a revision of the Areas of knowledge and comparisons among them, students familiarize themselves with the assessment criteria. They then chose their essay title out of 10 prescribed by the IBO and work on their essays.

**CRITERIA**

**Understanding knowledge issues** Does the essay demonstrate understanding of knowledge issues that are relevant to the prescribed title? Does the essay demonstrate an awareness of the connections between knowledge issues, areas of knowledge and ways of knowing?

**Knower’s perspective** To what extent have the knowledge issues relevant to the prescribed title been connected to the student’s own experience as a learner? Does the student show an awareness of his or her own perspective as a knower in relation to other perspectives, such as those that may arise, for example, from academic and philosophical traditions, culture or position in society (gender, age, and so on)? Do the examples chosen show an individual approach consciously taken by the student, rather than mere repetition of standard commonplace cases or the impersonal recounting of sources?

**Quality of analysis of knowledge issues** What is the quality of the inquiry into knowledge issues? Are the main points in the essay justified? Are the arguments coherent and compelling? Have counterclaims been considered? Are the implications and underlying assumptions of the essay’s argument identified?

**Organization of ideas** Is the essay well organized and relevant to the prescribed title? Does the use of language assist the reader’s understanding and avoid confusion? Are central terms explained or developed clearly in a way that assists comprehension? When factual information is used or presented, is it accurate and, when necessary, referenced? If sources have been used, have they been properly referenced in a way that allows them to be traced

**PROGRAMME OF STUDY**

Term 1	Term 2
<b>AREAS OF KNOWING: COMPARISONS</b> -Introduction of essay titles <i>Brainstorming activities to expose students to all titles.</i>	<b>SUBMISSION OF FINAL ESSAY DRAFT</b>  Teacher’s feedback on the essay draft



<p>-Comparisons among AOK's. <i>Discussions-short essay writing exercises</i></p> <p>SUBMISSION OF ESSAY DRAFT <i>Understanding the criteria : Focus on individual criteria with peer assessment exercises</i></p> <p>-Selection of essay title - Structured essay exercises</p>	<p>Main points for improvement identified and implemented</p>
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**ASSESSMENT**

Students are assessed throughout the year on the basis of their participation to class discussions and journals. At the end of Term 1 they are to submit a draft of their TOK essay. By the end of Term 2 they are to submit their final essay, of 1200-1600 words, which accounts for 66% of the final TOK grade to be submitted to the IB.



## Islamic education

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Islamic Education is a part of the compulsory education for a Muslim student by the Ministry of Education in the United Arab Emirates. The EIS programme is designed to satisfy the need of both Arabic speakers and non-Arabic speakers.

Native speakers of Arabic language are taught in Arabic, while non-native speakers are taught in English language with explanations of the important Arabic terms.

The intention of this course is to enable students to understand their Islamic belief and know more about the life of Prophet Muhammad (P.B.U.H). Students are expected to apply their knowledge to prove their role as members of their own community.

### GRADE 12 PROGRAMME OF STUDY:

Term 1	Term 2	Term 3
<p><b>Belief:</b></p> <ul style="list-style-type: none"> <li>-Al Qadar (Destiny and Fate).</li> <li>-Only Allah gives Life &amp; Death.</li> <li>-Ayatul-Kursi.</li> <li>-Ayyoub, the Prophet of Patience and Thankfulness.</li> <li>-Shukr: Thankfulness to Allah (Prophet Muhammad's example, Sujood-is-Shukr).</li> </ul> <p><b>Qur'anic recitation:</b></p> <p>Surat-ul-Qiyammah</p>	<p><b>Qur'anic Tfaseer:</b></p> <p>Surat-ul-Qiyamah (1-15), The Day of Judgment is inevitable. Surat-ul-Qiyamah (16-25), Pleasers of Heaven.</p> <p><b>Ibadat:</b></p> <ul style="list-style-type: none"> <li>-Ramadan: A month of blessings.</li> <li>-The rules of Fasting.</li> <li>-The Nullifiers of Fasting</li> </ul> <p><b>Qur'anic recitation:</b></p> <p>Surat-ul-Qiyammah</p>	<p><b>Sirah:</b></p> <ul style="list-style-type: none"> <li>-Hujat-ul-Wadaa'-Prophet Muhammad's Farewell Pilgrimage (Part 1 &amp; 2).</li> <li>-Ghazwat Tabuk: Fifty days in the harsh desert.</li> <li>-Prophet Muhammad (P.B.U.H) passes to Jannah</li> </ul> <p><b>Qur'anic recitation:</b></p> <p>Surat-ul-Qiyammah</p>

### ASSESSMENT

- Class work & Homework
- Quizzes
- End of unit tests
- Individual /group projects
- Exams



**GRADE 13 PROGRAMME OF STUDY:**

Term 1	Term 2	Term 3
<p>-Allah controls the World. -Allah gives and deprives Wealth</p> <p>-Patience and Perseverance: The Signs of Strong Faith.</p> <p>-Two Martyrs: The Stories of Prophet Zakariyya and Yahya.</p> <p>-Purity: The Story of Maryam.</p> <p><b>Qur’anic recitation:</b> Surat-ul-Munafiqoon</p>	<p>-The Miracles of the Miracles: The Story of Prophet Isa (AS) -Surat-ul-Munafiqoon: *The characteristics of the hypocrites. *The evil causes of the hypocrite. *Giving for the sake of Allah.</p> <p>-As-Sunnah: The Prophet’s Way. - The Basics of Uloom-ul-Hadith.</p> <p><b>Qur’anic recitation:</b> Surat-ul-Munafiqoon</p>	<p>-Dangerous Life Styles:  *Alcoholic Beverages the Mother of all Evils.  *Pork and other Haram Meats.  *Gambling and Lottery.</p> <p><b>Qur’anic recitation:</b> Surat-ul-Munafiqoon</p>

**ASSESSMENT**

- Class work & Homework
- Quizzes
- End of unit tests
- Individual /group projects
- Exams



## Group 1 Languages A

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### Language A: LITERATURE (SL & HL)

The study of Literature is seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Works are studied in their literary and cultural contexts, through close study of individual texts and passages and by considering a range of critical approaches.

#### CRITERIA

##### 1. Knowledge and Understanding

**Paper 1:** Students respond to a previously unseen passage requires students to show how they, as readers, have made their own meaning from the text.

**Written assignment:** Students develop a formal piece of writing that explores a literary aspect of one work, informed by some understanding of the cultural underpinnings of that work. **Individual oral presentation:** Students are required to demonstrate knowledge and understanding of at least one part 4 work through a self-chosen task.

##### 2. Analysis, Synthesis and evaluation

**Paper 1:** Students are required to analyse a previously unseen passage and produce an interpretation supported by evaluation of the writer's choice of language, structure, technique and style.

##### 3. Selection and use of appropriate presentation and language skills.

**Paper 1:** Students are required to write a formal, well-organized and coherent response using language appropriate to a formal essay. At HL students are required to construct a literary commentary. **Written assignment :**The written assignment requires personal writing on the development of ideas and the transformation of personal response into a formal essay.

**Individual oral presentation:** Students are required to adapt their language to the task and audience. One of the three criteria assesses the effectiveness of the oral presentation with regard to task and audience.

#### PROGRAMME OF STUDY



Term 1	Term 2	Term 3
<p><b>PART 1 – WORKS IN TRANSLATION</b>            All works must be chosen from the prescribed literature in translation (PLT) list.            Interactive Oral after each text.            Supervised Writing.            Reflection Writing.            Final Essay Draft &amp; Reflective statement.            TWO at SL, THREE at HL</p>	<p><b>PART 4 – OPTIONS</b>            Works are freely chosen by the teacher.            There is no requirement for works to be chosen from either of the prescribed lists.            Can use film to illuminate text.            Creativity required.            THREE at both SL &amp; HL</p>	<p><b>PART 4 – OPTIONS</b>            IOP Outlines            Produce an effective oral presentation  <b>PART TWO – DETAILED STUDY</b>            All works must be chosen from the Prescribed List of Authors (PLA).            Each work must be from a different literary genre and by a different author. At HL one of the genres <b>must</b> be poetry.            TWO at SL, THREE at HL.</p>

## ASSESSMENT

The Diploma Programme primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study. However, many of the assessment instruments can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this. A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization.

### Language A: LANGUAGE AND LITERATURE (SL and HL)

The aims of the **language A: language and literature** course at SL and at HL are to:

Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts.

Encourage students to think critically about the different interactions between text, audience and purpose.

### CRITERIA

There are four assessment objectives at SL and at HL for the **language A: language and literature** course.

#### **1. Knowledge and understanding**

- Demonstrate knowledge and understanding of a range of texts
- Demonstrate an understanding of the use of language, structure, technique and style
- Demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning
- Demonstrate an understanding of how different perspectives influence the reading of a text

#### **2. Application and analysis**

- Demonstrate an ability to choose a text type appropriate to the purpose required
- Demonstrate an ability to use terminology relevant to the various text types studied
- Demonstrate an ability to analyse the effects of language, structure, technique and style on the reader
- Demonstrate an awareness of the ways in which the production and reception of texts contribute to their meanings
- Demonstrate an ability to substantiate and justify ideas with relevant examples

#### **3. Synthesis and evaluation**

- Demonstrate an ability to compare and contrast the formal elements, content and context of texts



- Discuss the different ways in which language and image may be used in a range of texts
- Demonstrate an ability to evaluate conflicting viewpoints within and about a text
- **At HL only:** Produce a critical response evaluating some aspects of text, context and meaning

**4. Selection and use of appropriate presentation and language skills**

- Demonstrate an ability to express ideas clearly and with fluency in both written and oral communication
- Demonstrate an ability to use the oral and written forms of the language, in a range of styles, registers and situations
- Demonstrate an ability to discuss and analyse texts in a focused and logical manner
- **At HL only:** Demonstrate an ability to write a balanced, comparative analysis

**PROGRAMME OF STUDY GRADE 12**

Term 1	Term 2	Term 3
<p><b>Part 1 – Language in Cultural Context</b></p> <p><b>IDENTITY</b> – Language and communities (nation/region, subcultures)</p> <ul style="list-style-type: none"> <li>• Language and the individual (multilingualism/bilingualism, language profile/identity)</li> </ul> <p><b>BEAUTY</b> – Gender (inequality, constructions of masculinity and femininity)</p> <ul style="list-style-type: none"> <li>• Sexuality (its construction through language)</li> </ul> <p><b>BELIEF</b> – Language and belief (religious discourse, mythology)</p> <p><b>SOCIETY</b> - Language and power (linguistic imperialism, propaganda)</p> <p>Language and social relations (social and professional status, race)</p>	<p><b>Part 4 – Literature - Critical study</b></p> <p>Close reading is considered to be a core skill in the understanding and interpretation of literature. By looking closely at the detail of literary texts, students develop awareness of their rich complexities and the intricacies of their construction.</p> <ul style="list-style-type: none"> <li>- <b>Explore literary works in detail.</b></li> <li>- <b>Analyse elements such as theme and the ethical stance or moral values of literary texts</b></li> <li>- <b>Understand and make appropriate use of literary terms.</b></li> </ul> <p><b>Novel</b> - “Disgrace” by J.M. Coetzee</p> <p><b>Play</b> - “A Streetcar named Desire” by Tennessee Williams</p> <p><b>Poetry collection</b> (10-15) - Carol Ann Duffy</p>	<p>Preparation of extracts from <b>Part 4</b> and oral practice activities for IOC assessment in September.</p> <p>Introduction of:</p> <p><b>Part 2 – Language and Mass Communication</b> – which will be completed in Term 1 of Year 2</p>



## **ASSESSMENT**

The IB uses several methods to assess work produced by students:

- Two examination papers are set and marked externally – Paper 1 worth 25% (based around skills associated with Part 1 and Part 2) and Paper 2 worth 25% (based around texts in Part 3).
- Students are required to complete a portfolio of written assignments of 1000-1300 words, worth 20%
- A series of compulsory, recorded oral examinations that assess language interpretation and are completed during class time, worth 15%
- An Individual Oral Presentation (IOC) consisting of spoken analysis of an unseen text worth 15%

For Grade 13: All English courses in Grade 13 are in their final year of the implementation cycle. For any further information please contact Head of English Dept. Sara Evans at [sevans@eischools.ae](mailto:sevans@eischools.ae)



## Group 2: Language Acquisition

### FRENCH / SPANISH / ITALIAN LANGUAGE – GRADE 12 B Standard / Higher Level

Language B Standard level is a language acquisition course developed for students with some background in the target language; while learning an additional language students will explore the culture/s connected to it. Therefore, the purposes of this course are language acquisition and intercultural awareness.

The core is divided in three parts and is a required area of study. These areas are; social relationships, Communication and media and Global issues. In addition, the teacher chooses two topics from 5 options: Health, Customs and traditions, leisure, Cultural diversity and Science and technology.

#### CRITERIA

**Reading comprehension (Paper 1)** The aim of this section is to assess, through a number of questions, the students’s ability to read a range of texts .The Student’s understanding and Interpretation of the written texts are assessed, not the student’s knowledge on the topic .

**Writing SL (Paper 2)** The aim of this component is to assess the student’s ability to communicate accurately in writing for a variety of purposes and demonstrate productive skills.

**Written assignment; Receptive and written productive skills .** At standard level, the purpose of the written assignment is to provide the student with the chance to reflect and develop further understanding of a Core topic.

**Individual and interactive orals** The purpose of this activity is that students demonstrate that they are able to speak freely and coherently. Expressing ideas, opinions and reflections upon what they have learned of the target culture.

#### PROGRAMME OF STUDY

Term 1	Term 2	Term 3
<p>The Core</p> <ul style="list-style-type: none"> <li>- Social relationships</li> <li>- Science &amp; technology</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>- Grammar revision</li> <li>- Verbs tenses ; present tense, present continuous, futur , past tenses (simple and imperfect).</li> </ul> <p><u>IB technique</u></p> <ul style="list-style-type: none"> <li>- Written interaction: formal and informal, business letter and covering letter.</li> <li>- Oral Interaction. Written and spoken: a dialogue, a play or debate.</li> </ul>	<p>The Core</p> <ul style="list-style-type: none"> <li>- Communication and media</li> <li>- Cultural diversity</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>- Verbs tenses ; imperative , conditional, pluperfect and past perfect.</li> </ul> <p><u>IB technique</u></p> <ul style="list-style-type: none"> <li>- Descriptive letter of a past situation : accident, robbery...</li> <li>- Argumentum in a debate: political debate, presentation of a point of view, giving justifications and arguments.</li> </ul>	<p>The Core</p> <ul style="list-style-type: none"> <li>- Global issues</li> <li>- Leisure</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>- Revision : Relative pronouns</li> <li>- Revision : Demonstrative pronouns.</li> </ul> <p><u>IB technique</u></p> <ul style="list-style-type: none"> <li>- Subjective and Objective analysis of a book and film.</li> <li>- Exploring poetry, publicity and advertisement.</li> <li>- Graphic representation of a comedy, theatrical expression.</li> </ul>



**ASSESSMENT**

Homework is given twice weekly. Students are usually required to complete exercises in their exercise books. If they need to work on a project, more time will be allocated. Weekly quizzes, end-of-unit tests and CATs.

**SPANISH / FRENCH / ITALIAN LANGUAGE – GRADE 13  
B Standard / Higher Level**

Language B Standard level is a language acquisition course developed for students with some background in the target language; while learning an additional language, students will explore the culture/s connected to it. Therefore, the purposes of this course are language acquisition and intercultural awareness.

**CRITERIA**

**Reading comprehension (P 1)**      The aim of this section is to assess the student’s abilities in reading and handling information from a range of texts. The student’s understanding and interpretation of the written texts are assessed, not the student’s knowledge on the topic.

**Writing (Paper 2)**                      Assesses the student’s ability to communicate accurately in writing. Language: fluency and accuracy (grammar, vocabulary, sentence structure, spelling, calligraphy); Cultural interaction: language appropriateness to audience and type of text (register, style and rhetorical devices); message: communication in a developed and organized manner.

**Individual & interactive orals**      Students demonstrate that they are able to speak freely and coherently, expressing ideas, opinions and reflections upon what they have learned of the target culture. Language: assesses fluency and accuracy, grammar, vocabulary, intonation; cultural interaction: assesses understanding of nuances in questions and spontaneity in answers, tone and register; Message: assesses the ability to communicate ideas in a coherent manner.

**PROGRAMME OF STUDY**

Term 1	Term 2	Term 3
Culture . Politics. War / Peace. Racism and discrimination (sex, skin colour, religion). Feminism and the woman in society. <u>Grammar</u> - Grammar revision - Verbs tenses ; present tense, present continuous, futur , past tenses (simple and imperfect). <u>IB technique</u> - Written interaction: formal and informal, business letter and covering letter. - Oral Interaction. Written and spoken: a dialogue, a play or debate.	Crime and law, drugs. Clonation Abortion/suicide/euthanasia WWF/Animals <u>Grammar</u> - Verbs tenses ; imperative , conditional, pluperfect and past perfect. <u>IB technique</u> - Descriptive letter of a past situation : accident, robbery... - Argumentum in a debate: political debate, presentation of a point of view, giving justifications and arguments.	Working world Magic and superstition Economy <u>Grammar</u> - Revision : Relative pronouns - Revision : Demonstrative pronouns. <u>IB technique</u> - Subjective and Objective analysis of a book and film. - Exploring poetry, publicity and advertisement. - Graphic representation of a comedy, theatrical expression.



## ASSESSMENT

Paper 1 and paper 2 are set and marked externally. Students are also required to complete a written assignment of 300-400 words plus a 100 words rationale, based on the core; Paper 1 consists of text-handling exercises on four texts based on the core; Paper 2 consists of one writing exercise of 250-400 words based on the options; a recorded individual oral examination and three class interactive orals that assess interactive skills. The teacher carries out formative assessments prior to the summative assessment.

### SPANISH / ITALIAN / FRENCH LANGUAGE – GRADE 12 Ab Initio Standard Level

Language ab Initio is organized in 3 topics that provide students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situation.

#### CRITERIA

<p><b>Receptive skills</b> - Reading Paper 1</p>	<p>Assesses the speaker’s clarity and effectiveness in communicating the required message and maintaining the flow of the discussion.</p>
<p><b>Productive skills</b> – Writing Paper 2</p>	<p>Language - Assesses the ability to use the language effectively and accurately (the use of spelling, calligraphy, vocabulary and grammatical structures) Message – Verifies if all the relevant information is conveyed. Format – Focuses on the appropriate format for the task.</p>
<p><b>Receptive and productive skills</b> - written assignment</p>	<p>Description – Assesses the factual information about the chosen cultural topic. Comparison – Identifies the cultural differences/similarities between both cultures. Reflection – Demonstrates intercultural understanding. Register – Shows awareness of the appropriate register for the task. Language – Demonstrate an ability to use the language effectively and accurately. Formal requirements.</p>
<p><b>Interactive skills</b> - individual oral</p>	<p>Assesses the speaker’s understanding of the intercultural elements related to the topic, a clear and effective communication using basic structures of the language, an appropriate range of vocabulary, register and format.</p>

#### PROGRAMME OF STUDY

Term 1	Term 2	Term 3
<p style="text-align: center;"><b><u>INDIVIDUAL AND SOCIETY</u></b></p> <p><b>-Personal details, appearance and character.</b> Clothes, body, physical aspect, feelings, house, age, address, DOB, languages, nationalities, countries.</p> <p><b>-Physical health.</b> Illnesses, body, hospital, health, remedies.</p> <p><b>-Relationship.</b> Friends, animals, family, festivals, community.</p>	<p><b>-Food and drink.</b> Quantity, food, white goods, kitchen tools, market, restaurant, healthy food, shops, traditional food, recipes.</p> <p><b>-Shopping.</b> Shopping malls, shopping, traditions, credit, money, shops.</p> <p style="text-align: center;"><b><u>LEISURE AND WORK</u></b></p> <p><b>-Employment.</b> Career, jobs, work conditions (salary, working hours), qualifications, unemployment,</p>	<p><b>-Entertainment.</b> Art, excursions, cultural events, recreational spaces.</p> <p><b>-Media.</b> Advertisements, internet, mobile phones, technology, press, radio and television.</p> <p><b>-Technology.</b> Internet and music, film and photography, leisure, social network, shopping online, cyber network.</p> <p><b>-Sport.</b> Type of sports, clothes, teams</p>



<p><b>-Daily routines.</b> <i>At home, school, work, jobs, weekend, greetings.</i></p> <p><b>-Education.</b> <i>CAS, subjects, exams, timetable, uniform, teachers.</i></p>	<p><i>studies.</i></p> <p><b>-Holidays.</b> <i>Weather, accommodation, seasons, holidays, tourist office, hotel.</i></p> <p><b>-Transport.</b> <i>Type of transports, directions, traveling, signals, driving.</i></p>	<p><i>and clubs, sports centre, stadiums, sport in the tv, entertainment, special events (Olympic Games, Winter Games, World Cup...)</i></p>
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**ASSESSMENT**

The IB uses several methods to assess work produced by students: Two examination papers are set and marked externally – paper 1 and paper 2; students are required to complete a written assignment of 200-300 words; a compulsory, recorded oral examination that assesses interactive skills (the teacher carries out formative assessments prior to the summative assessment)

**SPANISH / FRENCH / ITALIAN LANGUAGE – GRADE 13**  
**Ab Initio Standard Level**

Language ab Initio is organized in 3 topics that provide students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situation.

**CRITERIA**

<p><b>Receptive skills</b> - Reading Paper 1</p>	<p>Assesses the speaker’s clarity and effectiveness in communicating the required message and maintaining the flow of the discussion.</p>
<p><b>Productive skills</b> - Writing Paper 2</p>	<p>Language - Assesses the ability to use the language effectively and accurately (the use of spelling, calligraphy, vocabulary and grammatical structures) Message – Verifies if all the relevant information is conveyed. Format – Focuses on the appropriate format for the task.</p>
<p><b>Receptive and productive skills</b> - written assignment</p>	<p>Description – Assesses the factual information about the chosen cultural topic. Comparison – Identifies the cultural differences/similarities between both cultures. Reflection – Demonstrates intercultural understanding. Register – Shows awareness of the appropriate register for the task. Language – Demonstrate an ability to use the language effectively and accurately. Formal requirements.</p>
<p><b>Interactive skills</b> - individual oral</p>	<p>Assesses the speaker’s understanding of the intercultural elements related to the topic, a clear and effective communication using basic structures of the language, an appropriate range of vocabulary, register and format.</p>

**PROGRAMME OF STUDY**

Term 1	Term 2	Term 3
<p><b><u>URBAN AND RURAL ENVIRONMENT</u></b></p> <p><b>-Neighbourhood.</b> <i>The city and the countryside: advantages and disadvantages. Crime, town hall, politics.</i></p> <p><b>-Emergencies.</b> <i>Accidents, remedies,</i></p>	<p><b><u>URBAN AND RURAL ENVIRONMENT</u></b></p> <p><b>-Weather.</b> <i>Weather forecast, seasons, clothes, climate.</i></p> <p><b>-Physical geography.</b> <i>Countries, continents, mountains, rivers, borders, physical geography.</i></p>	<p>Consolidation of the 3 topics together with the conjugation of all the verbal forms and grammatical aspects of the language.</p> <p>Work on past papers.</p>



<p>health, insurance, hospital, clinic.</p> <p><b>-Town and services.</b> Social services, communication, bank, post, finance, public services.</p>	<p><b>-Environmental concerns.</b> Ecology (recycle, ozone, pollution...), wind / atomic / water / solar power, world environmental issues.</p>	
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**ASSESSMENT**

The IB uses several methods to assess work produced by students: Two examination papers are set and marked externally – paper 1 and paper 2; students are required to complete a written assignment of 200-300 words; a compulsory, recorded oral examination that assesses interactive skills (the teacher carries out formative assessments prior to the summative assessment)

**Arabic Language**

**Arabic (ab initio) non native speakers**

The main emphasis of the modern language courses is on language acquisition and use in a range of contexts and for different purposes. Three options are available to accommodate students with different backgrounds.

- **Language B** courses are intended for students who have had some previous experience of learning the language. They may be studied at either higher level or standard level.
- **Language ab initio** courses are for beginners (that is, students who have no previous experience of learning the language they have chosen). These courses are only available at standard level.

**ASSESSMENT CRITERIA**

The method of assessment used by the International Baccalaureate Organization (IBO) is criterion-referenced, not norm-referenced. That is to say, the method of assessment judges the candidates by their performance in relation to identified assessment criteria and not in relation to the rest of the candidates. A number of assessment criteria have been identified for each part of the assessment for which there is no paper-specific marking scheme that is written response, written production and internal assessment. These criteria are related to the objectives established for the language B course.

**Programme of study for Grade 12**

Term 1	Term 2	Term 3
<p><b>The individual</b> The self and others Personal identification Relationships Appearance Character Daily routine Weekend activities.</p> <p><b>Hobbies.</b> Preferable food, clothes, entertainment and music. Family Describing the house. Inviting friends to the house. Describing the city.</p> <p><b>Education, school and university</b></p>	<p><b>Future plans</b> (careers, professions, part time jobs, work experience, future ambitions.</p> <p><b>Transportation</b> <b>And</b> <b>Communications</b> Types of transportation. - Reading and understanding the timetables for transportation. -How to make booking? -Asking for preferable seat. -Asking for discount. -Asking for information about departure and arrival.-Reading signs in the airports, trains and bus stations.- Dealing with customs and immigration</p>	<p><b>At the Bank</b> - Asking the exchange rate. -Buying shares. -Transferring money. - Travel cheques. -changing money. - Money withdrawing.</p> <p><b>At the post office</b> Buying stamps. -Sending a parcel, explain the content of it. -Asking for the cost of sending registered letters and parcels. -Asking for the postal services. -Asking for a delaying parcel.</p> <p><b>Shopping</b> - How you can get information about</p>



<p><b>Education and work</b></p> <p><b>School</b> ( types of school teachers ,students ,other staff) Facilities, classroom materials-academic, extra-curricular activities-school calendar</p>	<p>authorities. Understanding the signs in the airport, bus station and train stations.</p> <p><b>Tourism agencies.</b> Information about tourist places. Maps for historical places. Booking in hotels and youth camps. Information about expenses. Filling a form for personal information.</p>	<p>markets and shops. -Directions (streets and roads). -Working hours. -The quality and the prices for goods. -Writing a list of the required items. -Asking the salesman for help. -Bargaining. -Reading the notice boards about discount.</p>
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**Programme of Study for Grade 13**

Term 1	Term 2	Term 3
<p style="text-align: center;"><b>Food and drinks</b></p> <p>Food stores – food names- quantity-weight- types of restaurants –meals-diets, preferences-special dishes. Eating outside. Meals.</p> <p><b>Hobbies and activities</b> Hobbies and activities. -The school activities. -Weekends and holidays. -Favourite music, movies, sports and books.</p> <p><b>The Radio and the T.V</b></p> <p><b>The Holidays</b> Describing the summer holidays trips. -Transportation -The distance. - The weather. -Information about countries. - Writing post cards.</p>	<p style="text-align: center;"><b>Feasts and occasions</b></p> <p>Revision –Mock exams</p> <p><b>The weather</b> -Names of the months and the seasons. -The weather conditions. -The suitable clothes for each season. -Food and drink preferable in each season. -Asking others about the weather.</p> <p><b>Geographical information</b> -Mountains, rivers, seas, lakes, deserts and forests. -The agricultural and the animal's products. -The national borders. - The historical names of places.</p> <p><b>Health and Emergencies</b> -Names of some diseases. -Booking for appointment by phone with the doctor. -Asking about checking up charges. -Explaining the health condition to the doctor. -Responding to the doctor's instructions. -Asking for the pharmacist's advice. -Offering help to others. -Reading and understanding the warnings written on the medicine box.</p>	<p style="text-align: center;"><b>Repairing Thefts</b></p> <p>How to describe a damage or problem in a device or machine. - How to ask about fixing this problem. -How to ask about the charges. _How to ask about the period needed to fix this problem. -How to call the police. -Identify the thieves.</p> <p><b>Emergencies</b> -Asking for help in case of emergencies. -Informing the emergencies authorities about a fire or an accident. -Warning others to be away from the dangerous areas.</p> <p><b>Signs and instructions</b> -How to read and understand the instructions charts. -How to read the warning charts. -How to read names of the streets and high ways.</p>

**Arabic Language IB (B) Native speakers**

The main emphasis of the modern language courses is on language acquisition and use in a range of contexts and for different purposes. Three options are available to accommodate students with different backgrounds.

- **Language B** courses are intended for students who have had some previous experience of learning the language. They may be studied at either higher level or standard level.
- **Language ab initio** courses are for beginners (that is, students who have no previous experience of learning the language they have chosen). These courses are only available at standard level.

#### ASSESSMENT CRITERIA

The method of assessment used by the International Baccalaureate Organization (IBO) is criterion-referenced, not norm-referenced. That is to say, the method of assessment judges the candidates by their performance in relation to identified assessment criteria and not in relation to the rest of the candidates. A number of assessment criteria have been identified for each part of the assessment for which there is no paper-specific marking scheme that is written response, written production and internal assessment. These criteria are related to the objectives established for the language B course.

#### Programme of Study for Grade 12

Term 1	Term 2	Term 3
<p><b>النص القصصي</b> نص "القنص" التذكير بعناصر القصة وتقنية السرد (الزمان، المكان، ... الحوار، الوصف..) <b>النص القصصي</b> "كشف المستور" إضفاء عنصر التشويق من خلال إكمال قصة "كشف المستور" <b>النص القصصي</b> • قضايا معاصرة: "دور الفرد في انتشار الأمراض والأوبئة" <b>النص القصصي</b> • "رجال في الشمس" <b>النص القصصي</b> "قواعد: كم الاستفهامية وكم الخبرية" <b>النص القصصي</b> تعبير كتابي: نقد فيلم بالاستناد إلى ورقة عمل • ملف التدخين</p>	<p><b>النص القصصي</b> • قواعد: إسناد الأفعال الصحيحة والمعتلة قصيدة: رسالة إلى غزاة لا يقرؤون ملف السلامة على الطريق • قصيدة: سفر أيوب قواعد: المبتدأ والخبر • تدريبات على القسم (ب) من الورقة الأولى حسن اختيار الصديق قواعد: النواسخ ملف الاستساح • تدريبات على الورقة الأولى قصة "كونت مونت كريستو" مقارنة بين العمل الأدبي والعمل السينمائي • ماذا تفعل إذا خانك صديقك خيانة عظمى؟ • هل سمعت بالثأر؟ اشرح • قراءة القصة • تحليل الشخصيات • مشاهدة الفيلم • المقارنة بين العملين</p>	<p>قصيدة العودة • تمييز المذهب الكلاسيكي من المذهب الرومانسي دور التشخيص في أداء المعنى • عرض شفهي: مكان زرتته منذ سنوات، وعندما رجعت وجدته مختلفاً. صف شعورك • قراءة القصيدة قراءة معبرة • تحليل القصيدة • حل الأسئلة استخراج التشخيص في الأغاني العربية فيلم "أوقات فراغ" أثر الفراغ على الشباب • برأيك ما أثر الفراغ على شباب الأمة؟ • عرض الفيلم • تحليل المشاهد والرموز والشخصيات قصة النمرور في اليوم العاشر + قصة "الشاعر النمر" • دراسة المهارات المذكورة سابقاً تمييز العجائبية من الغرائبية</p>

**Programme of Study for Grade 13**

Term 1	Term 2	Term 3
<p>قراءة تحليلية: من آيات التفكير والتدبر ص 11 – ص 14</p> <p><b>النص القصصي</b></p> <ul style="list-style-type: none"> <li>• نص "القناص"</li> <li>• النص القصصي</li> <li>• "كشف المستور"</li> <li>• النص التفسيري</li> <li>• المياه أعلى من النفط ص 58</li> <li>• الاحتباس الحراري</li> <li>• ملف المياه</li> <li>• قواعد كان وإن</li> <li>• تعبير كتابي: العرض الشفهي</li> </ul> <p><b>النص القصصي</b></p> <ul style="list-style-type: none"> <li>• "اللص والكلاب"</li> <li>• <b>النص القصصي</b></li> <li>• "قواعد: كم الاستفهامية وكم الخبرية"</li> </ul> <p><b>النص القصصي</b></p> <p>تعبير كتابي: إنشاء نص قصصي بالاستناد إلى مشهد مرئي قصة حوالة قصيدة: البنت الصرخة فيلم "ذا كيت رانر"</p>	<p>القصة الشعبية: جد اوفيل تيمور لنك دراسة عناصر القصة الشعبية</p> <p><b>ملف أطفال الشوارع</b></p> <p>مشاهدة الأفلام الوثائقية المناسبة للفكرة</p> <ul style="list-style-type: none"> <li>• اقتراح حلول لهذه الظاهرة (عمل فريقي)</li> <li>• تدوين الحلول في آخر الملف</li> <li>• عرض مشاهد من فيلم "تيتو"</li> <li>• عمل فريقي لمناقشة القضايا المطروحة في بطاقات العمل الملونة</li> <li>• توزيع المتعلمين على مجموعات جديدة</li> </ul>	<p><b>الامتحان الشفوي النهائي</b></p> <p><b>امتحان IB</b></p> <p>نشيد الجبار</p> <p>دراسة الصورة الشعرية</p> <ul style="list-style-type: none"> <li>• استخلاص الدروس والعبر المستفادة من النص</li> <li>• التدريب على مهارة الإلقاء</li> <li>• قراءة النص قراءة معبرة</li> <li>• استخلاص الأفكار الجزئية والأساسية</li> <li>• التعرف على المفردات الجديدة</li> <li>• مناقشة حول عناصرها</li> </ul>

Should you require an English translation, please request from Mr. M. Lufti- Head of the Arabic Department.



## Group 3: Individuals and Societies

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### BUSINESS & MANAGEMENT

The aims of the **business and management** course at HL and SL are to:

- promote the importance of exploring business issues from different cultural perspectives
- encourage a holistic view of the world of business
- enable the student to develop the capacity to think critically about individual and organizational behaviour
- enhance the student's ability to make informed business decisions
- enable the student to appreciate the nature and significance of change in a local, regional and global context
- promote awareness of social, cultural and ethical factors in the actions of organizations and individuals in those organizations
- appreciate the social and ethical responsibilities associated with businesses operating in international markets.

### ASSESSMENT CRITERIA

<b>Criterion 1</b>	demonstrate knowledge and understanding of business terminology, concepts, principles and theories
<b>Criterion 2</b>	make business decisions by identifying the issue(s), selecting and interpreting data, applying appropriate tools and techniques, and recommending suitable solutions
<b>Criterion 3</b>	analyse and evaluate business decisions using a variety of sources
<b>Criterion 4</b>	evaluate business strategies and/or practices showing evidence of critical thinking
<b>Criterion 5</b>	apply skills and knowledge learned in the subject to hypothetical and real business situations
<b>Criterion 6</b>	communicate business ideas and information effectively and accurately using appropriate formats and tools.
<b>Criterion 7 (HL)</b>	synthesize knowledge in order to develop a framework for business decision-making.



**PROGRAMME OF STUDY GRADE 12**

Term 1	Term 2	Term 3
<b>Topic 1: Business organization and environment</b> 1.1 Nature of business activity 1.2 Types of organization 1.3 Organizational objectives 1.4 Stakeholders 1.5 External environment 1.6 Organizational planning tools 1.7 Growth and evolution 1.8 Change and the management of change HL 1.9 Globalization	<b>Topic 2: Human resources</b> 2.1 Human resource planning 2.2 Organizational structure 2.3 Communication 2.4 Leadership and management 2.5 Motivation 2.6 Organizational and corporate cultures HL 2.7 Employer and employee relations HL 2.8 Crisis management and contingency planning HL	<b>Topic 3: Accounts and finance</b> 3.1 Sources of finance 3.2 Investment appraisal 3.3 Working capital <b>Topic 5: Operations management</b> 5.2 Costs and revenues 5.3 Break-even analysis

**PROGRAMME OF STUDY GRADE 13**

Term 1	Term 2	Term 3
<b>Topic 4: Marketing</b> 4.2 Marketing planning 4.3 Product 4.4 Price 4.5 Promotion 4.6 Place (distribution) 4.7 International marketing 4.8 E-commerce <b>Topic 3: Accounts and finance</b> 3.4 Budgeting HL 3.5 Final accounts 3.6 Ratio analysis	<b>Topic 5: Operations management</b> 5.1 Production methods 5.4 Quality assurance 5.5 Location 5.6 Innovation HL 5.7 Production planning 5.8 Project management HL <b>Topic 6: Business strategy HL</b> Stage 1: Strategic analysis Stage 2: Strategic choice Stage 3: Strategic implementation	Revision for External Exams

**ECONOMICS**

The subject Economics a Group 3 subject, within individuals and society. Along with the aims and objectives of all Group 3 subjects,

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

1. Develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application.
2. Develop an appreciation of the impact on individuals and societies of economic interactions between nations
3. Develop an awareness of development issues facing nations as they undergo the process of change.



**Economics - Assessment Objectives**

There are four assessment objectives (AOs) for the SL and HL economics course. Having followed the economics course at SL or HL, students will be expected to do the following:

1. Demonstrate knowledge and understanding of specified content
2. Demonstrate application and analysis of knowledge and understanding
3. Demonstrate synthesis and evaluation
4. Select, use and apply a variety of appropriate skills and techniques

**PROGRAMME OF STUDY**

Term 1	Term 2	Term 3
<b>Topics:</b> Introduction to Economics Scarcity & Choice Supply & Demand Common Assessment Task 1 Elasticity The Price Mechanism Common Assessment Task 2	<b>Topics:</b> Government intervention Price controls The meaning of market failure Market Structures – from Perfect Competition to Monopoly – The Theory of the Firm Goals of firms Common Assessment Task 3 Internal Project Portfolio 750 words HL/SL	<b>Topics:</b> Price discrimination The level of overall economic activity National Income Measurement The Business Cycle Aggregate demand and aggregate supply The Keynesian multiplier Macroeconomic objectives Internal Project Portfolio 750 words HL/SL Common Assessment Task 4

**PROGRAMME OF STUDY GRADE 13**

Term 1	Term 2	Term 3
<b>Topics:</b> Fiscal policy The government budget Monetary policy - Interest rates Common Assessment Task 1 Supply-side policies The role of supply-side policies International trade Exchange rates  The balance of payments Economic integration Economic development Common Assessment Task 2	<b>Topics:</b> Mock Examinations Measuring development Measurement methods Domestic factors and economic development Common Assessment Task 3 International trade and economic development Foreign direct investment and multinational corporations (MNCs) Internal Project Portfolio 750 words HL/SL Foreign debt The balance between markets and	External Examinations



Extended Essay - Elective Students only	intervention Common Assessment Task 4 Revision for External Examinations	
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### **INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (ITGS)**

The subject Information Technology in A Global Society is a Group 3 subject, individuals and society. Along with the aims and objectives of all Group 3 subjects,

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

- enable students to evaluate the social and ethical issues arising from the widespread use of IT both at the local and global level.
- develop the student's understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders
- enable students to apply their knowledge of existing IT systems to various scenarios and make informed judgments about the effects of IT developments on them
- encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end user.

#### **ASSESSMENT CRITERIA**

Criterion 1: Demonstrates knowledge and awareness of IT applications and developments and technical knowledge along with the social and ethical significances.

Criterion 2: Explain the impacts of IT applications and developments in specified scenarios

Criterion 3: Analyse the social and ethical significance of specified IT applications and developments

Criterion 4: Discuss the social and ethical implications of specified IT policies and developments

Criterion 5: Synthesize and evaluate local and global impacts of specified IT developments through individually researched studies

Criterion 6: Use IT tools and the product development life cycle (PDLC) to create an original product consultation with a client.

Criterion 7(HL): Synthesize and apply technical knowledge of IT systems acquired through independent research to provide supporting evidence in possible decisions relating to future courses of action related to the annually issued case study.



**PROGRAMME OF STUDY GRADE 12**

Term 1	Term 2	Term 3
<p><b>Topic 1:</b> <b>Strand 1: Social and ethical significance</b> Units 1.1 to 1.2</p> <p><b>Strand 3: IT systems</b> 3.4 Internet 3.1 Hardware 3.7 Databases 3.8 Spreadsheets, modelling and simulations</p> <p><b>Strand 2: Application to specified scenarios</b> 2.1 Business and employment 2.2 Education and training 2.3 Environment 2.4 Health 3.9 Introduction to project management</p>	<p><b>Topic 2:</b> <b>Strand 3: IT systems</b> 3.2 Software 3.3 Networks 3.5 Personal and public communications 3.6 Multimedia/digital media</p> <p><b>Strand 2: Application to specified scenarios</b> 2.1 Business and employment 2.2 Education and training 2.4 Health 2.5 Home and leisure 2.6 Politics and government</p> <p><b>HL extension</b> 3.10 IT systems in organizations</p> <p><b>Project HL/SL</b></p>	<p><b>Topic 3:</b> <b>Strand 3: IT systems</b> 3.9 Introduction to project management.</p> <p><b>Strand 2: Application to specified scenarios</b> 2.5 Home and leisure 2.3 Environment</p> <p><b>Project HL/SL</b></p>

**PROGRAMME OF STUDY GRADE 13**

Term 1	Term 2	Term 3
<p><b>Topic 1:</b> <b>Strand 3: IT systems</b> 3.5 Personal and public communications 3.9 Introduction to project management</p> <p><b>Strand 2: Application to specified scenarios.</b> 2.1 Business and employment 2.2 Education and training 2.4 Health 2.5 Home and leisure 2.6 Politics and government</p> <p><b>HL extension</b> Students must study the following topics.</p> <p>3.10 IT systems in organizations 3.11 Robotics, artificial intelligence and expert systems 3.12 Information systems specific to the annually issued case study</p> <p><b>Project HL/SL</b></p>	<p><b>Topic 2:</b> <b>Strand 3: IT systems</b> 3.6 Multimedia/digital media 3.12 Information systems specific to the annually issued case study</p> <p><b>Strand 2: Application to specified scenarios</b> 2.1 Business and employment 2.2 Education and training 2.4 Health 2.5 Home and leisure 2.6 Politics and government</p> <p><b>HL extension</b> 3.11 Robotics, artificial intelligence and expert systems</p> <p><b>Project HL/SL</b></p>	<p><b>Past papers and Revision</b></p>

**Assessment**

In Grades 12 and 13 students will carry out a series of assessment tasks based on exam style questions. In Paper 1 these questions integrate the three strands of the syllabus. In Paper 2 students write a response within a pre set criteria on an unseen article. In Paper 3 HL students answer questions based on a pre-seen Case study. As part of their Internal Assessment students are required to develop an original IT product for a specified client. The Project is worth 20% of the final grade for HL students and 30% of the final grade for SL students.



## HISTORY (IBDP History Route 2)

Grade 12 and 13 students at EIS follow the Route 2: Twentieth Century History course. This involves the study of historical themes such as Cause, Practices and Effects of War as well as Peace-making in the 1920s and 30s and the Rise of Authoritarian and Single-Party States. Students are expected to develop the ability to construct effective written arguments and critically evaluate a range of historical sources. The course provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar responses to political, economic and social situations across the twentieth century. Students are encouraged to develop understanding of different cultures, political systems and national traditions. The course promotes an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also allows students to develop an understanding of the present through critical reflection upon the past. Students are encouraged to consider the impact of historical developments at national, regional and international levels. Finally, the course encourages students to develop an awareness of their own historical identity through the study of the historical experiences of different cultures.

### ASSESSMENT CRITERIA

Assessment objective 1	<b>Knowledge and understanding</b> Recall and select relevant historical knowledge Demonstrate an understanding of historical context Demonstrate an understanding of historical processes: cause and effect; continuity and change Understand historical sources (SL/HL paper 1) Deploy detailed, in-depth knowledge (HL paper 3) Demonstrate knowledge and understanding of a specific historical topic (IA)
Assessment objective 2	<b>Application and interpretation</b> Apply historical knowledge as evidence Show awareness of different approaches to, and interpretations of, historical issues and events Compare and contrast historical sources as evidence (SL/HL paper 1) Present a summary of evidence (IA)
Assessment objective 3	<b>Synthesis and evaluation</b> Evaluate different approaches to, and interpretations of, historical issues and events Evaluate historical sources as evidence (SL/HL paper 1 and IA) Evaluate and synthesize evidence from both historical sources and background knowledge (SL/HL paper 1) Develop critical commentary using the evidence base (SL/HL paper 2 and HL paper 3) Synthesize by integrating evidence and critical commentary (HL paper 3) Present an analysis of a summary of evidence (IA)
Assessment objective 4	<b>Use of historical skills</b> Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments (SL/HL paper 2 and HL paper 3) Demonstrate evidence of research skills, organization and referencing (IA)

### PROGRAMME OF STUDY GRADE 12

SL and HL students will be taught together in mixed classes throughout Grades 12 and 13. The course is designed so that much of the HL material can be integrated into the main teaching. However, HL students will be expected to carry out additional reading and research tasks to ensure that they develop sufficient depth of understanding. The course is taught



over 3 terms in Grade 12 and completed in the first 2 terms of Grade 13. Students will be expected to study the topic **Origins and development of authoritarian and single-party states** for Paper 2 but will be given a choice between either **Causes, practices and effects of wars** or **The Cold War** as their second Paper 2 topic.

Year 12, both SL and HL students		
Term 1	Term 2	Term 3
<p><b>Peacemaking, peacekeeping— international relations 1918-36</b></p> <p>This prescribed subject addresses international relations from 1918 to 1936. with emphasis on the Paris</p> <p>The prescribed subject also requires consideration of the extent to which the aims of peacemakers and peacekeepers were realized and the obstacles to success. Areas on which the source-based questions will focus are: Areas on which the source-based questions will focus are:</p> <ul style="list-style-type: none"> <li>• aims of the participants and peacemakers:</li> <li>• terms of the Paris Peace Treaties 1919-20:</li> <li>• the geopolitical and economic impact of the treaties on Europe;</li> <li>• enforcement of the provisions of the treaties:</li> <li>• the League of Nations:</li> <li>• the Ruhr Crisis (1923);</li> <li>• Locarno and the “Locarno Spring” (1925)</li> <li>• Depression and threats to international peace and collective security</li> </ul> <p><b>This unit links to Paper 3 option 8 Interwar years: conflict and cooperation 1919-39</b></p>	<p><b>Origins and development of authoritarian and single-party states</b></p> <p>Students will examine the origins, ideology, form of government, organization, nature and impact of these regimes. They will study major themes such as:</p> <p>Origins and nature of authoritarian and single-party states</p> <ul style="list-style-type: none"> <li>• Conditions that produced authoritarian and single-party states</li> <li>• Emergence of leaders: aims, ideology, support</li> <li>• Totalitarianism: the aim and the extent to which it was achieved</li> </ul> <p>Establishment of authoritarian and single party states</p> <ul style="list-style-type: none"> <li>• Methods: force, legal</li> <li>• Form of government, (left- and right-wing), ideology</li> <li>• Nature, extent and treatment of opposition</li> </ul> <p>Domestic policies and impact</p> <ul style="list-style-type: none"> <li>• Structure and organization of government and administration</li> <li>• Political, economic, social and religious policies</li> <li>• Role of education, the arts, the media, propaganda</li> <li>• Status of women, treatment of religious groups and minorities</li> </ul> <p>This unit will also include the study of two case studies</p> <ul style="list-style-type: none"> <li>- one European country (<b>Grade 12</b>)</li> <li>- one non-European country (<b>Grade 13</b>)</li> </ul> <p><b>This unit can be linked to Paper 3 Option 5 Imperial Russia, revolutions, emergence of Soviet State 1853-1924</b></p>	<p>EITHER</p> <p><b>Causes, practices and effects of wars</b></p> <p>War was a major feature of the 20th century. In this topic the different types of war should be identified, and the causes, practices and effects of these conflicts should be studied. This will include studies of topics such as:</p> <ul style="list-style-type: none"> <li>• Total War (the First and Second World Wars)</li> <li>• Limited War (, the Malvinas War)</li> <li>• Guerrilla War (the Vietnam War and the Algerian War of Independence)</li> <li>• Civil War (Russian and Chinese Civil Wars)</li> </ul> <p><b>This unit links to Paper 3 Option European diplomacy and the First World War 1870-1923</b></p> <p>OR</p> <p><b>The Cold War</b></p> <p>This topic addresses East–West relations from 1945. It aims to promote an international perspective and understanding of the origins, course and effects of the Cold War—a conflict that dominated global affairs from the end of the Second World War to the early 1990s. It includes superpower rivalry and events in all areas affected by Cold War politics such as spheres of interest, wars (proxy), alliances and interference in developing countries.</p> <p>This unit will be completed in <b>Grade 13</b> (term 4)</p> <p><b>This unit can be linked to Paper 3 Option 9The Soviet Union and Eastern Europe 1924-2000</b></p> <p><b>Internal Assessment</b></p> <p>This enables students to demonstrate the application of their</p>



		<p>skills and knowledge, and to investigate a topic of personal interest to them. Students will be introduced to the skills and concepts involved in writing an internal assessment from the beginning of Term 1 but will spend time this term developing and organising their research question; planning their research; locating and acquiring source material and discussing their research approach. They will be expected to complete the first draft of their Internal Assessment over the summer holiday for submission in early term 4 <b>(Grade 13)</b></p>
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**In Year 12:** all students will carry out a series of assessment tasks based on the document style questions they will face in Paper 1 and the essays they will face in Papers 2 and 3. These will be marked according to IBDP criteria and will be used in conjunction with the end of year examination to determine the final grade for the year. The end of year examination will be worth 70% of their end of year grade. In addition, Grade 12 students will be expected to begin work on their Internal Assessments. These will be worth 25% of the final grade for SL students and 20% of the final grade for HL students.

**PROGRAMME OF STUDY GRADE 13**

Year 13		
SL and HL students		
Term 4	Term 5	Term 6
<p><b>EITHER</b>  <b>Causes, practices and effects of wars</b>            War was a major feature of the 20th century. In this topic the different types of war should be identified, and the causes, practices and effects of these conflicts should be studied. This will include studies of topics such as:</p> <ul style="list-style-type: none"> <li>• Total War (the First and Second World Wars)</li> <li>• Limited War (, the Malvinas War)</li> <li>• Guerrilla War (the Vietnam War and the Algerian War of Independence)</li> <li>• Civil War (Russian and Chinese Civil Wars)</li> </ul> <p><b>OR</b>  <b>The Cold War</b>            This topic addresses East–West relations from 1945. It aims to promote an international perspective and understanding of the origins, course and effects of the</p>	<p><b>Origins and development of authoritarian and single-party states</b>            Students will complete their examination of the origins, ideology, form of government, organization, nature and impact of these regimes. They will carry out their second case study:</p> <ul style="list-style-type: none"> <li>- one non-European country</li> </ul> <p><b>(Grade 13)</b></p> <p><b>HL only</b>            Completion of additional topics for European Paper such as:            Russia under Alexander II and III  <b>(Option 5 Imperial Russia, revolutions, emergence of Soviet State 1853-1924)</b></p> <p>SL will begin revision early</p> <p>Revision of Papers 1 &amp; 2 (all students)</p>	<p><b>REVISION AND STUDY LEAVE</b></p>



<p>Cold War—a conflict that dominated global affairs from the end of the Second World War to the early 1990s. It includes superpower rivalry and events in all areas affected by Cold War politics such as spheres of interest, wars (proxy), alliances and interference in developing countries.</p> <p>This unit will be completed in <b>Grade 13</b> (term 4)</p> <p>Preparation for “mock” examinations</p>	Revision of Paper 3 ( <b>HL only</b> )	
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### **Assessments**

At the end of Grade 13 all students will sit Paper 1 – a document paper examining the prescribed subject. Students will be expected to complete the document paper in an hour. They will also sit Paper 2 – an essay paper examining the thematic options chosen. Students will be expected to complete two essays in 1 hour and 30 minutes. HL students will also be assessed through the regional paper on the history of Europe. This will require them to complete three essays in 2 hours and 30 minutes.

**In Year 13:** all students will carry out a series of assessment tasks based on the document style questions they will face in Paper 1 and the essays they will face in Papers 2 and 3. These will be marked according to IBDP criteria and will be used in conjunction with the mock examination in January to determine their final predicted grade for the year. The mock examination will assess all papers which students will sit in the summer examinations. In addition, Grade 13 students will be expected to submit the first draft of their Internal Assessments in early term 1 and the final draft in early term 2. These will be worth 25% of the final grade for SL students and 20% of the final

For further information contact Lorraine Hickey, [lhickey@eischools.ae](mailto:lhickey@eischools.ae)



## GEOGRAPHY

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. The geography syllabus aims to enable students to develop an understanding of the interrelationships between people, places, spaces and the environment. It aims to allow students to develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management. The syllabus allows students to appreciate the relevance of geography in analyzing contemporary issues and challenges, and develop a global perspective of diversity and change.

### ASSESSMENT CRITERIA

Assessment objective 1	<p><b>Demonstrate knowledge and understanding of specified content</b></p> <p>Demonstrate knowledge and understanding of the core theme</p> <p>Demonstrate knowledge and understanding of two option themes at SL and three option themes at HL</p> <p>Demonstrate knowledge and understanding of the HL extension- global interactions</p> <p>Demonstrate knowledge and understanding of a specific geographic research topic as part of the internal assessment</p>
Assessment objective 2	<p><b>Demonstrate application and analysis of knowledge and understanding</b></p> <p>Apply and analyse geographic concepts and theories</p> <p>Identify and interpret geographic patterns and processes in unfamiliar information, data and cartographic material</p> <p>Demonstrate the extent to which theories and concepts are recognized and understood on particular contexts</p>
Assessment objective 3	<p><b>Demonstrate synthesis and evaluation</b></p> <p>Examine and evaluate geographic concepts, theories and perceptions</p> <p>Use geographic concepts and examples to formulate and present an argument</p> <p>Evaluate materials using methodology appropriate for geographic fieldwork</p> <p>At HL- demonstrate synthesis and evaluation of the HL extension-global interactions</p>
Assessment objective 4	<p><b>Use of appropriate geographical skills</b></p> <p>Select, use and apply geographical skills in appropriate contexts</p> <p>Produce well-structured material, using appropriate terminology</p> <p>Select, use and apply techniques and skills appropriate to a geographic research question</p>

### PROGRAMME OF STUDY

SL and HL students will be taught together in mixed classes throughout Grades 12 and 13. The course is designed so that much of the HL material can be integrated into the main teaching. However, HL students will be expected to carry out additional reading and research tasks to ensure that they develop sufficient depth of understanding. The course is taught over 3 terms in Grade 12 and completed in the first 2 terms of Grade 13.

### GRADE 12

Year 12, both SL and HL students		
Term 1	Term 2	Term 3
Core- Patterns and Change 1. Populations in Transition: 2. Disparities in Wealth and Development	Core- Patterns and Change 2. Disparities in Wealth and Development 3. Patterns in environmental quality	Core- Patterns and Change 4. Patterns in resource consumption Options:



Options 7. Extreme Environments	& sustainability Options 7. Extreme Environments	6. Oceans and their Coastal Margins
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**Assessment:** all students will carry out a series of assessment tasks based on the document style questions .

**GRADE 13**

Year 13		
SL and HL students		
Term 4	Term 5	Term 6
Core- Patterns and Change 4.Patterns in resource consumption Options: 6. Oceans and their Coastal Margins Higher Level Extension-Global interactions  Ongoing work on internal Assessment	Higher Level Extension- Global interactions  Higher Level- Option 3  Ongoing work on internal Assessment	<b>Revision and study leave</b>

**Assessment:** all students will carry out a series of assessment tasks based on exam questions. These will be marked according to IBDP criteria and will be used in conjunction with the mock examination in January to determine their final predicted grade for the year. The mock examination will assess all papers which students will sit in the summer examinations. In addition, Grade 13 students will be expected to submit the first draft of their Internal Assessments in early term 1 and the final draft in early term 2. These will be worth 25% of the final grade for SL students and 20% of the final grade for HL students.

**Higher Level**

	Overall Weighting %	Duration
Paper 1Core theme	25%	1 hour 30 minutes
Paper 2 Optional Themes	35%	2 hours
Paper 3 Higher level extension	20%	1 hour
Internal Assessment	20%	

**Standard Level**

	Overall Weighting %	Duration
Paper 1Core theme	40%	1 hour 30 minutes
Paper 2 Optional Themes	35%	1 hour 20 minutes
Internal Assessment	25%	

Grade boundaries are set by the examining authority and do change each year depending on the cohort. The school uses the most recent grade boundaries.

For further information contact Lorraine Hickey, [lhickey@eischools.ae](mailto:lhickey@eischools.ae)

**PSYCHOLOGY**

Psychology is the systematic study of behaviour and mental processes. Understanding how psychological knowledge is generated, developed and applied, enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour.

**ASSESSMENT CRITERIA**



Assessment objective 1	<p><b>Knowledge and comprehension of specified content</b></p> <p>Demonstrate knowledge and comprehension of key terms and concepts in psychology</p> <p>Demonstrate knowledge and comprehension of psychological research methods</p> <p>Demonstrate knowledge and comprehension of a range of appropriately identified psychological theories and research studies</p> <p>Demonstrate knowledge and comprehension of the biological, cognitive and sociocultural levels of analysis</p> <p>Demonstrate knowledge and comprehension of one option at SL or two options at HL</p>
Assessment objective 2	<p><b>Application and analysis</b></p> <p>Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question</p> <p><b>At HL only</b>, analyse qualitative psychological research in terms of methodological, reflexive and ethical issues involved in research</p>
Assessment objective 3	<p><b>Synthesis and evaluation</b></p> <p>Evaluate psychological theories and empirical studies</p> <p>Discuss how biological, cognitive and sociocultural levels of analysis can be used to explain behaviour</p> <p>Evaluate research methods used to investigate behaviour</p>
Assessment objective 4	<p><b>Selection and use of skills appropriate to psychology</b></p> <p>Demonstrate the acquisition of knowledge and skills required for experimental design, data collection and presentation, data analysis and interpretation</p> <p><b>At HL only</b>, analyse data using an appropriate inferential statistical test</p> <p>Write an organized response</p>

**Grade 12**

Year 12, both SL and HL students		
Term 1	Term 2	Term 3
Biological Basis of Behaviour	<ul style="list-style-type: none"> <li>• Cognitive Basis of Behaviour</li> <li>• IA started including investigation and results</li> </ul>	<ul style="list-style-type: none"> <li>• Socio Cultural Basis of Behaviour</li> <li>• IA continued including investigation and results</li> </ul>

In Year 12 all (both SL and HL) students will examine the interaction of biological, cognitive and sociocultural influences on human behaviour, and begin their work on the internal assessment where students conduct and write up an experiment. The biological, cognitive and sociocultural components of the course will be externally examined at the end of Year 13 in paper 1.

**Grade 13**

Year 13		
Term 4	Term 5	Term 6
<ul style="list-style-type: none"> <li>• Abnormal psychology (HL &amp; SL)</li> <li>• IA continues (HL &amp; SL)</li> </ul>	<ul style="list-style-type: none"> <li>• Developmental psychology (HL only)</li> <li>• Qualitative Research Methodology (HL only)</li> <li>• IA concludes (HL &amp; SL)</li> </ul>	Revision



In Year 13 students study options linked to their level of entry. SL students are assessed on their knowledge and comprehension of one option, whereas HL students are assessed on two options. All students study the option “abnormal psychology”. HL students additionally study a second option ‘developmental psychology’.

The options components will be externally examined at the end of Year 13 in [paper 2](#).

Year 13 students complete the remaining parts of their internal assessment. In the internal assessment, the report of a simple experimental study conducted by HL students requires inferential statistical analysis and a more in-depth approach than that required of SL students.

HL students only are assessed on their knowledge and comprehension of qualitative research methodology in [paper 3](#)

### Higher Level

Paper	Overall Weighting %	Duration
1 Biological, cognitive and socio-cultural basis of behaviour	35	2 h
2 Options: abnormal psychology and developmental psychology	25	2 h
3 qualitative research methodology	20	1 h
4 Internal Assessment including inferential statistical analysis and a more in-depth approach	20	

### Standard Level

Paper	Overall Weighting %	Duration
1 Biological, cognitive and socio-cultural basis of behaviour	50	2 h
2 Options: abnormal psychology only	25	1h
4 Internal Assessment: descriptive statistics only	25	

Grade boundaries are set by the examining authority and do change each year depending on the cohort.

For further information contact Andrew Rogers, [arogers@eischools.ae](mailto:arogers@eischools.ae)



## Group 4: Experimental sciences

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### Introduction

A common curriculum model applies to all the Diploma Programme group 4 subjects: biology, chemistry, physics and design technology. (There are some differences in this model for design technology and these arise from the design project, which is a unique feature of this subject.) Students at both SL and HL study a core syllabus, and this is supplemented by the study of options. Students at HL also study additional higher level (AHL) material. Students at both SL and HL study two options. There are three kinds of options: those specific to SL students, those specific to HL students and those that can be taken by both SL and HL students. Students at SL are required to spend 40 hours, and students at HL 60 hours, on practical/investigative work. This includes 10 hours for the group 4 project.

### SL group 4 curriculum model

	Total teaching hours	Theory	Core	Options	Practical work	Investigations	Group 4 project
SL	150	110	80	30	40	30	10
HL	180	80	55	45	60	50	10

### Assessment Objectives and weightings

Component	Overall weighting (%)	Approximate Weighting of objectives (%) 1+2 3	Duration (hours)	Format and syllabus coverage
PAPER 1	20	20	3/4	30 multiple-choice questions on the core
PAPER 2	32	16 16	1&1/4	Section A: one data-based question and several short-answer questions on the core (all compulsory) Section B: one extended-response question on the core (from a choice of three)
PAPER 3	24	12 12	1	Several short-answer questions in each of the two options studied (all compulsory)



### PROGRAMME OF STUDY GRADE 12 STANDARD LEVEL

Term 1	Term 2	Term 3
<b>Topic 1: Statistical analysis</b>  <b>Topic 2 : Cells</b>  <b>Topic 3, The chemistry of life as follows:</b>  3.1 Chemical elements and water  3.2 Carbohydrates, lipids and proteins  3.3 DNA structure  3.4 DNA replication Transcription and translation	<b>Topic 3, the chemistry of life as follows:</b>  3.6 Enzymes  3.7 Cell respiration  3.8 Photosynthesis  <b>Topic 5: Ecology and evolution</b>  <b>Topic 4: genetics as follows:</b> 4.1 Chromosomes, genes, alleles and mutations  4.2 Meiosis	<b>Topic 4, genetics as follows:</b>  4.3 Theoretical genetics  4.4 Genetic engineering and biotechnology

### GRADE 12 BIOLOGY HIGHER LEVEL

Term 1	Term 2	Term 3
<b>Topic 1: Statistical analysis</b>  <b>Topic 2 : Cells</b>  <b>Topic 3, The chemistry of life as follows:</b>  3.1 Chemical elements and water  3.2 Carbohydrates, lipids and proteins  7.5 Proteins  3.3 DNA structure  3.4 DNA replication Transcription and translation	<b>Topic 3, the chemistry of life as follows:</b>  3.6 Enzymes  7.6 Enzymes  3.7 Cell respiration  8.1 Cell respiration  3.8 Photosynthesis  8.2 Photosynthesis  <b>Topic 5: Ecology and evolution</b>	<b>Topic 4, genetics as follows:</b>  4.3 Theoretical genetics  10.2 Dihybrid crosses and gene linkage  10.3 Polygenic inheritance  4.4 Genetic engineering and biotechnology



<p><b>7.1 DNA structure</b></p> <p><b>7.2 DNA replication</b></p> <p><b>7.3 Transcription</b></p> <p><b>7.4 Translation</b></p>	<p><b>Topic 4: Genetics as follows:</b>            4.1 Chromosomes, genes, alleles and mutations</p> <p>4.2 Meiosis</p> <p>10.1 Meiosis</p>	
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**Grade 13 BIOLOGY SL**

Term 1	Term 2	Term 3
<p><b>Option E: Neurobiology and behaviour</b></p> <p><b>Topic 6, Human health and physiology as follows:</b></p> <p>6.1 Digestion            6.2 The transport system            6.3 Defence against infectious disease            6.4 Gas exchange            6.5 Nerves, hormones and homeostasis</p>	<p><b>Topic 6, Human health and physiology as follows:</b></p> <p>6.6 Reproduction</p> <p><b>Option A: human nutrition and health</b></p>	<p><b>Revision</b></p>

**Grade 13 BIOLOGY HL**

Term 1	Term 2	Term 3
<p><b>Option E: Neurobiology and behavior</b></p> <p><b>Topic 9; Plant science</b></p> <p><b>Topic 6, Human health and physiology as follows:</b></p> <p>6.1 Digestion            6.2 The transport system            6.3 Defence against infectious disease  <b>11.1 Defence against infectious disease</b>            6.4 Gas exchange            6.5 Nerves, hormones and homeostasis</p>	<p><b>Topic 6, Human health and physiology as follows:</b></p> <p>6.6 Reproduction</p> <p><b>11.4 Reproduction</b></p> <p><b>11.2 Muscles and movement</b></p> <p><b>11.3 The Kidney</b></p> <p><b>Option H: Further human physiology</b></p>	<p><b>Revision</b></p>



## Grade 12 CHEMISTRY SL

Term 1	Term 2	Term 3
<p><b>Topic 2: Atomic structure</b></p> <ul style="list-style-type: none"> <li>• The atom</li> <li>• The mass spectrometer</li> <li>• Electron arrangement</li> <li>• Electron configuration</li> </ul> <p><b>Topic 1 : quantitative chemistry</b></p> <ul style="list-style-type: none"> <li>• The mole</li> <li>• Formulas</li> <li>• Chemical equations</li> <li>• Mass and gaseous volume relationships in chemical equations</li> <li>• solutions</li> </ul>	<p><b>Topic 3: periodicity</b></p> <ul style="list-style-type: none"> <li>• the periodic table</li> <li>• physical properties</li> <li>• chemical properties</li> <li>• trends across period 3</li> <li>• first row D-block elements</li> </ul> <p><b>Topic 11: measuring and data processing</b></p> <p><b>Topic 4: bonding</b></p> <ul style="list-style-type: none"> <li>• ionic bonding</li> <li>• covalent bonding</li> <li>• shapes of molecules and ions</li> <li>• hybridization</li> <li>• delocalization of electrons</li> <li>• intermolecular forces</li> <li>• metallic bonding</li> <li>• physical properties</li> <li>• covalent bonding</li> </ul>	<p><b>Topic 5: energetic</b></p> <ul style="list-style-type: none"> <li>• Exothermic and endothermic reactions</li> <li>• Calculation of enthalpy changes</li> <li>• Hess's law</li> <li>• Bond enthalpy</li> <li>• Standard enthalpy changes of reaction</li> <li>• Born Haber cycle</li> <li>• Entropy</li> <li>• Spontaneity</li> </ul> <p><b>Topic 6: kinetics</b></p> <ul style="list-style-type: none"> <li>• Rates of reactions</li> <li>• Collision theory</li> <li>• Rate expression</li> <li>• Reaction mechanism</li> <li>• Activation energy</li> </ul> <p><b>Topic 7: equilibrium</b></p> <ul style="list-style-type: none"> <li>• Dynamic equilibrium</li> <li>• The position of equilibrium</li> <li>• Liquid-vapour equilibrium</li> <li>• The equilibrium law</li> </ul>

## Grade 12 CHEMISTRY HL

Term 1	Term 2	Term 3
<p><b>Topic 2: Atomic structure</b></p> <ul style="list-style-type: none"> <li>• The atom</li> <li>• The mass spectrometer</li> <li>• Electron arrangement</li> </ul>	<p><b>Topic 3: periodicity</b></p> <ul style="list-style-type: none"> <li>• the periodic table</li> <li>• physical properties</li> <li>• chemical properties</li> <li>• trends across period 3</li> <li>• first row D-block</li> </ul>	<p><b>Topic 5: energetic</b></p> <ul style="list-style-type: none"> <li>• Exothermic and endothermic reactions</li> <li>• Calculation of enthalpy changes</li> <li>• Hess's law</li> </ul>



<b>Topic 1 : quantitative chemistry</b> <ul style="list-style-type: none"> <li>• The mole</li> <li>• Formulas</li> <li>• Chemical equations</li> <li>• Mass and gaseous volume relationships in chemical equations</li> <li>• solutions</li> </ul>	elements <b>Topic 11: measuring and data processing</b>  <b>Topic 4: bonding</b> <ul style="list-style-type: none"> <li>• ionic bonding</li> <li>• covalent bonding</li> <li>• intermolecular forces</li> <li>• metallic bonding</li> <li>• physical properties</li> <li>• covalent bonding</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Bond enthalpy</b></li> </ul> <b>Topic 6: kinetics</b> <ul style="list-style-type: none"> <li>• Rates of reactions</li> <li>• Collision theory</li> </ul> <b>Topic 7: equilibrium</b> <ul style="list-style-type: none"> <li>• Dynamic equilibrium</li> <li>• The position of equilibrium</li> </ul>
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**Grade 13 CHEMISTRY SL**

Term 1	Term 2	Term 3
<b>Topic 8: Acids and Bases</b> <ul style="list-style-type: none"> <li>• Theories of acids and bases</li> <li>• Properties of acids and bases</li> <li>• Strong and weak acids and bases</li> <li>• The pH SCALE</li> <li>• Calculations involving acids and bases</li> <li>• Buffer solutions</li> <li>• Salt hydrolysis</li> <li>• Acid- base titration</li> <li>• Indicators</li> </ul> <b>Topic 9 : Oxidation and reduction</b> <ul style="list-style-type: none"> <li>• Introduction to oxidation and reduction</li> <li>• Redox equations</li> <li>• Reactivity</li> <li>• Voltaic cells</li> <li>• Standard electrode potentials</li> <li>• Electrolytic cells</li> <li>• Electrolysis</li> </ul>	<b>Topic 3: Periodicity</b> <ul style="list-style-type: none"> <li>• the periodic table</li> <li>• physical properties</li> <li>• chemical properties</li> <li>• trends across period 3</li> <li>• first row D-block elements</li> </ul> <b>Topic 11: Measuring and data processing</b>  <b>Topic 4: Bonding</b> <ul style="list-style-type: none"> <li>• ionic bonding</li> <li>• covalent bonding</li> <li>• shapes of molecules and ions</li> <li>• hybridization</li> <li>• delocalization of electrons</li> <li>• intermolecular forces</li> <li>• metallic bonding</li> <li>• physical properties</li> <li>• covalent bonding</li> </ul>	<b>Topic 5: energetic</b> <ul style="list-style-type: none"> <li>• Exothermic and endothermic reactions</li> <li>• Calculation of enthalpy changes</li> <li>• Hess's law</li> <li>• Bond enthalpy</li> <li>• Standard enthalpy changes of reaction</li> <li>• Born Haber cycle</li> <li>• Entropy</li> <li>• Spontaneity</li> </ul> <b>Topic 6: kinetics</b> <ul style="list-style-type: none"> <li>• Rates of reactions</li> <li>• Collision theory</li> <li>• Rate expression</li> <li>• Reaction mechanism</li> <li>• Activation energy</li> </ul> <b>Topic 7: equilibrium</b> <ul style="list-style-type: none"> <li>• Dynamic equilibrium</li> <li>• The position of equilibrium</li> <li>• Liquid- vapour equilibrium</li> <li>• The equilibrium law</li> </ul>

**Grade 13 CHEMISTRY SL**

Term 1	Term 2	Term 3
<b>Topic 8: Acids and Bases</b> <ul style="list-style-type: none"> <li>• Theories of acids and bases</li> <li>• Properties of acids and bases</li> <li>• Strong and weak acids and bases</li> </ul>	<b>Topic 3: Organic Chemistry</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Alkanes</li> <li>• Alkenes</li> <li>• Alcohols</li> <li>• Halogenoalkanes</li> <li>• Reaction pathways</li> </ul>	<b>Options</b>



<ul style="list-style-type: none"> <li>• The pH SCALE</li> </ul> <p><b>Topic 9: oxidation and reduction</b></p> <ul style="list-style-type: none"> <li>• Introduction to oxidation and reduction</li> <li>• Redox equations</li> <li>• Reactivity</li> <li>• Voltaic cells</li> </ul>	<ul style="list-style-type: none"> <li>• NSReactions</li> <li>• Elimination reactions</li> <li>• Condensation reactions</li> <li>• Stereoisomerism</li> </ul>	
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**Grade 12 Physics**

Term 1	Term 2	Term 2- continued
<p>Fields and Forces:</p> <ul style="list-style-type: none"> <li>- (SL)Gravitational Force and Field</li> <li>- (SL)Electric Force and Field</li> <li>- Magnetic Force and Field</li> </ul> <p>Electromagnetic Induction:</p> <ul style="list-style-type: none"> <li>- (HL)Induced Electromotive Force</li> <li>- (HL)Alternating Current</li> <li>- (HL)Transmission of Electrical Power</li> </ul> <p>Atomic and Nuclear Physics:</p> <ul style="list-style-type: none"> <li>- The atom</li> <li>- Radioactive Decay</li> <li>- Nuclear Reactions, Fission and Fusion</li> <li>- (HL) Quantum Physics</li> <li>- (HL) Nuclear Physics</li> </ul>	<p>Energy, Power and Climate Change:</p> <ul style="list-style-type: none"> <li>- Energy Degradation and Power Generation</li> <li>- World Energy Resources</li> <li>- Fossil Fuel Power Production</li> <li>- Non-Fossil Fuel Power Production</li> <li>- Greenhouse Effect</li> <li>- Global Warming</li> <li>- (HL) Analogue and Digital Technology</li> <li>- (HL) Data Capture</li> </ul> <p>Electromagnetic Waves:</p> <ul style="list-style-type: none"> <li>- Nature of EM waves</li> <li>- Optical Instruments</li> <li>- Two-Source Interference</li> <li>- Diffraction Grating</li> </ul>	<p>Electromagnetic Waves:</p> <ul style="list-style-type: none"> <li>- (HL) X-rays</li> <li>- (HL)Thin Film Interference</li> </ul> <p>Astrophysics:</p> <ul style="list-style-type: none"> <li>- Introduction to the Universe</li> <li>- Stellar Radiation and Stellar Types</li> <li>- Stellar Distances</li> <li>- Cosmology</li> <li>- (HL) Stellar Processes and Stellar Evolution</li> <li>- (HL) Galaxies and the expanding universe</li> </ul>

**Grade 13 Physics**

Term 1	Term 2	Term 3
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<p><b>Fields and Forces:</b></p> <ul style="list-style-type: none"> <li>- (SL) Gravitational Force and Field</li> <li>- (SL) Electric Force and Field</li> <li>- Magnetic Force and Field</li> </ul> <p><b>Electromagnetic Induction:</b></p> <ul style="list-style-type: none"> <li>- (HL) Induced Electromotive Force</li> <li>- (HL) Alternating Current</li> <li>- (HL) Transmission of Electrical Power</li> </ul> <p><b>Atomic and Nuclear Physics:</b></p> <ul style="list-style-type: none"> <li>- The atom</li> <li>- Radioactive Decay</li> <li>- Nuclear Reactions, Fission and Fusion</li> <li>- (HL) Quantum Physics</li> <li>- (HL) Nuclear Physics</li> </ul>	<p><b>Energy, Power and Climate Change:</b></p> <ul style="list-style-type: none"> <li>- Energy Degradation and Power Generation</li> <li>- World Energy Resources</li> <li>- Fossil Fuel Power Production</li> <li>- Non-Fossil Fuel Power Production</li> <li>- Greenhouse Effect</li> <li>- Global Warming</li> <li>- (HL) Analogue and Digital Technology</li> <li>- (HL) Data Capture</li> </ul> <p><b>Electromagnetic Waves:</b></p> <ul style="list-style-type: none"> <li>- Nature of EM waves</li> <li>- Optical Instruments</li> <li>- Two-Source Interference</li> <li>- Diffraction Grating</li> </ul>	<p><b>Electromagnetic Waves:</b></p> <ul style="list-style-type: none"> <li>- (HL) X-rays</li> <li>- (HL) Thin Film Interference</li> </ul> <p><b>Astrophysics:</b></p> <ul style="list-style-type: none"> <li>- Introduction to the Universe</li> <li>- Stellar Radiation and Stellar Types</li> <li>- Stellar Distances</li> <li>- Cosmology</li> <li>- (HL) Stellar Processes and Stellar Evolution</li> <li>- (HL) Galaxies and the expanding universe</li> </ul>
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## Group 5: Mathematics

Because individual students have different needs, interests and abilities, there are four different courses in mathematics. These courses are designed for different types of students: those who wish to study mathematics in depth, either as a subject in its own right or to pursue their interests in areas related to mathematics; those who wish to gain a degree of understanding and competence better to understand their approach to other subjects; and those who may not as yet be aware how mathematics may be relevant to their studies and in their daily lives. Each course is designed to meet the needs of a particular group of students. Therefore, great care should be taken to select the course that is most appropriate for an individual student.

### Mathematical studies SL (Math Stud SL)

This course is available at standard level (SL) only. It caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

### Mathematics SL (SL)

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

### Mathematics HL (HL)

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others



may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

### Group 5 curriculum model

	Total teaching hours	Internal assessment
Math Studies SL	150	Project
SL	150	Two portfolio tasks 10 days for each
HL	240	Two portfolio tasks 10 days for each

### Assessment Objectives and weightings

#### Math HL and SL

Component	Overall weighting (%)		Duration (hours)		Format and syllabus coverage
	HL	SL	HL	SL	
Paper 1	30	40	2h	1h 30min	Non Calculator paper consisting of Section A: compulsory short response question section and Section B: extended response question section covering the whole syllabus
Paper 2	30	40	2h	1h 30min	Calculator paper consisting of Section A: compulsory short response question section and Section B: extended response question section covering the whole syllabus
PAPER 3 HL only	20		1 h		Options paper where students answer questions regarding the specific option that they have covered.
Portfolio Task 1	10		10 days		Mathematical Investigation
Portfolio Task 2	10		10 days		Mathematical Modelling

#### Maths Studies SL

Component	Overall weighting (%)	Duration (hours)	Format and syllabus coverage
Paper 1	40	1h 30min	15 compulsory short-response questions based on the whole syllabus.
Paper 2	40	1h 30min	5 compulsory extended-response questions based on the whole syllabus.
Project	20		An individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.

### PROGRAMME OF STUDY - Grade 12

#### Math Studies SL

Term 1	Term 2	Term 3
Number Algebra Sequences and series Set Theory and Probability	Statistics	Functions Trigonometric Functions

#### Math SL

Term 1	Term 2	Term 3
Sequences and Series Exponents and logarithms Algebra	Functions and Equations Circular functions and trigonometry Differential Calculus	Further Differential Calculus Applications of differential calculus



**Math HL**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Quadratic Functions and Inequalities Functions and equations Exponents and Logarithms Circular functions and trigonometry Sequences and Series	Trigonometry Polynomials Complex Numbers Matrices Mathematical Induction Differential Calculus	Applications of differential calculus Derivatives of $e^x$ and $\ln x$ functions Derivatives of circular functions and related rates

For more in depth knowledge of each course, please refer to the syllabus booklet that has been handed out to each student.

**PROGRAMME OF STUDY - Grade 13**

**Math Studies SL**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Geometry and trigonometry Functions Introductory differential calculus Logic Project to be completed in term 1	Financial Mathematics Revision	Revision

**Math SL**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Matrices Differentiation of $e^x$ and $\ln x$ function Differentiation of trigonometric functions Integration Vectors	Vectors continuation Probability Statistics Normal Distribution	Revision

**Math HL**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Functions and equations Integration Applications of integration Volume of revolution Further integration and differential equations Counting and the binomial expansion	Discrete random variables Continuous random variables Option – to be decided	Revision



Descriptive Mathematics Probability Both portfolio's to be completed in term 1		
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For more in depth knowledge of each course, please refer to the syllabus booklet that has been handed out to each student.

### **COMPUTER SCIENCE**

The aims of the **IB Computer Science** course at **HL & SL** are:

- To develop logical, critical and creative thinking;
- To employ and refine powers of abstraction and generalization;
- To develop patience and persistence in problem solving;
- To get to appreciate the consequences arising from technological developments;
- To encourage to transfer skills to alternative situations and to future developments;
- To encourage to communicate clearly and confidently in a variety of contexts.

Assessment Criteria:

- Demonstrate an understanding of terminology, concepts, processes, structures, techniques, principles, system and consequences of computing.
- Apply and use terminology, concepts, processes, structures, principles and system of computing.
- Analyze, discuss and evaluate concepts, processes, structures, principles, system and consequences of computing.

### **GRADE 12-PROGRAMME OF STUDY**

Term 1	Term 2	Term 3
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<p><b>COMPUTER SYSTEMS FUNDAMENTALS AND COMPUTER ARCHITECTURE:</b></p> <ul style="list-style-type: none"> <li>➤ Outline the structure of CPU, ALU, CU and their functions.</li> <li>➤ Exchange of data between IAS by buses of various types</li> <li>➤ The data bus, the ALU and the IAS.</li> <li>➤ The Fetch Execute Cycle</li> <li>➤ Language translators</li> <li>➤ Algorithms</li> <li>➤ Basics of networking-Layout.</li> </ul> <p><b><u>JAVA Programming</u></b></p> <ul style="list-style-type: none"> <li>➤ Introduction to programming</li> <li>➤ OOP concept</li> <li>➤ Program structure</li> <li>➤ Library files</li> <li>➤ Compilers</li> </ul>	<p><b><u>NETWORKEDCOMPUTER SYSTEMS:</u></b></p> <ul style="list-style-type: none"> <li>➤ LAN, WAN, Server and Client</li> <li>➤ Basic network topologies</li> <li>➤ Hardware and software for networking</li> <li>➤ Data integrity and data security</li> <li>➤ Suitable methods to ensure data security</li> <li>➤ Data transmission speed</li> <li>➤ Networking implications, internal communications, electronic mail, e-commerce and distributed system.</li> <li>➤ Functions of the browser and search engines, HTML pages and hyperlinks.</li> </ul> <p><b><u>JAVA Programming:</u></b></p> <ul style="list-style-type: none"> <li>➤ Suitable methods to ensure data security</li> <li>➤ Data transmission speed</li> <li>➤ Networking implications, internal communications, electronic mail, e-commerce and distributed system.</li> <li>➤ Functions of the browser and search engines, HTML pages and hyperlinks.</li> </ul>	<p><b><u>DATA REPRESENTATION:</u></b></p> <ul style="list-style-type: none"> <li>➤ Outline the use of binary to represent data</li> <li>➤ Express the numbers in their bases- decimal, binary and hexadecimal</li> <li>➤ Conversion of binary to decimal and vice versa. Conversion of decimal to hexadecimal and vice versa.</li> <li>➤ Applying binary to represent both positive and negative using the Two's complementation.</li> <li>➤ Define analogue and digital data. Need for inner conversion of data from analogue to digital and vice versa.</li> </ul> <p><b><u>Java Programming:</u></b></p> <ul style="list-style-type: none"> <li>➤ Classes and Objects, Methods, Arrays 1D and 2D. Operations on an array. Sorting methods- Bubble Sort, Selection Sort and Quick Sort. Search- Linear search and binary search.</li> </ul>
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**GRADE 13:PROGAMME OF STUDY**

Term 1	Term 2	Term 3
<p><b><u>Computer Systems:</u></b> Utility Software- Compressors, Virus detectors, file managers and defragmentation.</p> <ol style="list-style-type: none"> <li>a) Boolean logic-Boolean operators AND, OR, NOT, NAND, NOR, and XOR by drawing the appropriate TT. Calculate the values of a Boolean expression using TT.</li> <li>b) Convert Boolean expression to simpler forms</li> <li>c) Logic circuits for</li> </ol>	<p><b><u>Data Representation:</u></b></p> <ul style="list-style-type: none"> <li>➤ Outline the use of binary to represent data</li> <li>➤ Converting data from binary to decimal and vice versa. Hexadecimal conversion</li> <li>➤ Applying binary to represent integers using two's complement</li> <li>➤ Analogue and digital data</li> <li>➤ ERRORS – causes of errors- data entry, accidental, deliberate, software and hardware failure.</li> <li>➤ Methods to detect and prevent errors. Verification and Validation methods.</li> <li>➤ Recovery from error.</li> <li>➤ <b>Big O notations and Algorithms</b></li> <li>➤ <b>Case study</b></li> </ul>	<p><b>Revision</b></p>



<p>corresponding Boolean expression.</p> <ul style="list-style-type: none"><li>➤ Abstract Data structures</li><li>d) Stacks, Queues and Linked Lists</li><li>e) Implementing Stacks and Queues as Arrays.</li></ul> <p>Recursion and implementing recursive programming in Java</p> <p><b>Program Dossier</b></p>	<p><b>Program Dossier:</b></p>	
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## Visual

The IB \

- investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these
- develop an understanding of visual arts from a local, national and international perspective
- build confidence in responding visually and creatively to personal and cultural experiences
- develop skills in and sensitivity to the creation of works that reflect active and individual involvement
- take responsibility for the direction of their learning through the acquisition of effective working practices.

**Investigation workbooks (Option A 40%; Option B 60%)**



1. Respond to and analyse critically and contextually the function, meaning and artistic qualities of past, present and emerging art, using the specialist vocabulary of visual arts
2. Develop and present independent ideas and practice and explain the connections between these and the work of others
3. Explore and develop ideas and techniques for studio work through integrated contextual study and first-hand observations
4. Develop and maintain a close relationship between investigation and a purposeful, creative process in studio work

**Studio work (Option A 60%; Option B 40%)**

1. Produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness
2. Develop and demonstrate technical competence and artistic qualities that challenge and extend personal boundaries (option A) and technical competence and self-direction (option B).

**Grade 12 PROGRAMME OF STUDY**

Term 1	Term 2	Term 3
<p>Exploration of core skills for course:</p> <ul style="list-style-type: none"> <li>• Introduction to criteria, studio work, investigation workbooks and general structure of the course.</li> <li>• Introduction to various artists and identifying applied criteria in their work</li> <li>• Students to choose their individual themes for their two year projects</li> <li>• The elements and principles of Art</li> <li>• Drawing assignment</li> <li>• Two outcomes per month - developing individually themed work</li> <li>• Exploration of new art concepts, media and techniques</li> <li>• Winter break assignment</li> <li>• Ongoing individual assessments and group critiquing sessions</li> </ul>	<p>Development of individual projects:</p> <ul style="list-style-type: none"> <li>• Two outcomes per month - developing individually themed work.</li> <li>• 3-D assignment</li> <li>• Research assignment</li> <li>• Ongoing individual assessments and group critiquing sessions</li> </ul>	<p>Development of individual projects:</p> <ul style="list-style-type: none"> <li>• Ongoing individual assessments and group critiquing sessions</li> <li>• Preparation for the art interviews</li> <li>• End of year interview (exam)</li> <li>• Summer project – four outcomes. Research and development to continue in IWBs.</li> </ul>

**Gr.13 PROGRAMME OF STUDY**

Term 1	Term 2



<p>Exploration of core skills for course:</p> <ul style="list-style-type: none"><li>• IB deadlines given to students</li><li>• Assessment of summer project</li><li>• Completing plans for the year based on discussion of strengths and weaknesses</li><li>• Two outcomes per month - developing individually themed work.</li><li>• Candidate statements</li><li>• Ongoing individual assessments and group critiquing sessions</li><li>• Winter break assignment</li></ul>	<p>Development of individual projects:</p> <ul style="list-style-type: none"><li>• Mock interviews</li><li>• Two outcomes per month - developing individually themed work.</li><li>• Ongoing individual assessments and group critiquing sessions</li><li>• Exhibition spaces planned</li><li>• CRBs finalised and sent</li><li>• Setting up of exhibition</li><li>• Interviews with the IB examiner</li></ul>
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Students are assessed in a variety of ways including group critiques, self-evaluation, interviews and presentations, using the IB Visual Arts criteria for all coursework produced over the two years. Their assessment is culminated in an interview at the end of the second year with a visiting examiner. Levels are measured in-line with the IB grading system.

## MUSIC

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

- Provide a means of personal and communal identity and expression, and embody the social and cultural values of individuals and communities.
- Offer a variety of ways to encounter and engage with a constantly changing world
- Foster curiosity and openness to both familiar and unfamiliar musical worlds.
- Hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures
- Explore the similarities, differences and links in music from within their own culture and that of others across time
- Explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing them more fully of the world around them, and the nature of humanity

## ASSESSMENT OBJECTIVES

- Knowledge, understanding and perception of music in relation to time, place and cultures
- Appropriate musical terminology to describe and reflect their critical understanding of music
- Comparative analysis of music in relation to time, place and cultures (unlike at SL, HL students are also expected to demonstrate this in response to pieces not previously studied)
- Creative skills through exploration, control and development of musical elements (SLC, HL)
- Performance skills through solo music making (SLS, HL) or group music making (SLG)
- Critical-thinking skills through reflective thought

## PROGRAMME OF STUDY

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UNIT ONE – POPULAR MUSIC	UNIT TWO – WESTERN CLASSICAL MUSIC	UNIT THREE – 20 <sup>th</sup> CENTURY MUSIC
Ragtime Boogie-Woogie New Orleans Swing Bebop Cool Jazz Free Jazz Jazz Fusion Blues Rockabilly Surf Rock/Teen Idols Soul The British Invasion Hard Rock Punk Grunge Electronic Music	Medieval Renaissance Baroque Classical Romantic	Impressionism Expressionism Serialism Chance Music Indeterminacy Nationalism Music Concrete Fusion

### **Film**

Film in modern society has become an extremely powerful communicator and art form. The main focus of the IB Film course is to develop student’s skills in analysis of media texts as well as developing their practical knowledge of film making.

The three study areas are;

- Textual Analysis
- Film Theory and History
- Film Creative Process (Film production)

By the completion of the course students will be able to demonstrate;

- Critical abilities, enabling them to understand the cultural and historical perspectives in film.
- An understanding of the differing views, ideas and points of view constructed in film texts.
- Professional and technical skills needed to express themselves creatively in film.
- An awareness of their own perspectives and biases and a respect for the perspectives and biases of others.
- An ability to create film texts individually and as part of a team.

### **Assessment Criteria**

**Criteria A-** Planning and research

**Criteria B-** Reflection and Evaluation

**Criteria C-** Professional and Technical skills

**Criteria D-** Effective use of film language

**Criteria E-** Originality and creativity

### **Assessment**

#### **External Assessment**

Assessment Component	SL	HL
Independent study	Rationale, script and annotated list of sources for a documentary production script of 8-10 pages.	Rationale, script and annotated list of sources for a documentary production script of 12-15 pages.
Presentation	An Oral presentation of a detailed textual analysis of an extract from a prescribed	An oral presentation of a detailed textual analysis of an extract from a



	film of up to a maximum of 10 minutes.	prescribed film of up to a maximum of 15 minutes.
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**Internal Assessment**

Assessment Component	SL	HL
Film Production	One completed film project of 4-5 minutes including titles.	One completed film project of 6-7 minutes. A Promo trailer of 40-60 seconds.
Film Portfolio	Rationale of no more than 100 words. Written commentary of no more than 1,200 words.	Rationale of no more than 100 words. Rationale for trailer of 100 words. Commentary of no more than 17,50 words.

**Term Breakdown**

Term 1- Textual Analysis
<p>Students will learn how to comment on the following elements of film and on the relationships between them:</p> <ul style="list-style-type: none"> <li>• Narrative structure</li> <li>• Representation of characters and issues</li> <li>• Technical codes e.g. camera angles, framing and camera movement.</li> <li>• Editing and sequencing</li> <li>• Lighting, shade and colour.</li> <li>• Sound</li> <li>• Mise 'en' scene</li> <li>• Features determining genre</li> <li>• Target audience</li> <li>• Historical, economic and socio cultural factors.</li> </ul>
Term 2- Film Theory and History
<p>Students will be encouraged to research different aspects of what makes up film theory and history. Students will be encouraged to ask questions such as:</p> <ul style="list-style-type: none"> <li>• Who made this film text?</li> <li>• Why was it made?</li> <li>• What can we tell about the film maker(s)?</li> <li>• For whom was this film text created? And how does it address this audience?</li> <li>• What is the nature of our engagement with this film?</li> <li>• What traditions/cultures/institutions does it represent and how?</li> </ul>
Term 3- Creative Process
<p>Students will follow all the stages of the film making process to create their own original film product. The different processes they will follow include:</p> <ul style="list-style-type: none"> <li>• Initial planning- brainstorming/pitching ideas.</li> <li>• Technical planning- scripting, storyboarding and scheduling.</li> <li>• Physical production- determining locations, acquiring costumes and props as well as filming.</li> <li>• Post-production- editing, adding sound/music and special effects.</li> <li>• Marketing- creating advertising materials such as posters and film trailers to market their films.</li> </ul>

**THEATRE ARTS**

**Grade 12**

The IB Theatre Arts Diploma Programme enables students to:

- Experience and participate in a wide and varied range of theatre activities and develop proficiency in more than one area of theatre technique
- Become familiar with forms of theatre from their own and different cultures



- Develop academic skills appropriate for the study and understanding of theatre
- Become reflective and critical practitioners in theatre
- Develop the confidence to explore, to experiment and to work individually and collaboratively on innovative projects, which should involve challenging established notions and conventions of theatre
  - Understand the dynamic, holistic and evolving nature of theatre and the interdependencies of all aspects of this art form

**PROGRAMME OF STUDY**

Term 1	Term 2	Term 3
<p><b>Exploration of core skills for course: Theatre in the making and Theatre in Performance</b></p> <ul style="list-style-type: none"> <li>• Introduction to criteria, studio work, investigation workbooks and general structure of the course.</li> <li>• The elements and principles of Art</li> <li>• Introduction to a variety of theatre practitioners and styles</li> <li>• Begin exploring the historical and cultural context of a play for <b>Theatre in Performance</b> and use knowledge and understanding to practically apply the Theatre skills</li> <li>• Researching and exploring a creative stimulus supported with an action plan for performance. This supports <b>Theatre in the making</b></li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Knowledge, understanding and application of a theatre style to support the development of a chosen play</li> <li>• Develop 2 x action plan for performance</li> <li>• Enhance breadth and depth of theatre styles</li> </ul> <p><b>Winter break assignment</b></p> <ul style="list-style-type: none"> <li>• Research and prepare for Theatre performance and production 20 minute oral presentation with 5-7 images in preparation for HL</li> <li>• <b>Criteria A, B, C</b></li> </ul>	<p><b>Development of individual projects: Theatre in the making, Theatre in Performance and World Theatre</b></p> <ul style="list-style-type: none"> <li>• Prepare, explore and develop knowledge and understanding of theatre styles and participate in performance. Supports Theatre in Performance</li> <li>• Continue to study and expand knowledge of theatre practitioners and styles from around the world</li> <li>• Deliver 20 minute prepared oral presentation for internal assessment</li> <li>• Research and create a 250 word practical performance proposal with visual materials in preparation for HL</li> </ul> <p><b>Spring break assignment</b> Research theatre interests, styles and theories in preparation for the Research project at HL</p>	<p><b>Development of individual projects: Research investigation and Independent project</b></p> <ul style="list-style-type: none"> <li>• Ongoing individual assessments and group critiquing sessions</li> <li>• Preparation for Research project in the new academic year</li> </ul> <p><b>Summer project</b> – Begin 2000 – 2500 word Research project. Complete structured plan and decide on style, form and question</p>

Students are assessed in a variety of ways including group critiques, self-evaluation, interviews and presentations, using the IB Visual Arts criteria for all coursework produced over the two years. Their assessment is culminated in an interview at the end of the second year with a visiting examiner. Levels are measured in-line with the IB grading system.

**Grade 13**

The IB Theatre Arts Diploma Programme enables students to:

- investigate past, present and emerging forms of Theatre Art and engage in producing, appreciating and evaluating these



- develop an understanding of Theatre from a local, national and international perspective
- build confidence in responding visually, creatively and theoretically to personal and cultural experiences
- develop skills in and sensitivity to the creation of works that reflect active and individual involvement
- take responsibility for the direction of their learning through the acquisition of effective working practices.

#### PROGRAMME OF STUDY

Term 1	Term 2
<p><b>Exploration of core skills for course:</b></p> <ul style="list-style-type: none"><li>• IB deadlines given to students</li><li>• Assessment of summer project / supervised guidance for Independent project</li><li>• Completing plans for the year based on discussion of strengths and weaknesses</li><li>• Completing <b>Theatre in Performance</b> final role</li><li>• Ongoing individual assessments and group critiquing sessions</li><li>• Ongoing Research investigation development with supervised guidance.</li></ul> <p><b>Winter break assignment</b></p> <ul style="list-style-type: none"><li>• Independent project research and plan</li></ul>	<p><b>Development of Independent project:</b></p> <ul style="list-style-type: none"><li>• Ongoing individual assessments and group critiquing sessions</li><li>• Independent Project</li><li>• 30 minute oral presentation with 5-7 images for Theatre performance and production</li></ul>

Students are assessed in a variety of ways including group critiques, self-evaluation, interviews and presentations, using the IB Theatre Arts criteria for all coursework produced over the two years. Levels are measured in-line with the IB grading system.

## MUSIC

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- Performance skills through solo music making (SLS, HL) or group music making (SLG)
- Critical-thinking skills through reflective thought

**PROGRAMME OF STUDY****Set Works:**

1. Prokofiev: Symphony No.1 in D Major (Classical)
2. Xian: the Yellow River Concerto

<b>UNIT ONE – POPULAR MUSIC</b>	<b>UNIT TWO – WESTERN CLASSICAL MUSIC</b>	<b>UNIT THREE – 20<sup>th</sup> CENTURY MUSIC</b>
Ragtime Boogie-Woogie New Orleans Swing Bebop Cool Jazz Free Jazz Jazz Fusion Blues Rockabilly Surf Rock/Teen Idols Soul The British Invasion Hard Rock Punk Grunge Electronic Music	Medieval Renaissance Baroque Classical Romantic	Impressionism Expressionism Serialism Chance Music Indeterminacy Nationalism Music Concrete Fusion

## Higher Education



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Higher education and careers support at EIS-J comes under four categories. They are:

1. Higher Education Advisor
2. Annex Library
3. SAT Assistance
4. Guest Speakers and External Visits

### **Higher Education Advisor**

The school has a dedicated Higher Education (HE) Advisor who assists the students with their plans for further study. This assistance varies from career advice to the processing of university applications. The HE Advisor has a dedicated office in the Annex Building of the school. Students and parents are free to arrange appointments in order to gain one-to-one advice. The office also contains information on careers and universities across the globe which students are free to make use of for further research.

The HE Advisor is responsible for writing references for each individual student to support their university applications. They will also collate the official school transcripts which again are used to support applications. The role also involves coordinating guest speakers, external visits and promoting college tours/open days held in Dubai.

As part of the school's After School Activities (ASA) programme students are offered the chance to attend Personal Statement workshops in order to perfect this important part of the university application process. There is also a 'Guide to Writing Personal Statements' issued at the end of Grade 12.

In the Annex building there is an area designated for careers and higher education outside of AX1. Here students are able to find further information on items such as upcoming events, SATs, etc.

### **Annex Library**

The Annex library contains a plethora of information on careers advice, university courses and entrance examinations such as the SAT and TOEFL. The library contains a vast array of university prospectuses that the students are free to browse during their spare time. Also the library houses university guides that offer independent advice to students about where to study in a particular field, e.g. The Times Good University Guide gives an independent guide to the best universities for each major subject discipline in the UK. There are also computers that allow the students to conduct their own independent investigation.

### **SAT Assistance**

As a number of students apply to North American colleges the school provides assistance through SAT preparation sessions as part of the ASA programme. Two members of staff provide guidance for the English and Math elements of the SAT reasoning test. Students are able to obtain registration cards for the SAT online preparation site from the Higher Education Advisor.

### **Guest Speakers, External Visits & Exhibitions**

Throughout the year there are numerous open days and university tours held in Dubai. Details of these events are dispersed to the students so that they and their parents may attend events to enable them to make informed choices about their future academic studies.

Information is dispersed to the students via the Higher Education Advisor. This happens in a number of ways. Firstly, the daily student bulletin contains listings of all forthcoming events. Secondly, the school newsletter keeps students, parents and teachers informed of any relevant news and again forthcoming events. Thirdly, the Grade 12 and 13 form periods and assemblies are used to make announcements regarding any relevant higher education news. This is also a time when many guest speakers visiting the school present their expertise and knowledge to the students. Fourthly, there are numerous promotional posters and flyers distributed around the Annex building over the course of the year making sure the students are fully aware of any event that may be of interest to them. The school also hosts many guest speakers from universities across the world. It is excellent opportunity to meet with international officers who are often responsible for making the

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decision on your application. They can give advice on application procedures, entry requirements, course selection, and potential scholarship awards.

For further information contact the Higher Education Advisor: [rforrest@eischools.ae](mailto:rforrest@eischools.ae)