

IB Diploma Handbook

Qatar Academy Exam 2012





QATAR ACADEMY

International Baccalaureate Diploma Programme

This booklet aims to help prepare parents and students for the enrolment process into the IB Diploma programme at Qatar Academy.

It contains general information about the philosophy of the International Baccalaureate Organisation, and an outline of the IB Diploma Programme at the school.

It is hoped that this information will assist with the subject selection best suited to your interests, abilities and future plans.

I look forward to working with you with.

Ronald Smith

Assistant Head of Senior School

IB Diploma Coordinator

Table of Contents

| | |
|---------------------------------------|----|
| Mission Statement of the IB | 2 |
| The IBD Programme | 3 |
| The Curriculum Model | 4 |
| Group One | 5 |
| Group Two | 6 |
| Group Three | 8 |
| Group Four | 13 |
| Group Five | 18 |
| Group Six | 22 |
| Extended Essay | 27 |
| Theory of Knowledge | 27 |
| Creativity, Action, Service | 28 |
| IB Learner Profile, Regulations & FAQ | 30 |

The Mission Statement Of the International Baccalaureate

The educational philosophy of the International Baccalaureate Organisation can be found in its 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 International Baccalaureate Programme

The International Baccalaureate (IB) Programme is a comprehensive and rigorous two-year curriculum, leading to examinations for students aged between sixteen and nineteen. Based on the pattern of no single country, it is a deliberate compromise between the specialization required in some national systems and the breadth preferred in others. The general objectives of the IB are to provide students with a balanced education; to facilitate geographical and cultural mobility; and to promote international understanding through a shared academic experience.

In the thirty plus years since its founding, the IB Diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of the subject content and in the development of the skills and discipline necessary for success in future education and in an increasingly competitive world.

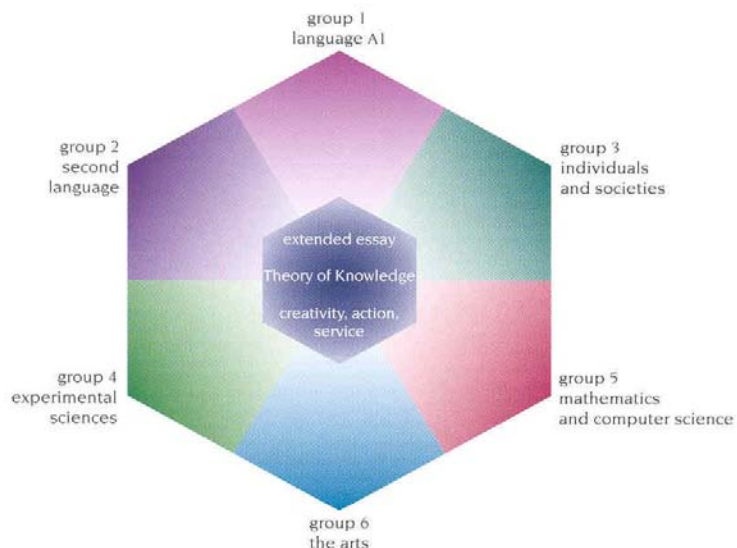
In an increasingly mobile world the IB is the foremost international certification to universities around the world. Since individual institutions have their own admission procedures and requirements, accurate information and guidance is essential for successful admission.

Qatar Academy offers an appropriate selection of IB subjects, taught by experienced teachers, many of whom are IB examiners. Our first cohort of IB students sat their examinations in 2004. These students are now pursuing their studies in universities and colleges both here in Qatar (Carnegie Mellon, Texas A&M, Cornell-Weil and VCU) and around the world, including other Gulf States, the UK, North America and Australia.

At Qatar Academy, the two years of the IB Diploma are taken in Grades 11 and 12. Each student is required to take six academic subjects, and in addition must follow a two-year course in Theory of Knowledge, write an Extended Essay and participate in the CAS (Creativity, Action, Service) programme.

The Curriculum Model

IB students must choose their two-year programme of study from each of the subject groups represented in the hexagon model, in a combination of at least three and no more than four higher levels and the others at standard level.



Group 1
English or Arabic

LANGUAGE A1 (first or best language)

Group 2
English
Or
Arabic or French
Or
Spanish

LANGUAGE A2

LANGUAGE B

LANGUAGE Ab Initio

Group 3
Business & Management or Economics or Geography or History or ITGS

INDIVIDUALS and SOCIETY

Group 4
Biology or Chemistry or Physics or Environmental Systems

EXPERIMENTAL SCIENCES

Group 5
Mathematics HL, Mathematics SL or Mathematical Studies (SL)

MATHEMATICS

Group 6
Visual Arts or Music or Computer Science or Film

ARTS and ELECTIVES

Group One

Language A1

English or Arabic

The Language A1 course introduces students to literature from a variety of periods, genres and styles. Students refine their skills in writing, speaking and analysis, and learn techniques of literary criticism.

Students who embark on this course must have a passion for books, and for reading, and be able to demonstrate a personal response to literature. Ability to structure ideas and arguments, both orally and in writing in a logical and persuasive manner is expected of the A1 students, as is an awareness of the effects of structure, technique and style as employed by authors.

Students at Higher Level study 15 texts over the two years while Standard Level study eleven.

Internal Assessment

| | |
|-----------------------------------|-----|
| Individual oral commentary | 15% |
| Individual oral presentation..... | 15% |

External Assessment

| | |
|--|-----------------|
| World Literature Assignment 1 (1000 – 15000 words) | HL.....10% |
| | SL..... 20% |
| World Literature Assignment 2 (1000 – 1500 words) | HL only.....10% |
| Examination..... | 50% |

Group Two

Group Two Languages

English A2 or Arabic A2 Arabic B, or French B or Spanish Ab Initio or French Ab Initio

The acquisition of a second language carries great importance in the Diploma Programme. Students learn to understand and use the language, and gain insights into the cultures of the countries where the language is spoken. This subject groups includes course for beginners (ab initio); second-language learners with previous experience with the language (language B) and bilingual students with a high level of fluency (language A2).

English A2 or Arabic A2:

This course aims to develop a variety of linguistic skills through the study of a wide range of texts to promote an appreciation of the wealth and subtleties of the language and to facilitate the clear expression of ideas.

It develops students' powers of expression in both oral and written communication and provides opportunities of practicing and developing skills involved in writing and speaking in a variety of styles and situations. It introduces students to a range of texts in different genres, media, styles and context and develops an understanding of the techniques involved in textual study and criticism. It also develops students' ability to engage in close, detailed and critical examination of text.

The language A2 programme provides the opportunity to reach a high level of competence in a second language and at the same time to appreciate the range of issues generated by the study of language and culture, such as the notion of bilingualism and the relationship between the candidate's languages.

Students cannot take English A1 and English A2

The course involves the study of a combination of Topic Options and Literary Text Options.

Internal Assessment - continual assessment of oral work during the course

Oral Component30%

External Assessment

Written Assignment20%

Examination50%

Group Two

Arabic B or French B or Spanish B

Recommended pre-requisites: three or four years of study of the language

This course aims to develop the ability to communicate accurately and effectively in speech and writing within a range of contexts; to develop the ability to understand and respond to the language demands of transactional and social contacts; to provide students with a sound linguistic base for further study, work and leisure; to offer insights into the culture of the countries where the language is spoken; and to provide the opportunity for enjoyment, creativity and intellectual stimulation.

Internal Assessment: (both HL and SL)

Oral 30%

External Assessment: (both HL and SL)

Written Examination.....70%

French Ab Initio or Spanish Ab Initio

This is offered at Standard Level.

Required pre-requisite: students should have little or no previous experience of the language.

The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations. At the end of the course the students will be expected to communicate information and some basic ideas clearly and effectively, in a limited range of situations; understand and use accurately the essential spoken and written forms of the language in a limited range of situations; understand and use a limited range of vocabulary in common usage; use a register that is generally appropriate to the situation; and show an awareness of some elements of the culture/s related to the language studied.

Internal Assessment:

Oral30%

Individual.....15%

Interactive oral activity15%

External Assessment:

Written Examination..... 70%

Text handling.....40%

Written production.....30%

Group Three

Individuals and Societies

Business Studies or Economics or Geography or History or ITGS

By studying human experience and behaviour, as well as economic and social environments and institutions, students gain an appreciation of the diverse perspectives and values. They learn to analyse concepts and theories, and to use quantitative and qualitative methods of data collection and analysis.

Business and Management

Business and Management is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. It is an academic discipline that examines how business decisions are made and how these decisions make an impact on internal and external environments. The ideals of international cooperation and responsible citizenship are at the heart of business and management.

The programme is designed to give students an understanding of business principles, practices and skills. Emphasis is also placed on understanding technical innovation and day-to-day business functions of marketing, human resource management and finance. However, a fundamental feature of the programme is the concept of synergy (an organisation should seek an overall return greater than the sum of its parts).

Assessment: Standard Level

Internal

Written Assignment (max. 1500 words), externally moderated 25%

External

Examination 75%

Part 1: Case-study questions 35%

Part 2: Questions based on the five modules of the syllabus 40%

Assessment: Higher Level

Internal

Research Project (max. 2000 words), externally moderated 25%

External

Examination 75%

Part 1: Case study questions 40%

Part 2: Questions based on the six modules of the syllabus 35%

Group Three

Economics

Economics is a dynamic social science, the study of which is essentially about the concept of scarcity and the problem of resource allocation. Although it involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study. It also considers how economic theory is to be applied in an international context.

The scientific approach characterises the standard methodology of economics, i.e. the progression from problem identification, through hypothesis formulation and testing, arriving finally at a conclusion.

Alongside the empirical observations of positive economics, students are asked to formulate normative questions. Encouraging students to explore such questions is the central focus of the economics course.

Assessment

Standard Level

Internal25%
Portfolio of four commentaries.

External75%

Written Examination

Paper 1: Extended response questions based on entire syllabus.....25%

Paper 2: Data-response questions based on entire syllabus.....50%

Higher Level

Internal20%
Portfolio of four commentaries

External80%

Written Examination

Paper 1: Extended response questions based on entire syllabus.....20%

Paper 2: Short-answer questions based on entire syllabus.....20%

Paper 3: Data-response paper based on entire syllabus.....40%

Group Three

Geography

Geography is concerned with spatial relations. It is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. These may be defined on a variety of scales and from a range of perspectives.

Within group 3 subjects, Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The Diploma Programme Geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies, including Geographic Information Systems (GIS). Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Assessment

Standard Level

Internal Assessment.....**25%**

Fieldwork

External Assessment.....**75%**

Written Examination

Paper 1: Questions based on the Core Theme (1.5 hours)..... 40%

Paper 2: Questions based on two Optional Themes (1.33 hours)..... 35%

Higher Level

Internal Assessment.....**20%**

Fieldwork

External Assessment.....**80%**

Written Examination

Paper 1: Questions based on the Core Theme (1.5 hours)..... 25%

Paper 2: Questions based on three Optional Themes (2.0 hours)..... 35%

Paper 3: Questions based on the Higher Level Extension (1.0 hour)..... 20%

Group Three

History

The aim of the IB History course is to explain trends and developments, continuity, and change through time and individual events. History is a field that has not only cognitive interest but also practical value, because it can enrich our understanding of the contemporary world. Today's world grew out of preceding civilizations; the past helps us to experience the present more profoundly. But perhaps the chief practical significance of history is that it teaches us to think more flexibly and broadly. History makes clear that different conditions, just like our culture, had their virtues and shortcomings.

This course aims to show us how to avoid narrow, partisan judgments of ways of life and ideas unlike our own. We will examine multiple historical interpretations on every historical issue discussed in class. The course is concerned with individuals and societies in the widest context: political, social, economics, religious, technological and cultural. The course focuses on the events of the 20th Century with a special emphasis on the Middle East region. It is a skill-oriented course with an emphasis on source evaluation, research techniques and the construction of logical oral and written arguments.

Assessment

Standard Level

Internal25%

Historical Investigation

External.....75%

Written Examination

Paper 1: Document-based paper set on prescribed subjects drawn from
the 20th century and world history topics30%

Paper 2: Essay paper based on the 20th century world history topics..... 45%

Higher Level

Internal.....20%

Historical Investigation

External.....80%

Written Examination

Paper 1: Document-based paper set on prescribed subjects drawn from
the 20th century and world history topics20%

Paper 2: Essay paper based on the 20th century world history topics 25%

Paper 3: Essay papers based on one of the regional options35%

Group Three

Information Technology in a Global Society (ITGS)

The course involves the study and evaluation of the impact of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the use of digitalized information at the local and global level. ITGS provides a framework for students to make informed judgments and decisions about the use of IT within social contexts.

The main focus of the ITGS program is to consider how two aspects, the social significance of IT and the ethical considerations arising from IT, influence individuals, communities (including nations), institutions and organizations.

The course is offered at HL.

Assessment:

Higher Level

Internal20%
Portfolio

External80%

Group Four

Experimental Sciences

Biology, Chemistry, Physics and Environmental Systems and Society

The subjects offered all promote an understanding of the concepts, principles and applications of the respective disciplines together with an appreciation of the methodology of the experimental sciences in general. Practical laboratory skills are developed and collaborative learning is encouraged by means of an interdisciplinary group project.

A common curriculum model applies to all in group 4. This model offers a parallel structure at both the higher and standard levels whereby a core of material is studied by all candidates. This is further supplemented by the study of options. An awareness of moral and ethical issues is fostered and social responsibility promoted through the examination of local and global examples.

Group Four

Biology

There are four basic biological concepts that run through this course:

Structure and Function: students learn to appreciate that structures permit some functions while, at the same time, limiting others.

Universality versus Diversity: students learn that universal features exist in a biological world of enormous diversity; species exist in a range of habitats and show adaptations that relate to structure and function; and that in a living world universality means that a diverse range of organisms are connected and interdependent.

Equilibrium with systems: checks and balances exist both within living organisms and within ecosystems. The state of dynamic equilibrium is essential for the continuity of life.

Evolution: the concept of evolution draws together the other themes. It can be regarded as change leading to diversity within constraints, and this leads to adaptations of structure and function.

Assessment:

Standard Level

Internal 24%

This includes the Group 4 Project and Practical Lab work.

External76%

Written Examination

Paper 1: multiple-choice questions on the core

Paper 2: data-based question, short-answer questions and an extended response question on the core.

Paper 3: short answer questions in each of the two options studied.

Higher Level

Internal24%

This includes the Group 4 Project and Practical Lab work.

External.....76%

Written Examination

Paper 1: multiple-choice questions on the core

Paper 2: data-based question, short answer questions and an extended response question on the core.

Paper 3: short answer questions in each of the two options studied.

Group Four

Chemistry

Chemistry combines academic study with the acquisition of practical and investigational skills. It is called the central science as chemical principles underpin both the physical environment in which we live and all biological systems.

The course includes the essential principles of the subject, but also a selection of options.

Assessment

Standard Level

Internal24%

The Group 4 Project + Practical Lab work

External76%

Written Examination

Paper 1: multiple-choice questions on the core

Paper 2: data-based question+ short-answer questions and extended question on the core.

Paper 3: short-answer questions in each of the two topic options studied.

Higher Level

Internal 24%

The Group 4 Project + Practical Lab work

External76%

Written Examination

Paper 1: multiple-choice questions on the core

Paper 2: data-based question+ short-answer questions and extended question on the core.

Paper 3: short-answer questions in each of the two topic options studied.

Group Four

Physics

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the smallest particle to the vast distances between galaxies.

Both theory and experiments are undertaken by all students to allow them to develop traditional practical skills and techniques and also increase facility in the use of mathematics, which is the language of physics. The course also allows students to develop interpersonal skills, and information and communication technology skills which are essential in modern scientific endeavour.

Assessment

Standard Level

Internal24%

The Group 4 Project + Practical Lab work

External76%

Written Examination

Paper 1: multiple-choice questions on the core

Paper 2: data-based question+ short-answer questions and extended question on the core.

Paper 3: short-answer questions in each of the two topic options studied.

Higher Level

Internal 24%

The Group 4 Project + Practical Lab work

External.....76%

Written Examination

Paper 1: multiple-choice questions on the core

Paper 2: data-based question+ short-answer questions and extended question on the core.

Paper 3: short-answer questions in each of the two topic options studied.

Group Four

Environmental Systems and Society

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issue that they will inevitably come to face.

Candidates for this course, whilst not requiring specific previous knowledge of science or geography, should have a grounding in the scientific method and should have an awareness and interest in local and global environmental concerns. Students can expect a teaching approach which involves the rigorous evaluation of the scientific, ethical and socio-political aspects of issues.

As a transdisciplinary subject, environmental systems and societies is designed to combine the techniques and knowledge associated with the Group 4 experimental sciences with those associated with Group 3 individuals and societies. This subject is offered at SL only.

Assessment

This course is SL only, for first examination in 2011 at QA

| | |
|----------------------------------|----------------|
| External Assessment | 80% |
| Paper 1 (1 hour)..... | 30% (45 marks) |
| Paper 2 (2 hours)..... | 50% (65 marks) |

Internal

| | |
|--------------------------|------------|
| Assessment | 20% |
| 30 hours total, 42 marks | |

Group Five

Mathematics

Mathematics HL, Mathematics SL or Mathematical Studies (SL)

All Diploma candidates are required to complete a mathematics course. Choices are available to cater for differing degrees of ability and student interest. Each course aims to develop a student's understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language.

Group Five

Mathematics HL

This course is designed for students with a high level of competence and a strong background in mathematics. Some students will choose to study the subject because they have a genuine interest in mathematics and enjoy meeting its challenges and problems. Others elect the higher level course to prepare for additional mathematics studies at university or because they need mathematics for related subjects such as engineering. Students should not underestimate the demands of this course; it includes some skills normally studied in first year undergraduate programmes.

While students accepted onto the programme are at liberty to opt for the higher level courses of their choice, Qatar Academy will only recommend students for *Mathematics HL* who achieve the grades below.

Recommended Minimal Achievement

For students who took Extended Mathematics in grade 10 at Qatar Academy

- An average term grade of at least $5\frac{1}{3}$.
- An end of year exam grade of at least 5.

For students who took (standard) Mathematics in grade 10 at Qatar Academy

- An average term grade of at least $6\frac{1}{3}$.
- An end of year exam grade of at least 6.

For students who took (I)GCSE Extended Mathematics in grade 10

- A*, A or high B with an excellent teacher teacher's recommendation.

Assessment

Internal

Portfolio consisting of two pieces of extended mathematical work: an investigation and modeling 20%

External

Written Examinations

Paper 1: A mixture of short-response and extended-response questions from the core syllabus. The use of calculators is prohibited. 30%

Paper 2: A mixture of short-response and extended-response questions from the core syllabus. Graphic display calculators are required. 30%

Paper 3: Extended-response questions based mainly on the syllabus options. Graphic display calculators are required. 20%

Group Five

Mathematics SL

This is a standard level course, designed to provide a background of mathematical thought and a good level of technical ability for those not wishing to take mathematics at the higher level. It is a demanding course containing a variety of mathematical topics and is intended to provide a sound mathematical basis for those students planning to pursue further studies in fields such as chemistry, economics, geography and business administration. Some universities admit students from this course onto engineering. Students considering enrolling on Mathematics SL who intend to study a mathematics-related subject at university are strongly advised to ensure that the universities to which they may wish to apply will accept students from this course.

Assessment

Internal

Portfolio consisting of two pieces of extended mathematical work: an investigation and modeling 20%

External

Written Examinations

Paper 1: A mixture of short-response and extended-response questions based on the whole syllabus. The use of calculators is prohibited. 40%

Paper 2: A mixture of short-response and extended-response questions based on the whole syllabus. Graphic display calculators are required..... 40%

Group Five

Mathematical Studies (SL)

This is a standard level course designed to provide a realistic option for students with varied backgrounds and abilities who will not study courses with a large mathematics content at university. The skills needed to cope with the mathematical demands of a technological society are developed and emphasis is placed on the application of mathematics to real-life situations. A substantial piece of personal research, in the form of a project, is a requirement of the course.

Assessment

Internal

Project 20%

External

Written Examinations

Paper 1: Short-response questions requiring a small number of steps from all parts of the syllabus 40%

Paper 2: Extended-response questions involving sustained reasoning from all parts of the syllabus 40%

Group Six

IBD Film

Film is both a powerful communication medium and an art form. The DP film course aims to develop students' skills so they become adept in both interpreting and making film texts.

The three strands of this cinema arts course involve students

- Studying film history
- Understanding and interpreting the “language of film”
- Planning and creating short films

Through the study and analysis of film texts and exercises in filmmaking the DP film course explores film history, theory and socio-economic background. The course will develop students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students will be taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

The IB film courses emphasizes the importance of working individually and as members of a group. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. A challenge for students following this course is to become aware of their own perspectives and biases and learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind. Thus the IB film course can become a way for the student to celebrate the international and intercultural dynamic that inspires and sustains a type of contemporary film, while appreciating specifically local origins that have given rise to cinematic production in many parts of the world.

At the core of IB film lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis achieved through practical engagement in the art and craft of film.

Assessment outline – Higher Level/Standard Level

External assessment 50%

- **Independent study 25%**
- **Presentation 25%**

Internal assessment 50%

- **Production portfolio 50%**

Group Six

Visual Arts

The Visual Arts syllabus provides a framework, which allows **students to choose content and activities** appropriate to their own interests and experience. Many approaches to learning are developed in the visual arts and these embrace a wide variety of EXPRESSIVE FORMS from a range of CULTURAL CONTEXTS. Throughout the course students will be exposed to a number of artistic movements, forms and attitudes to art. The course consists of teacher led and students initiated projects and outcomes.

Higher level (240 hours)

Option A (HLA)

Studio work (60%)
Investigation workbooks (40%)

Option B (HLB)

Investigation workbooks (60%)
Studio work (40%)

Standard level (150 hours)

Option A (SLA)

Studio work (60%)
Investigation workbooks (40%)

Option B (SLB)

Investigation workbooks (60%)
Studio work (40%)

Studio work involves practical exploration and artistic production. **Investigation work** involves independent contextual, visual and critical investigation and reflection, both visual and written.

The exam is in the form of an interview

The purpose of the interview is to assess the student's studio work. At HL the interview should last for 30–40 minutes; at SL it should last for 20–30 minutes.

During the interview, the examiner will encourage the student to talk about the technical aspects of the studio works, his or her own aims or intentions, and the relationship between the studio works and the investigation workbooks. The discussion should focus on the student's experiences in making the studio works exhibited and how these relate to the investigation work undertaken. The student is not expected to make a prepared speech.

Option A (HL and SL)

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

Option B (HL and SL)

Option B is designed for students who wish to concentrate on contextual, visual and critical investigation in visual arts. In their investigation workbooks students will explore

fully an integrated range of ideas within a contextual, visual and critical framework and produce studio work based on their **visual and written** investigation.

At both HL and SL, students should demonstrate connections between academic investigation and studio work.

The difference between HL and SL

Because of the nature of the subject, quality work in visual arts can be produced by students at both HL and SL. The aims and assessment objectives are the same for visual arts students at both HL and SL. Through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts. The course content for HL and SL may be the same. However, due to the different amount of time available for each, students at HL have the opportunity to develop ideas and skills, to produce a larger body of work and work of greater depth. In order to reflect this, the assessment criteria are differentiated according to option and level. Please see the mark band descriptors in the “Assessment criteria” section for more detail. There need be no direct relationship between the number of works produced, the time spent on each, and the quality achieved: a high level of performance at either HL or SL can be achieved in both a large and small body of work.

Group Six

Music

The IBO Music syllabus provides a framework for teachers to choose content and activities appropriate to their own and students' interests and experience. The course will include class work related to Musical Perception and Analysis (musical listening skills and music theory); individual or group work in developing Performance or Composition skills; and independent research for the Musical Investigation. The only IBO prescribed portion of the syllabus, is the Musical Perception and Analysis, which is the study of a specific musical work chosen for the IB students. Students and teachers are able to choose the musical investigation and performance works.

Throughout the course students will be exposed to a number of musical genres, and attitudes towards music. They will develop their listening and music appreciation skills; and learn more about the building blocks of music, including larger musical works like a symphony. The course consists of teacher led and students initiated projects and outcomes.

Standard Level (3 options)

Group Performance Option (SLG) (2 compulsory parts)

This is designed for students with a general interest in music, or those without prior experience, particularly members of ensembles.

- Musical Perception and Analysis
- Group Performance: two or more public performances

OR

Solo Performance Option (SLS) (2 compulsory parts)

This is designed for the student who has a background in musical performance.

- Musical Perception and Analysis
- Solo Performance: voice or instrument, one or more recitals

OR

Composition Option (SLC) (2 compulsory parts)

- Musical Perception and Analysis
- Composition: two contrasting compositions

Assessment

External: SL

| | | |
|-----------------------|-----|-----|
| Listening Paper | 30% | 50% |
| Musical Investigation | 20% | |

Internal SL

Solo Performance (SLS) Or Group Performance (SLG) Or Composition

Group Six

Computer Science

This is a Group 5 subject, but is offered as an elective in Group 6 at QA.

Computer science deals with the solving of problems using computers. Therefore a full understanding of logical problem-solving is required as well as a detailed knowledge of how computers operate. Successful computerized systems result from: a clear understanding of the problem to be solved; appropriate use of hardware based on a detailed knowledge of its capabilities and limitations; efficient use of algorithms and data structures; thorough and logical design; careful testing and integration of all these components.

Students of IB computer science will be guided by problem-solving strategies that will be continually reinforced in their coursework.

Assessment

Standard Level

| | |
|--|-------|
| External | 65% |
| Paper 1 (70 marks) | 32.5% |
| Paper 2 (70 marks) | 32.5% |
| Internal (Program dossier) (50 marks) | 35% |

Theory of Knowledge

Theory of Knowledge (TOK), an interdisciplinary requirement intended to stimulate critical reflection on knowledge and experience gained inside and outside the classroom, is a course of study unique to IB and is mandatory for every IB Diploma student.

TOK challenges students to question the basis of knowledge – to reflect critically on how they know what they believe to be facts or the truth. It consists almost entirely of exploring questions of different sources of knowledge (perception, language, emotion, reason) and different kinds of knowledge (scientific, artistic, mathematical, historical).

Assessment

Essay (1200 – 1600 words), the topic for which is selected from a list of ten titles prescribed by the IBO for each examination session.

Oral Presentation

Each student makes a 10-minute presentation to the class and writes a self-evaluation report that includes a concise description of the presentation and answers to questions provided by the IBO.

The grade for TOK contributes to the overall diploma core through the award of points in conjunction with the Extended Essay. A maximum of three points are awarded according to the candidates' combined performance in both the Theory of Knowledge and the Extended Essay.

The Extended Essay

IB Diploma Programme students are required to undertake original research and write an extended essay of 4,000 words (maximum). This essay offers the student the opportunity to investigate a topic of special interest and to become acquainted with the kind of independent research and writing skills expected at the university level.

A student may choose to write on a topic in one of the 22 subjects of the IB Diploma. It is recommended that the student devote a total of about 40 hours of private study and writing time to the essay.

The student works with a teacher who acts as supervisor during the time taken. The extended essay is mandatory to be awarded an IB Diploma.

Assessment: External

Essay (4,000 words)

The grade for the Extended Essay contributes to the overall diploma score through the award of points in conjunction with Theory of Knowledge (TOK). A maximum of three

points are awarded according to the candidate's combined performance in both TOK and the Extended Essay.

“Creativity, Action, Service”

Creativity: arts, and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle.

Service: an unpaid and voluntary exchange that has a learning benefit for the student.

CAS should involve:

- real, purposeful activities, with significant outcomes
- personal challenge—tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria.

It is also essential that they do not replicate other parts of the student's Diploma work.

CAS activities should continue on a regular basis for at least 18 months.

Successful completion of CAS is a requirement for the award of the IB diploma and QA graduation.

Students need to document their activities and provide evidence that they have achieved eight key learning outcomes.

Learning outcomes

The completion decision for the school in relation to each student is, simply, “Have these outcomes been achieved?” As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- ✓ **increased their awareness of their own strengths and areas for growth**
- ✓ **undertaken new challenges**
- ✓ **planned and initiated activities**
- ✓ **worked collaboratively with others**
- ✓ **shown perseverance and commitment in their activities**
- ✓ **engaged with issues of global importance**
- ✓ **considered the ethical implications of their actions**
- ✓ **developed new skills**

All eight outcomes must be present for a student to complete the CAS requirement.

Completion requires only that there is **some** evidence for every outcome.

This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance. The guideline for the minimum amount of CAS activity is approximately 150 hours in total. “Hour counting”, however, is not encouraged.

Responsibilities of the student

Students are **required** to:

- self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme
- plan, do and reflect (plan activities, carry them out and reflect on what they have learned)
- undertake at least one interim review and a final review with their CAS adviser
- take part in a range of activities, including at least one project, some of which they have initiated themselves
- keep records of their activities and achievements, including a list of the principal activities undertaken
- show evidence of achievement of the eight CAS learning outcomes.

IB LEARNER PROFILE:

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

- IB Learners strive to be:
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Article 12: Award of the IB diploma

12.1 All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB diploma, except under the conditions stipulated in Section VIIC “Special cases: incomplete assessment” of these general regulations.

12.2 The IB diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met.

- (a) Numeric grades have been awarded in all six subjects registered for the IB diploma.
- (b) All CAS requirements have been met.
- (c) Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
- (d) There is no grade 1 in any subject.

- (e) There is no grade 2 at higher level.
- (f) There is no more than one grade 2 at standard level.
- (g) Overall, there are no more than three grades 3 or below.
- (h) At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level).
- (i) At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
- (j) The final award committee has not judged the candidate to be guilty of malpractice.

12.3 The IB diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met.

- (a) Numeric grades have been awarded in all six subjects registered for the IB diploma.
- (b) All CAS requirements have been met.
- (c) Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
- (d) There is no grade 1 in any subject.
- (e) There is no more than one grade 2 at higher level.
- (f) There are no more than two grades 2 at standard level.
- (g) Overall, there are no more than three grades 3 or below.
- (h) At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).
- (i) At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
- (j) The final award committee has not judged the candidate to be guilty of malpractice.

12.4 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma.

Article 13: Form of the IB diploma document

13.1 Successful IB diploma candidates will receive an IB diploma and a document listing the total diploma points score, the subject grades, the completion of all CAS requirements and any points awarded for the combination of theory of knowledge and the extended essay.

Article 14: Award of the certificate

Certificate candidates will receive a certificate indicating the results obtained in individual subjects. An IB diploma candidate who fails to satisfy the requirements for the award of an IB diploma will be awarded a certificate indicating the grades obtained in individual subjects, together with results in theory of knowledge and the extended essay and the completion of all CAS requirements, as appropriate.

The following amendment to the *General regulations: Diploma Programme* issued on 1 August 2007 takes effect from the **May 2010** examination session.

Article 15: Award of the IB diploma

The current article 15.2 states: *The IB diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met.*

c. Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.

With effect from the **May 2010** examination session, a grade E in either an extended essay or theory of knowledge will become a failing condition, requiring a candidate to obtain at least a grade D in both these requirements in order for a diploma to be awarded. Therefore, paragraph c of article 15.2 has been amended.

The new wording for article 15.2, paragraph c, states: *At least grade D has been awarded for both theory of knowledge and an extended essay.*

Parent Concerns and frequently asked questions:

Deadlines or Due Dates, are they firm?

- In each subject, teachers set out deadlines for assignments for students which need to be respected at all times. Work that is turned in late could put the awarding of the Diploma in jeopardy. (Examples: Lab work or case studies Essays, Oral presentations, World literature assignments, etc.)

Who do I speak to for university advice?

- QA's Counselor will assist you with any university requirements necessary.

When do we & the universities get the grades/results?

- Grades are made available by the IBO in July. Some universities offer early "conditional acceptance" to students, however, final acceptance is sometimes given based on the receipt and approval of the final grades in July.

Will my son/daughter be accepted to university?

- It is necessary to review entrance requirements with a student's desired university as soon as possible. Please contact our school counselor for assistance if required. Many universities worldwide do accept the diploma however, some may not, therefore, please check with the intended university. Some universities also require a TOEFL and SAT scores. Please check with our counselor for further information.

Recommendation letters from teachers?

- Students may request university recommendation letters from teachers via the counselor's office.

Can a student change his subjects or levels from HL to SL or visversa?

- NO changes are allowed after the end of September in Grade 11, otherwise a student would be disadvantaged. The only exception to this is those students who opt to do Certificate and therefore drop one of their Higher Level subjects to Standard Level at the start of the second year of the Diploma.

How many points will they need?

- Students will pass with 24 out of 45 points subject to **“Article 12: Award of the IB Diploma”**. **Please read this section carefully**. Special conditions apply if a student scores from 24 to 27 and also for those who score 28 or above.

What happens during the summer break between Grade 11 & 12?

- Students will have to keep in mind that a fair amount of review is necessary during their summer months so that concepts stay fresh in their minds. It is important to remember that exams in May of Grade 12 are based on TWO years of study and NOT only ONE. They should also be doing further research on their Extended Essays as the first draft is due immediately school resumes and completing any course work required by individual subjects.