



international school, academy & campus

IB DIPLOMA HANDBOOK





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School mission statement

Providing a positive bilingual environment conducive to success is key to our pursuit of the highest standards. This means that all our students, from diverse cultural backgrounds, have access to the very best learning opportunities.

Ebica School is committed to inspiring students to achieve the highest standards of intellectual and personal development through a stimulating, innovative and comprehensive bilingual program. Within a caring, respectful, multicultural environment, Ebica School is committed to encouraging in each student a desire to learn, to take appropriate risks, and to accept challenges.

Ebica School is dedicated to making students confident and creative builders of their future. Our focus is on the whole person and on individualised learning. We work toward an integrated curriculum that reaches across disciplines and age levels.

Students are encouraged to meet academic challenges with openness, enthusiasm, and a willingness to solve problems. We aim for an atmosphere of cooperation, with respect for individual differences and community values.

A climate of expectation and success is encouraged, and all students are helped to set realistic targets and then given every assistance in achieving them.

The Ebica school community is committed to developing students who are adaptable to a diverse and ever changing society, equipped with the knowledge, skills, and disposition to continue their education and become personally fulfilled, interdependent, life-long learners, socially responsible and enlightening adults.

IBO Mission Statement

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 Learner Profile

'The IB Learner Profile is the IB mission statement translated into a set of learning outcomes... The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world' (IB, 2006).

Through the Baccalaureate Programme, the International School of Berne aims to develop the dispositions (learning outcomes) as described in the IB learner Profile.

IB learners strive to be:

- **Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

An Introduction to the International Baccalaureate Programme

The International Baccalaureate's Diploma Programme (DP), created in 1968, is a demanding pre-university course of study that leads to examinations; it is designed for highly motivated students aged between 16 and 19. The programme has earned a reputation for rigorous assessment, giving the IB diploma holders access to the world's leading universities. The IB has shown, over the course of its 45 years, that the IB Diploma Programme students are well prepared for university work.

The Diploma Programme's grading system is criterion based: each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools. Top grades are not, for example, awarded to a certain percentage of students.

The programme is a comprehensive two-year international curriculum that generally allows students to fulfil the requirements of their national or state education systems. The Diploma Programme incorporates the best elements of national systems, without being based on anyone. Internationally mobile students are able to transfer from one IB school to another, while students who remain closer to home benefit from a highly respected international curriculum. The programme was born of efforts to establish a common curriculum and valid university entry credentials for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision: students should share an academic experience that would emphasize critical thinking, intercultural understanding and exposure to a variety of points of view.

Today, more than half the students opting for the Diploma Programme come from state or national systems rather than from international schools. The idealism has remained, unchanged, however. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgement, make wise choices and respect others in the global community. The programme equips students with the skills and attitudes necessary for success in higher education and employment. The programme has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the centre of the curriculum model.

IB World School

Ebica school is an authorised IB school to offer the Diploma Programme (DP) in 2015 by the International Baccalaureate Organisation (IBO). Currently more 4500 schools, in more 150 countries, offer the International Baccalaureate Diploma Programme (IBDP). The IBO is headquartered in Geneva, but also has global centres in The Hague, Bethesda (Maryland) and Singapore.

At *ebica*, Year 12 and Year 13 students follow the IB Diploma Programme (IBDP).

The IB Programme offers students:

A Comprehensive Programme

The IB Diploma Programme at *ebica* offers a varied curriculum. One advantage of the IB Diploma Programme is that it is broad and balanced. The range of classes available, and the opportunity students have to build their own courses of study, make the IB Diploma Programme particularly valuable.

Unique Programme Elements

The unique core components of the IB Programme, the Creativity, Activity and Service programme, the Extended Essay and the Theory of Knowledge course, offer IBDP students experiences and skills not offered in other programmes.

Preparation for University and Beyond

Many university admissions officers have stated that they prefer IB DP students because the IB course develops a variety of skills needed for university study, and successful IB DP graduates have already demonstrated the ability to work at this level. In addition, IB DP students, having studied a range of subjects, can make a more informed choice of undergraduate programmes. Many employers, also, recognise the value of analytical skills, flexibility and adaptability, all of which are stressed in the IB Diploma programme. Thus, the IB programme offers not only preparation for university, but also for life after university.

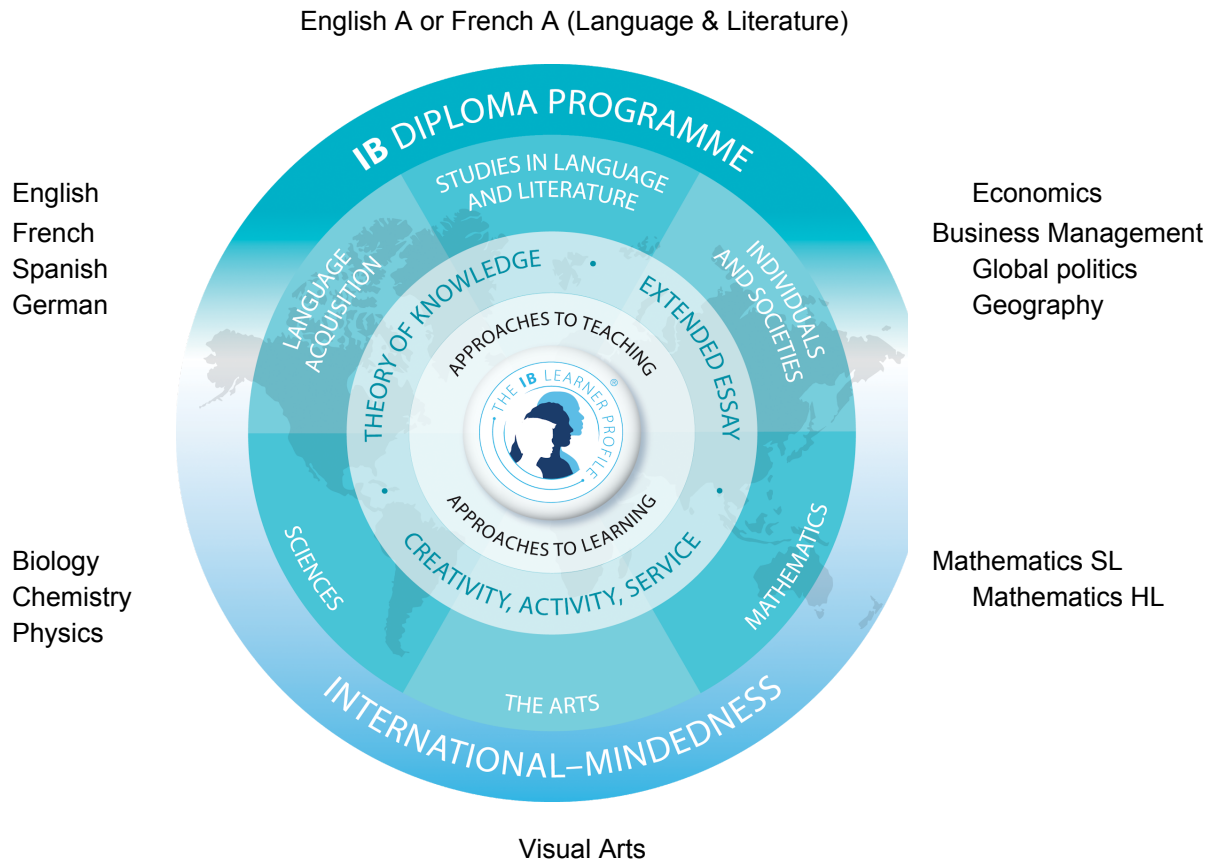
The IB Programme is a pre-university course which requires that each student design a course suited to his or her needs and interests.

All students preparing to join the IB Diploma programme therefore must discuss their possible IB DP options with the IBDP Coordinator, the principal as well as with their parents.

For more information: <http://www.ibo.org/university-admission/>

The IBDP Curriculum Model for Years 12 (IBDP 1) and 13 (IBDP 2)

The framework below represents the IB Diploma Programme curriculum model. At *ebica*, all Diploma students must take one subject from each group (1 – 6); additionally, all Diploma candidates have to fulfil the requirements for Theory of Knowledge (TOK), Creativity, Activity and Service (CAS) and submit an Extended Essay (EE).



Entry Requirements

To be eligible for the IB DP:

* Year 11 students:

Students already enrolled at Ebica and having taken the official IGCSE examinations must have gained a Grade C or above in their chosen IBDP subject areas.

At the end of Year 11, all students will have an internal end of year exam.

They may have a C grade or average/overall class grade of C for the Standard Level subjects.

Students taking Higher Level subjects however MUST attain a B as a minimum IGCSE standard.

*Students from other schools

Must have written confirmation of their potential and recent report/bulletins from their previous school(s) confirming an equivalent grade to A or B or C above. Students must also have passed an examination (CAE TOEFL etc.) and achieved a level which is equivalent to the European standard of B2 minimum.

An internal test to assess levels of English and Mathematics and other subjects where appropriate will be set. Students must achieve a grade C in each area.

Interview

In addition to the above academic achievement criteria, ALL IBDP candidates must undertake an interview with the IBDP coordinator and at least one HL subject teacher. The purpose of the interview is to ascertain the student's reasoning abilities and motivation for wanting to embark on the IBDP, to understand the student's commitment to the IBDP and to help the student understand the level of independent work required over the two year programme. The interviewer will equally wish to ascertain a potential extended essay subject area as well as measure the candidates probable performance in his or hers chosen subjects.

Students not having met the above mentioned criteria will be required to undertake an IGCSE second year course, so as to achieve a level which would possibly permit the candidate to undertake the IB Diploma the following year.

Course Selection

Students should start the process of choosing their program by consulting the list of subjects offered (subjects form) with their IBDP Coordinator.

As well as considering their personal strengths for each subject, when making course selections, students should also take into account their future education. Students should become familiar with the specific requirements of the universities in the countries to which they intend to apply as different universities in different countries have different entrance requirements.

Each student is required to follow six IB courses, with one subject taken from each group in the curriculum model:

- Group 1: language A (literature and language)
- Group 2: second language (language)
- Group 3: individuals and societies
- Group 4: experimental sciences
- Group 5: mathematics
- Group 6: arts OR one subject from groups 1-4

Further, all IB Diploma students must choose

- Three courses at higher level (HL)
- Three courses at standard level (SL)

Students are highly advised to sign up for 4HL and 2 SL at the start of the programme. It is recommended to start with 4 HLs because it is easy to drop down to SL in a subject, but not easy to “climb” up to HL. It is also important to check the university requirements when choosing the IBDP subjects.

What are the advantages?

- To keep your options open
- You are interested in more than 3 subjects
- To learn time management
- To get the grades for your offer

Bilingual IB Diploma Programme

Ebica offers the Bilingual DP Programme, when a student can satisfy one of both of these specific criteria:

- The first criteria is undertaking a combination of any two Group 1 subjects in different languages and passing each with a grade of 4 or higher. Language A subjects (English and French) are referred to as "studies in language and literature" and are designed for students studying in the language they are most competent in. The assessment criteria include a written assignment on world literature, oral commentary and two externally assessed papers. More is expected of higher level students in the areas of interpretation, literary appreciation and personal response.
- The second criteria is that students will undertake a Group 3 (individuals and societies subjects such as Business, Economics, Global politics or Geography) or Group 4 (Biology or Chemistry) subject in a language other than the candidate's native tongue, passing each with a grade of 4 or higher in both the group A language and the subject from group 3 or 4.

Diploma Programme Courses Candidates

Candidates who study and are assessed for subjects, but choose not to take the entire IB Diploma, are referred to as Diploma Programme Course Candidates ("DP Course Candidates"). The subjects chosen are referred to as DP courses and include some part of the core requirements: Theory of Knowledge, an Extended Essay (2000 words) and/or completion of a CAS programme.

DP Course Candidates receive a certificate from the IBO for every passing subjects. The grades for theory of knowledge and the extended essay will be recorded on the DP Course Results and the completion of CAS, if appropriate.

Grades

All IB programmes are graded on a 7-point scale:

The IB DP grade descriptors:

- 7 Excellent
- 6 Very Good
- 5 Good
- 4 Satisfactory
- 3 Mediocre
- 2 Poor
- 1 Very Poor

Note: 3 is the passing grade for SL courses and 4 for the HL courses.

The maximum points score for each subject, Higher Level or Standard Level, is 7 points. Theory of Knowledge and the Extended Essay may lead to an additional three bonus points.

To be awarded the IB Diploma, a student must score 24 points overall and have no failing condition. (Please refer to 'IB Diploma Requirements').

The maximum possible score is 45 points.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

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

Promotion requirement

Students in year 12 need to achieve a minimum of a 3 in SL, a 4 in HL and complete the core components (CAS, TOK and EE) to be accepted in year 13, diploma programme 2 (DP2).

Coursework

During the first year of the IBDP, students will understand the structure of the IBDP and the different types of assessments: Internal Assessments (IA) and External Assessments (EA). Students will begin to work in the second half of the first year on some IAs.

The need to organise this coursework is crucial. The Students are required to meet any school internal deadlines if they don't want to fall behind.

It is important that students:

- 1) manage their time effectively;
- 2) keep up to date with all assignments;
- 3) always respect coursework deadlines;
- 4) ask the IBDP Coordinator or their subject teachers for help or guidance should they find that they are unable to manage the workload.

Parents have an important role in helping their children to manage their coursework.

Malpractice

As members of the International academic community, Ebica students are expected to recognize and uphold standards of intellectual and academic honesty. Ebica assumes that students be honest and that they submit work for marking which reflects their own effort. Ebica defines academic honesty as presenting the your own words or ideas for submission. All members of the Ebica community, including students, faculty, and staff, are expected to report violations of standards of academic conduct to the appropriate Ebica authorities.

A student remains responsible for the academic honesty of work submitted even after the student has received a final grade. This rule also applies to students who are no longer enrolled at Ebica, including those who have graduated. Ignorance of these standards will not be considered a valid excuse or defence.

Academic Dishonesty

Is defined as:

- Using someone else's work to gain better mark "plagiarism"
- Cheating in an examination by bringing in notes or aids
- Combining work of one or more students "collusion"
- Obtaining parts of, or an entire examination document for oneself or another student
- Obtaining credit for someone else's work
- Omitting to cite the work/sentences/research or phrases of others in your own text
- Altering or forgetting any academic records or comparable document in order to mislead others

The above is not an exhaustive list and other instances of academic dishonesty may occur. In any instance of academic dishonesty, a conference with the student and the parents will be organized. If the facts warrant it, this may be followed by a written report which will be placed in

the student's file, temporary suspension, loss of grades or marks, and other sanctions as appropriate.

Internal (School) Examinations and Reports

There are school examinations (mock examinations) for IBDP students at the end of each semester of Year 12 and in November and March in Year 13.

Reports are issued at the end of each semester (end of January and end of June). Progress reports in year 13 are issued after the mock exams.

IB official examinations take place in May of Year 13.

Course Descriptions

Core Requirements

Theory of Knowledge TOK

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals.

The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore knowledge questions.

A knowledge claim is the assertion that "I/we know X" or "I/we know how to Y", or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between shared knowledge and personal knowledge is made to help students explore the nature of knowledge.

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

All Diploma candidates must attend the TOK classes and submit the required work. Final assessment is based upon two assignments:

a 1600 word essay
an oral presentation.

IB Extended essay

The Extended Essay is a vital part of every student’s Diploma programme.

The aim of the Extended Essay is to teach students the research, organisation and academic writing skills that they will need at university and in professional life.

In many respects, it is similar to an undergraduate thesis in that it allows the student to pursue a course of research in an area of interest to him or her. This course of research is decided upon by the student, in consultation with the supervisor.

Other points to note:

- The Extended Essay must be no more than 4000 words in length. The essay must include proper citation of sources, a comprehensive bibliography and an abstract (a brief summary of the essay).
- Students may choose to work in any IB subject area, although it is usually recommended that they select a subject in which they already have a firm understanding of the material, and there must be a member of staff who considers him- or herself competent to supervise an Extended Essay in the subject. Students may choose a subject simply because it is of interest to them, or because it might be of benefit to them in anticipation of a particular university programme or career.
- Students will be expected to carry out independent research in their chosen topic. A large part of the work will be done during the first trimester of Year 1 of Diploma studies.
- Each student will have an Extended Essay Supervisor to provide individual support, guidance and subject-specific information.
- Parents can support their children by providing them with the means – books, periodicals, internet access, etc. – to help them complete their essays successfully.

To sum up:

- It is a research paper
- Maximum number of words is 4000
- it is supposed to represent approximately 40 hours of work
- It is meant to allow students to investigate a topic of special interest and practice
- independent research and writing skills
- It is an analysis of a topic supported with relevant research.

- The essay is a requirement of IB Diploma Candidates
- Points scored are in conjunction with TOK
- All extended essays are externally assessed by examiners appointed by the IBO.
- All extended essays are marked on a scale from 0 to 36. This maximum score is made up of the total criterion levels available for each essay. Criterion levels will be awarded to each extended essay using a best match model. For each criterion, examiners are instructed to identify the level descriptor that is most appropriate (i.e. the best match) for the extended essay under consideration, rather than to progress upwards through the levels until the essay fails to meet one or more aspects of the descriptor.
- Assessment bands for EE
- The bands for the criteria are

Rubric Assessment

Points earned	Descriptor	Letter
30 – 36	Excellent:	A
25 – 29	Good:	B
19 – 24	Satisfactory:	C
9 – 16	Mediocre:	D
0 - 8	Elementary:	E

The Extended Essay is closely supervised to ensure that students manage their time effectively and do not miss deadlines. The students will have to complete a Reflection page to show evidence of their work. Students must return on the first day of Year 13 with a completed first draft of the essay. Any student without a completed first draft will be asked to return home to complete this work.

The CAS Programme

Requirements

All students must participate in the school's CAS Programme. IB Diploma students must satisfactorily complete this element of the programme in order to be eligible for the award of the IB Diploma.

Creativity, Activity and Service – or CAS – is a central component of the Baccalaureate Programme. The aim of the International Baccalaureate Programme is to seek to develop all

areas of a student's potential, to educate the whole person and to encourage each individual student to foster his or her various abilities.

Time spent on CAS is integral to the programme, and as valuable as time spent on any other aspect of the programme. The CAS programme is partly scheduled during the school week and requires as much time and effort from the students as they give to each academic course.

Students must try to divide their CAS time equally among the three elements of the programme: Creativity, Activity and Service.

- Creativity is that which pertains to freeing the artistic side of your soul and mind. Any 'work' that puts into play artistry whether it be writing a play, painting a series of images for the yearbook, filming and then editing a play are all of the many examples of what you can do within the 'creativity' rubric.
- Activity is anything that enables the pupil to 'learn in the wild'. It can consist in practising a sport, taking up chess, learning to juggle, trekking in the Mercantour or even learning to make a fire with flint. It must be noted, that what is all desired above all, is that the student push him or herself to better their performance and attempt new ways of doing so.
- Service is that which the IB student does to, as Michael Jackson sings, 'make the world a better place'. It may consist in service to the community, to the school or even, if one is feeling particularly ambitious, providing aid to those in the developing world.

CAS students are expected to write up **reflections**. These enable the student to, as their name suggests, reflect on the CAS activity that he has either completed or in the midst of doing. They can take a variety of forms including: a Word document, diary entries, videos, poems, photos, paintings, etchings, etc. Whatever the chosen medium, the CAS coordinator, Oliver Poznanski, needs to see the student's development and evidence that the student has challenged himself whether it be in the physical or psychological sense.

These reflections are to be habitually loaded onto *Managebac*, the academic website to which all IB students have access to.

It is also important that students themselves become involved in developing the activities they want the school to offer. The school will endeavour to be as flexible as possible and will try to accommodate any valuable proposal. CAS time is the students' time to express themselves. The CAS Coordinator, will monitor all students to ensure that they complete their CAS programmes. The CAS Coordinator oversees the entire CAS programme, helping students to find suitable CAS activities, and will be happy to discuss any aspects of the programme with students and parents.

Subjects Requirements

Group 1

Language A: Language and Literature

Course description

Through the wide exploration of language in a variety of contexts, our aim is to awaken a desire, to push their knowledge base beyond their own expectations, allowing them to develop the necessary skills for success. The ability to communicate efficiently and effectively can provide endless opportunities and most significantly set an individual apart in a highly competitive world.

Part 1: Language in a cultural context

Part 2: Language and mass communication

Part 3: Literature -texts and contexts .

Part 4: Literature - critical study

Assessment:

Oral:

- **Individual Oral Commentary:** 15% of the final mark
- **Further Oral Activity:** 15% of the final mark

Written:

- **Paper 1:** 25% of the final mark
- **Paper 2:** 25% of the final mark

- **Written Tasks:** 20% of the final mark

Group 2 language B

In English, French, German and Spanish

Course description

Language B standard and higher level are language acquisition courses that require some background in the target language. While acquiring a language, students will explore the culture connected to it. The courses aim is to increase students' written and oral fluency in addition to allowing opportunities to explore the language.

The difference between standard and higher level is in the number of teaching hours, the depth of syllabus covered and the study of literature at higher level.

Syllabus and Assessment

- The Core assessments for both levels include the study of social relationships, global issues and communication and media.
- Students study two options from the following themes: health, leisure, customs and traditions, cultural diversity or science and technology
- In addition, higher level students will study two works of literature

The assessment component is as follows:

External assessment: 70%

Paper 1 (1 hour 30 minutes): Receptive skills 25%

Text-handling exercises based on the core.

Paper 2 (1 hour 30 minutes): Written productive skills 25%

One writing exercise of 250-400 words based on the options.

And for the higher level a second compulsory writing exercise: a response of 150-250 words to a stimulus text, based on the core

Written assignment: Receptive and written productive skills 20%

For SL: Intertextual reading followed by a written exercise of 300-400 words plus a 100-word rationale, based on the core

For HL: Creative writing of 500-600 words plus a 150-word rationale, based on one of the literary texts read

Internal assessment 30%

Individual oral 20%

Based on the options: 15 minutes preparation time and a 8-10 minute presentation and discussion with the teacher

Interactive oral activity 10%

Based on the core: Three classroom activities assessed by the teacher 10%

Langue B en Français

Course Description

Le cours de langues B a pour but de familiariser les élèves avec un environnement international et ce, en utilisant une multitude de sources et de supports. Les thèmes abordés tout au long des deux années que ce soit en Tronc Commun ou en Options sont des thèmes actuels basés sur le quotidien. La classe de langue B se veut comme un lieu d'échanges et d'interactions entre les élèves et l'enseignant, un lieu où la langue se vit, s'écoute et se parle.

Sujets de Tronc Commun :

- Communications et médias
- Questions mondiales
- Relations sociales

Sujets d'options :

- Les loisirs
- La santé

Pour le Niveau Supérieur, les sujets sont identiques. Deux oeuvres littéraires sont ajoutées au programme.

L'écrit représente 70% de la note finale et est évalué en externe. L'oral représente 30% et est évalué en interne par l'enseignant.

Les épreuves écrites:

- Épreuve 1 : porte sur le Tronc Commun et évalue la compréhension des écrits. Cette épreuve représente 25% de la note finale et dure 1h30.

- Epreuve 2 : évalue les compétences productives (texte à écrire entre 250 et 400 mots) et porte sur les options pour le NM et sur le tronc commun pour le NS. Cette épreuve dure également 1h30 et représente 25% de la note finale.

Les critères d'évaluation sont les suivants : 10 points pour la langue, 10 points pour le contenu et 5 points pour la présentation.

- Le travail écrit : porte sur le tronc commun pour le NM et sur une des oeuvres littéraires étudiées pour le NS. Il s'agit d'un travail de rédaction de 600 mots préparé à la maison pendant la deuxième année. Il représente 20% de la note finale.

Les épreuves orales:

Il s'agit d'épreuves internes évaluées par l'enseignant et qui se déroulent en deux étapes.

- Les activités orales interactives: elles sont basées sur le tronc commun et notées sur 10 points. Quelques exemples: débat, jeu de rôles, discussion autour d'une actualité...
- L'oral individuel : il porte sur les options et est basé sur une photo. Il s'agit d'un entretien avec l'enseignant. L'élève dispose de 15 minutes de préparation puis de 10 minutes de passage.

Group 3: Humanities

Global Politics SL/HL

A subject not for the faint-hearted but the most exciting for those who want to learn how the world works (but not in the geological sense). "The global politics [known within the school as GloPo] course explores fundamental political concepts such as power, liberty and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, regional, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims."¹

Both SL and HL students have to take on the following topics:

¹ Global politics. *IBO*.

[<http://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/global-politics/>]
(last accessed 20/5/2016)

- Power, sovereignty and international relations (we start with the theoretical underpinnings of the course)
- Human rights
- Development (economic, political, social and cultural)
- Peace and Conflict

HL students are required to examine two contemporary global political challenges, through a case studies approach. The student and the teacher will, at the beginning of IB1, choose which of the undernoted six topics will be the subject of in-depth inquiry.

- Environment
- Poverty
- Health
- Identity
- Borders
- Security

Assessment:

External assessment

(SL students: 75% of the final grade; HL students: 80% of the final grade)

- Paper 1: Both HL and SL students answer a 1h15 minute paper that can be any of the 4 units.
- Paper 2: HL students have 3 essay questions to answer in 2h45 minutes
SL students have 2 essay questions to answer in 1h50 minutes

Internal assessment

- Both SL and HL students have a 1600 word Engagement Activity. The Global Politics coursework “gives them an opportunity to explore the central unifying theme of the course—“people, power and politics” —in practice. Students undertake an engagement activity, such as interviewing policymakers on a development theme, participating in a simulation game or organizing an awareness-raising campaign on human rights. In their [2000 word] assessed written report, they examine a political issue they learned about through the activity, their study of global politics and further reading.”²
- HL students are required to present two 10 minute presentations on the chosen HL topics.

Geography SL/HL

Course Description

Integrating both Physical and Human studies, Geography “focuses on the interactions between individuals, societies and the physical environment in both time and space”. In contrast to the other Group 3 subjects, Geography is not just a discipline concerned with social matters; it constitutes the “middle ground between social sciences and natural sciences”. As a result, students will become familiar with “both scientific and socio-economic” research methodologies and approaches. Geography constitutes the discipline dealing with issues such as environmental management, “poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international”. (IB, 2009)

Study material

Both HL and SL students have to study the following core topics

- Populations in transition
- Disparities in wealth and development
- Patterns in environmental quality and sustainability
- Patterns in resource consumption

Optional themes HL/SL

- Freshwater—issues and conflicts
- Oceans and their coastal margins
- Extreme environments
- Hazards and disasters—risk assessment and response
- Leisure, sport and tourism
- The geography of food and health
- Urban environments

HL students have to study **3/7** optional themes

SL students have to study **2/7** optional themes

HL extension—global interactions

- Measuring global interactions
- Changing space—the shrinking world
- Economic interactions and flows
- Environmental change
- Socio- cultural exchanges
- Political outcomes
- Global interactions at the local level

Only HL students study the **seven** compulsory topics listed above

Fieldwork (SL/HL)

Fieldwork, leading to one written report based on a fieldwork question, information, collection and analysis with evaluation is compulsory for both SL and HL students.

Geographical Skills (SL/HL)

Please note that a variety of geographical skills (e.g. interpret, analyze and construct tables, graphs, diagrams, cartographic material and images) are covered throughout all study themes and topics. Both SL and HL students are expected to demonstrate competence in the use of geographical skills

Assessment:

External assessment

(SL students: 75% of the final grade; HL students: 80% of the final grade)

- Paper 1: Common for SL and HL students: In section A, students answer all short-answer questions; in section B, students answer one extended question.
- Paper 2: SL students answer 2 and HL students answer 3 structured questions based on the optional themes they have studied
- Paper 3: Only for HL students answering **1** out of 3 essay questions

Internal assessment

(SL students: 25% of the final grade; HL students: 20% of the final grade)

Written report based on fieldwork;. Time allocation: 20 h; Maximum 2,500 words.

Sources used for Geography Course Description, Study Material and Assessment:

International Baccalaureate, 2009. *Diploma Programme Geography Guide*. Peterson House, Malthouse Avenue, Cardiff Gate Cardiff, Wales GB CF23 8GL United Kingdom.

Economics SL/HL

Course Description

“Economics is a dynamic social science; it emphasizes the economic theories of Microeconomics, which deal with economic variables affecting individuals, firms and markets,

and the economic theories of Macroeconomics , which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum-rather, they are to be applied to real world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The economics course encourages students to develop international perspectives, fosters a concern for global issues and raises students' awareness of their own responsibilities at a local, national and international level". *Ib economics guide*

Study Material

- **Microeconomics:**
 - Demand, Supply and Market Equilibrium
 - Elasticities (Elasticities of Demand, Elasticities of Supply)
 - Government intervention (Taxes, Subsidies, Price Controls)
 - Market failure
 - HL only: Theory of the firm (Perfect Competition, Monopoly, Oligopoly and Monopolistic Competition)
- **Macroeconomics:**
 - The level of overall economic activity
 - Aggregate Demand, Aggregate Supply and Macro Equilibrium
 - Macroeconomic objectives
 - Low Unemployment
 - Low and Stable Rate of Inflation
 - Economic Growth
 - Equity in Income Distribution
 - Demand Side Policies (Fiscal policy and Monetary policy)
 - Supply Side Policies
- **International economics:**
 - International Trade
 - Free Trade and Protectionism
 - Exchange rates
 - Balance of payments
 - Economic Integration
 - Terms of Trade
- **Development economics:**
 - Economic Development
 - Measuring Development
 - Domestic Factors and Economic Development
 - International Trade and Economic Development
 - Foreign direct investment (FDI), Aid and Debt

- Balance between markets and intervention.

External Assessment (80%)

Paper 1:

- The student answers 2 out of 4 set of essay questions
- Syllabus: Microeconomics and Macroeconomics
- Weight 30% HL - 40% SL

Paper 2:

- The student answers 2 out of 4 extracts
- Syllabus: International and Development
- Weight 30% HL - 40% SL

Paper 3 (Only HL):

- The student answers 2 out of 3 problems
- Syllabus: HL
- Weight 20%

Internal Assessment (20%)

The student writes a portfolio of three commentaries on Economics articles

The portfolio is internally marked by the teacher and externally moderated by an IB examiner

Textbooks

- Economics Course Companion, 2nd edition, Jocelyn Blink & Ian Dorton

Business Management SL/HL

Course Description

The Diploma Programme Business Management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing,

production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability.

Study Material

- Business Organization and Environment
 - Types of Organizations
 - Organizational Objectives
 - Stakeholders
 - External Environment
 - Growth and Evolution
 - Organizational Planning tools (HL only)
- Human Resource Management
 - Functions and Evolution of HR
 - Organizational Structure
 - Leadership and Management
 - Motivation
 - Organizational Culture (HL only)
 - Industrial/Employee Relations (HL only)
- Finance and Accounts
 - Source of Finance
 - Costs and Revenues
 - Break even Analysis
 - Final Accounts
 - Profitability and Liquidity Ratio Analysis
 - Efficiency Ratio Analysis (HL only)
 - Cash Flow
 - Investment Appraisal
 - Budgets (HL only)
- Marketing:
 - The Role of Marketing, Marketing Planning
 - Sales Forecasting (HL only)
 - Market Research

- The Four Ps (Product, Price, Promotion, Place)
- The Extended Marketing Mix of Seven Ps (HL only)
- International Marketing
- E-commerce
- Operations Management
 - The Role of Operations Management
 - Production Methods
 - Lean Production and Quality Management (HL only)
 - Location
 - Production Planning (HL only)
 - Research and Development (HL only)
 - Crisis Management and Contingency Planning (HL only)

External Assessment (75%)

- Paper 1: Based on a pre-seen case study issued in advance (35%)
- Paper 2: Consists of structured questions based on stimulus material and an extended response question (40%)

Internal assessment (25%)

- HL students: a research project on an issue faced by an organization or a decision to be made by an organization
- SL students: a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization
- These are internally marked by subject teachers and then externally moderated by IB examiners.

Group 4: Sciences



Biology SL/HL

Course Description

It has been said that, 'Scientifically the first half of the twentieth century was the era of atomic physics and molecular chemistry and the second half of the century was the era of molecular biology'. The application of biology will have major effects on society and individuals in the next half century. We will all be asked to make judgements on the issues raised by research in areas such as: the human genome project, genetic engineering, cloning, multiple drug resistance, environmental pollution, and the biochemical and neurological basis of consciousness.

Topics SL

Cell biology
Molecular biology
Genetics
Ecology
Evolution and Biodiversity
Human physiology

Topics HL

Nucleic Acids
Metabolism, cell respiration, photosynthesis
Genetics and evolution
Plant biology
Animal physiology

Option (choice of 1 out of 4):

Option A: Neurobiology and behaviour
Option B: Biotechnology and bioinformatics
Option C: Ecology and conservation
Option D: Human physiology

The group 4 project:

All students are expected to attend a day trip in DP2 in order to complete the group 4 project requirement. This is a collaborative activity where students from different group 4 subjects work together. It allows scientific disciplines to be shared while appreciating the environmental, social and ethical implications of science.

Internal assessment:

Students have to spend 10 hours on an individual investigation and write a scientific reports of 6 to 12 pages. This internal assessment count for 20% of the final grade.

External assessment:

Paper 1 (multiple choice questions), Paper 2 (data based, short answer and extended questions) and Paper 3 (data based and questions based on the option) will count for 80% for the final grade.

Physics (SL/HL)

“Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies.”(IB,2006)
Physics is one of the oldest science, it came to interact with chemistry in quantum chemistry, biology in biophysics, and plays an essential and significant part in advances in technologies which make our everyday life better.

Topics in SL:

Measurements and Uncertainties

Mechanics

Thermal Physics

Waves

Electricity and Magnetism

Circular motion and gravitation

Atomic, Nuclear, and Particle Physics

Energy Production

Topic in HL:

Waves Phenomena

Fields

Electromagnetic Induction

Quantum and Nuclear Physics

Options:

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

The group 4 project:

All students are expected to attend a day trip in DP2 in order to complete the group 4 project requirement. This is a collaborative activity where students from different group 4 subjects work together. It allows scientific disciplines to be shared while appreciating the environmental, social and ethical implications of science.

Internal assessment:

Students have to spend 10 hours on an individual investigation and write a scientific reports of 6 to 12 pages. This internal assessment count for 20% of the final grade.

External assessment:

Paper 1 (multiple choice questions), Paper 2 (data based, short answer and extended questions) and Paper 3 (data based and questions based on the option) will count for 80% for the final grade.

Chemistry (SL/HL)

“Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills.” (IB, 2006)

Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects.

Topics in SL:

- Stoichiometric relationships
- Atomic theory
- Periodicity
- Chemical bonding and structure
- Energetics/Thermodynamics
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox Processes
- Organic chemistry
- Measurements and data processing

Practical scheme of work

Topics in HL:

Atomic structure
The periodic table
Chemical bonding and structure
Energetics/ Thermochemistry
Chemical kinetics
Equilibrium
Acids and Bases
Redox processes
Organic chemistry
Measurements and analysis

Options:

Materials
Biochemistry
Energy
Medicinal chemistry

The group 4 project:

All students are expected to attend a day trip in DP2 in order to complete the group 4 project requirement. This is a collaborative activity where students from different group 4 subjects work together. It allows scientific disciplines to be shared while appreciating the environmental, social and ethical implications of science.

Internal assessment:

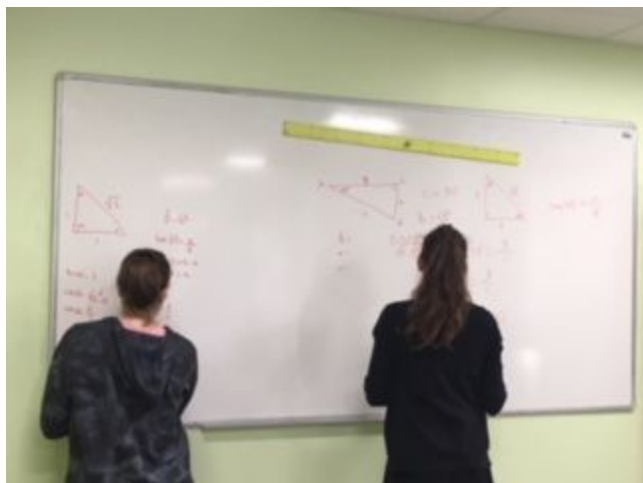
Students have to spend 10 hours on an individual investigation and write a scientific reports of 6 to 12 pages. This internal assessment count for 20% of the final grade.

External assessment:

Paper 1 (multiple choice questions), Paper 2 (data based, short answer and extended questions) and Paper 3 (data based and questions based on the option) will count for 80% for the final grade.

Group 5: Mathematics

Mathematics



The IB DP mathematics standard level (SL) 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 rigour required for the mathematics higher level (HL) course.

Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems.

The internally assessed exploration (20% of the final grade) offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to explore various mathematical activities and 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.

The aims of all mathematics courses in group 5 are to enable students to:

- enjoy mathematics, while developing an appreciation of its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking, and patience and persistence in problem-solving
- employ and refine their abstraction and generalization skills
- apply their skills to alternative situations, to other areas of knowledge and to future developments

- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course

The SL course covers the following topics:

- Algebra
- Functions and Equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus

The HL course covers the following topics:

- Algebra
- Functions and Equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus
- Optional syllabus contents (students must study one of the following options):
 - Statistics and Probability
 - Sets, relations and groups
 - Calculus
 - Discrete mathematics

SL Assessment consists of two parts:

- The external assessment, worth 80% of the final grade, includes Papers 1 and 2, both of which last 90 minutes.
- The internal assessment, worth 20% of the final grade, is a written individual exploration which investigates an area of mathematics.

HL Assessment consists of two parts:

- The external assessment, worth 80% of the final grade, includes Papers 1 (30% and lasts 2 hours), 2 (30% and lasts 2 hours) and 3 (20% and lasts 1 hour).
- The internal assessment, worth 20% of the grade, is a written individual exploration which investigates an area of mathematics.

Group 6: Arts



Visual Arts SL/HL

Course Description:

Visual Arts are an important aspect of daily life. It has been a form of communication, expression, creativity and understanding throughout history in every culture. The ability to express one's self in an artistic manner is not only a gift, but a calling. IB DP Visual Arts is an intensive two year course for students who are not only talented, but passionate about creating Art. This course allows students to further their artistic skills and learn about the ever-changing theories and practices of Art-making. It will teach students to look at Art and how it has been a cause and effect of the world around us. Students will be expected to critically analyze and express different artists, art movements, process and practices. This course is designed for students who wish to pursue visual arts in higher education.

External Assessment:

- Part 1: Comparative Study - 20%
 - SL : Students are to analyze and compare a minimum of three different artworks by two different artists. The works selected should be of contrasting context (different time periods, culture, etc) In the end, 10-15 screens are to be submitted.

- HL : Same as SL, with an additional 3-5 screens submitted which analyze how their personal works are influenced by the selected artists and art previously mentioned.
- Part 2: Process Portfolio - 40%
 - SL: Students are to select and submit 9-18 pages from their journal that show evidence of experimentation, exploration, research, investigation, manipulation, refinement, and communication. Students should work with at least two different art-making forms from two different columns of the art-making form table.
 - HL: Same as SL, however with 13-25 screens submitted. Students taking HL Visual Arts should work with at least three different art-making forms from two different columns of the art-making form table.

Internal Assessment:

(Assessed internally and externally moderated)

- Part 3: Exhibition - 40%
 - SL: Students are to submit 4-7 complete artworks. These pieces should be coherent in thought and show evidence of technical understanding of materials and ideas. Students are to display the artwork as they wish for them to be exhibited along with a curatorial rationale (maximum 400 words). Each piece of art should have a description stating the title, medium, size and intention.
 - HL: Same as SL with 8-11 artworks and a curatorial rationale with a maximum of 700 words.

Important contacts

About the IB Diploma programme:

Ms. Melanie Laroche (IBDP coordinator)
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About CAS and ToK programme:

M. Oliver Poznanski (CAS/ToK coordinator)
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About the IB:

www.ibo.org