

DIPLOMA PROGRAMME HANDBOOK



School Year 2011 - 2012



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Please visit the site of the International Baccalaureate Organization to find out more about the Diploma Years Programme in schools around the world:

<http://www.ibo.org>

ISPP MISSION STATEMENT

ISPP empowers students, in a caring international environment, to achieve their full potential by pursuing personal and academic excellence, and to grow as responsible global citizens who celebrate diversity.

ISPP DIPLOMA PHILOSOPHY

We are pleased to present these course outlines for subjects taught in Grades 11 to 12. This handbook will give you an overview of the scope and sequence of study and the major topics, concepts or areas of skill development at every level.

The Grade 11 to 12 curriculum at ISPP falls within the framework provided by the International Baccalaureate Diploma Programme (IBDP). This complements our commitment to the IB PYP in the Elementary School and the IB MYP in Grades 6 to 10 of the Secondary School. The IB has been the focus of ISPP school development since 1998. Our EY-12 IB curriculum makes ISPP a full **IB World School**.

The IB Diploma Programme at ISPP has undergone successful evaluations in 2006 and 2010 by IB Asia Pacific based in Singapore. In addition the school's ISPP Diploma is fully accredited by the Council for International Schools and the Western Association of International Schools. These endorsements of the Diploma Programme at ISPP ensure that our graduating students can gain access to the world's best universities.

The IBDP emphasises holistic, student-centred learning *along* with rigorous academic standards, and it both includes and challenges students in a variety of ways. This document describes some of the unique features of the DP and indicates current practice in our assessment and reporting procedures.

We encourage you to read this handbook and to phone for an appointment with the DP Coordinator if you have any further questions.

GENERAL LEARNING TARGETS

To achieve our mission the expectation is that students attending the International School of Phnom Penh will:

- be thinkers
- be communicators
- be inquirers
- be principled and balanced

These four General Learning Targets (GLTs) provide a basis for curricular decisions.

IB WORLD SCHOOL

ISPP maintains an international perspective and thus does not align its curriculum with any national system. Instead we have chosen to become an IB World School, implementing the International Baccalaureate Programme in Early Years (3 year olds) through Grade 12. IB guidelines provide the basis for the structure of our curriculum.

DIPLOMAS AT ISPP

ISPP DIPLOMA

Accredited by the Western Association of Schools and Colleges (WASC) and the Council of International Schools (CIS) the ISPP diploma is globally recognized as completion of a high school (secondary school) level programme of study. Earning an ISPP high school diploma is based on a credit system beginning in grade 9. A passing grade of at least three (3) on a scale of seven (7) in a course that meets on average at least 150 minutes per week earns one credit.

<u>Subject</u>	<u>Minimum</u>	<u>Recommended</u>
Language A	3	4
Language B	3	4
Humanities	3	4
Sciences	3	4
Mathematics	3	4
Theory of Knowledge	1	1
Creativity, Action, Service	1	1
Extended Essay/ Research Project	0.5	0.5

Additional requirements for which a student may earn credit include:

The Arts
Technology
Physical Education
Personal Project
Independent Study Contract

Requirements / conditions

- Students are required to earn a minimum of 26 credits to receive an ISPP diploma and participate in the graduation ceremony.
- All grades 9 – 12 students must maintain fulltime status by taking at least six (6) credits per year.

IB DIPLOMA

Certified by the International Baccalaureate Organization, the IB Diploma is globally recognized for successful completion of an externally moderated programme of study. Earning an IB Diploma is based on a points system beginning in grade 11. Passing grades in a course and particular combinations of grades in Theory of Knowledge (TOK) and on the Extended Essay have point value. For subject group courses points earned are equal to the grade achieved. For example a grade of 4 in mathematics would result in 4 points earned. Grades for TOK and the Extended Essay are combined for a maximum of 3 points.

Requirements / conditions

- A minimum of 150 hours of Creative, Action and Service must be satisfactorily completed and documented
- At least three courses, and not more than 4, must be taken at the higher level
- Grades of A (highest) – (E) lowest have been awarded for both theory of knowledge and the extended essay, with a grade of D or better in one of them
- A grade of 2 or more must be earned in each of six subject groups
- ¹No grade of 2 is acceptable for any higher level course
- There is no more than one grade 2 at standard level
- Overall there are no more than three grades of 3 or below
- Higher level points must total at least 12 (16 for students taking 4 HL courses)
- Standard level points must total at least 9 (6 for students taking 4 HL courses)
- A total of 24 points must be earned
- The candidate has not been found guilty of malpractice by the final award committee

¹ Unless total points are more than 27, in which case one grade of 2 is acceptable for higher level courses and two grades of 2 would be acceptable for standard level courses.

GENERAL LEARNING TARGETS CONNECTIONS

Criterion	GLT Descriptors
Effort & Productivity	<p>Communicator</p> <ul style="list-style-type: none"> • uses available resources and technology • Expresses themselves academically and socially • Work collaboratively with an open mind <p>Inquirer</p> <ul style="list-style-type: none"> • Actively seeks to make sense of the world around them • Values learning as a lifelong pursuit in striving to reach their potential • Demonstrate curiosity and a joy for learning • Investigate and develop information which has local and global relevance and importance • Willing to take risks in trying new ideas, activities, and solutions • Develop confidence and independence in approaching new or familiar situations, roles, ideas and strategies • Is courageous in articulating their beliefs <p>Principled and Balanced</p> <ul style="list-style-type: none"> • Demonstrates a caring attitude towards themselves, other people (cultures, and the environment) • Takes responsibility for own actions (and the consequences that accompany them)
Performance	<p>Thinker</p> <ul style="list-style-type: none"> • Think and problem solve analytically, critically, creatively, and strategically • Apply interdisciplinary academic skills and concepts • Develop an understanding and appreciation of the reflective process • Analyze their personal strengths and weaknesses in a constructive manner • Question him/herself, others and ideas analytically, objectively, reflectively • Acquire and apply knowledge, construct meaning, and develop understanding <p>Communicator</p> <ul style="list-style-type: none"> • Communicate effectively as listeners, speakers, readers and writers to a range of audiences for a range of purposes <p>Principled and Balanced</p> <ul style="list-style-type: none"> • Has a sound grasp of the principles of ethical reasoning, displaying empathy, integrity, honesty, and a sense of fairness and justice

IB ASSESSMENTS

IB assessments are of two types, external and internal. Parameters for both types of assessment are determined by the IBO and evaluation is based on specific IB rubrics and guidelines.

External assessments are those in which a student's works or exams are submitted to the IBO and an IB examiner determines the achievement level obtained. As much as 80% of a student's course grade will be based on external assessments, in most cases these assessments are examinations held in May of the final year.

Internal assessments are those in which student work is submitted to the ISPP teacher and the teacher determines the achievement level obtained. Samples, as requested by the IBO, are then sent for moderation. Moderation is a method of checking for consistency and accuracy of assessment. In some cases moderation may result in a change of the teacher-awarded achievement level.

After all external and internal assessments have been submitted, a grade is determined for each subject on a 1 (low) to 7 (high) scale. The weighting of external and internal assessments varies depending on the course and the level. The Extended Essay and Theory of Knowledge are assessed on an A (high) to E (low) scale. See individual course pages for subject specific details.

Grades are usually made available to students July 6 after their final year.

GRADE REPORTS AND TRANSCRIPTS

Each year of the Diploma Years Programme (DYP) has two grading periods (semesters). Credits are awarded based on semester grades. A semester grade of 3 or more results in half of the yearly credit being awarded, e.g. a passing grade in Visual Arts would result in 0.5 credits for the semester since the course has a 1 credit per year value.

GRADE REPORTS

There are nine calendared events during the two year programme for providing progress information.

First year of DYP	Event	Description
Mid October	Parent / Teacher / Student Conferences	Progress is discussed. Grade reports are not issued.
Mid December	Grade reports issued	Written grade reports including numeric grades and teacher's comments for each subject.
Late March or early April	Student Led Conference	Students prepare a presentation of their works and progress and share this presentation with their parents. Parents, teachers and students then have an opportunity for discussion.
Early June	Grade report issued	Written grade reports including numeric grades and teacher's comments for each subject.
Second year of DYP	Event	Description
Mid October	Parent / Teacher / Student Conferences	Progress is discussed. Grade reports are not issued.
Mid December	Grade reports issued	Written grade reports including numeric grades and teacher's comments for each subject.
Early March	Mock Exam report issued Student / Teacher conferences	Students are given a report of results for their Mock Exams. Students have the opportunity to discuss results with their teachers and to obtain individual advice on preparation for the final phases of the programme.
Early June	Final grade report and transcripts issued	Written grade reports including numeric grades and teacher's comments for each subject. Final transcripts are a summary of all grades and credits received beginning in grade 9 through the completion of grade 12.

In addition to the calendared opportunities, parents are welcome to make appointments to discuss their child's programme and progress with teachers, programme coordinators or administration.

TRANSCRIPTS

Transcripts serve as a communication tool between ISPP and other schools or agencies needing confirmation of completed coursework and achievement levels. Generally transcripts are needed when a student transfers to another school or is applying for university. Students are issued two official copies of their transcript with their final grade report at the end of grade 12. However, official copies may be requested from the Secondary School office as needed. Please allow one week's notice when requesting transcripts.

Included on a transcript

- Contact information for ISPP
- ISPP graduation requirements
- Notice of authorizing bodies that certify the ISPP programmes
- Details about the student: name, date of birth, parents, address
- Important dates: date the student first enrolled, date of withdrawal / graduation
- Listing of all courses taken by the student, grade received, and credits earned in grades 9 – 12

Below is a sample to demonstrate the types of information given regarding courses taken, grades and credits. The sample is not that of a typical student. The contents have been chosen to illustrate a variety of possibilities.

GRADE	COURSES TAKEN	SEM 1	SEM 2	CREDIT
12	ISPP Diploma Years Programme			
2006- 2007	IBSL Portuguese A	5	6	1.0
	IBHL English B	4	4	1.0
	Economics	3	2	0.5
	Science Studies	4	3	1.0
	Mathematics	5	5	1.0
	IBHL Theatre Arts	6	7	1.0
	Theory of Knowledge	3	3	0.5
	Creativity, Action, Service EE/RP	Incomplete Complete		0.0 0.5

In the example above the student is taking the IB option for three courses, Portuguese A, English B and Theatre Arts. Portuguese A is being taken at the standard level (SL), whereas English B and Theatre Arts are being taken at the Higher Level (HL).

The IB option for Economics, Science Studies and Mathematics has not been taken.

In order for the transcript to designate the IB option the student must submit all assessments required by the IBO for that course at that level. For students transferring from ISPP, the transcript will note IB for courses in which the student has shown clear intent and is in good standing regarding IB coursework and assessments. Should a student change options during the two-year programme, the transcript will reflect the option at the time of course completion or transfer.

Note in the example the student did not receive a passing grade of 3 or more for Economics in the second semester. Therefore the student did not receive the 0.5 credits for that semester.

Also note that the student did not complete their CAS requirements. Thus no credits were awarded. (A condition that would prevent this student from receiving the ISPP diploma and participating in the graduation ceremony)

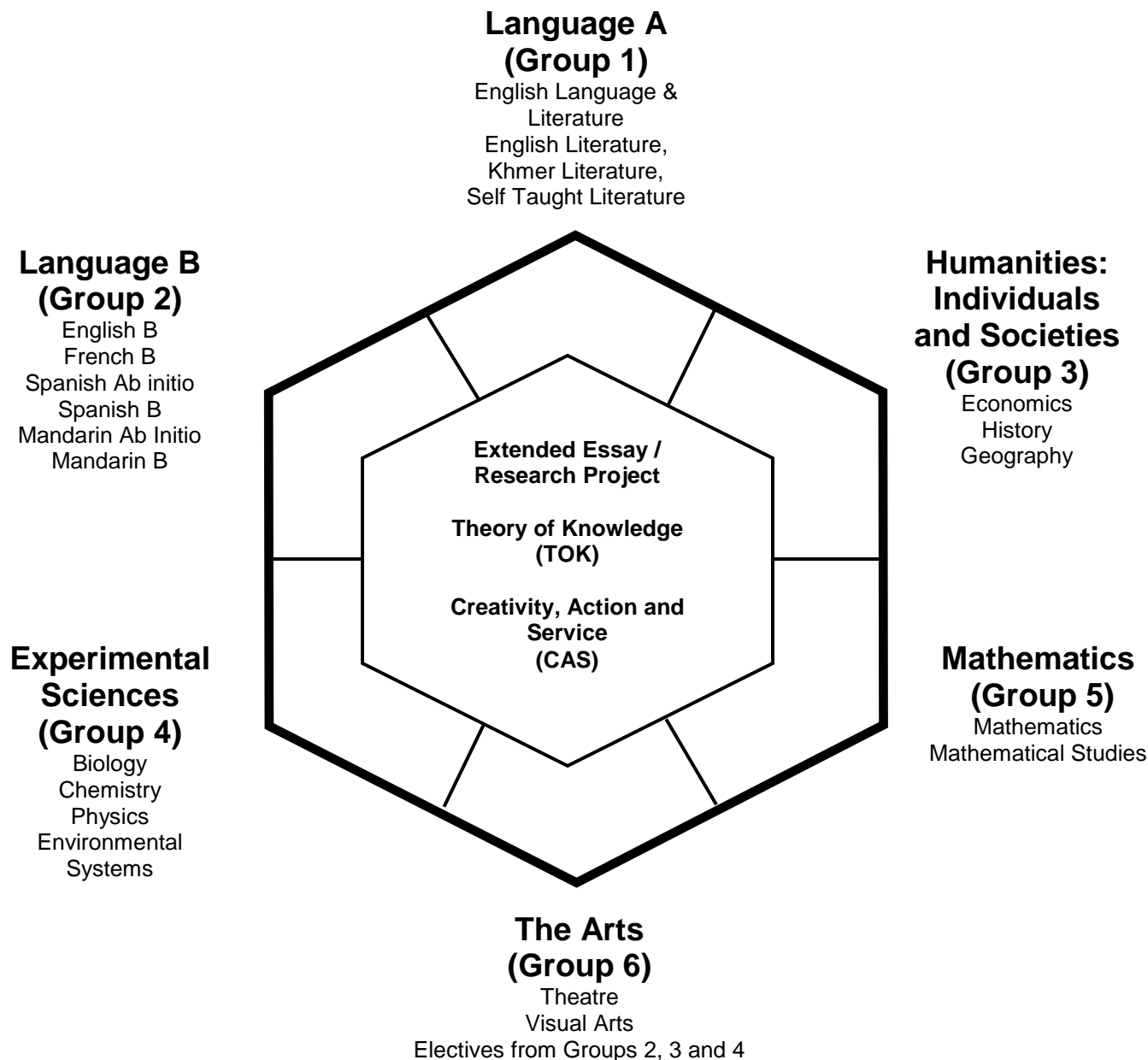
Theory of Knowledge is followed by an "M". This indicates a course which has been modified significantly in content or in assessment criteria to meet the special circumstance needs of the particular student. Course modifications are considered on a case by case basis. Implications may exist for credits earned and type of ISPP diploma awarded. The IBO recognizes some forms of modification for medically diagnosed conditions. Again, each case is considered individually. See the Diploma Coordinator if you have questions regarding modified programmes.

PROGRAMME STRUCTURE

All subject group courses are two-year courses requiring a minimum of 150 course hours during the two years. The IB higher level option requires a minimum of 240 course hours during the two-year period. Course hours do not include time outside of the structured course, such as study time or homework time.

Students are required to take one course from each of the six subject groups. Availability of options within each group is subject to demand. The IB standard level and IB higher level option is available for most courses. See the individual course pages for details.

Students are also required to earn credit for an Extended Essay/Research Project, Theory of Knowledge course, and 150 hours of Creativity, Action and Service.



Note:

Course offerings are subject to change based on interest demands and resources. The IB options of Standard Level and Higher Level are available for most courses.

Extended Essay (IB Diploma Students)

The Extended Essay is assessed against 11 criteria:

- research question (2 points)
- introduction (2 points)
- investigation (4 points)
- knowledge and understanding of the topic studied (4 points)
- reasoned argument (4 points)
- application of analytical and evaluative skills appropriate to the subject (4 points)
- use of language appropriate to the subject (4 points)
- conclusion (2 points)
- formal presentation (4 points)
- abstract (2 points)
- holistic judgment (4 points)

The Extended Essay is marked out of 36 points

Research Project (ISPP Diploma Students)

The Research Project is assessed against 7 criteria:

- Introduction (3 points)
- Research Description (5 points)
- Research Reflection (5 points)
- Analysis (5 points)
- Conclusion (2 points)
- Referencing & Presentation (5 points)
- Holistic Judgement (5 points)
-

The Research Project is marked out of 30 points

IB RESTRICTIONS / CONDITIONS

For students pursuing the IB Diploma the extended essay is required. The IB only considers the Extended Essay and not the entire portfolio.

- The extended essay must be no more than 4,000 words.
- The essay must be related to one of these specific subjects.

biology	history	physics
business and management	information technology in a	politics
chemistry	global society	psychology
computer science	Islamic history	social and cultural anthropology
design technology	mathematics	theatre arts
economics	music	visual arts
environmental systems	peace and conflict studies	world religions
geography	philosophy	

- The essay must be confined to the subject chosen. So for example an extended essay declared to be on the subject of economics must not have a dominant historical perspective.
- The supervisor is allowed to read and comment on one and only one draft.
- The supervisor is not allowed to edit the draft.

IB ASSESSMENT

IB assessment is based the same criteria as listed in the previous section regarding ISPP Assessment of the Extended Essay. The IB uses total points to determine an A to E grade. Point boundaries for grades are subject to change by the IBO; the boundaries listed below are typical of those set for the past several years.

- Work of an excellent standard (30 – 36 points)
- Work of a good standard (25 – 29 points)
- Work of a satisfactory standard (17 – 24 points)
- Work of a mediocre standard (9 – 16 points)
- Work of an elementary standard (0 – 8 points)

Reminder: These are points earned only on the Extended Essay and not the entire Graduation Portfolio.
Students who do not submit an extended essay are not eligible for an IB Diploma.

A maximum of three points are awarded according to a student's combined performance in both the Extended Essay and the Theory of Knowledge. The total number of points awarded is determined according to the following matrix.

		Theory of knowledge				
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E
Extended essay	Excellent A	3	3	2	2	1
	Good B	3	2	1	1	0
	Satisfactory C	2	1	1	0	0
	Mediocre D	2	1	0	0	0
	Elementary E	1	0	0	0	Failing Condition

A student must earn a D or better in either the Extended Essay or Theory of Knowledge to be eligible for the IB diploma.

THEORY OF KNOWLEDGE

Potential Credit:	0.5 per year
Duration:	Two years, 100 hours minimum
IB Option:	Required for all diploma candidates

The Theory of Knowledge (TOK) course encourages critical thinking about knowledge itself. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? How are knowing a fact, knowing a friend and knowing how to swim different?

ISPP ASSESSMENT

The ISPP grade is based on assessment of effort, productivity and performance. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows.

Effort & Productivity

- Preparedness for class.
- Timeliness of work and self.
- Participation (actively engaged) during class assessed through scored discussions.
- Creation of personally meaningful, usable notes with inquiry questions and highlighted connections to facilitate presentation and essay preparation.

Performance

- Quality of submitted work including but not limited to student activities, presentations and essays.

The actual grade of 1 – 7 is determined using a criterion referenced scale. Refer to Assessments and Grades.

IB ASSESSMENT

Performance on the following assessments is the basis of the IB grade.

External Assessment

66⅔% Essay

Students are given a list of ten titles prescribed by the IBO. Students are expected to write an essay of 1,200 – 1600 words based on one of the ten titles.

Internal Assessment

33⅓% Presentation

Students are expected to give at least one presentation of approximately 10 minutes to the class. The basis of the presentation should be knowledge issues raised by a substantive real-life situation that is of interest to the student. Each topic should be treated only once in a particular teaching group. The teacher chooses which presentation to submit to the IBO for the purposes of assessment.

In addition to the presentation, students are expected to complete all planning documentation and marking presentation forms.

Students who do not submit both an internal and external assessment for TOK are not eligible for an IB Diploma.

A maximum of three points are awarded according to a student's combined performance in both the extended essay and the theory of knowledge. The total number of points awarded is determined by the combination of the levels achieved by the student in both the extended essay and theory of knowledge according to a point matrix. For point matrix refer to IB assessment for the Extended Essay.

TOPICS OUTLINE

Year 1 (Grade 11) Semester One
Topics: Introduction to TOK Language Knowers, Knowing, Knowledge Issues TOK Retreat Perception Reason Emotion
<u>Additional topics for the IB Options</u>
Standard Level: None Higher Level: None
Year 1 (Grade 11) Semester Two
Topics: Chosen AOK Presentation Linking Questions Presentation Essay Questions Group Analysis
<u>Additional topics for the IB Options</u>
Standard Level: None Higher Level: None

Year 2 (Grade 12) Semester One
Topics: Essay Plan Presentation Retreat Planning & Preparation Retreat & Reflections Oral Presentation Preparation & Delivery Essay Drafting
<u>Additional topics for the IB Options</u>
Standard Level: None Higher Level: None
Year 2 (Grade 12) Semester Two
Topics: Final Essay Final Presentations
<u>Additional topics for the IB Options</u>
Standard Level: None Higher Level: None

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

CREATIVITY, ACTION AND SERVICE

Potential Credit:	0.5 per year
Duration:	150 hours during the two-year diploma programme
IB Option:	Required for all diploma candidates

CAS is designed to complement the academic curriculum by providing students opportunities for experiential learning outside the traditional classroom. Creativity, action and service activities promote students' growth as thinkers, communicators and principled and balanced individuals.

CAS should extend the students, challenging them to develop a value system by which they enhance their personal growth. It should develop a spirit of open-mindedness, lifelong learning, discovery and self-reliance. It should encourage the development of new skills on many levels: for example, creative skills, physical skills and social skills. It should inspire a sense of responsibility towards all members of the community. It should also encourage the development of attitudes and traits that will be respected by others, such as determination and commitment, initiative and empathy.

Creativity is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum which include creative thinking in the design and carrying out of service projects.

This could involve doing dance, theatre, music and art, for example. Students should be engaged in group activities, and especially in new roles, wherever possible. Nevertheless, individual commitment to learning an art form is allowed, where it respects the requirements for all CAS activities: that goals are set and the student reflects on progress.

Action can include not only participation in expeditions, individual and team sports, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Action may involve participation in sport or other activities requiring physical exertion – such as expeditions and camping trips, or digging trenches to lay water pipes to bring fresh water to a village, or house building for the poor. The intent is for students to be involved in group or team activities, and undertake new roles, but an individual commitment is acceptable where the general requirements of CAS are met; goals are set and the student reflects on progress.

Both creativity and action can be enhanced by incorporating the service element. Students involved in the arts and in physical activities might consider extending their involvement by coaching or teaching others in the community.

Service projects and activities are often the most transforming element of the Diploma Years Programme for the individual student; they have the potential to nurture and mould the global citizen. Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in Cambodia). Service activities should not only involve doing things **for** others with also doing things **with** others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.

ASSESSMENT

Students must maintain a CAS journal. Within the journal students keep a record of activities, dates, hours and personal reflections. Journals should be kept current and may be asked for at any time by the CAS coordinator.

At the end of each school year a self-evaluation must be written by the student and be supported by the Activity Supervisor's Evaluation.

At the end of year two (grade twelve), students must submit a 500 word CAS Essay that summarizes and reflects on their experience within the CAS programme over the two years.

All records that are collected by the students and the CAS coordinator will focus on the following performance criteria:

- *Personal Achievement*: the ability to meet new challenges, regular participation, awareness of personal limitations, progress in the new role, learning from experience, helping to solve community problems.
- *Personal Skills*: thinking creatively, researching community needs, planning and organization, resource management, identifying success and failure.
- *Personal Qualities*: perseverance, self-confidence, humility, responsibility, punctuality, commitment, reliability, initiative.
- *Interpersonal Qualities*: adaptability, collaboration, empathy, respect, a sense of justice and fair play.
- *Awareness of Global Issues*: an ethical appreciation of humanitarian and environmental issues to guide choices of action from a local, national and international perspective.

Credit of 0.5 is awarded the first year upon verification from CAS coordinator that sufficient progress is being made. An additional credit of 0.5 is awarded the second year for successful completion of CAS requirements.

Students who fail to complete the 150 hour minimum, in accordance with guidelines set forth by the CAS coordinator will not be awarded the ISPP diploma.

IB ASSESSMENT

The basis of the IB assessment is the completed self-evaluation form, the student's final summary form, and the CAS coordinators report. The IBO may request samples of complete CAS records to ensure quality control.

Points towards an IB Diploma are not awarded for CAS activities.

Students who do not successfully complete the CAS requirement are not eligible for the IB Diploma.

HOUSE-BUILDING



Family shelter



Basic structure



Adding floors and siding

Students in Grades 10 and 11 raise money to build houses for needy families. Then in March the students go house-building. A local NGO provides the basic structure and students lay floorboards and attach the siding. The houses are then presented to the family.



Family shelter

ISPP DIPLOMA OPTIONS

ISPP DIPLOMA AND IB DIPLOMA

This is the most demanding option. There are three main reasons why students succeed in earning both diplomas.

1. The student has sufficient strength in three courses thus can earn enough higher level points.
2. The student has sufficient motivation, time and organizational skills to manage the work load.
3. The student performs well on tests and “big” assessment tasks.

If all boxes in Section D are checked, you should consider taking the full IB Diploma option. Choose three higher level courses from those subjects that scored a 10 or more in Section A.

ISPP DIPLOMA AND IB CERTIFICATES

This is a good option for motivated students who are not sure that they can manage three higher levels or who may need a slightly lighter workload. Choose the IB option for only those courses that you perform well on tests and “big” assessment tasks. You may choose the IB option for a few as one course or as many as six courses. You may take all courses at the standard level or you may choose to take the higher level option for any course that has the HL option.²

ISPP DIPLOMA ONLY

This is a widely accepted college entry Diploma for students who can achieve a level of 3 or over in their subject choices in Grades 9 - 12. This route offers greater flexibility for students who feel constrained by the formally academic nature of the IB Diploma. Although the course content and many of the assessment tasks are same as those for the standard level IB option, with this option the teacher has more latitude to differentiate instruction and assessments. Often this allows the student flexible opportunities, beyond tests, to demonstrate knowledge and understanding.

The student’s programme should be challenging and at the same time a programme that the student has a good chance of success. Parents and student are advised to carefully consider each diploma option and the possible consequences associated with each choice.

CALENDAR FOR MAKING CHOICES

February	Grade 10	Preliminary choices, subjects only, IB introduction
August	Grade 11	ISPP registration for Diploma courses
30 August	Grade 11	Last day for students to change subject selections
10 October	Grade 11	Last date for student & parents to initiate course changes
30 January	Grade 11	Last date for student & parents to make SL/HL choices
2 February	Grade 11	Last date for teacher initiated course changes
20 October	Grade 12	Last week to withdraw from IB course option (at this point the IB charges for registration changes)

² Most courses have the IB higher level option and the IB standard level option. Check the specific course pages for options and more details.

COURSE SELECTION – GRADE 11

As students prepare for course selection in Grade 10, a number of factors will be considered: Diploma choice, performance in respective subjects in Grade 10, student interest, teacher recommendation, and ISPP staffing needs.

For students who wish to undertake a more rigorous course of study than is recommended by the school, a parent meeting is required. The meeting will be attended by the student, the parent and the IB Diploma Coordinator. It may also include the receiving and/or recommending teacher and the principal.

Students who wish to undertake a more rigorous course of study will be given the opportunity to do so, contingent upon success within a defined period of time at the more difficult level. Effort, Productivity and Performance must correlate to a passing grade in the more rigorous course. Specific requirements for success are department specific. Parent and student signatures will be required to acknowledge the agreement.

Award of a bilingual IB Diploma

The award of a bilingual IB Diploma will be for either:

- completion of two languages selected from group 1 with the award of a grade 3 or higher in both.
- completion of one of the subjects from group 3 or group 4 in a language that is not the same as the student's nominated group 1 language. The student must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

LANGUAGE GROUPS, LEVELS AND OPTIONS

All students in the Diploma Years Programme are expected to study at least two languages. One of these languages must be English.

STUDIES IN LANGUAGE AND LITERATURE: GROUP 1

Credits earned for group 1 courses are counted toward the Language A requirements.

Group 1 Literature

Entry proficiency expected: fluent

Focus: study of literature

Group 1 Language & Literature

Entry proficiency expected: fluent

Focus: study of language & literature

LANGUAGE ACQUISITION: GROUP 2

Credits earned for group 2 courses are counted toward the Language B requirements.

B level

Entry proficiency expected: 2-5 years experience with the language

Focus: language development.

Ab initio level

Entry proficiency expected: beginner, little to no experience with the language

Focus: introductory language development

ISPP fully supports the following courses.

A level
English
Khmer

B level
English
French
Spanish
Mandarin

Ab initio level
Spanish
Mandarin

As the school continues to grow in the Diploma grades ISPP will annually review the range of languages on offer and will consider the viability of offering additional languages in Groups 1 and 2.

SCHOOL-SUPPORTED SELF-TAUGHT LANGUAGE A LITERATURE

Other language choices are available through the self-taught option. This option is designed for students wanting to study Group 1 Language A Literature in a language other than English or Khmer. It is for a fluent target language user who is highly skilled and proficient in the target language. Normally this is the language of the home environment to which the student has been exposed for an extended period. If students wish to study Self Taught Language A Literature they should arrange to meet the Diploma Coordinator. Parents will be asked to sign an agreement in which the following responsibilities are underlined.

ISPP will:

- Provide an experienced IB English Literature support teacher to assist in course guidance
- Liaise with the target language tutor in the assessment of key assignments.

Parents will:

- Vouch for the student's fluency in the target language,
- Find and pay for a target language tutor who will assist in target language tuition and assessment,
- Provide contact details of the target language tutor to the ISPP Diploma Coordinator.

Students will:

- Focus on the study of literature at standard level only,
- Study literary texts and demonstrate advanced analytical skills in writing and speaking.

GROUP 1 LANGUAGE A

Potential Credit:	1 per year
Duration:	Two-year course
Group 1:	Literature, Literature & Language
IB Options:	Standard and higher levels

The central aim for Group 1 Language courses is to develop keen analysis of and passionate response to great works of literature and writing. The course emphasizes skills in critical reading, writing, and thinking through close reading of a wide range of texts. The course will review literary genres and terminology, and study in depth several specific themes. Other work will compare or contrast writing of a single author or a range of authors and genres around a particular theme. The international nature of the works represented in the syllabus addresses a point which writer Francine Prose has made: challenging works from diverse cultures stretch and refine students' perspectives, not only in the study of language and expression, but "also in the capacity to delineate what is most perplexing and most frustrating, most beautiful in the human condition." In this, good writing forges links for human experience.

GROUP 1 LANGUAGE A ENGLISH LITERATURE ISPP Assessment

The ISPP grade is based on assessment of 'effort and productivity' and 'performance'. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows.

Effort & Productivity

- preparation for class and effective use of class time
- seeking help where needed and taking advantage of available help
- taking responsibility and accountability for adhering to due dates
- reflecting on teacher feedback, whether written or verbal
- organization of class material
- participating in class discussions, including; listening, questioning, contributing ideas
- purposeful use of journal and completion of all tasks, including all homework tasks
- submission of all requested tasks, including drafts

Performance

- Quality of all submitted tasks and assessed in accordance with IB 'Literature' or 'Literature & Language Criteria'.

The actual grade of 1 – 7 is determined using a criterion referenced scale. Refer to Assessments and Grades.

TOPICS OUTLINE: GROUP 1 LANGUAGE A ENGLISH LITERATURE

Year 1 (Grade 11) Semester One

Topics:

Part 4: Options

SL/HL Three works are chosen by the school; the approach to the study of works is chosen from four options

Year 1 (Grade 11) Semester Two

Topics:

Part 1: Works in Translation

SL- A literary study of two works in translation

HL - A literary study of three works in translation

Year 2 (Grade 12) Semester One

Topics:

Part 2: Detailed Study

SL - Close study and analysis of two works, each of a different genre

HL - Close study and analysis of three works, each of a different genre and one of which is poetry

Year 2 (Grade 12) Semester Two

Topics:

Part 3: Literary Genres

SL - Literary study of three works of the same literary genre

HL - Literary study of four works of the same literary genre

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

LANGUAGE A LITERATURE KHMER

ISPP Assessment (IB assessments given at the end of the Language A1 section)

The ISPP grade is based on assessment of effort, productivity and performance. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows.

Effort & Productivity

- preparation for class and effective use of class time
- seeking help where needed and taking advantage of available help
- helping others in the learning process
- taking responsibility and accountability for adhering to due dates
- reflecting on teacher feedback, whether written or verbal
- organization of class material
- participating in class discussions, including; listening, questioning, contributing ideas
- purposeful use of journal and completion of all tasks, including all homework tasks
- submission of all requested tasks, including outlines

Performance

- Quality of all submitted tasks and assessed in accordance with Language A1 English Criteria.

The actual grade of 1 – 7 is determined using a criterion referenced scale. Refer to Assessments and Grades.

TOPICS OUTLINE: GROUP 1 LANGUAGE A LITERATURE KHMER

<p>Topics: Part 4: Options SL/HL Three works are chosen by the school; the approach to the study of works is chosen from four options</p>	<p>Topics: Part 2: Detailed Study SL - Close study and analysis of two works, each of a different genre HL - Close study and analysis of three works, each of a different genre and one of which is poetry</p>
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
<p>Topics: Part 1: Works in Translation SL- A literary study of two works in translation HL - A literary study of three works in translation</p>	<p>Topics: Part 3: Literary Genres SL - Literary study of three works of the same literary genre HL - Literary study of four works of the same literary genre</p>

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

GROUP 1 LANGUAGE A ENGLISH LANGUAGE & LITERATURE

Language A: English language and literature is a new course, introduced into group 1 to provide greater choice and with a particular focus on developing an understanding of the constructed nature of meanings generated by language. Two parts of the course relate to the study of language and two to the study of literature.

Course description

The Language A: English language and literature course develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. The course is flexible. Teachers have the opportunity to construct it to reflect the interests and concerns relevant to their students.

ISPP Assessment

The ISPP grade is based on assessment of 'effort and productivity' and 'performance'. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows.

Effort & Productivity

- preparation for class and effective use of class time
- seeking help where needed and taking advantage of available help
- taking responsibility and accountability for adhering to due dates
- reflecting on teacher feedback, whether written or verbal
- organization of class material
- participating in class discussions, including; listening, questioning, contributing ideas
- purposeful use of journal and completion of all tasks, including all homework tasks
- submission of all requested tasks, including drafts

Performance

- Quality of all submitted tasks and assessed in accordance with IB 'Literature' or 'Literature & Language Criteria'.

The actual grade of 1 – 7 is determined using a criterion referenced scale. Refer to Assessments and Grades.

TOPICS OUTLINE: GROUP 1 LANGUAGE A ENGLISH LANGUAGE & LITERATURE

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
<p>Topics: Part 4: Literature—critical study SL - Two literary works, each chosen from the IB English 'prescribed list of authors' (PLA). HL - Three literary works, all of which are chosen from the IB English 'prescribed list of authors' (PLA).</p>	<p>Topics: Part 2: Language and mass communication SL/HL Texts are chosen from a variety of sources, genres and media.</p>
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
<p>Topics: Part 1: Language in a cultural context SL/HL - Texts are chosen from a variety of sources, genres and media.</p>	<p>Topics: Part 3: Literature: texts and contexts</p> <p>SL - Two literary works, one of which is a work in translation chosen from the 'prescribed literature in translation' list (PLT). The other is chosen from the English PLA list.</p> <p>HL - Three literary works. One work is a work in translation from the PLT, the second work is chosen from the English PLA. The third is the school's free choice.</p>

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

LANGUAGE A LITERATURE IB ASSESSMENT – ENGLISH & KHMER

Performance on the following assessments is the basis of the IB grade.

Assessment Standard Level

70% External Assessment

20% Exam paper 1 Guided Literary Study 1.5 hours

The paper consists of two passages: one prose and one poetry.

Students choose one and write a guided literary analysis in response to two questions.

25% Exam paper 2 1.5 hours

The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3.

25% Written assignment

Students submit a reflective statement and literary essay on one work studied in part 1.

The reflective statement must be 300–400 words in length.

The essay must be 1,200–1,500 words in length.

30% Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

15% Individual oral commentary (10 minutes)

Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2.

15% Individual oral presentation (10–15 minutes)

The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task.

Assessment Higher Level

70% External Assessment

20% Exam paper 1 Guided Literary Study 2 hours

The paper consists of two passages: one prose and one poetry.

Students choose one and write a literary commentary.

25% Exam paper 2 2 hours

The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3.

25% Written assignment

Students submit a reflective statement and literary essay on one work studied in part 1.

The reflective statement must be 300–400 words in length.

The essay must be 1,200–1,500 words in length.

30% Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

15% Individual oral commentary (10 minutes)

Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2.

15% Individual oral presentation (10–15 minutes)

The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task.

SCHOOL SUPPORTED SELF TAUGHT LANGUAGE A LITERATURE - IB ASSESSMENT

70% External Assessment

20% Exam paper 1 Guided Literary Study 1.5 hours

The paper consists of two passages: one prose and one poetry.

Students choose one and write a guided literary analysis in response to two questions.

25% Exam paper 2 1.5 hours

The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3.

25% Written assignment

Students submit a reflective statement and literary essay on one work studied in part 1.

The reflective statement must be 300–400 words in length.

The essay must be 1,200–1,500 words in length.

30% Internal assessment

The formal oral commentary is a close literary analysis of the passage or poem. It is expected that, in preparing for each of the 10 questions for the two works studied, students will pay attention to the way in which literary features such as language, style, tone and voice create particular effects.

LANGUAGE A ENGLISH LANGUAGE & LITERATURE IB ASSESSMENT

Performance on the following assessments is the basis of the IB grade.

Assessment Standard Level

70% External Assessment

25% Exam paper 1 Textual Analysis 1.5 hours

The paper consists of two unseen texts. Students write an analysis of one of these texts.

25% Exam paper 2 Essay 1.5 hours

In response to one of six questions students write an essay based on both the literary texts studied in part 3.

20% Written task

Students produce at least three written tasks based on material studied in the course

Students submit one written task for external assessment.

This task must be 800–1,000 words in length plus a rationale of 200–300 words.

30% Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

15% Individual oral commentary

Students comment on an extract from a literary text studied in part 4 of the course.

Students are given two guiding questions.

15% Further oral activity

Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course.

The mark of one further oral activity is submitted for final assessment.

Assessment Higher Level

70% External Assessment

25% Exam paper 1 Comparative Textual Analysis 2 hours

The paper consists of two pairs of unseen texts.

Students write a comparative analysis of one pair of texts.

25% Exam paper 2 Essay 2 hours

In response to one of six questions students write an essay based on at least two of the literary texts studied in part 3. The questions are the same at SL but the assessment criteria are different.

20% Written Tasks

Students produce at least four written tasks based on material studied in the course.

Students submit two of these tasks for external assessment.

One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study. Each task must be 800–1,000 words in length plus a rationale of 200–300 words.

30% Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

15% Individual oral commentary

Students comment on an extract from a literary text studied in part 4 of the course.

Students are given two guiding questions.

15% Further Oral Activity

Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course.

The mark of one further oral activity is submitted for final assessment.

GROUP 2 LANGUAGE ACQUISITION

Potential Credit: 1 per year
Duration: Two-year course
Group 2: Language B
IB Options: Standard and higher level

Language B Course Description

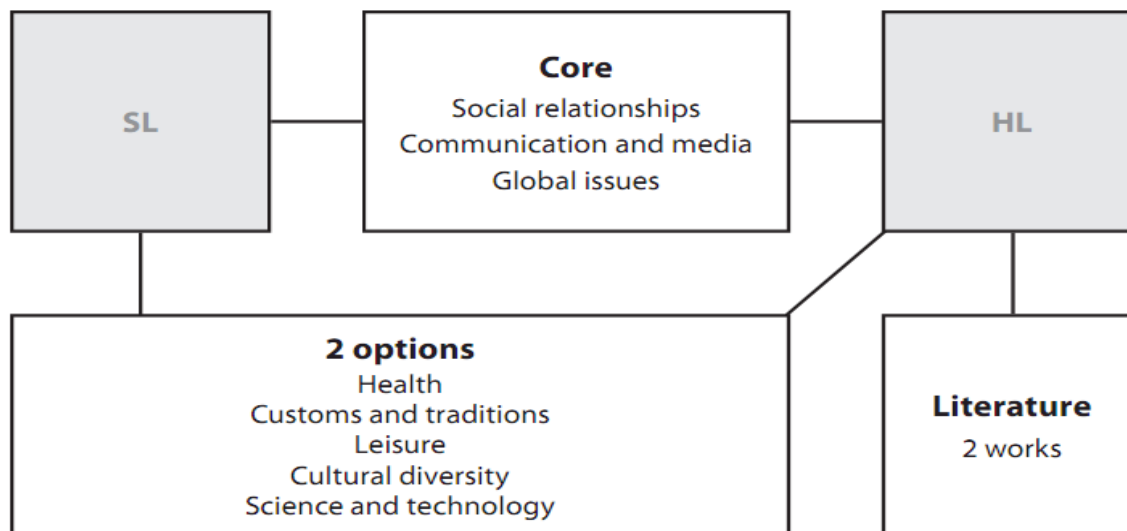
The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills will be developed through the study and use of a range of spoken and written material extending from everyday oral exchanges to literary texts, and will be related to the language and its culture.

Language B SL and HL are language acquisition courses for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it. Standard and higher levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the study of literature at HL, the level of difficulty and the demands of assessment and the assessment criteria.

The range of purposes and situations for which and in which the language is used in the language B courses extends well beyond those at ab initio.

Syllabus and assessment

The core, which is common to both SL and HL, consists of three topics and is a required area of study. In addition, teachers select two options from a choice of five. At HL, two works of literature are studied.



LANGUAGE B: ENGLISH

ISPP Assessment (IB assessments given at the end of the Language B section)

The ISPP grade is based on assessment of effort, productivity and performance. In this course elements that will be considered are as follows:

Effort & Productivity

- being prepared for class
- seeking extra help / taking advantage of available help
- timeliness of work and self
- participation (actively engaged) during class
- oral contribution to class discussions
- submission of assigned works

Performance

- quality of submitted work, to include but not limited to reading comprehensions, oral presentations / communication, exams, homework, article reviews and a variety of written tasks
- ISPP will determine the appropriate performance criteria used to assess English Language B for the ISPP Diploma

The actual grade of 1 – 7 is determined using a criterion referenced scale. (Refer to Assessments and Grades).

TOPICS OUTLINE: LANGUAGE B ENGLISH

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
<p>Topics: Social Relationships Cultural Diversity</p> <p>Note: For each of the core areas and additional topics, students will examine both relevant fiction and nonfiction.</p>	<p>Topics: Global Issues Cultural Diversity</p>
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
<p>Topics: Communication and Media Science and Technology</p>	<p>Topics: Global Issues Exam revision</p>

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

LANGUAGE B: FRENCH

ISPP Assessment (IB assessments given at the end of the Language B section)

The ISPP grade is based on assessment of effort/ productivity and performance. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows:

Effort and productivity

- preparedness for class
- taking advantage of available help
- punctuality
- completion of assigned work
- participation in class discussion
- productive use of class time

Performance

- quality of submitted works (to include but not limited to presentations, quizzes, tests, exams, homework) in accordance with Language B Criteria. The actual grade of 1 – 7 is determined using a criterion referenced scale. Refer to Assessments and Grades.

TOPICS OUTLINE: LANGUAGE B FRENCH

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
Topics: Youth Relationships	Topics: Social issues Culture Media Environment and pollution
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
Topics: Education Health Tourism and travel	Topics: Equal opportunities Mock exams and corrections Preparation for individual orals

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

TOPICS OUTLINE: LANGUAGE B SPANISH

ISPP Assessment (IB assessments given at the end of the Language B section)

The ISPP grade is based on assessment of effort/ productivity and performance. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows:

Effort and productivity

- preparedness for class
- taking advantage of available help
- punctuality
- completion of assigned work
- participation in class discussion
- productive use of class time

Performance

- quality of submitted works (to include but not limited to presentations, quizzes, tests, exams, homework) in accordance with Language B Criteria.

The actual grade of 1 – 7 is determined using a criterion referenced scale. Refer to Assessments and Grades.

TOPICS OUTLINE: LANGUAGE B SPANISH

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
<p>Topics: Global Issues: -<i>The effect of man on nature</i> -<i>Climate change, natural disasters</i> -<i>The environment and sustainability</i></p> <p>Communication and Media -<i>Sensationalism in media</i> -<i>Internet, mail, telephone</i> -<i>Press</i></p> <p>Additional topic for HL: one work of literature</p>	<p>Topics: Social Relationships: -<i>Language and Cultural identity</i> -<i>Celebrations, social and religious events</i> -<i>Relationships: friendship, work, family</i></p> <p>Cultural Diversity: -<i>Intercultural assimilation</i> -<i>Population diversity</i> -<i>Culinary heritage</i></p> <p>Additional topic for HL: one work of literature</p>
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
<p>Topics: Health: -<i>Concepts of beauty and health</i> -<i>Diet and Nutrition</i> -<i>Global Health – Health services</i></p> <p>Leisure: -<i>Travelling</i> -<i>Social interaction through leisure</i></p> <p>Additional topic for HL: one work of literature</p>	<p>Topics: Review Preparation for individual orals Mock exams and Assessment</p>

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

TOPICS OUTLINE: LANGUAGE B MANDARIN

ISPP Assessment (IB assessments given at the end of the Language B section)

The ISPP grade is based on assessment of effort/ productivity and performance. The nature of each course impacts what elements reflect a student’s effort, productivity and performance. In this course elements that will be considered are as follows:

Effort and productivity

- preparedness for class
- taking advantage of available help
- punctuality
- completion of assigned work
- participation in class discussion
- productive use of class time

Performance

- quality of submitted works (to include but not limited to presentations, quizzes, tests, exams, homework) in accordance with Language B Criteria.

The actual grade of 1 – 7 is determined using a criterion referenced scale. Refer to Assessments and Grades.

TOPICS OUTLINE: LANGUAGE B MANDARIN

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
<p>Topics: Youth Relationship Media Health</p>	<p>Topics: Environment and pollution Equal opportunities Politics and citizenship Beliefs</p>
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
<p>Topics: Education Social issues Culture Tourism and travel</p>	<p>Topics: Mock exams and corrections Preparation for individual orals</p>

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

IB ASSESSMENT FOR LANGUAGE B ALL LANGUAGE OPTIONS

Performance on the following assessments is the basis of the IB grade.

External Assessment

25% Exam paper 1- Receptive Skills

SL 1 hour 15 mins - Questions on 4 texts

HL 1 hour 30 mins - Questions on 4 texts

25% Exam paper 2- Written Productive Skills

SL 1 hour 15 mins response to one task (250–400 words)

HL 1 hour 30 mins two written tasks—one creative response (250– 400 words) and one argumentative response (150–200 words)

20% Written assignment - Receptive and written productive skills

400–700 words: creative response to literature

Internal Assessment

30% Oral Commentary Interactive Skills.

SL 12–15 minutes: individual oral presentation followed by conversation with the teacher - 20%

HL 15–18 minutes: individual oral presentation followed by conversation with the teacher -20%

Interactive Orals: SL & HL Classroom interaction: three tasks including one listening task – 10%

LANGUAGE AB INITIO

Potential Credit:	1 per year
Duration:	Two-year course
Group 2:	Language B
IB Options:	Standard level only

Ab initio level is for those students who have very little (less than two years) or no experience with the language.

Learning a foreign language is much more than learning a number of sentences, a certain amount of vocabulary or a number of grammatical rules. It means being able to interact in a new cultural context that will enable us to function in a society different from our original one. It not only expands our possibilities of work, entertainment or travel, but it expands our awareness of the world as we know it today – a world that has shrunk due to international flights, the Internet, and a general understanding that cultural diversity is what makes us human.

It is within this concept that the *ab initio* course was designed. It is an opportunity for students to further their linguistic skills by taking up a second foreign language, or for students to learn a foreign language for the first time.

LANGUAGE AB INITIO: SPANISH

ISPP Assessment (IB assessments given at the end of the Language Ab initio section)

The ISPP grade is based on assessment of effort, productivity and performance. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows.

Effort & Productivity

- being prepared for class
- taking advantage of available help
- timeliness of work and self
- participation (actively engaged) during class
- oral contribution to class discussions
- submission of assigned works

Performance

- quality of submitted work, to include but not limited to reading comprehensions, oral presentations / communication, exams, homework, vocabulary builders and a variety of written tasks

The actual grade of 1 – 7 is determined using a criterion referenced scale. Refer to Assessments and Grades.

TOPICS OUTLINE: LANGUAGE AB INITIO: SPANISH

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
Topics: The Individual & Society	Topics: Urban and Rural environments
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
Topics: Work and leisure	Topics: Health & Emergencies Practice for Assessments

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

LANGUAGE AB INITIO: MANDARIN

ISPP Assessment (IB assessments given at the end of the Language Ab initio section)

The ISPP grade is based on assessment of effort, productivity and performance. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows.

Effort & Productivity

- being prepared for class
- taking advantage of available help
- timeliness of work and self discipline
- participation (actively engaged) during class
- oral contribution to class discussions
- submission of assigned works

Performance

- quality of submitted work, to include but not limited to reading comprehensions, oral presentations / communication, exams, homework, vocabulary builders and a variety of written tasks

The actual grade of 1 – 7 is determined using a criterion referenced scale. Refer to Assessments and Grades.

TOPICS OUTLINE: LANGUAGE AB INITIO: MANDARIN

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
Topics: The Individual & Society	Topics: Urban and Rural environments
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
Topics: Work and leisure	Topics: Health & Emergencies Practice for Assessments

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

IB ASSESSMENT FOR LANGUAGE AB INITIO ALL LANGUAGE OPTIONS

Performance on the following assessments is the basis of the IB grade.

External Assessment

30% Exam paper 1 1.5 hours

Students are given four written texts, each followed by a number of text-handling exercises. This will evaluate the receptive skills.

25% Exam paper 2 1 hour

This type of exam evaluates language productive skills. Students are given two compulsory writing exercises for a total of 25 marks. In section A one question will be answered from a choice of two, for a total score of 7 marks.

In section B, one question from a choice of three will be answered, for a total of 18 marks.

20% Writing assignment:

This assignment will evaluate students' receptive and productive skills. Students will have to write between 200 to 300 word piece of writing in Spanish, carried out in class under the teacher supervision, without using a dictionary. This task will award students a total of 20 marks.

Internal Assessment

25% Oral components (1 task)

Individual oral activity

Students engage in a three part oral exchange with their teacher. Part one is a presentation based on a visual stimulus from a choice of two, lined to one of the topics in the core syllabus. In the second part, follow-up questions on the visual stimulus and issues arising from it will be asked. The third part is a general conversation **including at least two questions** on the written assignment.

The individual oral must be spontaneous conversation. The exchange will be digitally recorded.

ECONOMICS

Potential Credit:	1 per year
Duration:	Two-year course
Group 3:	Humanities / Individuals and Societies
IB Options:	Standard and higher levels

Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about the concept of scarcity and the problem of resource allocation.

Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study.

Economics does not exist in a vacuum, because it naturally must consider how economic theory is to be applied in an international context. To achieve understanding, students are taught to consider economic theories, ideas and happenings from the points of view of different individuals, nations and cultures in the world economy. Although complete knowledge is impossible, students can search for understanding through a wide range of different aspects of the global economy. Their search may inspire a lifelong interest in the promotion of international understanding.

ISPP ASSESSMENT

The ISPP grade is based on assessment of effort, productivity and performance. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows.

Effort & Productivity

- timeliness of work and self
- comprehensive hand-written notes on assigned chapters
- completed problem set questions and/or student activities assigned to practice applying learned economic concepts
- quiz scores

Performance

- achievement on unit tests and assessment of four commentaries each semester

The actual grade of 1 – 7 is determined using a criterion referenced scale. (Refer to Assessments and Grades).

IB ASSESSMENT

Performance on the following assessments is the basis of the IB grade.

External Assessment

40% (SL) 30% (HL)	Exam Paper 1	1.5 hours
	Paper 1 is an extended-response paper divided into two sections. Section A offers students two questions derived from the microeconomics section of the syllabus and Section B offers two questions derived from the macroeconomics section of the syllabus. Students must answer one question from each section.	
40% (SL) 30% (HL)	Exam Paper 2	1.5 hours
	Paper 2 is a data-response structured question exam divided into two sections. Section A offers students two questions derived from the international economics section of the syllabus and Section B offers two questions derived from the development section of the syllabus. Students must answer one question from each section.	
20% (HL only)	Exam Paper 3	1 hour
	Students are given three short-answer questions derived from all higher level extension portions of the syllabus. Students are expected to respond to two of the three questions.	

**Internal Assessment
20% (SL) (HL)**

Portfolio of Commentaries

Students are expected to produce a portfolio of three commentaries, each with a 750 word maximum, based on a news media extract, linking economic theory to real-world situations.

TOPICS OUTLINE: ECONOMICS

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
<p>Topics: Introduction to Economics</p> <p>Definitions of social science, economics, microeconomics & macroeconomics; growth, development & sustainable development; positive & normative concepts; economic assumptions; Scarcity, factors of production & payments to factors; Economic choices based on utility, opportunity cost, and production possibility curves; rationing systems; free market & socialist; public and private goods & mixed economy</p> <p>Microeconomics Markets: Supply & Demand concepts, curves & functions; interaction & price controls; elasticities: demand, supply & income elasticities; cross elasticities; applications of elasticities;</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: None</p>	<p>Topics: International Economics</p> <p>Reasons for Trade: economic, political, profit; Definition of free trade; Protectionism: tariffs, quotas, & other trade barriers, arguments for & against protectionism; Economic Integration: globalization, trading blocs; WTO; Balance of Payments: current & capital account components; Exchange Rates: fixed, floating & managed exchange rate systems, impacts on trade, capital & inflation; Balance of Payments problems: correction of deficits & surpluses</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: Absolute & comparative advantage; trade creation & trade diversion; obstacles to integration; advantages/disadvantages of fixed/floating rates & monetary integration; Marshall-Lerner condition & J-curve; measuring terms of trade</p>
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
<p>Topics: Macroeconomics</p> <p>Measuring National income: Circular flow of income, GDP measurement; Introduction to development: measures of economic growth & development;; Macroeconomic models: Aggregate supply & demand, Keynesian & Neo-Classical models, full employment & inflationary/deflationary gap; Demand-side and supply-side models; Unemployment and inflation: concepts, types, and measures of unemployment & inflation; Distribution of income: direct/indirect taxation; progressive/regressive taxes</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: Flat & ad valorem taxes; incidence of indirect taxes & subsidies; Theory of the Firm: LR & SR Costs, Output & Revenues; profits; perfect competition, monopoly; monopolistic competition; oligopoly & price discrimination; Market failure; reasons & government responses</p> <p>Multiplier & accelerator; measuring inflation; Phillips Curve; laffer Curve; Lorenz curve;</p>	<p>Topics: Development Economics</p> <p>Sources of growth and development: natural, human, physical & institutional factors; Consequences of Growth: externalities, income distribution & externalities; Barriers to growth: poverty, institutional & political factors, trade barriers, financial barriers, socio-cultural barriers; Growth strategies: Harrod-Domar, Dual Sector, Export-led models, aid-dependent growth, import substitution, FDI & credit/foreign debt; Evaluation of growth strategies; aid & trade vs. market-led growth, role of international financial institutions.</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: None</p>

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

GEOGRAPHY

Potential Credit:	1 per year
Duration:	Two-year course
Group 3:	Humanities / Individuals and Societies
IB Options:	Standard and higher levels

Geography is concerned with place. Understanding the nature and causes of a real differentiation on the global surface has been the geographer's task since people first noticed differences between places.

Through geography we seek to understand these differences in patterns of human distribution, interrelationships between human society and the physical environment, people's use of the Earth in time and space, and how these differences are related to people's cultures and economies. These, and other related themes, express major concerns of our time and reflect the consequences of spatial decisions.

Geography in the Diploma Programme is a social science and one of those subjects in group 3 concerned with the study of individuals and societies. The complexity and changing nature of human society seldom permit the type of precision expected in the physical sciences. Instead, the social sciences offer a variety of perspectives and methods of study. The answers to the broad and complex questions faced by geographers may therefore require the use of many approaches from various fields.

ISPP ASSESSMENT

The ISPP grade is based on assessment of effort, productivity and performance. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows.

Effort & Productivity:

- Come to class prepared and on time.
- Submit work with attention to detail on time.
- Take initiative for your learning.
- Embrace challenges and strive for success.

- Maintain detailed, personally meaningful, and well organized notes.
- Be a valuable and actively engaged member of class.
- Use class time appropriately and effectively.
- Submit assigned work as per provided guidelines and instructions.

Performance:

- Individual and group assignments and activities.
- Fieldwork reports.
- Quizzes and tests.

The actual grade of 1 – 7 is determined using a criterion referenced scale. (Refer to Assessments and Grades).

IB ASSESSMENT

Performance on the following assessments is the basis of the IB grade.

External Assessment

40% (SL) 25% (HL) Exam paper 1 1.5 hours

Students are given three questions based on the core themes. Students are expected to respond to two of the three questions.

40% (SL) 50% (HL) Exam paper 2 1.5 hours (SL) 2.5 hours (HL)

Students are given eleven questions on the optional themes.

(SL) Students are expected to respond to a total of two questions.

(HL) Students are expected to respond to a total of four questions, two questions from section A, one question from section B and one question from either section A, section B, or section C.

Internal Assessment

20% (SL) 25% (HL)

At ISPP, the IA for students studying Geography revolves around fieldwork that focuses on water quality testing of the Mekong.

(SL) Students are expected to do fieldwork, leading to a report (1,500 words).

(HL) Students are expected to do fieldwork, leading to a report (2,500 words) that is hypothesis-based.

TOPICS OUTLINE: GEOGRAPHY

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
<p>Topics:</p> <p>Geographic skills (Ongoing) Population 1 distribution Population 2 structures Population 3 resources</p>	<p>Topics:</p> <p>Geographic skills (Ongoing) Globalization Settlements</p>
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
<p>Topics:</p> <p>Population 4 development Drainage Basins and Their Management</p>	<p>Topics:</p> <p>Lithospheric Processes and Hazards Exam Review and Preparation</p>

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

HISTORY

Potential Credit:	1 per year
Duration:	Two-year course
Group 3:	Humanities / Individuals and Societies
IB Options:	Standard and higher levels

The History programme will cover many regions of the world but will in particular be focused around the study of modern world history, between approximately 1890 and 1995. There will be a focus on topics such as nationalist movements, origins and development of authoritarian single party states and the Cold War, the regional option for higher level students is the history of Asia and Oceania. Students will also have the opportunity to investigate one aspect of History, in the form of an in-depth coursework assignment.

This programme is designed to be challenging, exciting and interesting, giving students the opportunity to develop and extend their skills.

ISPP ASSESSMENT

The ISPP grade is based on assessment of effort, productivity and performance. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows.

Effort & Productivity

- preparedness for class
- taking advantage of available help
- timeliness of work and self
- participation (actively engaged) during class
- submission of assigned works

Performance

- quality of submitted works, to include but not limited to, quizzes, tests, exams, homework, article reviews and papers

The actual grade of 1 – 7 is determined using a criterion referenced scale. (Refer to Assessments and Grades).

IB ASSESSMENT Performance on the following assessments is the basis of the IB grade.

External Assessment

30% (SL) 20% (HL) Exam paper 1 1 hour

Students are given resources and four questions related to three prescribed subjects. Students are expected to respond to all four questions from one of the three prescribed subjects. This is a structured question paper.

45% (SL) 25% (HL) Exam paper 2 1.5 hours

Students are given questions from six topics. Students are expected to respond to two questions each from a different topic. This is an essay paper

35% (HL only) Exam paper 3 2.5 hours

Students are given twenty-five questions based on the regional option (Asia and Oceania) Students are expected to respond to three of the 25 questions. This is an essay paper

Internal Assessment

25% (SL) 25% (HL) Students are expected to undertake a historical investigation and produce a written account of between 1500 – 2000 words. It is recommended that students select from within their Diploma Course in terms of content.

TOPICS OUTLINE: HISTORY

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
<p>Topics: Introduction to History</p> <ul style="list-style-type: none"> • Reading, Writing, Noting, Researching • historiography <p><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: Area Focus</p> <ul style="list-style-type: none"> • The Republic of China 1912 - 49 and the rise of Communism • Impact of the World Wars on South and Southeast Asia to the mid 20th century 	<p>Topics:</p> <ul style="list-style-type: none"> • The Cold War • Internal assessment (finish) <p><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level:</p> <ul style="list-style-type: none"> • Developments in South and Southeast Asia from mid 20th century to 2000
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
<p>Topics:</p> <ul style="list-style-type: none"> • Communism in Crisis 1976-1989 • The Cold War • Internal assessment (begin) <p><u>Additional topics for the IB Options</u></p> <p>Standard Level: none Higher Level:</p> <ul style="list-style-type: none"> • Impact of the World Wars on South and Southeast Asia to the mid 20th century 	<p>Topics:</p> <ul style="list-style-type: none"> • Review • Mock Exams <p><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: None</p>

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

BIOLOGY

Potential Credit:	1 per year
Duration:	Two-year course
Group 4:	Experimental Sciences
IB Options:	Standard and higher levels

Biology is the science of living organisms and encompasses all aspects of the structure of organisms, how they function and their interaction with the environment. Biology plays a major role in our lives especially in the fields of agriculture, medicine and our own relationships with living organisms. The syllabus is designed to reflect these influences and provide opportunities for scientific study and creativity within global contexts, which will stimulate and challenge students. Most biological advances occur through investigation and experimentation and it is important that students of the Diploma are given as much “hands on” experience as possible. The course therefore includes many opportunities for practical works.

ISPP ASSESSMENT

The ISPP grade is based on assessment of effort, productivity and performance. In this course elements that will be considered are as follows.

Effort & Productivity

- preparedness for class
- timeliness of work and self
- level of detail in written work
- participation during class
- asking insightful and relevant questions during discussions
- finding and highlighting connections between biological concepts

Performance

- quality of submitted works, to include but not limited to homework, lab reports, quizzes projects and exams

The actual grade of 1 – 7 is determined using a criterion referenced scale. Refer to Assessments and Grades.

IB ASSESSMENT

Performance on the following assessments is the basis of the IB grade.

External Assessment

20% (SL)	20% (HL)	Exam paper 1	0.75 hours (SL)	1 hour (HL)
		(SL) 30 multiple choice questions on the core syllabus.		
		(HL) 40 multiple choice questions on the core syllabus.		
32% (SL)	36% (HL)	Exam paper 2	1.25 hours (SL)	2.25 hours (HL)
		Section A: Data-based question and short-answer questions on the core (and the AHL) . Students are expected to respond to all questions.		
		(SL) Section B: Students answer one of three extended-response questions on the core.		
		(HL) Section B: Students answer two of four extended-response questions on the core.		
24% (SL)	20% (HL)	Exam paper 3	1 hour (SL)	1.25 hours (HL)
		(SL) Several short-answer questions in each of the two options studied.		
		(HL) Several short-answer questions and one extended-response question.		

Internal Assessment

24% (SL)	24% (HL)	Approximately	40 hours (SL)	60 hours (HL)
		Practical work and group 4 project		

Practical work / investigation is an integral part of the course. Students will carry out several short- and long- term investigations (such as practical and subject specific projects) throughout the course. Students will also participate in an interdisciplinary activity focusing on the processes of scientific investigation and involving all science students.

TOPICS OUTLINE: BIOLOGY

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
<p>Topics:</p> <p>1. STATISTICAL ANALYSIS</p> <p>2. CELLS Cell theory Prokaryotic Cells Eukaryotic Cells Membranes Cell Division</p> <p>3. THE CHEMISTRY OF LIFE Chemical Elements and Water Carbohydrates, Lipids and Proteins Enzymes DNA Structure DNA replication Transcription and Translation Cell respiration and photosynthesis</p> <p>4. GENETICS Chromosomes, Genes, Alleles and Mutations Meiosis Theoretical Genetics Genetic Engineering and Biotechnology</p>	<p>Topics:</p> <p>7. (HL)NUCLEIC ACIDS AND PROTEINS DNA structure and replication Transcription and translation Proteins and enzymes</p> <p>8. (HL)CELL RESPIRATION AND PHOTOSYNTHESIS</p> <p>9. (HL)PLANT SCIENCE Plant structure and growth Transport and reproduction in angiospermatophytes</p> <p>10. (HL)GENETICS Meiosis Dihybrid crosses Polygenic inheritance</p> <p>11. (HL)HUMAN HEALTH AND PHYSIOLOGY Defence against infectious diseases Muscles and movement The kidney Reproduction</p> <p>Option One – NEUROBIOLOGY AND BEHAVIOUR Stimulus and response Perception of stimuli Innate and learned behaviour Neurotransmitters and synapses</p> <p>Higher Level: The human brain Further studies of behaviour</p>
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
<p>Topics:</p> <p>5. ECOLOGY AND EVOLUTION Communities and ecosystems The greenhouse effect Populations Evolution Classification</p> <p>6. HUMAN HEALTH AND PHYSIOLOGY Digestion The Transport system Defence against infectious disease Gas exchange Nerves, hormones and homeostasis Reproduction</p>	<p>Topics:</p> <p>Option Two – EVOLUTION Origin of life on Earth Species and speciation Human evolution</p> <p>Higher Level: The Hardy-Weinberg principle Phylogeny and systematics</p> <p>Revision Mock Exams</p>

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

CHEMISTRY

Potential Credit:	1 per year
Duration:	Two-year course
Group 4:	Experimental Sciences
IB Options:	Standard and higher levels

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin the physical environment in which we live, and all biological systems. As such the subject of chemistry has two main roles in the curriculum. It is a subject worthy of study in its own right as a preparation for employment or further study. Chemistry is also a pre-requisite for many other course in higher education, such as medicine, and biological and environmental sciences.

ISPP ASSESSMENT

The ISPP grade is based on assessment of effort, productivity and performance. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows.

Effort/Productivity

- Preparedness for class
- Punctuality
- Participation in class
- Homework accuracy and completeness
- Quality and rate of improvement of all internal assessments including investigations, write-ups and practical quizzes

Performance

- Performance on major examinations, tests and quizzes.

The actual grade of 1 – 7 is determined using a criterion referenced scale. (Refer to Assessments and Grades).

IB ASSESSMENT

Performance on the following assessments is the basis of the IB grade.

External Assessment

20% (SL)	20% (HL)	Exam paper 1	0.75 hours (SL)	1 hour (HL)
		(SL) 30 multiple choice questions on the core		
		(HL) 40 multiple choice questions on the core		
32% (SL)	36% (HL)	Exam paper 2	1.25 hours (SL)	2.25 hours (HL)

Section A: Students are given one data-based question and several short-answer questions on the core (**and the AHL**). Students are expected to respond to all questions.

(SL) Section B: Students are given three questions on the core. Students are expected to write an extended-response to one of the three questions.

(HL) Section B: Students are given four questions on the core and AHL. Students are expected to write extended-responses to two of the four questions.

24% (SL) 20% (HL) Exam paper 3 1 hour (SL) 1.25 hours (HL)

(SL) Students are given several short-answer questions in each of the two options studied. Students are expected to respond to all questions.

(HL) In addition to the short-answer the short-answer questions noted for SL, HL students are given one extended-response question. Students are expected to respond to all questions.

Internal Assessment

24% (SL) 24% (HL) Approximately 40 hours (SL) 60 hours (HL)

Practical work and group 4 project

Practical work / investigation is an integral part of the course. Students will carry out several short- and long- term investigations (such as practical and subject specific projects) throughout the course. Students will also participate in an interdisciplinary activity focusing on the processes of scientific investigation and involving all science students.

TOPICS OUTLINE: CHEMISTRY

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
<p>Topics: SL & HL</p> <p>Topic 2: Atomic structure Topic 3: Periodicity Topic 4: Bonding Topic 1: Quantitative chemistry Topic 5: Energetics</p>	<p>Topics: SL & HL</p> <p>Topics: HL Topic 12: Atomic structure Topic 13: Periodicity Topic 14: Bonding Topic 15: Energetics Topic 16: Kinetics Topic 17: Equilibrium</p>
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
<p>Topics: SL & HL</p> <p>Topic 6: Kinetics Topic 7: Equilibrium Topic 8: Acids and bases Topic 9: Oxidation and reduction Topic 10: Organic chemistry Topic 11: Measurement and data processing</p>	<p>Topics: HL</p> <p>Topic 18: Acids and bases Topic 19: Oxidation and reduction Topic 20: Organic chemistry</p> <p>Option 1 & 2: To be determined by majority vote of the students</p>

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

PHYSICS

Potential Credit:	1 per year
Duration:	Two-year course
Group 4:	Experimental Sciences
IB Options:	Standard and higher levels

This course covers the basic physics topics studied worldwide in high school classes: mechanics, thermal physics, waves, electricity/magnetism, and atomic/nuclear physics. Within these topics you will have the chance to discover how two sound waves can combine to create silence. You will design and test electrical circuits. You will calculate the thrust needed to launch satellites into orbit. You will learn what light really is—or what we *think* it is. And you will have a glimpse into the nucleus of an atom and that “slumbering energy” that creates nuclear explosions.

It is *not* true that you have to be a brilliant mathematician. Non-mathematicians often arrive at a more valuable intuitive understanding of physics because they have had to build that understanding without mathematical scaffolding. However, you will not be able to escape mathematics entirely. A background of basic algebra and trigonometry is essential, and an additional understanding of applied math will make your life much easier, especially at the higher level.

ISPP ASSESSMENT

The ISPP grade is based on assessment of effort, productivity and performance. The nature of each course impacts what elements reflect a student’s effort, productivity and performance. In this course elements that will be considered are as follows.

Effort & Productivity

- preparedness for class
- timeliness of work and self
- level of detail in lab reports
- participates actively during class
- asks insightful and relevant questions during discussions
- finds and highlights connections between chemical concepts in all assignments

Performance

- quality of submitted works, to include but not limited to homework, lab reports, quizzes projects and exams

IB ASSESSMENT

Performance on the following assessments is the basis of the IB grade.

External Assessment

20% (SL)	20% (HL)	Exam paper 1	0.75 hours (SL)	1 hour (HL)
		(SL) 30 multiple choice questions on the core		
		(HL) 40 multiple choice questions on the core		
32% (SL)	36% (HL)	Exam paper 2	1.25 hours (SL)	2.25 hours (HL)

Section A: Students are given one data-based question and several short-answer questions on the core (**and the AHL**). Students are expected to respond to all questions.

(SL) Section B: Students are given three questions on the core. Students are expected to write an extended-response to one of the three questions.

(HL) Section B: Students are given four questions on the core and AHL. Students are expected to write extended-responses to two of the four questions.

24% (SL) 20% (HL) Exam paper 3 1 hour (SL) 1.25 hours (HL)

(SL) Students are given several short-answer questions in each of the two options studied. Students are expected to respond to all questions.

(HL) In addition to the short-answer the short-answer questions noted for SL, HL students are given one extended-response question. Students are expected to respond to all questions.

Internal Assessment

24% (SL) 24% (HL) Approximately 40 hours (SL) 60 hours (HL)

Practical work and group 4 project

Practical work / investigation is an integral part of the course. Students will carry out several short- and long- term investigations (such as practical and subject specific projects) throughout the course. Students will also participate in an interdisciplinary activity focusing on the processes of scientific investigation and involving all science students.

TOPICS OUTLINE: PHYSICS

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
<p>Topics: Physics & Physical measurements Mechanics Oscillations and Waves</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: None</p>	<p>Topics: Atomic and nuclear physics Energy, power and climate change</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: Option C: Digital Technology Higher Level: Electromagnetic induction Quantum Physics and Nuclear Physics Digital Technology Astrophysics</p>
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
<p>Topics: Thermal physics Fields and forces Electric currents</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: Option A: Sight and Wave Phenomena Higher Level: Motion in Fields. Wave phenomena Thermal Physics</p>	<p>Topics: Review</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Higher Level: Relativity</p>

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

ENVIRONMENTAL SYSTEMS

Potential Credit:	1 per year
Duration:	Two-year course
Group 3 & 4:	Individuals & Societies (3) & Experimental Sciences (4)
IB Option:	Standard level

Environmental systems and societies is a transdisciplinary (groups 3 and 4), standard level only course. The course places great emphasis on human attitudes to the environment and on the interrelationships between the natural environment and human activities. The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

ISPP ASSESSMENT

The ISPP grade is based on assessment of effort, productivity and performance. In this course elements that will be considered are as follows.

Effort & Productivity

- preparedness for class
- timeliness of work and self
- level of detail in written work
- participates actively during class
- asks insightful and relevant questions during discussions
- finds and highlights connections between Environmental Systems concepts in all assignments
- quality of submitted works, to include but not limited to homework, end of unit tests, practical work, projects and exams

The actual grade of 1 – 7 is determined using a criterion referenced scale. Refer to Assessments and Grades.

IB ASSESSMENT

Performance on the following assessments is the basis of the IB grade.

External Assessment

30%

Exam paper 1 1 hour

This paper is made up of short answer and data based questions.

50%

Exam paper 2 2 hours

Paper 2 consists of two sections, A and B. In section A, students will be provided with a range of data in a variety of forms relating to a specific case study. Students are required to make reasoned and balanced judgments by analysing this data. In section B, students are required to answer two structured essay questions from a choice of four.

Internal Assessment

20% (SL)

Approximately 30 hours

Practical work

Internal assessment in environmental systems and societies comprises a series of practical and fieldwork activities that are undertaken as part of the practical scheme of work.

TOPICS OUTLINE: ENVIRONMENTAL SYSTEMS

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
<p>Topic 1: Systems and models</p> <p>Topic 2: The ecosystem</p> <p>2.1 Structure</p> <p>2.2 Measuring abiotic components of the system</p> <p>2.3 Measuring biotic components of the system</p> <p>2.4 Biomes</p> <p>2.5 Function</p> <p>2.6 Changes</p> <p>2.7 Measuring changes in the system</p>	<p>Topic 4: Conservation and biodiversity</p> <p>4.1 Biodiversity in ecosystems</p> <p>4.2 Evaluating biodiversity and vulnerability</p> <p>4.3 Conservation of biodiversity</p> <p>Topic 5: The issue of global warming</p> <p>Topic 6: Environmental value systems</p>
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
<p>Topic 3: Human population, carrying capacity and resource use</p> <p>3.1 Population dynamics</p> <p>3.2 Resources—natural capital</p> <p>3.3 Energy resources</p> <p>3.4 The soil system</p> <p>3.5 Food resources</p> <p>3.6 Water resources</p> <p>3.7 Limits to growth</p> <p>3.8 Environmental demands of human populations</p>	<p>Topic 7: Pollution management</p> <p>5.1 Nature of pollution</p> <p>5.2 Detection and monitoring of pollution</p> <p>5.3 Approaches to pollution management</p> <p>5.4 Eutrophication</p> <p>5.5 Solid domestic waste</p> <p>5.6 Depletion of stratospheric ozone</p> <p>5.7 Urban air pollution</p> <p>5.8 Acid deposition</p> <p>Revision</p> <p>Mock Exams</p>

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

MATHEMATICS

Potential Credit:	1 per year
Duration:	Two-year course
Group 5:	Mathematics
IB Options:	Standard and higher levels

This mathematics course is for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. It is designed for students preparing for future studies in such fields as chemistry, economics, psychology and business administration.

Students with a good background in mathematics and who are competent in a range of analytical and technical skills may want to consider taking the IB higher level option. It is designed for students who have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Students are required to have a graphics display calculator for all DYP mathematics courses. Although many brands and models are available, we recommend Texas Instrument calculators, either the TI-83 or TI-84. Both of these calculators come in different models, any of which are suitable for the mathematics courses.

ISPP ASSESSMENT

The ISPP grade is based on assessment of effort, productivity and performance. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows.

Effort/ Productivity

- preparedness for class
- taking advantage of available help
- punctuality
- completion of assigned work
- participation in class discussion
- productive use of class time

Performance

- quality of completed assignments
- demonstration of understanding on tests, quizzes, investigations and short assignments

The actual grade of 1 – 7 is determined using a criterion referenced scale. Refer to Assessments and Grades.

IB ASSESSMENT

Performance on the following assessments is the basis of the IB grade.

External Assessment

40% (SL) 30% (HL) Exam paper 1 1.5 hours (SL) 2 hours (HL)

Students are given short-response questions and extended-response questions based on the core of the syllabus. Students are expected to respond to all questions in both sections **without the aid of a calculator.**

40% (SL) 30% (HL) Exam paper 2 1.5 hours (SL) 2 hours (HL)

Students are given short-response questions and extended-response questions based on the core of the syllabus. Students are expected to respond to all questions in both sections. **It is expected that students will use a graphic display calculator for this assessment.**

20% (HL only) Exam paper 3 1 hour

Students are given extended-response questions based mainly on the syllabus options. **It is expected that students will use a graphic display calculator for this assessment.**

Internal Assessment

20% (SL) 20% (HL) Portfolio

Students will be given mathematical investigations and mathematical modeling assignments throughout the course. Two of these works, one investigation task and one modeling task are chosen by the teacher for submission to the IBO.

TOPICS OUTLINE: MATHEMATICS

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
<p>Topics:</p> <p>Functions and equations Exponents and logarithms Sequences and series; binomial theorem</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: Complex numbers Inequalities Proof by induction</p>	<p>Topics:</p> <p>Descriptive statistics and probability Calculus</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: none Higher Level: Probability distributions Statistical inference</p>
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
<p>Topics:</p> <p>Circular functions and trigonometry Vectors Matrices</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: Inverse trigonometric functions</p>	<p>Topics:</p> <p>Calculus</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: Statistical inference</p>

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

MATHEMATICAL STUDIES

Potential Credit:	1 per year
Duration:	Two-year course
Group 5:	Mathematics
IB options:	Standard level only

This course is for students who have varied mathematics 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.

ISPP ASSESSMENT

The ISPP grade is based on assessment of effort, productivity and performance. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows.

Effort/ Productivity

- preparedness for class
- taking advantage of available help
- punctuality
- completion of assigned work
- participation in class discussion
- productive use of class time

Performance

- quality of submitted works, to include but not limited to projects, quizzes, tests, exams, homework, presentations

The actual grade of 1 – 7 is determined using a criterion referenced scale. Refer to Assessments and Grades.

IB ASSESSMENT

Performance on the following assessments is the basis of the IB grade.

External Assessment

40%

Exam paper 1 1.5 hours

Students are given 15 short-response questions. Students are expected to respond to all questions. **It is expected that students will use a graphic display calculator for this assessment.**

40%

Exam paper 2 1.5 hours

Students are given 5 extended-response questions. Students are expected to respond to all questions. **It is expected that students will use a graphic display calculator for this assessment.**

Internal Assessment

20%

Project

Students are expected to produce 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. The project should not normally exceed 2,000 words, excluding diagrams, graphs, appendices and bibliography. However, it is the quality of the mathematics and the processes used and described that is important, rather than the number of words written.

TOPICS OUTLINE: MATHEMATICAL STUDIES

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
Topics: Sequences & Series Sets and logic Probability	Topics: Functions Financial mathematics Project Work
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
Topics: Statistics Functions Project work	Topics: Geometry & Trigonometry Calculus Revision

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

THEATRE

Potential Credit:	1 per year
Duration:	Two-year course
Group 6:	Arts and Electives
IB Options:	Standard and higher levels

The theatre course requires no previous experience in drama or theatre. Since the course is designed to enable students to experience theatre on a personal level, achievement in this subject is reflected in how students develop, extend and refine the knowledge, skills and attitudes necessary for studying this art form. Students' individual ability to be creative and imaginative, and to communicate in dramatic form, will be challenged and extended through the theoretical and practical content of the course.

ISPP ASSESSMENT

The ISPP grade is based on assessment of effort, productivity and performance. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows.

Effort & Productivity

- preparedness for class
- taking advantage of available help
- timeliness of work and self
- participation (actively engaged) during class
- submission of assigned works

Performance

- quality of submitted/presented works

IB ASSESSMENT

Performance on the following assessments is the basis of the IB grade.

External Assessment

25% (SL) 25% (HL) Research investigation

Students are expected to undertake dramaturgical research into an unfamiliar theatrical practice for the production of a play or theatre piece consisting of 1,500 – 1,750 words (**HL-2,000 – 2,500 words**) with supporting visual materials.

25% (SL) 25% (HL) Practical performance proposal

Students adopt a directorial perspective and write a rationale, outline and detailed description of a proposal for staging a performance consisting of 250 words with supporting visual and written materials from one of the IBO prescribed performance stimuli

(HL only) In addition to the proposal students include a report of 1,000 – 1,250 words on the wider theoretical context of the proposed performance and the personal perspective they have developed during the preparation period.

Internal Assessment

25% (SL) 25% (HL) Theatre performance and production presentation

(SL) Students give an oral presentation lasting 20 minutes with 5 – 7 images on their involvement in the performance and production aspects of all areas of the core syllabus.

(HL) Students are expected to do an oral presentation lasting 30 minutes with 7 – 10 images.

25% (SL) 25% (HL) Independent project portfolio

Students prepare an independent project portfolio of 2,000 words (**HL 3,000 words**) that shows the development of their independent project and its connection to their experiences in the core syllabus.

TOPICS OUTLINE: THEATRE

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
<p>Topics:</p> <p>The Journal Devising Original Work World Theatre Studies Stanislavski's acting method Function of Theatre Theatre Practicum</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: None</p>	<p>Topics:</p> <p>Devising Original Work Independent Project Independent Project Proposal Theatre Practicum Research Investigation</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: None</p>
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
<p>Topics:</p> <p>World Theatre studies Research Investigation Preparation for Independent Project Preparation for Practical Performance Proposal</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: None</p>	<p>Topics:</p> <p>Theatre Practicum Practical Performance Proposal Theatre Performance and Production Presentation</p> <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: None</p>

Topic distribution may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.

VISUAL ARTS

Potential Credit:	1 per year
Duration:	Two-year course
Group 6:	Arts and Electives
IB Options:	Standard and higher levels

The Visual Arts course at ISPP aims to be dynamic and open, challenging the students to interact with their environment through a process of experimental learning. It is a broad based curriculum, looking at the diversity of expression in the Fine Arts and reflecting the internationalism of the student population. Although a background in Visual Arts at grade nine or ten level is highly desirable, this is not compulsory.

Students have two options from which to choose.

Option A is designed for students who wish to concentrate on studio practice in visual arts. Students will produce investigation workbooks to support, inform, develop and refine studio work through sustained contextual, visual and critical investigation. For all options, the investigation workbooks are integral to studio practice and should reflect the student's critical visual and written investigations.

Option B is designed for students who wish to concentrate on contextual, visual and critical investigation in visual arts. In their investigation workbooks students will explore fully and integrated range of ideas within a contextual, visual and critical framework and produce studio work based on their visual and written investigations. For both options, students should demonstrate connections between academic investigation and studio work.

ISPP ASSESSMENT

The ISPP grade is based on assessment of effort, productivity and performance. The nature of each course impacts what elements reflect a student's effort, productivity and performance. In this course elements that will be considered are as follows.

Effort & Productivity

- Demonstration of self-direction and independent judgment, including being consistently well-prepared and on time for each class, completing assignments on time, and participating positively and constructively in class discussions and critiques.
- Demonstration of commitment and a high level of personal engagement in and out of class as well as an attempt to challenge and extend personal boundaries.

Performance

- Demonstration of technical competence and artistic expression through the creation of meaningful artworks.
- Demonstration of an integration of studio work and investigative workbooks.
- Demonstration of an understanding of art topics/concepts within social, historical, and cultural contexts when describing, analyzing, and interpreting works of art.

The actual grade of 1 – 7 is determined using a criterion referenced scale. Refer to Assessments and Grades.

IB ASSESSMENT

Performance on the following assessments is the basis of the IB grade.

External Assessment

60% (Option A) 40% (Option B) Studio

Students are expected to engage in practical exploration and artistic production culminating in an exhibition.

Internal Assessment

40% (Option A) 60% (Option B) Investigation

Students are expected to maintain a workbook that conveys independent contextual, visual and critical investigation and reflection, both visually and written.

The course content and assessment descriptions for HL and SL may be the same. However, HL students are expected to produce a larger body of work and work of greater depth.

TOPICS OUTLINE: VISUAL ARTS

Year 1 (Grade 11) Semester One	Year 2 (Grade 12) Semester One
<p>Topics:</p> <ul style="list-style-type: none"> develop a sounder foundation of the visual arts and improve skills through teacher directed units, followed by student extensions of those units explore a variety of media, processes and techniques <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: None</p>	<p>Topics:</p> <ul style="list-style-type: none"> continue student-designed individual units with teacher facilitation set goals for second semester and continue building a large body of work <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: None</p>
Year 1 (Grade 11) Semester Two	Year 2 (Grade 12) Semester Two
<p>Topics:</p> <ul style="list-style-type: none"> begin student-designed individual units with teacher facilitation set goals for second year, including a theme for a large body of work <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: None Higher Level: None</p>	<p>Topics:</p> <ul style="list-style-type: none"> complete individual units prepare studio work for exhibition internal assessment exhibition of studio work with external assessment <p style="text-align: center;"><u>Additional topics for the IB Options</u></p> <p>Standard Level: External assessment with a visiting examiner Higher Level: External assessment with a visiting examiner</p>

Teacher-directed units may be subject to change in order to facilitate a dynamic learning environment responsive to the characteristics and needs of the class.