



Ramallah Friends School
International Baccalaureate - Diploma Program (DP) Handbook
2023-2024



This handbook is intended to serve as a guide for the IB Diploma program at Ramallah Friends School. It contains details about the program in general and its implementation at RFS. Please do not hesitate to contact Dr.Nidal Quran, the DP coordinator at the school, for additional information.

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THE RAMALLAH FRIENDS SCHOOL: GUIDING STATEMENTS

School Mission

Guided by Quaker principles and values, enriched by being in Palestine, and strengthened by collaboration within the school community and with external partnerships, Ramallah Friends School (RFS) offers children and youth with an academically rigorous, balanced, engaging and inclusive learning environment of the highest quality standard, every day.

We inspire our students to become a living expression of a spiritual life, and be in constant search for God in all human situations. By doing so, we nurture confidence and intellectual curiosity through experiential learning and innovative application of knowledge and skills, enabling our students to become independent, adaptable but principled, socially responsible, and internationally-minded citizens.

RAMALLAH FRIENDS SCHOOL strives to be a leading educational institution in the Palestinian community. The Lower and Upper Schools were founded in 1869 and 1901 respectively, for the purpose of offering Palestinian youth a rigorous program guided by Quaker principles.

Central to Quaker education is a vitality that comes from being a living expression of a religious life. A Friends School education seeks to promote a constant search for God to all human situations and to cultivate ethical, moral and spiritual values.

Ramallah Friends School is committed to:

Excellence in Education

Quaker education calls for high academic standards and a willingness to experiment with new methodology and curricula.

Developing the Whole Person

Quaker education is committed to helping each member of the school community realize his or her physical, mental, spiritual, and social potential. It recognizes that every person is different, with varying abilities that must be developed to the full extent possible.

Helping Each Person Recognize Their Responsibility to Society

Quaker education is committed to helping each person recognize her or his responsibility as a caring member of the school, community, nation and global family where “each lives for the other and all live for God”. The Friends School is committed to nurturing character traits such as integrity, simplicity, honesty, cooperation and compassion. We believe in and encourage freedom of thought and expression. We expect, however, that this freedom be enjoyed with a full sense of responsibility. Quaker education advocates non-violence as a viable option for resolving conflict in every aspect of life. These values are best learned through experience as students, teachers, parents, staff and administrators interact with each other

Equality

Quaker education believes that all people are equal before God regardless of gender, creed, culture, color or social status. Since our beginning, we have focused on the education of women to develop their potential and realize their opportunity to be equal members of their community. Quaker education is built on the belief that all are children of God and that within each person here is that of God to be nurtured.

It is upon this foundation that Ramallah Friends School students grow to be strong and sensitive members of their families, their community and the world in which they live.

Living Our Quaker Testimonies

FRIENDS SCHOOLS PLACE A PRIORITY ON TEACHING THE VALUES felt necessary for leading a life of service in the community. We seek to encourage our children to explore their individuality and their responsibility as school community members in the framework of a person of faith. Friends School staff seek to permeate the whole of our school life in each classroom with these values. The school staff seek to reward those who enhance the life of our school community and to encourage better behavior from those whose actions or words are unacceptable to us.

RFS Community Profile:

School Quaker Testimonies and Their Implications:	IB Learner Profile Attributes
<p>Simplicity: Friends believe that the most important things in life aren't things. To live simply is not to buy what we do not need or cannot afford. This challenge is based on the principle of leading a life free of ostentation and unnecessary luxury.</p> <p>Peace: Friends believe that there is always a path that brings peace, justice, dignity and respect. To acknowledge in our lives those emotions, attitudes and prejudices which lie at the roots of destructive conflict. To faithfully maintain our witness that war and the seeds of war are inconsistent with our understanding of the love of God. We should stand firm in this testimony even when others commit or prepare to commit acts of violence. We should acknowledge that those who do prepare for or commit acts of violence are also children of God.</p> <p>Integrity: Friends believe that our words and actions must reflect our truest selves.</p> <p>Community: Friends believe that we need each other, since each and every one of us is precious to our community.</p> <p>Equality: Friends believe that every person is equally beloved by God, no matter what. To behave towards others as we would expect others to behave towards us. This testimony has within it no discrimination between gender, race, economic class or social position.</p>	<p>Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance</p> <p>Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p> <p>Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p>Stewardship: Friends believe that all God's gifts are entrusted to us for the sake of future generations.</p>	<p>Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Diploma Programme Introduction:

In 1999, following several years of intensive preparation for the International Baccalaureate (IB) Diploma program, the International Baccalaureate (IB) organization granted Ramallah Friends School approval to implement the diploma program. Preparation for the program included facility development, teacher training, explaining the program to students and parents, and communicating with the ministry of education. The Friends Schools in Ramallah-El-Bireh have been committed to educational quality since their founding. This commitment entails the ongoing improvement of the academic programs offered by the schools, the educational environment in the schools, and the staff's performance. The introduction of the IB diploma program into schools is a crucial step towards accomplishing this objective. We are incredibly proud to be the only IB school in Palestine.

The philosophy of the IB Diploma Programme:

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

The IB program was initiated by the International Baccalaureate Organization (IBO), a nonprofit educational organization in the Netherlands. The educational philosophy of the organization is found in its mission statement adopted in 1996: Through comprehensive and balanced curricula coupled with challenging assessments, the International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life.

The IB Diploma Programme at a Glance:

The Diploma Programme (DP) is a comprehensive and challenging two-year academic program that provides excellent preparation for higher education. It is an internationally recognized curriculum in many countries. The primary goals of the IBDP are to offer students with a well-rounded education, to encourage multicultural and geographic mobility, and to foster an international perspective through a comprehensive learning experience. The IBDP has been a symbol of academic rigor integrity and intellectual promise. The student who meets its requirements exhibits a strong commitment to lifelong learning, both in terms of subject matter mastery and the acquisition of the skills required for success in a competitive world.

The DP Curriculum Model:



International Mindedness:

Three dimensions of being internationally minded:

1. **Intercultural understanding:** appreciating own perspective (values, beliefs, experiences, and ways of knowing) while respecting others.
2. **Multilingualistic:** communicating in a variety of ways and in more than one language is central to intercultural understanding.
3. **Global engagement:** a commitment to become globally conscious in order to address humanities greatest challenges in the classroom and beyond.

ثلاثة أبعاد للعقلية الدولية:

التفاهم بين الثقافات: تقدير المنظور الخاص (القيم والمعتقدات والتجارب وطرق المعرفة) مع احترام الآخرين.

تعدد اللغات: يعد التواصل بعدة طرق بأكثر من لغة أمرًا أساسيًا للتفاهم بين الثقافات.

المشاركة العالمية: التزام بالوعي و القضايا العالمية من أجل مواجهة أكبر التحديات الإنسانية داخل الصف و خارجه.

The DP curriculum comprises six subject groups and a Core:

- **Group 1:** Studies in Language & Literature
- **Group 2:** Language Acquisition
- **Group 3:** Individuals & Societies
- **Group 4:** Sciences
- **Group 5:** Mathematics
- **Group 6:** Arts
- **DP Core:** Creativity, Activity, and Service (CAS), Theory of Knowledge (TOK), Extended Essay (EE)

IB Learner Profile:

In addition to the three DP Core aspects described previously, the **IB Learner Profile** and the **approaches to learning and teaching** are important to the IBDP's philosophy. The 10 traits of the **IB Learner Profile** articulate the ideals intrinsic to the IB continuum of international education; these attributes should permeate all aspects of the three programmes and, consequently, the culture and ethos of all IB World School. IB students seek to be inquirers, knowledgeable, communicators, thinkers, principled, open-minded, caring, risk-takers, balanced, and reflective. The IB curricula emphasize intellectual, personal, emotional, and social development throughout all areas of knowledge, with a focus on educating the full person.

Approaches to Learning

The approaches to learning (ATL) that the IB courses seek to cultivate; cognitive, metacognitive, and affective abilities that are essential for effective learning and for preparing learners for life after school. There are five ATL categories: thinking skills, communication skills, social skills, self-management skills, and research skills. The International Baccalaureate supports a constructivist and student-centered approach to education that is focused on interconnectedness and concurrent learning.

Approaches to Teaching: Six fundamental pedagogical ideas underpin all IB programs.

1. Teaching is built on inquiry
2. Focused on conceptual understanding
3. Developed in local and global contexts
4. Focused on effective teamwork and collaboration
5. Differentiation to needs of all learners
6. Informed by assessment (formative and summative).

RFS Subject Offered:

Group	Subject
Group 1: Studies in Language & Literature	<ul style="list-style-type: none"> • Arabic A Language and Literature SL • Arabic A Language and Literature HL • English A Language and Literature SL • English A Language and Literature HL
Group 2: Language Acquisition	<ul style="list-style-type: none"> • English B SL • English B HL • Arabic B SL • Arabic B HL • Arabic ab initio SL
Group 3: Individuals & Societies	<ul style="list-style-type: none"> • Business Management SL • Business Management HL • Economics SL • Economics HL • Psychology SL • Psychology HL
Group 4: Sciences	<ul style="list-style-type: none"> • Biology SL • Biology HL • Chemistry SL • Chemistry HL • Physics SL • Physics HL • Computer Science HL • Computer Science SL
Group 5: Mathematics	<ul style="list-style-type: none"> • Math Applications SL • Math Approaches and Analysis SL • Math Approaches and Analysis HL
Group 6: Arts	<ul style="list-style-type: none"> • Visual Arts SL • Visual Arts HL

HL courses cover 240 hours of instruction, while SL courses cover 150 hours. Each subject is rated on a scale ranging from 1 (minimum) to 7 (maximum). Students must earn a minimum of 24 points and complete the extended essay, Theory of Knowledge course (TOK), and CAS (creativity, activity, and service) satisfactorily in order to receive the diploma. The maximum score of 45 points includes three points for the extended essay and TOK work where everyone is urged to participate in the entire program.

Diploma Programme Admission: Course Selection Guidelines

RFS offers the International Baccalaureate Diploma Program for students in Grades 11 and 12. The DP is open to all students, regardless of previous educational experience. Students may elect to participate in the DP program in one of three ways:

- a. Full IB Diploma Candidate
- b. IB Course Candidate/Certificate
- c. A Non IB-examination student

In the spirit of the IB program and philosophy the school and stemming from our vision and mission as a Quaker institution the school sets the following course selection guidelines for students. We work with each student and their parents individually attempting to guide through this process with the hope that they will take our professional opinion into consideration when making final decisions. We approach students holistically, taking into consideration personal interest as well as academic ability.

Students wishing to participate in the program as diploma candidates are expected to:

- a. Work very hard: the program is academically rigorous and requires students to be committed to their academic achievement.
- b. Approach tasks with a sense of purpose: the program requires that students proactively approach their education.
- c. Demonstrate self-discipline and responsibility: the program requires that students hold themselves accountable, that they meet set deadlines and that they become leaders of their own knowledge seeking journey.
- d. Learn from fellow students as well as teachers: working together collaboratively is key, teachers are obligated to provide students with all the tools and content necessary to sit for IBO official examinations and to submit internal assessments. Students are expected and required to work with their teachers and to facilitate their own learning by coming to class, taking notes and studying.
- e. Share with, and contribute to, the community: part of the program is Creativity, Activity, and Service, which requires students to engage with their community and serve in meaningful ways in community service, community building and physical activity. The spirit of CAS is expected to be reflected and articulated in all student academic and nonacademic activities.

Full IB Diploma

The two year Diploma program provides students with a breadth and depth of rigorous academic study which prepares them for university. Generally, higher level subjects reflect the student's area of special interest. Standard level subjects complement the higher level choices, but do not generally require the same degree of specialized knowledge and understanding. Three additional program elements are Theory of Knowledge, Extended Essay, and participation in the CAS Program.

IB Course (Certificate)

For students not pursuing the IB Diploma program, it is possible to register for individual IB subjects and complete courses of study, including the IB Exam. Individual IB Course qualifications are issued and may be used to help secure admission and advanced placement credit at certain colleges and universities.

Non - Examination IB Students

Students opting not to sit the IB Exams may still undertake IB courses because of interest in the subject matter and the academic demands made by such subjects. Students gain experience and knowledge which will strengthen their ability to meet academic challenges at university. Successful completion of the courses will be based exclusively on school assessments. Students can also opt to take the SAT I and CLEP examinations provided by AMIDEAST to meet admissions criteria to universities and Palestinian Ministry of Education equivalency terms.

Course Sélection

IB Diploma candidates choose 6 subjects from six subject groups; ,three are required to be higher level and three at a standard level, to study alongside Theory of Knowledge, the Extended Essay and the Creativity, Activity and Service Program.

IB Course students choose 6 subjects, 2 at higher level and 4 at standard level. Course selection is based on the school's course selection guidelines set forth by the Academic Council. Course selection is taken from a holistic point of view, personal interest, career aspirations and academic achievement in grade 10 (in particular) are all factors that affect course selection.

Although the full IB Diploma Program is one that everybody can benefit from, it is not necessarily one in which all students will automatically achieve success. In some instances, a student may be advised to withdraw from the full diploma program and pursue individual courses instead. Recommendations are based on student achievement, teacher's recommendations, the DP coordinator, and in consultation with the Academic Council members.

Course Selection Policy

The DP aims at creating a well-rounded learning opportunity for all students, however, the school's responsibility is to ensure that student course selection is aligned with not only their career aspirations but also academic capabilities. Course selections will be made based on academic achievement criteria in both 10th grade taking into consideration the student's overall academic performance in 9th and 10th grade.

The following table shows the minimum grade (in 10th Grade) needed to register for some of the subjects offered in the IB program. Students must have no grade lower than the grade specified in the table.

Number	Subject	Level	Grade needed in MYP level 5
1	English A	SL	6
2	English A	HL	5
3	Arabic A	SL	4
4	Arabic A	HL	5
5	Biology	SL	4
6	Biology	HL	6
7	Chemistry	SL	5
8	Chemistry	HL	6
9	Physics	SL	5
10	Physics	HL	6
11	Mathematics Analysis	SL	6
12	Mathematics Analysis	HL	7
13	Math Applications	SL	4
14	Visual Arts	SL/HL	Students applying to this course will be evaluated based on their art portfolios from MYP 5.

- a. Students will have until the end of the first quarter to change selections.
- b. Students' grades will be reviewed at the end of the first quarter;
- c. Students with one or two courses below 60 will receive an academic notice and will have their parents called in for a meeting to set a corrective academic plan.
- d. Students with three or more subjects under 60 will receive an academic warning until the end of the second quarter, and will have their parents called in for a meeting to set a corrective academic plan.
- e. At the end of the first semester, if the status of students with an academic warning does not change, they will be placed on academic probation. The school will work with each case individually to set academic corrective plans, and to advise parents on how to proceed. The school may recommend that the student changes their candidacy from Diploma to Certificate, or change specific subject levels or change subject selection taking into consideration Ministry of Education regulations for Tawjihi Equivalency.
- f. At the end of Grade 11, student academic achievement will be reviewed and academic recommendation on subject levels and candidacy will be made for parents before starting Grade 12.

The school's main goal is to help students achieve their highest potential. The guidelines above are meant as starting point of discussion with parents on their children's future and subject selection. After individual consultations, parents who choose not to take the school's academic recommendations will be required to write the school officially indicating that they have received all the guidance from the school and choose not to abide by it.

Course Selection Chart:

Full IB Diploma Programme	IB Course Certificates	RFS High School Diploma No Exam Route
Complete six DP subjects; 3 at Higher Level and 3 at Standard Level.	Complete six DP subjects 2 at Higher Level and 4 at Standard Level.	Complete up to six subject, including English and Arabic, from Groups 1-6 to meet RFS graduation requirements, but do not sit IB exams or submit coursework to the IB.
All subjects are externally examined in May of Grade 12.	All subjects are externally examined in May of Grade 12.	Students sit for a final cumulative exam.
The Theory of Knowledge course is mandatory.	Theory of Knowledge course is not required.	Theory of Knowledge course is not required.
Extended Essay is mandatory.	Extended Essay is not required.	Extended Essay is not required.
CAS Programme is mandatory.	CAS Programme is not required	CAS Programme is not required
In addition to exams, submit coursework for external marking/moderation in all six courses.	In addition to exams, submit coursework for external marking/moderation in all registered DP subjects.	No IB course work required
Maintain a points total, across all six courses and TOK/EE, of not less than 24 points, with 12 points in Higher Level subjects. Further conditions apply.	Maintain a points total, across all six courses of not less than 21 points	Achieve a minimum passing grade in each of the chosen subjects;
All DP candidates who have completed all DP requirements will also receive the RFS High School Diploma	All IB Course candidates who have completed all requirements will also receive the RFS High School Diploma;	Candidates who have completed all requirements will also receive the RFS High School Diploma;
All full IB Diploma candidate will receive an IB Diploma issued by the IB, Geneva, Switzerland.	All IB Course candidates will receive an IB Course certificate issued by the IB, Geneva, Switzerland.	No IB Certificate or Diploma

Tawjihi Equivalency – Palestinian Ministry of Higher Education:

The Ministry of Higher Education at the Palestinian National Authority grants the equivalence of the IB Course or the IB Diploma with the Palestinian general secondary Course (Tawjihi) provided that the student meets the following conditions:

To receive the equivalency of the Tawjihi / Science Stream, the student must pass the IBO exams in the following subjects:

Science Stream:

- a. One subject from Group 1: Arabic A or English A (SL or HL)
 - b. One subject from Group 2: English B or Arabic B (HL) or Arabic ab initio SL
 - c. One subject from Group 3: Psychology, Business, or Economics (SL or HL)
 - d. Two subject from Group 4: Biology, Chemistry, Physics, or Computer Science (SL or HL)
 - e. One subject from Group 5: Math Approaches and Analysis SL or HL
- ✓ *At least one of these Group 4 sciences or Math should be at higher level. Math Applications is not allowed for the science stream.*
- ✓ *Local medical schools require two HL Sciences from Group 4. Jordanian universities require students to take two sciences HL to qualify for a Science Tawjihi Equivalency.*

To receive the equivalency of the Tawjihi / **Art Stream**, the student must pass the IBO exams in the following subjects:

Art Stream 1:

- a. One subject from Group 1: Arabic A or English A (SL or HL)
- b. One subject from Group 2: English B or Arabic B (HL) or Arabic ab initio
- c. One subject from Group 3: Psychology, Business, or Economics
- d. One subject from Group 4: Biology, Chemistry, Physics, or Computer Science (SL or HL)
- e. One subject from Group 5: Math Approaches and Analysis SL or Math Applications SL
- f. One subject from Group 6: Visual Arts (SL or HL)

Art Stream 2:

- a. One subject from Group 1: Arabic A or English A (SL or HL)
- b. One subject from Group 2: English B or Arabic B (SL or HL) or Arabic ab initio
- c. Two subjects from Group 3: Psychology, Business, or Economics (SL or HL)
- d. One subject from Group 4: Biology, Chemistry, Physics, or Computer Science (SL or HL)
- e. One subject from Group 5: Math Approaches and Analysis SL or Math Applications SL

DP Assessment Model:

The DP Assessment Model includes both externally assessed and internally assessed components that will contribute to the final IBDP grade.

External assessment (EA) is sent to the IB and marked by IB examiners. It consists of the examinations taken at the end of the two-year course (in the May and/or November sessions) as well as a variety of other tasks that students must complete in the different subjects at various times and under various conditions during the two-year course (such as the written assignments and tasks for the language A and B courses and certain assessment components in some of the arts courses). External assessment includes essays, structured problems, short-response questions, data-response questions, text-response questions, case study questions, and multiple-choice questions.

In addition, the majority of courses have assessment components that are internally graded by teachers and externally moderated by the IB.

Internal assessment (IA) involves oral work in languages, laboratory work in the sciences, mathematical investigations, and research projects for group 3.

The following table outlines each subject offered at RFS and gives a breakdown of final grades based on the different parts of the formal assessments that will be used to decide the final grade for each subject on the diploma.

Subject Group	Subject	Internal Assessment	External Assessment
Group 1 (Language and Literature)	Language A	SL: 30% (Oral) HL: Written Task: 20% & Oral:20%	SL: 70% HL: 60%
Group 2 (Language Acquisition)	Language B	Oral: 25%	HL: 75%
Group 3 (Individuals and Societies)	Business Economics Psychology	Business IA: 25% Economics Portfolio: 25% Psychology IA: 25%	75%
Group 4 (Sciences)	Chemistry Physics Biology Computer Science	Science Exploration: 20%	80%
Group 5 (Mathematics)	Mathematics (Applications, Analysis SL/HL)	Research Project: 20%	80%
Group 6 (Arts)	Visual Arts	Exhibition: 40% Comparative Study: 20% Process Portfolio: 40%	N/A
DP Core	Theory of Knowledge	TOK Exhibition IA: 34%	TOK ESSAY EA: 66%

The DP Core for Full Diploma Route:

1. Creativity, activity, service (CAS)

CAS is a compulsory requirement for all DP students in addition to their academic study. Students engage in a range of activities characterized by the three CAS strands, explained below:

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

- Structure of the CAS program:

Students participating in CAS are required to regularly take part in a variety of experiences and *at least* one project over the 18-month duration of the DP.

A CAS experience is a specific, short-term event or an extended series of events, whereas a CAS project is a collaboratively planned series of sequential CAS experiences lasting one month or more. Completion of CAS is based on the achievement of the seven CAS learning outcomes. Students are expected to maintain a CAS portfolio capturing evidences and reflections for their engagement with CAS, and demonstrating achievement of the learning outcomes.

- Nature of the CAS program:

CAS is designed as a form of experiential education that typically involves the following stages:

- Investigation, preparation, and action that meets an identified need
- Reflection on significant experiences throughout to inform problem-solving and choices
- Demonstration allowing for sharing of what has taken place

- Reflection:

This is an important element of this experiential learning cycle, as indicated in the model here: Students are expected to regularly reflect throughout each of these stages.

2. Extended Essay (EE)

Each Diploma candidate must undertake original research and write an extended essay of about 4000 words as a result of research done by the student in one of the academic subjects offered in the program. This project offers the student the opportunity to develop research and writing skills required at university. Each student will be assigned a teacher to supervise and guide thier work all through the whole experience, which starts at RFS in March of the 11th grade. It is expected that the essay will be submitted towards the end of September of the 12th grade. An external examiner appointed by the IB will assess the extended essay.

3. Theory of Knowledge (TOK)

TOK is a course that investigates the process of knowing as opposed to a particular body of knowledge. All schools are obligated to spend at least 100 hours of class time to this essential element of the Diploma Programme. The TOK course investigates how we get to know what we assert to know. TOK's overarching objective is to enable students to construct responses to the question "How do you know?" in a variety of circumstances and to

recognize the significance of that inquiry. This enables students to acquire a lifelong curiosity with the abundance of knowledge.

Students pursuing the IB Diploma must complete this program requirement in order to be eligible for the diploma. The grades are presented on a scale from A to E. The TOK Essay is externally evaluated. The TOK exhibition is internally evaluated.

The Diploma points matrix:

The EE and TOK are worth a maximum of 3 IB points, depending on the grades obtained overall in each component. For example, a candidate who achieves level B for Theory of Knowledge and level C for the Extended Essay will be awarded two IB points.

The diploma points matrix

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

Diploma Programme Requirements:

A candidate will not qualify for the award of the diploma (failing condition) if certain requirements have not been met. The following codes indicate which requirements have not been met.

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
4. There is a grade 1 awarded in a subject/level.
5. Grade 2 has been awarded three or more times (HL or SL).
6. Grade 3 or below has been awarded four or more times (HL or SL).
7. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
8. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Group 1: Studies in Language and Literature

Course: Arabic A Higher Level

Course Hours: 240

Course Description: وصف المساق

في هذا المساق يدرس الطلاب مجموعة واسعة من النصوص الأدبية وغير الأدبية في مجموعة من الوسائط باختبار أفعال التواصل عبر الشكل الأدبي ونوع النص إلى جانب القراءات الثانوية الملائمة، سيتقصى الطلاب في طبيعة اللغة ذاتها وطرق تشكلها وتأثرها بالهوية والثقافة. القصد أن تكون أساليب الدراسة في المساق واسعة النطاق ويمكن أن تشمل النظرية الأدبية واللسانيات الاجتماعية والدراسات الإعلامية وتحليل الخطاب الناقد من بين الأساليب الأخرى. حيث يدرس طلاب المستوى العالي ستة أعمال أدبية وعددا من النصوص غير الأدبية تتساوى في زمن التعليم والتعلم. الأعمال الأدبية:

1	(رواية في بيتنا رجل) - إحسان عباس
2	مسرحية بيت دمية - هنريك إبسن
3	مجموعة قصصية " وقصص أخرى " - سميرة عزام.
4	رواية " الأب جوريو " بلزك
5	مسرحية الفيل يا ملك الزمان: سعد الله ونوس.
6	ديوان شعر: لا تعتذر عما فعلت- محمود درويش.

الأعمال غير الأدبية:

1	الإعلانات	تتضمن نصوصاً إعلانية مختلفة بما في ذلك الإعلانات الرسمية وغير الرسمية سواء الصادرة عن مؤسسات حكومية أو أهلية أو شركات تجارية
2	المقالات	مجموعة من المقالات ذات الصلة بالقراء والكتاب والنص، ومحور الثقافة والزمان والمكان والتواصل والتحول والمنظور والإبداع والتمثيل.
3	الرسائل	تشمل الرسائل الرسمية وغير الرسمية سواء كانت مسموعة أو مكتوبة وخصائص كل شكل واستكشاف العلاقة العضوية بين نصوص تلك الرسائل ومحتويات الأدب وغير الأدب ضمن الإطار الزمكاني وبيئة المبدع.
4	الصور الفوتوغرافية:	تعد الصور على اختلاف أشكالها نصوصاً قائمة بذاتها، وهي تحمل رسائل عدة، تتعلق بالبنية والغرض وطبيعة الصورة وسبب عرضها، وما تمثله من انحياز، وبما تحويه من خصائص فنية سواء في العناصر اللونية أو التبنيير.
5	النصوص الإلكترونية:	في عالم التواصل الإلكتروني وثورة المعلومات فإن النصوص الإلكترونية مهما كان نوعها تمثل مواداً صالحة للدراسة في هذا المساق بما تمثله من تراكمات معرفية وتجارب إبداعية تحت مظلة التطور الإنساني والعلمي، وبالتالي فإن دراسة مجموعة من تلك النصوص مثل الرسائل الإلكترونية والمحادثات المتنوعة عبر مواقع التواصل الاجتماعي المختلفة تمثل عناصر ذات أبعاد مختلفة ترتبط بمجالات الاستكشاف، وما فيها من عناصر التناسل.
6	النصوص السينمائية:	هناك نصوص عدة يمكن اعتمادها في هذا المسار بما تحمله من حقائق علمية، وأخبار وأحاديث تعبر عن تجارب مبدعيها، كما هو الحال في مسرحية (مدرسة المشاغبين، وكاسك يا وطن)..
7	السيرة الذاتية	مقتطفات من سيرة (غربة الراعي) لإحسان عباس، ومقتطفات من (رحلة جبلية صعبة) لفدوى طوقان.
8	مقابلات	اختيار مجموعة من المقابلات المكتوبة والمسموعة والمرئية، وضمن مجالات متنوعة وسياقات متعددة تسمح للطلاب باستكشاف القضايا العالمية.
9	الكتابة أثناء الترحال	إنّ الكتابة أثناء التنقل من مكان لآخر تمثل مشاهد وصفية تضم لقطات ثقافية متعددة، تكشف عن بيئات جديدة، وتُظهر الفوارق بين ما نعيشه وما يعيشه الآخرون، ومن خلالها يتعرف الطلبة إلى مجموعة من العادات والتقاليد، إضافة إلى فهم الطرائق التي يتشكل بها المعنى من خلال الطُرُق والأنظمة الكتابية التي يعتمدها كاتب النص بناء على زمن الكتابة ومكانها.

Course Objectives and Aims

- الانخراط مع عدد من النصوص في مجموعة متنوعة من الوسائط والأشكال من فترات زمنية وأساليب وثقافات مختلفة.
- تنمية مهارات الاستماع والتحدث والقراءة والكتابة والمشاهدة والعرض والأدب.
- تنمية مهارات التفسير والتحليل والتقييم.
- تطوير القدرة على تذوق الصفات الشكلية والجمالية للنصوص والإحساس بها، وتقدير طريقة مساهمتها في الاستجابات المتنوعة وفتحها الباب أمام المعاني المتعددة.
- تطوير فهم العلاقات بين النصوص ومجموعة متنوعة من المنظورات والسياقات الثقافية والقضايا المحلية والعالمية وتقدير لطريقة مساهمتها في الاستجابات المتنوعة، وفتحها الباب أمام المعاني المتعددة.
- تطوير فهم العلاقات بين مجموعة الدراسات في اللغة والأدب والفروع المعرفية الأخرى.
- التواصل والتعاون بطريقة إبداعية وتنم عن الثقة بالنفس.
- تعزيز الاهتمام باللغة والأدب والاستمتاع بها مدى الحياة.

Assessments

- يتعرض الطلاب خلال السنتين إلى عدد كبير من النصوص الأدبية وغير الأدبية، ويتدربون على كيفية الإجابة في الورقة الأولى والثانية، بالإضافة إلى التدريب على التعليق الشفهي.
- التدريب على المهمة الكتابية

IBO Internal and External Assessments:

النسبة المئوية	عنصر التقييم
%80 %35	التقييم الخارجي (4 ساعات) الورقة الأولى: تحليل النصوص الموجه (ساعتان و15 دقيقة) تتألف الورقة من فقرتين غير أدبيتين من نوعي نصوص مختلفين، ومع كل منها سؤال، يكتب الطالب تحليلاً لكل فقرة من الفقرتين (40 درجة)
%25	الورقة الثانية: المقال المقارن: (ساعة و45 دقيقة). تتكون الورقة من أربعة أسئلة عامة يجيب الطلاب عن سؤال واحد بكتابة مقال مقارن يركز على عمليتين من الأعمال التي درسوها في المساق (30 درجة). مقال المستوى العالي: يقدم الطلاب مقالا عن نص غير أدبي أو مجموعة من النصوص غير الأدبية بقلم نفس المؤلف أو نص غير أدبي أو عمل درسه أثناء المساق. (20 درجة). يجب أن يكون المقال ما بين (1200-1500).
%20	التقييم الداخلي يتكون هذا العنصر من تقييم شفهي فردي يقيمه المدرس داخليا وتعايره البكالوريا الدولية خارجيا، في نهاية المساق. التقييم الشفهي الفردي (15 دقيقة) يدعم الطلاب بمقتطف من نص غير أدبي وبمقتطف من عمل أدبي وسيقدمون استجابة مجهزة مدتها 10 دقائق، يتبعها 5 دقائق من الأسئلة التي يطرحها المدرس على المحفز التالي: اختر طرق عرض القضية العالمية التي اخترتها عبر محتوى وشكل النصين اللذين درستهما (40 درجة)

Group 1: Studies in Language and Literature

Course: Arabic A Standard Level

Course Hours: 150

وصف المساق: Course Description

في هذا المساق يدرس الطلاب مجموعة واسعة من النصوص الأدبية وغير الأدبية في مجموعة من الوسائط باختبار أفعال التواصل عبر الشكل الأدبي ونوع النص إلى جانب القراءات الثانوية الملائمة، سيتقصى الطلاب في طبيعة اللغة ذاتها وطرق تشكلها وتأثرها بالهوية والثقافة. القصد أن تكون أساليب الدراسة في المساق واسعة النطاق ويمكن أن تشمل النظرية الأدبية واللسانيات الاجتماعية والدراسات الإعلامية وتحليل الخطاب الناقد من بين الأساليب الأخرى. حيث يدرس طلاب المستوى العادي أربعة أعمال أدبية وعددا من النصوص غير الأدبية تتساوى في زمن التعليم والتعلم.

الأعمال الأدبية:

1	رواية في بيتنا رجل- إحسان عبد القدوس
2	مسرحية الفيل يا ملك الزمان- سعد الله ونوس.
3	مجموعة قصصية " وقصص أخرى" – سميرة عزام.
4	مسرحية بيت دمية- إبسن.

الأعمال غير الأدبية:

1	الإعلانات	تتضمن نصوصاً إعلانية مختلفة بما في ذلك الإعلانات الرسمية وغير الرسمية سواء الصادرة عن مؤسسات حكومية أو أهلية أو شركات تجارية)
2	المقالات	مجموعة من المقالات ذات الصلة بالقراء والكتاب والنص، ومحور الثقافة والزمان والمكان والتواصل والتحول والمنظور والإبداع والتمثيل.
3	الرسائل	تشمل الرسائل الرسمية وغير الرسمية سواء كانت مسموعة أو مكتوبة وخصائص كل شكل واستكشاف العلاقة العضوية بين نصوص تلك الرسائل ومحتويات الأدب وغير الأدب ضمن الإطار الزمكاني وبيئة المبدع.
4	الصور الفوتوغرافية والكاريكاتير.	تعد الصور على اختلاف أشكالها نصوصاً قائمة بذاتها، وهي تحمل رسائل عدة، تتعلق بالبنية والغرض وطبيعة الصورة وسبب عرضها، وما تمثله من انحياز، وبما تحتويه من خصائص فنية سواء في العناصر اللونية أو التبنيير.
5	النصوص الإلكترونية:	في عالم التواصل الإلكتروني وثورة المعلومات فإن النصوص الإلكترونية أيًا كان نوعها تمثل مواداً صالحة للدراسة في هذا المساق بما تمثله من تراكمات معرفية وتجارب إبداعية تحت مظلة التطور الإنساني والعلمي، وبالتالي فإن دراسة مجموعة من تلك النصوص مثل الرسائل الإلكترونية والمحادثات المتنوعة عبر مواقع التواصل الاجتماعي المختلفة تمثل عناصر ذات أبعاد مختلفة ترتبط بمجالات الاستكشاف، وما فيها من عناصر التناس.
6	النصوص السينمائية:	هناك نصوص عدة يمكن اعتمادها في هذا المسار بما تحمله من حقائق علمية، وأخبار وأحاديث تعبر عن تجارب مبدعيها، كما هو الحال في مسرحية (مدرسة المشاغبين، وكاسك يا وطن/ وطن على وتر)..
	الكتابة أثناء الترحال	إنَّ الكتابة أثناء التنقل من مكان لآخر تمثل مشاهد وصفية تضم لقطات ثقافية متعددة، تكشف عن بيئات جديدة، وتُظهر الفوارق بين ما يعيشه وما يعيشه الآخرون، ومن خلالها يتعرف الطلبة إلى مجموعة من العادات والتقاليد، إضافة إلى فهم الطرائق التي يتشكل بها المعنى من خلال الطُرُق والأنظمة الكتابية التي يعتمدها كاتب النص بناء على زمن الكتابة ومكانها.

Course Aims and Objectives

- الانخراط مع عدد من النصوص في مجموعة متنوعة من الوسائط والأشكال من فترات زمنية وأساليب وثقافات مختلفة.
- تنمية مهارات الاستماع والتحدث والقراءة والكتابة والمشاهدة والعرض والأدب.
- تنمية مهارات التفسير والتحليل والتقييم.
- تطوير القدرة على تذوق الصفات الشكلية والجمالية للنصوص والإحساس بها، وتقدير طريقة مساهمتها في الاستجابات المتنوعة وفتحها الباب أمام المعاني المتعددة.
- تطوير فهم العلاقات بين النصوص ومجموعة متنوعة من المنظورات والسياقات الثقافية والقضايا المحلية والعالمية وتقدير لطريقة مساهمتها في الاستجابات المتنوعة، وفتحها الباب أمام المعاني المتعددة.
- تطوير فهم العلاقات بين مجموعة الدراسات في اللغة والأدب والفروع المعرفية الأخرى.
- التواصل والتعاون بطريقة إبداعية تنم عن الثقة بالنفس.
- تعزيز الاهتمام باللغة والأدب والاستمتاع بها مدى الحياة.

IBO Assessments (Internal and External)

يتعرض الطلاب خلال السنتين إلى عدد كبير من النصوص الأدبية وغير الأدبية، ويتدربون على كيفية الإجابة في الورقة الأولى والثانية، بالإضافة إلى التدريب على التعليق الشفهي.

النسبة المئوية	عنصر التقييم
%70 %35	التقييم الخارجي (3 ساعات) الورقة الأولى: تحليل النصوص الموجه (ساعة و15 دقيقة) تتألف الورقة من فقرتين غير أدبيتين من نوعي نصوص مختلفين، ومع كل منها سؤال يختار الطالب فقرة واحدة ويكتبون تحليلاً لها (20 درجة)
%35	الورقة الثانية: المقال المقارن: (ساعة و45 دقيقة). تتكون الورقة من أربعة أسئلة عامة يجيب الطلاب عن سؤال واحد بكتابة مقال مقارن يركز على عملين من الأعمال التي درسوها في المساق (30 درجة)
%30	التقييم الداخلي يتكون هذا العنصر من تقييم شفهي فردي يقيمه المدرس داخلياً وتعايره البكالوريا الدولية خارجياً، في نهاية المساق. التقييم الشفهي الفردي (15 دقيقة) يدعم الطلاب بمقتطف من نص غير أدبي وبمقتطف من عمل أدبي وسيقدمون استجابة مجهزة مدتها 10 دقائق، يتبعها 5 دقائق من الأسئلة التي يطرحها المدرس على المحفز التالي: اختبر طرق عرض القضية العالمية التي اخترتها عبر محتوى وشكل النصين اللذين درستهما (40 درجة)

Group 1: Studies in Language and Literature

Course: English A

SL Course Hours: 150

HL Course Hours: 240

In the language A: language and literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and visual and audio elements work independently or together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large.

“Text” in this subject, and in the published guide, is defined as anything from which information can be extracted, and includes the widest range of oral, written and visual materials present in society. This range will include single and multiple images with or without text, literary and nonliterary written texts and extracts, media texts (for example, films), radio and television programmes and their scripts, and electronic texts that share aspects of a number of these areas (for example, video-sharing websites, web pages, social media messages, blogs, wikis and tweets). Oral texts will include readings, speeches, broadcasts and transcriptions of recorded conversation. (*LANGUAGE A: LANGUAGE AND LITERATURE GUIDE, ibo.org*)

Course Aims:

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

AREAS OF EXPLORATION

AOE	APPROACH
Readers, writers and texts	This area of exploration looks at the ways in which texts are produced, read, interpreted, responded to and performed, and explores the role of language and literature. In it, students will be developing the skills and approaches required to engage with how meaning is created in texts. Students will be attentive to the words on the page, the literal meaning of words, the type of text being read, the themes, characters, setting, word choice and stylistic features.
Time and space	This area of exploration considers how a text interacts with the context in which it is produced and received. In it, students will be developing skills and approaches required to explore how texts are affected by a wide variety of factors such as the life of the author, the times the author lived in, and the way the context of reception and the text impact each other. Students will look at how the texts they are reading represent, reflect and become part of life and culture.
Intertextuality: connecting texts	This area of exploration focuses on the connections between and among diverse texts, traditions, creators and ideas. In it, students will develop skills and approaches required to compare and contrast texts in order to gain a deeper understanding of the unique characteristics of texts and the interesting connections between them. Students will look at how texts affect each other, and at the wide range of ways texts can be connected and grouped.

Course Assessment:

Assessment Component	Weighing %	Assessment	Type of Text
<p><u>Paper 1: guided textual analysis</u> (1hours 15 minutes-SL)</p> <p>The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students will be asked to choose one of the passages and write an analysis of it focusing on the technical or formal aspect the question proposes, or another similar aspect of the student’s choice. (20 marks-SL)</p> <p><u>(2hours 30 minutes-HL)</u> The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students will be asked to write a separate analysis of each of the passages focusing on the technical or formal aspect the respective accompanying questions propose, or another similar aspect of the student’s choice (40 marks-HL)</p>	35% (SL/HL)	External	Unseen, two different nonliterary text types
<p><u>Paper 2: Comparative essay</u> (1 hour 45 minutes-SL/HL) The paper consists of four general questions. In response to one of those questions, students will be asked to write a comparative essay based on two literary works studied in the course. (30 marks)</p>	35% (SL) 25% (HL)	External	Any two literary works studied (with the exception of the work used for the individual oral assessment).
<p><u>HL Essay</u></p> <p>This component consists of a 1200–1500 essay written during the course. Students will be asked to develop a line of inquiry of their own choice in relation to one of the bodies of work or works studied. This line of inquiry could be related to the central concepts of the course. (20 marks)</p>	20% (HL)	External	Any body of work or work studied (with the exception of those used in the individual oral assessment)
<p><u>Individual oral (15 minutes)</u> This component consists of a prepared individual oral. Students will be asked to discuss a non-literary body of work and a literary work studied in relation to a global issue present in both of them. The delivery of the oral must not take more than 10 minutes, and it will be followed by 5 minutes of questions by the teacher. (40 marks)</p>	30% (SL) 20% (HL)	Internal	A non-literary body of work and a work studied.

Group 2: Language Acquisition

Course: English B High Level

Course: 240 hours

Introduction:

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. The course is designed to cover a two-year period, encompassing 11th and 12th grades (approx. 240 hours). Students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems and state and support their personal opinions on a variety of topics relating to course content. They do so through the study of five themes: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet. The programme is based on the following textbook: *English B Course Companion*, 2nd edition, Kawther Saa'd Aldin and Kevin Morley (Oxford University Press, 2018).

Aims	Objectives
<ol style="list-style-type: none"> 1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance. 2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes. 3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures. 4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar. 5. Develop students' awareness of the importance of language in relation to other areas of knowledge. 6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills. 7. Provide students with a basis for further study, work and leisure through the use of an additional language. 8. Foster curiosity, creativity and a lifelong enjoyment of language learning. 	<ol style="list-style-type: none"> 1. Communicate clearly and effectively in a range of contexts and for a variety of purposes. 2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences. 3. Understand and use language to express and respond to a range of ideas with fluency and accuracy. 4. Identify, organize and present ideas on a range of topics. 5. Understand, analyze and reflect upon a range of written, audio, visual and audio-visual texts

Course Assessment:

By the end of December 2022, students will have read entirely the first literary work, *Animal Farm* by George Orwell. Weekly reading quizzes will be organized to monitor their reading of the novel and will serve as the basis for class discussions in order to start introducing some background information on the novel.

By the end of March 2023, students will have been introduced to the historical context of *Animal Farm* as well as to some background information on the author. They will have begun practicing Internal Assessment (IA) orals based on four specific excerpts in groups or individually. These presentations will be assessed and will receive feedback. By June 2023, students will have finished practicing IA orals on *Animal Farm* and will be assigned weekly reading quizzes on the second literary work, *Of Mice and Men* by John Steinbeck. By December 2023, students will have practiced IA orals based on four specific excerpts in groups or individually. These presentations will be assessed and will receive feedback orally in front of all students so that all can benefit. The students who are not presenting but who will have worked on the extracts nonetheless will be invited to provide their peers with feedback and elaborate on the given presentations based on their own work. The official IA will be conducted in Grade 12 starting from January 2024 (oral presentations only).

Group 2: Language Acquisition

Course: Arabic B High Level

Course: 240 hours

Course Description:

إن منهاج اللغة العربية "ب" للصفين (11-12) يتكون من موضوعات يدرسها الطالب خلال عامين دراسيين، (2023/2022_ 2025/2024) حيث يكون التركيز فيها على تطوير المهارات الأساسية في اللغة العربية ، من خلال دراسة الكتب والنصوص الأدبية المتنوعة والملائمة . يكون التركيز فيها على:

اللغة: التعامل مع اللغة من خلال تطوير المهارات الأساسية وهي الاستماع ، والمحادثة ، والقراءة ، والكتابة.

الوعي والتفاعل الثقافي: أن يدرس الطالب نصوصاً ثقافية متنوعة ، بحيث يتولد لديه الوعي بالثقافة ومدى تأثيرها باللغة

إن منهاج اللغة "ب" يعمل على تطوير القدرات اللغوية لدى الطلاب من خلال تطوير مهارات التلقي والمهارات الانتاجية والمهارات التفاعلية

مقرر المادة: المستوى العالي (HL)
البراعة البشرية : استكشاف طرق تأثير الإبداع والابتكار الإنساني في عالمنا.
التجارب: استكشاف وسرد قصص الأحداث والتجارب والرحلات التي تُشكّل حياتنا.
الهويّات :استكشاف طبيعة الذات وماذا يعني أن تكون إنساناً.
تنتشارك الكوكب : استكشاف التحدّيات والفرص التي يواجهها الأفراد والمجتمعات في العالم الحديث.
التنظيم الاجتماعي: استكشاف طرق تنظيم الجماعات لأنفسها، أو كيف تُنظّم؟ من خلال الأنظمة أو الاهتمامات المشتركة.
يتم دعم المحاور بنصوص شفويّة ومرئيّة ومكتوبة متعلّقة بالمحاور ومحتوى السياق ذي الصلّة ومن كل فئات النصوص (شخصية، مهنيّة، إعلاميّة) وتراعي اهتمامات الطلبة.
رواية الأجنحة المتكسرة للكاتب اللبناني جبران خليل جبران –2011- دار العلم والمعرفة .
رواية " قنديل أم هاشم للكاتب يحيى حقي -الطبعة السادسة،يناير 2017 - دار نهضة مصر للنشر .

- سيتقدّم المتعلّمون لتقييمين (داخلي يهدف لتقييم المهارات التفاعليّة وخارجي لتقييم المهارات الإنتاجيّة في الورقة الأولى ومهارات التلقي في الورقة الثانيّة للمستوى العالي وفقاً للمعايير المتبعة في تقييم مادة اللغة العربية "ب").
- في نهاية السنّة الثانيّة ينهي المتعلّمون دراسة خمسة محاور تتضمن قضايا ومواضيع متصلة بالمحور تغطي من خلالها المهارات التّواصلية كاملةً من مهارات تلقي وإنتاجيّة وتفاعليّة، مع تغطيّة ودراسة النّصوص بأنواعها الثلاث لتغطيّة المهارة الإنتاجيّة خاصةً ومهارات التلقي للتقييم الخارجي. مما يكون تدريباً للتقييم الذي سيقدّمه في عام 2024 .

- التقييمات المحددة خلال السنتين :

- التقييم الداخلي : يوضع داخلياً ويقم داخلياً وتأخذ IB عينات عشوائية من تقييمات الطلبة المسجلة للحكم على دقة التقييم.

- يكون التقييم الداخلي على هيئة التقييم الشفوي الفردي إجباري للمستوى العالي يُجرى قرب نهاية المساق ، يقدّم المستوى العالي استجابة لمقتطف أدبي ، حيث سيستمّر الطلبة بالإنخراط في نقاشٍ فرديٍّ مع المعلمٍ أو لآ حولَ موضوعٍ المقتطف ثمّ النقاش العام عبر طيفٍ من المحاور المسرودة في المنهج الدراسي. (يخضع التقييم الداخلي إلى معايير محددة يعرفها المتعلّمين قبل التقييم من حيث: المتطلبات اللغويّة للتقييم ، الإجراءات الخاصّة بإدارة الاختبار، معايير التقييم). ، وهذا التقييم يشكّل نسبة 25% من العلامة الكلية.

- التقييم الخارجي: يوضع هذا التقييم خارجياً ويقم خارجياً .

- ويكون على ورقتين الورقة الأولى لتقييم المهارات الإنتاجيّة التي تشكّل 25% (اختيار مهمة واحدة من ثلاث مهمّات مع مجموعة متنوعة من الجماهير والسياقات والأغراض وترتكز كلّ مهمة على محور مختلف من المنهج الدراسي، يكتب المتعلّمين إجابة تتألف من 450-600 كلمة للمستوى العالي لإحدى المهمّات مع اختيار أحد أنواع النصوص من بين الأنواع الواردة في تعليمات الاختبار).
- والورقة الثانيّة لتقييم مهارات التلقي التي تشكّل نسبة 50% وترتكز على المحاور الخمسة ويقسم إلى قسمين منفصلين (الاستماع لثلاث

فقرات سمعية) والقراءة (ثلاث فقرات مكتوبة) تغطي مواضيع مختلفة مستمدة من المحاور الخمسة ، يقيم فهم الطالب للفقرات الست في الاختبار .

- يخضع التقييم الخارجي إلى معايير محددة والطلبة على اطلاعٍ عليها قبل التقييم حيث يتم تدريبهم على التقييم الداخلي والخارجي من خلال التقييمات المستمرة طوال المرحلة،
- التي تستهدف جميع المهارات، ولدعم التهيئة للتقييم الداخلي والخارجي سيتم إثراء المحاور بمجموعة متنوعة من الموارد والوثائق الإضافية مثل عينات الاختبارات ليخضع لها المتعلمين خلال المرحلة ورصد تقديرات وملاحظات توجيهية تهدف إلى تطوير الأداء والمستوى العام للمتعلم.
- سيتم تهيئة الطلبة للتقييم الداخلي والخارجي من خلال التدريب عليهما ومعاينة أوراق السنوات السابقة التي سيتم الحصول عليها من (متجر البكالوريا الدولية) والإجابة عنها وإعطاء ملاحظات قياسية من قبل المعلم بعد نقد الطالب لأدائه كي يعرف نقاط الضعف الواجب التركيز عليها لتطوير أدائه ورفع مستواه.
- سيتم إجراء تقييم Mock مما يضع الطالب في بيئة التقييم ويجهزه نفسياً وأكاديمياً ليكون على أتم الاستعداد للتقييم الخارجي والداخلي.

أولاً : التقييم الخارجي

- 1- الورقة الأولى (ساعة ونصف)
وهي عبارة عن مهارات انتاجية " الكتابة"
30 علامة %25

ملخص التقييم (المستوى العالي)

تتكون من مهمة كتابية تختار من بين ثلاث مهمات وتعلق كل واحدة بمحور من المحاور الأساسية .
تتألف المهمة من (450-600 كلمة)

- 2- الورقة الثانية (ساعتان)
مستمدة من المحاور الخمسة الرئيسية .
الورقة الثانية عبارة عن مهارات التلقي وتقسّم الى قسمين منفصلين :
أ- الاستماع وهي " الفهم بالاصغاء " لثلاث فقرات سمعية ومدتها ساعة فقط
ب- القراءة وهي " الفهم لثلاثة نصوص مكتوبة " ومدتها ساعة فقط
40 علامة %50
25 علامة

معايير التقييم الخارجي – المستوى العالي

- المعيار " أ " اللغة
المعيار " ب " الرسالة
- المعيار " ج " الاستيعاب المبني على المفاهيم .
- ثانياً : التقييم الداخلي :
- المدة : 12-15 دقيقة
30 علامة %25

- التقييم الشفهي الفردي :
- وهو عبارة عن محادثة مع المدرس تركز على مقتطف من أحد الأعمال الأدبية التي درسها الطالب في الصف ويتبعها نقاش يعتمد على محور أو محورين على الأقل من المنهاج الدراسي .

20 دقيقة	يعرض مقتطفان على الطالب كل منهما بحد أقصى 300 كلمة من العملين الأدبيين ، يختار الطالب أحد المقتطفين ويحضر عرضاً تقديمياً يركز على محتوى المقتطف ،يسمح للطالب بتدوين ملاحظات موجزة	زمن التحضير
4-3 دقيقة	العرض يجب على الطالب أن يقضي غالبية العرض في مناقشة الأحداث والأفكار والرسائل الواردة في المقتطف مع ربط المقتطف بالعمل الأدبي	الجزء الأول : العرض
5-4 دقيقة	نقاش بين المدرس والطالب حول المقتطف مع التوسع حول الملاحظات التي قدمها الطالب	الجزء الثاني : نقاش المتابعة
6-5 دقيقة	يعقد المدرس والطالب مناقشة عامة حول محور أو محورين من المحاور الخمسة	الجزء الثالث : المناقشة العامة

- **معايير التقييم الداخلي – المستوى العالي**
- المعيار " أ " اللغة
- المعيار "ب" 1 الرسالة / المقتطف الأدبي
- المعيار "ب" 2 الرسالة / المحادثة
- المعيار "ج" المهارات التفاعلية / التواصل

Group 3: Individuals and Societies

Course: Business Management SL/H

SL Course: 150 hours

HL Course: 240 hours

Business Management focus is the developing of critical thinking, analytical and decision making skills in relation to individuals and groups. In particular the course focuses on these skills and ideas in an international business environment. The purpose of the course is to develop an understanding of business theory and principals and to apply this knowledge in a variety of practical business situations whilst using skills specifically required to understand the complex nature of the world of business.

The Diploma Program business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

Course Aims and Objectives:

Aims	Objectives
<p>Individuals and societies aims</p> <ol style="list-style-type: none"> 1. Explore and critically engage with multiple perspectives and ways of thinking 2. Investigate and evaluate the interactions between individuals and societies 3. Think and act as informed and principled individuals in societies 4. Understand and value the variety and diversity of the human experience across time and place <p>Business management aims</p> <ol style="list-style-type: none"> 1. Develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents 2. Foster an informed understanding of ethical and sustainable business practices 3. Explore the connections between individuals businesses and society 4. Engage with decision making as a process and a skill. 	<p>Students are expected to achieve the following assessment objectives:</p> <p>AO1 : knowledge and understanding AO2: application and analysis AO3: synthesis and evaluation AO4: use and application of appropriate skills.</p>

IB internal assessment requirement to be completed during the course

The IA is a research project in which student apply appropriate business management tool and theories to a real organizational issue or problem using a conceptual lens. The business research project must use only one of the four key concepts (change, creativity , ethics or sustainability).

The IA contribute to 30% of the final assessment in the SL course and 20 % of the final assessment in the HL course. A total of 20 teaching hours are allocated towards :

- Time for the teacher to explain to students the requirements of the IA
- Class time for students to work on the IA components and ask questions
- Time for consultation between teacher and each student
- Time to review, monitor progress and check authenticity.

Students will be introduced to the Internal Assessment during the end of their first year of the IB program.

- May year 1 – Introduction to IA
- Summer Year 1 – use this time to brainstorm and think of business issues or problems.
- August Year 2 – Come back to school with a research question and some supporting documents
- September Year 2- One on one meetings with students to answer any questions or concerns and go over supporting documents.
- October Year 2 –Begin with research
- November Year 2 – continue research, audit of tools / theories / techniques. Meeting with librarian to go over how to cite sources
- December Year 2 – Draft is due
- January – Drafts are given back with feedback
- February – Research complete. Final draft internal assessment due date.

The Teacher and student must discuss the internally assessed work. Students should be encouraged to initiate discussions with the teacher to obtain advice and information, and students must not be penalized for seeking guidance. As part of the learning process, the teacher should read and give advice to students on one draft of the work. The teacher should provide oral or written advice on how the work could be improved, but must not edit the draft. The next version handed to the teacher must be the final version for submission.

All work submitted to the IB must be authenticated by the teacher and must not include any known instances of suspected or confirmed malpractice. Each student must confirm that the work is her or her authentic work. The school also applies an academic integrity policy and all work must be analyzed by the web based plagiarism detection service www.turnitin.com

Group 3: Individuals and Societies

Course: Psychology SL/HL

SL Course: 150 hours

HL Course: 240 hours

Psychology is the rigorous and systematic study of mental processes and behavior. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behavior on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behavior and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognizing that behavior is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behavior.

Aims and Objectives

Aims	Objectives
<ol style="list-style-type: none"> 1. develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour 2. apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study 3. understand diverse methods of inquiry 4. understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries 5. ensure that ethical practices are upheld in all psychological inquiry and discussion 6. develop an awareness of how psychological research can be applied to address real world problems and promote positive change. 	<ol style="list-style-type: none"> 1. Knowledge and comprehension of specified content <ul style="list-style-type: none"> • Demonstrate knowledge and comprehension of key terms and concepts in psychology. • Demonstrate knowledge and comprehension of a range of psychological theories and research studies. • Demonstrate knowledge and comprehension of the biological, cognitive and sociocultural approaches to mental processes and behaviour. • Demonstrate knowledge and comprehension of research methods used in psychology. 2. Application and analysis <ul style="list-style-type: none"> • Demonstrate an ability to use examples of psychological research and psychological. Concepts to formulate an argument in response to a specific question. • Demonstrate application and analysis of a range of psychological theories and research studies. • Demonstrate application and analysis of the knowledge relevant to areas of applied psychology. • At HL only, analyse qualitative and quantitative research in psychology. 3. Synthesis and evaluation <ul style="list-style-type: none"> • Evaluate the contribution of psychological theories to understanding human psychology. • Evaluate the contribution of research to understanding human psychology. • Evaluate the contribution of the theories and research in areas of applied psychology. • At HL only, evaluate research scenarios from a methodological and ethical perspective. 4. Selection and use of skills appropriate to psychology <ul style="list-style-type: none"> • Demonstrate the acquisition of skills required for experimental design, data collection and presentation, data analysis and the evaluation of a simple experiment while demonstrating ethical practice. • Work in a group to design a method for a simple experimental investigation, organize the investigation and record the required data for a simple experiment. • Write a report of a simple experiment.

Assessment:

- Quarter grades are distributed as follows to comprise a grade of 100%. 70% class assignment and quizzes/tests (these include SAQ and ERQ form tests, Multiple Choice Answer quizzes, in-class group presentations)
- 20% home assignments (these include SAQ and ERQ form assignments and practice at home, preparing evaluations of research/theories, worksheets)
- 10% participation (this include asking questions, answering questions, and engaging in class discussion as well as behavior).
- Midyear exams are past years questions in the paper 1, 2, 3 formats (according to where the students are in their progress in the course) and they are graded according the IB marking rubric, then graded are transferred to be out of 100.
- Final exams are also past year questions in the paper 1, 2, 3 formats (according to where the students are in their progress in the course) and they are graded according the IB marking rubric, then graded are transferred to be out of 100.

Group 3: Individuals and Societies

Course: Economics SL/HL:

SL Course Hours: 150

HL Course Hours: 240

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

By the end of the economics course, students are expected to achieve the following assessment objectives (AOs).

1. Knowledge and understanding (AO1)

- Demonstrate knowledge and understanding of specified content
- Demonstrate knowledge and understanding of the common SL/HL syllabus
- Demonstrate knowledge and understanding of current economic issues and data
- At HL only: demonstrate knowledge and understanding of the extension topics

2. Application and analysis (AO2)

- Apply economic concepts and theories to real-world situations
- Identify and interpret economic data
- Analyse how economic information is used effectively in particular contexts
- In the internal assessment task: explain the link between key economic concepts and economic commentaries
- At HL only: demonstrate application and analysis of the extension topics

3. Synthesis and evaluation (AO3)

- Examine economic concepts and theories
- Use economic concepts and examples to construct and present an argument
- Discuss and evaluate economic information and theories
- At HL only:
 - demonstrate economic synthesis and evaluation of the extension topics
 - select and use economic data using economic theory to make policy recommendations.

4. Use and application of appropriate skills (AO4)

- Produce well-structured written material, using appropriate economic theory, concepts and terminology
- Produce and use diagrams to help explain economic theory, concepts and real-world issues
- Select, interpret and analyse appropriate extracts from the news media
- Interpret appropriate data sets
- Use quantitative techniques to identify, explain and analyse economic relationships

Syllabus component	Teaching hours	
	SL	HL
Unit 1: Introduction to economics 1.1 What is economics? 1.2 How do economists approach the world?	10	10
Unit 2: Microeconomics 2.1 Demand (includes HL only sub-topics) 2.2 Supply (includes HL only sub-topics) 2.3 Competitive market equilibrium 2.4 Critique of the maximizing behaviour of consumers and producers (HL only) 2.5 Elasticity of demand (includes HL only sub-topics) 2.6 Elasticity of supply (includes HL only sub-topics) 2.7 Role of government in microeconomics (includes HL only calculation) 2.8 Market failure—externalities and common pool or common access resources (includes HL only calculation) 2.9 Market failure—public goods 2.10 Market failure—asymmetric information (HL only) 2.11 Market failure—market power (HL only) 2.12 The market’s inability to achieve equity (HL only)	35	70
Unit 3: Macroeconomics 3.1 Measuring economic activity and illustrating its variations 3.2 Variations in economic activity—aggregate demand and aggregate supply 3.3 Macroeconomic objectives (includes HL only calculation) 3.4 Economics of inequality and poverty (includes HL only calculation) 3.5 Demand management (demand side policies)—monetary policy (includes HL only sub-topics) 3.6 Demand management—fiscal policy (includes HL only sub-topics) 3.7 Supply-side policies	40	75

Unit 4: The global economy	45	65
4.1 Benefits of international trade (includes HL only subtopics and calculation)		
4.2 Types of trade protection (includes HL only calculations)		
4.3 Arguments for and against trade control/protection		
4.4 Economic integration		
4.5 Exchange rates (includes HL only sub-topic)		
4.6 Balance of payments (includes HL only sub-topics)		
4.7 Sustainable development (includes HL only sub-topic)		
Syllabus component	Teaching hours	
	SL	HL
4.8 Measuring development		
4.9 Barriers to economic growth and/or economic development		
4.10 Economic growth and/or economic development strategies		
Internal assessment	20	20
Portfolio of three commentaries		
Total teaching hours	150	240

Internal and External Assessment SL:

Assessment component	Weighting
External assessment (3 hours)	70%
Paper 1 (1 hour and 15 minutes)	30%
An extended response paper (25 marks)	
Assessment objectives: AO1, AO2, AO3, AO4	
Syllabus content (excluding HL extension material)	
Students answer one question from a choice of three. (25 marks)	
Paper 2 (1 hour and 45 minutes)	40%
A data response paper (40 marks)	
Assessment objectives: AO1, AO2, AO3, AO4	
Syllabus content (excluding HL extension material). Includes some quantitative questions.	
Students answer one question from a choice of two. (40 marks)	

Internal assessment (20 teaching hours)

30%

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

Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts.

Maximum 800 words for each commentary (45 marks)

Internal and External Assessment HL:

Assessment component	Weighing
External assessment (4 hours and 45 minutes)	80%
Paper 1 (1 hour and 15 minutes) An extended response paper (25 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content including HL extension material. Students answer one question from a choice of three. (25 marks)	20%
Paper 2 (1 hour and 45 minutes) A data response paper (40 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content including HL extension material. Includes some quantitative questions. Students answer one question from a choice of two. (40 marks)	30%
Paper 3 (1 hour and 45 minutes) A policy paper (60 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content including HL extension material. Includes both quantitative and qualitative questions. Students answer two compulsory questions. (30 marks per question)	30%
Internal assessment (20 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. Maximum 800 words for each commentary (45 marks)	20%

Group 4: Sciences

Course: Biology SL/HL

SL Course Hours: 150

HL Course Hours: 240

IBDP Biology is designed to give you the analytical tools and content knowledge which will aid you as you grapple with many daily issues, as you continue your scientific endeavors and fulfill your role in life. The IBDP Biology is a two-year series that meets the objectives of general Biology courses on the university level. The objectives include studying the characteristics, unity, and diversity of living things; the concept of evolution as an explanation of unity and diversity; the nature of science as a human enterprise; collection, analysis and interpretation of data; and the application of biological concepts to new situations including those involving human society and populations. The aim of the course is to develop an understanding and appreciation of the vast array of biological knowledge. IB Biology is a very challenging and demanding course. It requires a commitment of both time and personal energy to be successful. It is imperative that you prepare for class each day by spending time reviewing the previous day's lesson. Also, do not procrastinate on your assignments. The IB course is prepared with the goal of working at the college level. Remember that the challenge is good for you!

Throughout this course, students will be guided by combination of discussions, demonstrations, lab activities, and lectures to explore the topics of biology and science. It is critical that you keep up with your expected readings and homework so that you can be an active part of these discussions. My primary job is to help your learning.

Course Overview:

The IB biology course curriculum (determined by the IB organization) is organized into five components:

- I. The Subject Specific Core (SSC) (SL & HL):** This is a block of six units that introduces students to the broad fundamentals of biology. However, it does not go into depth in any particular topic. If you have completed the general biology course with a good grade, you should be familiar with many of the concepts covered, and will easily develop even greater proficiency.
- II. Additional Higher Level (AHL) Material (Only HL)** – This block of material covers the same topic units as the SSC above, but now in additional depth. The depth of coverage is comparable to the first-year biology course offered at most major universities.
- III. One Curriculum Option:** Option D Further Human Physiology
- IV. The Group IV Project** – This is a multi-disciplinary research project that all IB students must complete. Working in a team with IB chemistry and IB physics students, you will select a project; gather data, form conclusions, and present results. The Group IV project is designed to give you an appreciation of the processes that go on in real-world scientific research.

V. Practical Work/Exploration: (Internal Assessment)

In the exploration section students take their initial ideas and develop them into a workable method for an experiment. This method needs to be planned with reference to the students' scientific knowledge. Internal Assessment labs are required by the IB Program. All students in the IB Biology course are expected to complete the labs whether or not they are diploma candidates. Often, minimal direction is given for these assignments;

the design of the procedure is left largely up to the student. Internal Assessment labs are graded on an IB rubric and count as both part of the class grade as well as a percentage of the IB score reported to universities. They require that students utilize a variety of skills, from using the scientific method to applying classroom knowledge to outside situations. SL Students are required to complete 40 hours of lab work, while HL are required to complete 60 hours. There are very strict guidelines governing lab work in the program.

Course Aims:

Through studying biology students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes these subjects.

The aims enable students, through the overarching theme of the Nature of science to:

1. Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
2. Acquire a body of knowledge, methods and techniques that characterize science and technology.
3. Apply and use a body of knowledge, methods and techniques that characterize science and technology
4. Develop an ability to analyze, evaluate and synthesize scientific information.
5. Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. Develop experimental and investigative scientific skills including the use of current technologies.
7. Develop and apply 21st century communication skills in the study of science.
8. Become critically aware, as global citizens, of the ethical implications of using science and technology.
9. Develop an appreciation of the possibilities and limitations of science and technology.
10. Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Course Objectives:

The assessment objectives for biology reflect those parts of the aims that will be formally assessed either internally or externally. These assessments will centre upon the nature of science. It is the intention of these courses that students are able to fulfill the following assessment objectives:

1. Demonstrate knowledge and understanding of:

- a. facts, concepts and terminology
- b. methodologies and techniques
- c. communicating scientific information.

2. Apply:

- a. facts, concepts and terminology
- b. methodologies and techniques
- c. methods of communicating scientific information.

3. Formulate, analyse and evaluate:

- a. hypotheses, research questions and predictions
- b. methodologies and techniques
- c. primary and secondary data
- d. scientific explanations.

4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

IB Assessment Outline:

Biology Standard Level				
Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration
		1+2	3	
Paper 1	20	10	10	45 min
Paper 2	40	20	20	1 hour 45 min
Paper 3	20	10	10	1
Internal Assessment	20	Covers objectives 1, 2, 3 and 4		10

Biology Additional Higher Level				
Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration
		1+2	3	
Paper 1	20	10	10	1 hour
Paper 2	36	18	18	2 hours 15 min
Paper 3	24	12	12	1 hour and 15 min
Internal Assessment	20	Covers objectives 1, 2, 3 and 4		10

Course Assessment Outline:

Task	Description	Weighing (%)
Exams	The course will consist of exams following each major unit.	30
Quizzes	Each section will consist of at least one quiz.	15
Practical Work	<p>Students will be able to apply hand-on learning throughout the course. Lab requirement of 40 hours (SL) and 60 hours (HL) hours in the 2 years needs to be completed. Some of the possible tasks include:</p> <ul style="list-style-type: none"> ▪ a hands-on laboratory investigation ▪ using a spreadsheet for analysis and modelling ▪ extracting data from a database and analyzing it graphically ▪ producing a hybrid of spreadsheet/database work with a traditional hands-on investigation ▪ using a simulation provided it is interactive and open-ended. ▪ Some tasks may consist of relevant and appropriate qualitative work combined with quantitative work. ▪ Internal Assessment orientation, introduction, rubrics, citation..etc. 	25
Final Exam	School Based Exam	30

Group 4: Sciences

Course: Chemistry SL/HL

SL Course Hours: 150

HL Course Hours: 240

The course of Chemistry SL and HL is divided into six categories:

- 1- **Core material (SL& HL):** the core material includes eleven units which give students the basic information about Chemistry.
- 2- **Additional Higher Level (AHL) Material:** it includes ten units which show in depth information about the core material.
- 3- **One Option:** Option B - Human Biochemistry
- 4- **The Group 4 Project:** The group 4 project is an interdisciplinary activity in which all Diploma Program science students must participate. The intention is that students from the different group 4 subjects analyze a common topic or problem. The exercise should be a collaborative experience where the emphasis is on the processes involved in, rather than the products of, such an activity.
- 5- **Internal Assessment:** is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught. The internal assessment requirements at SL and at HL are the same.
- 6- **Practical activities:** the SL students will perform about 10 experiments and the HL students will perform 20 experiments in the laboratory. Each student must submit a lab report for each experiment.

Aims of the course:

Through studying Chemistry, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes these subjects.

- 1- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
- 2- Acquire a body of knowledge, methods and techniques that characterize science and technology.
- 3- Apply and use a body of knowledge, methods and techniques that characterize science and technology.
- 4- Develop an ability to analyze, evaluate and synthesize scientific information.
- 5- Develop a critical awareness of the need for and the value of, effective collaboration and communication during scientific activities.
- 6- Develop experimental and investigative scientific skills including the use of current technologies.
- 7- Develop and apply 21st century communication skills in the study of science.
- 8- Become critically aware, as global citizens, of the ethical implications of using science and technology.
- 9- Develop an appreciation of the possibilities and limitations of science and technology.
- 10- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Objectives of the course:

The assessment objectives for Chemistry reflect those parts of the aims that will be formally assessed either internally or externally. These assessments will center upon the nature of science. It is the intention of these courses that students are able to fulfill the following assessment objectives:

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

Assessments:

1- School Assessment

Assessment per quarter	Weighing %
Three Exams	60%
Quizzes	20%
Lab reports	10%
Class Work	5%
Homework	5%
Total	100%

2- IBO Assessments (Internal and External)

Chemistry Standard Level				
Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration
		1+2	3	
Paper 1	20	10	10	45 min
Paper 2	40	20	20	1 hour and 15 min
Paper 3	20	10	10	1 hour
Internal Assessment	20	Covers objectives 1, 2, 3 and 4		10 hours
Practical Work				
Type of Work		Teaching Hours		
Practical activities		20 SL / 40 HL		
Individual investigation (internal assessment—IA)		10 SL / 10 HL		
Group 4 project		10 SL / 10 HL		

Chemistry Additional Higher Level				
Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration
		1+2	3	
Paper 1	20	10	10	1 hour
Paper 2	36	18	18	2 hours and 15 min
Paper 3	24	12	12	1 hour and 15 min
Internal Assessment	20	Covers objectives 1, 2, 3 and 4		10 hours

Core material:

Unit Number	Unit Name
1	Stoichiometric relationships
2	Atomic structure
3	Periodicity
4	Chemical bonding and structure
5	Energetics / Thermochemistry
6	Chemical kinetics
7	Equilibrium
8	Acids and bases
9	Redox processes
10	Organic chemistry
11	Measurement and data processing

Additional higher level material:

Unit Number	Unit Name
12	Atomic structure
13	The periodic table: The transition metals
14	Chemical bonding and structure
15	Energetics / Thermochemistry
16	Chemical kinetics
17	Equilibrium
18	Acids and bases
19	Redox processes
20	Organic chemistry
21	Measurement and analysis

Option Name	Teaching Hours
Biochemistry	15 SL / 25 HL

Group 4: Sciences

Course: Computer Science SL/HL

SL Course Hours: 150

HL Course Hours: 240

The IB DP computer science course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions.

This will involve the ability to:

- Identify a problem or unanswered question
- Design, prototype and test a proposed solution
- Liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

The aims of the computer science courses are to:

- provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
- provide a body of knowledge, methods and techniques that characterize computer science
- enable students to apply and use a body of knowledge, methods and techniques that characterize computer science
- demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
- engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
- develop logical and critical thinking as well as experimental, investigative and problem-solving skills
- develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Assessment model

Having followed the computer science course, students will be expected to:

➤ Know and understand:

- Relevant facts and concepts
- Appropriate methods and techniques
- Computer science terminology
- Methods of presenting information.

➤ Apply and use:

- relevant facts and concepts
- relevant design methods and techniques
- terminology to communicate effectively
- appropriate communication methods to present information.

- **Construct, analyse, evaluate and formulate:**
 - success criteria, solution specifications including task outlines, designs and test plans
 - appropriate techniques within a specified solution.
- **Demonstrate the personal skills of cooperation and perseverance as well as appropriate technical skills for effective problem-solving in developing a specified product.**

Curriculum model overview

Standard Level (SL)			
Paper 1 Topics 1 to 4	Paper 2 Option	Internal Assessment Coursework	
45%	25%	30%	
Higher Level (HL)			
Paper 1 Topic 1 to 7	Paper 2 Option	Paper 3 Based on Case Study	Internal Assessment Coursework
40%	20%	20%	20%

Components

Core syllabus SL/HL core

- Topic 1: System fundamentals
- Topic 2: Computer organization
- Topic 3: Networks
- Topic 4: Computational thinking, problem-solving & programming

HL extension (For HL Only)

- Topic 5: Abstract data structures
- Topic 6: Resource management
- Topic 7: Control Case study

Case Study

✓ Option: SL/HL

Students study one of the following options:

- Option A: Databases, Option B: Modelling and simulation, Option C: Web science , Option D: Object-oriented programming (OOP)

✓ Internal assessment

Solution Practical application of skills through the development of a product and associated documentation

✓ Group 4 project

Additional subject content introduced by the annually issued case study

Group 4: Sciences

Course: Physics SL/HL

SL Course Hours: 150

HL Course Hours: 240

As one of the natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments. DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Through the overarching theme of the nature of science, the aims of the DP physics course are to enable students to:

1. Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. Acquire a body of knowledge, methods and techniques that characterize science and technology
3. Apply and use a body of knowledge, methods and techniques that characterize science and technology
4. Develop an ability to analyze, evaluate and synthesize scientific information
5. Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. Develop experimental and investigative scientific skills including the use of current technologies
7. Develop and apply 21st century communication skills in the study of science
8. Become critically aware, as global citizens, of the ethical implications of using science and technology
9. Develop an appreciation of the possibilities and limitations of science and technology
10. Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

SL IBO Assessments (Internal and External)

Component		Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
			1+2	3	
External assessment	Paper 1	20	10	10	¾
	Paper 2	40	20	20	1¼
	Paper 3	20	10	10	1
Internal assessment		20	Covers objectives 1, 2, 3 and 4		10

HL IBO Assessments (Internal and External):

Component		Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
			1+2	3	
External assessment	Paper 1	20	10	10	¾
	Paper 2	40	20	20	1¼
	Paper 3	20	10	10	1
Internal assessment		20	Covers objectives 1, 2, 3 and 4		10

Syllabus Outline:

Topic	Content	Allocated time/ hours
1: Measurement and uncertainties SL/HL	1.1 – Measurements in physics 1.2 – Uncertainties and errors 1.3 – Vectors and scalars	6
2: Mechanics SL/HL	2.1 – Motion 2.2 – Forces 2.3 – Work, energy and power 2.4 – Momentum and impulse	22
6: Circular motion and gravitation SL/HL	6.1 – Circular motion 6.2 – Newton’s law of gravitation	6
10. Gravitational Fields HL	10.1 – Describing gravitational field 10.2 – Gravitational field at work	6
3. Thermal physics SL/HL	3.1 – Thermal concepts 3.2 – Modeling a gas	10
4. Waves SL/HL	4.1 – Oscillations 4.2 – Travelling waves 4.3 – Wave characteristics 4.4 – Wave behavior 4.5 – Standing waves	15

Topic	Content	Allocated time/ hours
9. Wave phenomena HL	9.1 – Simple harmonic motion 9.2 – Single-slit diffraction 9.3 – Interference 9.4 – Resolution 9.5 – Doppler effect	18
5. Electricity and magnetism SL/HL	5.1 – Electric fields 5.2 – Heating effect of electric currents 5.3 – Electric cells 5.4 – Magnetic effects of electric currents	15
10. Electric Fields HL	10.1 – Describing electric field 10.2 – Electric field at work	6
11. Electromagnetic induction HL	11.1 – Electromagnetic induction 11.2 – Power generation and transmission 11.3 – Capacitance	16
7. Atomic, nuclear and particle physics SL/HL	7.1 – Discrete energy and radioactivity 7.2 – Nuclear reactions 7.3 – The structure of matter	12
12. Quantum and nuclear physics HL	12.1 – The interaction of matter with radiation 12.2 – Nuclear physics	16
8. Energy production SL/HL	8.1 – Energy sources 8.2 – Thermal energy transfer	9
Option C: Imaging SL/HL	C.1 – Introduction to imaging C.2 – Imaging instrumentation C.3 – Fibre optics C.4 – Medical imaging	22

Group 5: Mathematics

Course: Mathematics Approaches and Analysis SL/HL SL Course Hours: 150 HL Course Hours: 240

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

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigor required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. This course does not have the depth found in the mathematics HL courses. Students wishing to study subjects with a high degree of mathematical content should therefore opt for a mathematics HL course rather than a mathematics SL course.

Syllabus Component:

The components to be covered in Mathematics: Analysis and Approaches (SL & HL) are listed below.

Syllabus component	Teaching hours	
	SL	HL
Number and algebra	19	39
Functions	21	32
Geometry and trigonometry	25	51
Statistics and probability	27	33
Calculus	28	55
Mathematical exploration: A piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	150	240

Assessment Component:

Assessment component	Weighting		Allocated time	
	SL	HL	SL	HL
External assessment Paper 1: No technology allowed Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus.	40%	30%	90 minutes	120 minutes
Paper 2: Technology required. Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus.	40%	30%	90 minutes	120 minutes
Mathematical exploration: This is a piece of written work that involves investigating an area of mathematics.	20%			
Paper 3: Technology required. Two compulsory extended-response problem-solving questions.		20%		60 minutes

Group 5: Mathematics

Course: Mathematics Applications SL

SL Course Hours: 150

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. Students who choose Mathematics: applications and interpretation at SL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems.

Aims	Objectives
<ol style="list-style-type: none"> 1- Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power 2- Develop an understanding of the concepts, principles and nature of mathematics 3- Communicate mathematics clearly, concisely and confidently in a variety of contexts 4- Develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics 5- Employ and refine their powers of abstraction and generalization 6- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities 7- Appreciate how developments in technology and mathematics influence each other 8- Appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics 9- Appreciate the universality of mathematics and its multicultural, international and historical perspectives 10- Appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course 11- Develop the ability to reflect critically upon their own work and the work of others 12- Independently and collaboratively extend their understanding of mathematics. 	<ol style="list-style-type: none"> 1. enjoy mathematics, and develop an appreciation of the elegance and power of mathematic 2. develop an understanding of the principles and nature of mathematics 3. communicate clearly and confidently in a variety of context 4. develop logical, critical and creative thinking, and patience and persistence in problem-solving 5. employ and refine their powers of abstraction and generalization 6. apply and transfer skills to alternative situations, to other areas of knowledge and to future developments 7. appreciate how developments in technology and mathematics have influenced each other 8. appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics 9. appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives 10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

Syllabus Component:

Syllabus component	Suggested teaching hours—SL
Topic 1—Number and algebra	16
Topic 2—Functions	31
Topic 3—Geometry and trigonometry	18
Topic 4—Statistics and probability	36
Topic 5—Calculus	19
The “toolkit” and Mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30
Total teaching hours	150

Assessment Component:

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (90 minutes) Technology required. (80 marks) Compulsory short-response questions based on the syllabus. (80 marks)	40%
Paper 2 (90 minutes) Technology required. (80 marks) Compulsory extended-response questions based on the syllabus. (80 marks)	40%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

Group 6: Arts

Course: Visual Arts SL/HL

SL Course Hours: 150

HL Course Hours: 240

In this two year course students have the opportunity to challenge their own creative and cultural expectations about the visual world around them. It is a course in which students develop analytical skills in how to understand artwork from its historical and cultural context, while also working towards technical proficiency and confidence as developing artists. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in experimentation and critically reflect upon a wide range of complementary practices and media. Students are given artistic freedom to experiment with a wide range of mediums which interest and inspire them. Students are given a foundational set of skills in three areas: 1) Visual Arts in Context: students explore the cultural context from which art is created 2) Visual Arts Methods: students engage with their own art-making process, experimenting and developing skills across a range of mediums and 3) Communicating Visual Arts: students analyze the function and purpose of their own artwork, as well as the work of other artist and study different ways of presenting art. Students are challenged to always be making connections between these three areas and develop a deeper understanding of the interconnections of these ways of understanding art.

The course encourages students to actively explore the visual arts within and across local, regional, and international contexts. Using the skills of inquiry, investigation, reflection and their own art-making process, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture in our world today.

Aims	Objectives
<p>The aims of the visual arts course at the SL and HL are to enable students to:</p> <ol style="list-style-type: none"> 1) enjoy lifelong engagement with the arts 2) become informed, reflective and critical practitioners in the arts 3) understand the dynamic and changing nature of the arts 4) explore and value the diversity of the arts across time places and cultures 5) express ideas with confidence and competence 6) develop perceptual and analytical skills 7) make artwork that is influenced by personal and cultural contexts 8) become informed and critical observers and makers of visual culture and media 9) develop skills, techniques and processes in order to communicate concepts and ideas 	<p>Having followed the visual arts course at SL or HL, students will be expected to:</p> <ol style="list-style-type: none"> 1) demonstrate knowledge and understanding of specified content <ol style="list-style-type: none"> a) Identify various contexts in which the visual arts can be created and presented b) Describe artwork from different contexts, and identify the ideas, conventions and techniques employed by the art-makers c) Recognize the skills, techniques, media, forms and processes associated with the visual arts d) Present work, using appropriate visual arts language, as appropriate to 2) Demonstrate application and analysis of knowledge 3) Demonstrate synthesis and evaluation 4) Select, use and apply a variety of appropriate skills and techniques

The table below shows how these activities link with the core syllabus areas at both SL and HL.

Practice	Visual arts in context	Visual arts methods	Communicating visual arts
Theoretical practice	<p>Students examine and compare the work of artists from different cultural contexts.</p> <p>Students consider the contexts influencing their own work and the work of others.</p>	<p>Students look at different techniques for making art.</p> <p>Students investigate and compare how and why different techniques have evolved and the processes involved.</p>	<p>Students explore ways of communicating through visual and written means.</p> <p>Students make artistic choices about how to most effectively communicate knowledge and understanding.</p>
Artmaking practice	<p>Students make art through a process of investigation, thinking critically and experimenting with techniques.</p> <p>Students apply identified techniques to their own developing work.</p>	<p>Students experiment with diverse media and explore techniques for making art.</p> <p>Students develop concepts through processes that are informed by skills, techniques and media.</p>	<p>Students produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.</p>
Curatorial practice	<p>Students develop an informed response to work and exhibitions they have seen and experienced.</p> <p>Students begin to formulate personal intentions for creating and displaying their own artworks.</p>	<p>Students evaluate how their ongoing work communicates meaning and purpose.</p> <p>Students consider the nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences.</p>	<p>Students select and present resolved works for exhibition.</p> <p>Students explain the ways in which the works are connected.</p> <p>Students discuss how artistic judgments impact the overall presentation.</p>

Assessment tasks	Weighting
<p>External assessment</p> <p>Part 1: Comparative study</p> <p>Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</p> <ul style="list-style-type: none"> HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). HL students submit 3–5 additional screens which analyse the extent to which their work and practices have been influenced by the art and artists examined. HL students submit a list of sources used. 	20%
<p>Part 2: Process portfolio</p> <p>Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none"> HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table. 	40%
<p>Internal assessment</p> <p>This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Part 3: Exhibition</p> <p>Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> HL students submit a curatorial rationale that does not exceed 700 words. HL students submit 8–11 artworks. HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. <p>HL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>	40%

Predicted Grades:

Preliminary University Predicted Grades:

Teachers generate preliminary predicted grades for subjects in Groups 1-6, EE, and TOK at the end of the 11th grade. These grades represent the teachers' best estimate of how students will perform by the end of 12th grade; they are not a report of current achievement. Teachers use their professional judgment and use all relevant data, including summative and formative assessments and ATL skills, when making instructional decisions.

Teachers will take a holistic approach to students, with emphasis on student performance in both midterms and finals as they are the largest two examinations and the closest to an official exam in length and rigor. They will also take into consideration a student's performance in class (quarter grade). The grade 11 midterm and finals weigh 75% of the predicted grade while quarter grades weigh around 25% of the predicted grade. DP teachers mimic the percentages of official examination and internal assessments. Teachers are asked to submit along with their predicted grades, grade boundaries for each score out of 7. To complement the numerical calculation, teachers are encouraged to consider each student individually. Some subjects may have a special formula set by the IBO that teachers will use, but most teachers created grade boundaries using calculations that took into consideration the IBO grade boundaries as part of the formula.

Colleges and universities around the world require that predicted grades be submitted for applicants to their institution. These grades are generated by each student's individual subject teachers, ToK teacher, and Extended Essay supervisor in the first semester of Grade 12. Predicted grades submitted to universities are "aspirational but achievable". The College Counsellor shares university predicted grades upon student or parent/guardian request from mid-September onwards (earlier for students with application dates).

IBO Predicted Grades:

Another set of predicted grades are generated during April of DP 2. These are submitted to the IBO and are used for results analysis and other IBO related quality control and assurance purposes. These are confidential, IB recommends that schools do not share these predictions with students or parents. Predicted grades do not influence actual grades earned by the students. Actual grades are assigned based on performance on exams; external assessments and internal assessments.

Extended Essay and Theory of Knowledge (TOK):

Please note as well that these scores do not include the points students can receive from their Extended Essay and ToK Rubric. Both the extended essay and the TOK essay are externally assessed, those along with the TOK exhibition which is the internal assessment portion of the grade can bring the student up to 3 extra points on their overall IBO score. We do not predict those grades until March when all work for both core requirements have been completed and submitted. It is probably important to note that the average extra points DP students receive every year at RFS is 2.

Can a student request an appeal for their predicted grades?

Yes, a student may submit a written request to the DP coordinator (through email) at the end of the following grading periods during your senior year: End of Quarter 1, and End of Semester 1 only. Once you submit your written request, we will review your predicted grade, discuss it with your teacher and check the grade boundaries. If a change is merited we will make the change and notify the college counselor. Please note that changes will only be granted in exceptional cases. Predicted grades are earned not given through the process detailed above.

Can a student appeal a predicted grade sent to the IBO?

Those grades are not released to students, they are only released to the IBO. More often than not, these grades are similar to the ones generated at the beginning of the senior year, with changes reflecting student growth and development.

Do predicted grades play a role in my actual IBO Score?

When students sit for examinations, predicted grades DO NOT play a role in actual grades. They are used for data analysis purposes and quality control and assurance by the IBO.

RFS Academic Integrity Policy

Academic integrity is a principle, a choice, and a lifelong commitment to act and live responsibly so that members of a community can trust each other and so that student learning and assessment are legitimate, authentic, and accurate. Integrity is the foundation of a meaningful life and a thriving community.

Ramallah Friends School (RFS) places great value on personal and academic integrity. RFS upholds academic integrity as an expression of Quaker values and International Baccalaureate (IB) principles which promote personal integrity and excellent teaching, bountiful learning, and accurate assessment. We expect all members of the community to uphold the core IB values of trust, respect, fairness, honesty, and responsibility. The RFS staff and administration also appreciate that students need to learn about academic integrity and understand the consequences if it is not followed.

Therefore, guidebooks such as “The Fundamental Values of Academic Integrity” and websites such as “Plagiarism Checker” and **Turnitin.com** are provided to students and their parents in this policy as well as in their classes. Because integrity is a hallmark of Quaker life and the IB program, it is self-evident across the school in the curriculum and extracurricular activities.

RFS and the IBO expect students to:

- *Understand and support RFS’s Academic Integrity Policy.
- *Report acts of student academic misconduct to their teachers and/or program coordinator.
- *Report acts of school maladministration to their teachers and/or program coordinator.
- *Complete assignments, tasks, exams, and quizzes honestly and to the best of their ability.
- *Appropriately cite external sources for work submitted to their teachers.
- *Abstain from receiving non-permitted assistance on their schoolwork such as from tutors, friends, family members, essay-writing services, **file-sharing** websites, etc.
- *Abstain from giving assistance to peers when not permitted by teachers; and
- *Responsibly use the internet.

The Responsibilities of Staff, Teachers, Administrators, Students, and Parents

Academic and personal integrity are modeled, taught, and implemented by the staff, faculty, and administration. All RFS staff, teachers, administrators, students, and parents should be aware of the contents of this document including the definition of academic integrity, personal responsibilities, and the consequences of academic malpractice. Parents are informed of the school’s academic integrity policy and are asked to speak with their children about the importance of personal and academic integrity.

Teachers, Program Coordinators (PYP, MYP, and DP), the Deputy Principal, and the Dean of Students, are responsible to ensure that academic integrity and malpractice are explained in school to students. Teachers are most immediately responsible for upholding academic integrity in the classroom. Teachers are to explain what this Policy means in specific terms of student assignments, quizzes, exams, papers, etc. They should also speak to students regularly and early on during long-term projects when student/teacher interaction is more collaborative than evaluative. The PYP, MYP, and DP Coordinators are responsible to support the teachers in reporting and investigating student academic misconduct. The Dean of Students (Upper Campus) and Deputy Principal (Lower Campus) support the work of teachers and PYP, MYP, and DP Coordinators in investigating student malpractice, and they administer the consequences of academic violations. The Principals support the school’s teaching and administrative staff in upholding the standards of academic integrity.

Teachers, IB Coordinators, the Deputy Principal, and the Dean of Students investigate all suspected breaches of academic integrity openly and fairly. In cases of malpractice, recommendations to the Upper Campus Dean of Students and Lower Campus Deputy Principal, should be clear, well-reasoned, determined on their merits, and communicated clearly to all concerned parties.

Students must recognize that they are ultimately responsible for their own actions and that the consequences of any breach of the standards of academic honesty will be theirs alone. They would be wise to speak to teachers regularly about their work and to show drafts at various stages. They should seek advice if they are unsure of using external sources.

Academic Malpractice

Academic misconduct may be deliberate or inadvertent behavior that has the potential to result in a student's unfair advantage or the **disadvantage** of another student, or that may lead to an inaccurate, illegitimate, or inauthentic assessment. It may also be any act that potentially threatens the integrity of IB examinations or assessments. Because academic malpractice can take many forms the following examples of violations of the Academic Integrity Policy are not exhaustive.

1. Plagiarism: intentionally or unintentionally representing the work, words, ideas, pictures, information, or anything that has been produced by someone else as one's own.
2. Copying: taking work of another student, with or without his or her knowledge, and submitting it as one's own.
3. Exam cheating: communicating with another **student** in an exam, bringing unauthorized material or technology into an exam room, or consulting such material during an exam in order to gain an unfair advantage or to misrepresent one's learning.
4. Duplication: submitting work for assessment that is substantially the same as what was submitted in a different course without the consent of all teachers involved.
5. Falsifying data: creating or altering data which was not collected according to the standards of the classroom instruction.
6. Collusion: two or more students working together to gain unfair advantage, disadvantage another student, or otherwise cause an assessment to be inaccurate.
7. Deleterious acts: behavior that is harmful to another student's academic assessment or damages the integrity of IB assessments. Such behavior may have occurred before, during or after the assessment or examination.

General Procedures and Consequences for Student Academic Malpractice

RFS is committed to being an ethical community which teaches and models integrity. When student academic malpractice occurs, however, we are equally committed to understanding the nature and context of the violations and following up in a manner consistent with RFS and the IBO procedures.

The Lower Campus, in line with IBO standards and practices (culture 3), teachers evaluate and verify student's work. If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic honesty, he or she will inform the deputy principal who follows up on discipline issues. Together they will investigate the matter and will inform the student of the teacher's concerns. The student is given a chance to respond to accusations of malpractice first. If it cannot be shown that there is work which is clearly inappropriate, the student will be found not guilty of dishonesty and no record will be kept of the matter. If, on

the other hand, it can be shown that malpractice has been done, the deputy principal will take action based on disciplinary procedures.

Any student who has been found to be academically dishonest at the Lower Campus, will take a grade of “NM: Not Meeting” for that work and a warning. In addition, to **follow** up with the parents.

On the Upper Campus, if a teacher, or another member of staff, suspects that a student has violated the school’s Academic Integrity Policy, he or she will inform **the MYP and DP** Coordinators. Together they will investigate the matter and will inform the student of the teacher’s concerns. The student will be given a chance to respond to alleged malpractice. If it cannot be shown that the student’s work clearly violates the Policy, the student will be found “not guilty,” and no record will be kept of the matter. If, on the other hand, it can be shown that a violation has occurred, the IB Coordinator will make a clear and reasoned recommendation to the Dean of Students who will implement the penalty.

Any student who has been found to have violated the Academic Integrity Policy at the Upper Campus will have a record of this put into his or her student file; the student will receive a “zero” for the work; and a “zero” will be awarded in conduct for the quarter.

Academic Misconduct in the IBO Diploma Program: Procedures and Sanctions

For incidents related to coursework, if a student is suspected of academic malpractice before submission or uploading to the IBO, and before the IB submission deadline, the issue is to be resolved according to RFS’s general procedures in its Academic Integrity Policy. Under no circumstance is a student’s work to be submitted to the IBO if it does not meet the standards of academic integrity.

If a final piece of work has plagiarized content or was not completed according to the subject guide requirements, that component should be awarded an “F” on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components (such as the extended essay or theory of knowledge essay) and as a consequence the student would not be eligible for a final grade in the subject concerned.

When academic misconduct is identified after the work has been submitted to the IBO, the program Coordinator must inform the IBO immediately.

For incidents related to examinations, RFS follows the instructions in “The conduct of IB Diploma Programme Examinations” (*Diploma Programme Assessment procedures 2020*) to ensure that invigilators and students understand the IBO rules for conducting and taking examinations.

RFS strives to ensure that students **understand** the IBO’s expectations for written examinations. Students must adhere to ethical and honest practices. Students must not take any unauthorized materials into the examination room and must follow their invigilator’s instructions. A student found in possession of unauthorized materials during an examination, regardless of intent or use, is still considered to be in breach of regulations and will be investigated.

If a student is found to be in breach of regulations, the school must report the incident to the IBO within 24 hours. Students should be allowed to continue with the examination in question unless their presence in the

examination room is disruptive to other students. The student's examination script should be submitted for assessment as usual.

Investigating Student Academic Misconduct. Once the IBO establishes that there is evidence to suspect a student of academic misconduct, RFS commits itself to investigate and to provide the IBO with statements from all involved parties and to provide any other relevant information.

If the IBO notifies RFS that a student is suspected of academic misconduct, and that the IBO intends to initiate an investigation, the student can be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. If a student is withdrawn from the subject under investigation no mark for that subject may contribute to the award of a grade in a future examination session.

Students suspected of academic misconduct must be invited to present a written statement that addresses the suspicion of academic misconduct. If a student declines to present a statement, the investigation will still proceed; if this occurs, RFS will confirm in writing to the IBO and to the student that the student declined the opportunity to present a statement.

For students whom the IBO is investigating, RFS will notify the students that the IBO **will refer their cases** to an internal panel composed of experienced members of the IBO's Assessment Division for a decision.

If there is substantive evidence, the IBO is entitled to investigate academic misconduct after a student's results have been issued. If academic misconduct is subsequently established, the student's grade for the subject(s) concerned may be withdrawn which may result in the withdrawal of their IB award. In such cases, students will be expected to return their certificates.

Student Sanctions by the IBO. Penalties apply in instances of academic misconduct where the IBO has taken action against a student who is registered for IB assessed components. For details about IB penalties and the possibility of retaking examinations or resubmitting **coursework**, members of the RFS community may refer to the IBO's *Academic Policy*, 2019.
