



# International School Moshi

## IB Diploma Handbook HS Diploma Handbook

**2009-2011**

International School Moshi  
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February 2009

## Introduction from the CEO

Dear Student,

You are just about to take important decisions because your education has reached a turning point - congratulations on getting this far.

This booklet describes two major options you can consider.

**The International Baccalaureate** is known and respected throughout the world as a passport to higher education and a worthwhile qualification in its own right. Over the years many hundreds of ISM graduates have gone out into the world armed not just with a diploma but with the knowledge, skills and confidence that the IB Diploma experience gives you.

But, like most worthwhile things, the full **IB Diploma** is not easily won. It is a demanding and rigorous course for which not everyone is suited. An IB Diploma student must be ready for difficult and challenging work.

At ISM, we have an alternative to the full IB Diploma. This is the **ISM High School Diploma Course**, an exciting and innovative package that couples a range of IB Diploma subjects studied as individual certificates with the chance to gain other useful qualifications for further education and the world of work.

So ISM has Diploma programmes to suit all needs. As the very first school in Africa to offer the IB Diploma we have the experience to back up our promises. Enrol at ISM and we will offer a programme to suit your individual strengths and requirements from the wide range of courses we have available.

When you've read this booklet carefully, discuss the options with your family, friends and teachers in preparation for the important decisions to be made about your future.

Good luck with your choice,

Barry Sutherland  
**CEO**

## *International School Moshi Mission Statement*

*International School Moshi inspires individuals to be lifelong learners in a global community.*

### **Philosophy and Objectives**

We are a vibrant and diverse community of learners of many nationalities. Established by Christian foundations in 1969, we build upon years of experience to offer a fully-accredited, academically rigorous international education for students of ages three to nineteen years. ISM's student-centred approach to learning takes place in a secure environment, which nurtures the needs, challenges the abilities and supports the beliefs of each student with mutual respect to unite rather than divide. Our well-qualified and widely-experienced educators embody a passion for lifelong learning and provide educational opportunities that are relevant and engaging for all.

We are a school in Moshi and Arusha, in Tanzania, in Africa. Our setting between Mount Kilimanjaro and the Serengeti is complimented by a rich, traditional culture and history. The combination of this exceptional locale and our sound curriculum promotes the development of individuals who are perceptive, versatile, qualified and prepared for life in an ever-changing world. We respect and learn from our surroundings while striving to accept responsibility to take action towards making a positive impact in our local community. We enquire into issues of global significance and encourage our learners to discover their own place in the world.

ISM motivates all members of our learning community to become:

- **INQUIRERS**, nurturing natural curiosity and acquiring the skills necessary to conduct purposeful, constructive research.
- **REFLECTORS**, giving thoughtful consideration to our own learning and analysing our personal strengths and weaknesses in a constructive manner.
- **CRITICAL THINKERS**, exercising initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
- **COMMUNICATORS**, receiving and expressing ideas and information confidently and in a variety of ways.
- **RISK-TAKERS**, approaching unfamiliar situations without anxiety; having the confidence and independence to explore new roles, ideas and strategies; and defending those things in which we believe courageously and articulately.
- **KNOWLEDGEABLE**, spending time exploring issues of global relevance and importance and acquiring a critical mass of significant knowledge.
- **PRINCIPLED**, having a sound grasp of the principles of moral reasoning and demonstrating personal integrity, honesty and a sense of fairness and justice.
- **WELL-BALANCED**, understanding the importance of physical and mental balance and personal well-being.

- **CARING**, showing sensitivity towards the needs and feelings of others and demonstrating a sense of personal commitment to action and service.
- **OPEN-MINDED**, seeking and considering a range of perspectives, and respecting the views, values and traditions of other individuals and cultures
- **ACCOMPLISHED**, attaining personal success in every task we endeavour to achieve, utilising our skills and knowledge to the best of our ability.
- **COMMITTED**, demonstrating a strong sense of perseverance and determination in approaching and completing tasks, always working with excellence and sincerity.

## The IB Diploma Programme at ISM

The programmes we offer to prepare students for high school graduation and entrance into higher education are largely centred on the International Baccalaureate, which offers a broad and demanding international curriculum for the last two years of school. The full Diploma, or certificates for individual subjects, have a world-wide reputation and are accepted as entry qualifications to colleges and universities throughout the world.

ISM was one of the earliest schools in the world to take up the IB Diploma programme, and has been following it longer than any school in Africa. Our CAS programme has been recommended to schools in the Asia/Pacific region as an example of what can be achieved. Several of our IB Diploma teachers are examiners assessing work or marking papers from other IB Diploma schools. Our complementary "Life Skills" programme has been given recognition by UNESCO.

There are generally between 30 and 50 students joining the two year programme each year, about a third to a half of these are new to the school. This makes it very much a new "class" with new teaching groups for everybody.

The school has a healthy tradition of making people feel at home quickly. Classes are small, ranging in size from seven to twenty, which helps students to settle in.

### *Your Choice*

You need to choose a programme that you will find interesting and rewarding to study over two years. You need recognised qualifications that give you flexibility and choice for the next stage of your life. Some students will choose the ISM High School Diploma programme including a number of IB Diploma Certificate courses, possibly along with other qualifications. Others will choose the full IB Diploma programme.

At age 16+ you have a fair assessment of your own capabilities, strengths and interests. These need to be matched to the various courses, subjects and levels in consultation with your teachers. There is no advantage in taking on the high demands of the full IB Diploma programme if it will mean a demoralising two years of education, spreading one's efforts too thinly over the wide range of requirements, and thus reducing the overall success achieved at the end of the programme. It will always be best to take on a programme that is at the limit,

but not beyond, your potential. Focus on your strengths, so that the two years are spent in a fruitful and rewarding educational experience, with opportunity for clear success in the final achievement.

### ***What is the full IB Diploma?***

The IB Diploma is, academically, a very demanding and rigorous programme. Students study six subjects - three at Higher level and three at Standard level. Five of the subjects must be chosen from each of groups 1-5 (see following diagram). The sixth might be Visual Arts or Theatre, or another subject from the first four groups. In addition, students must:

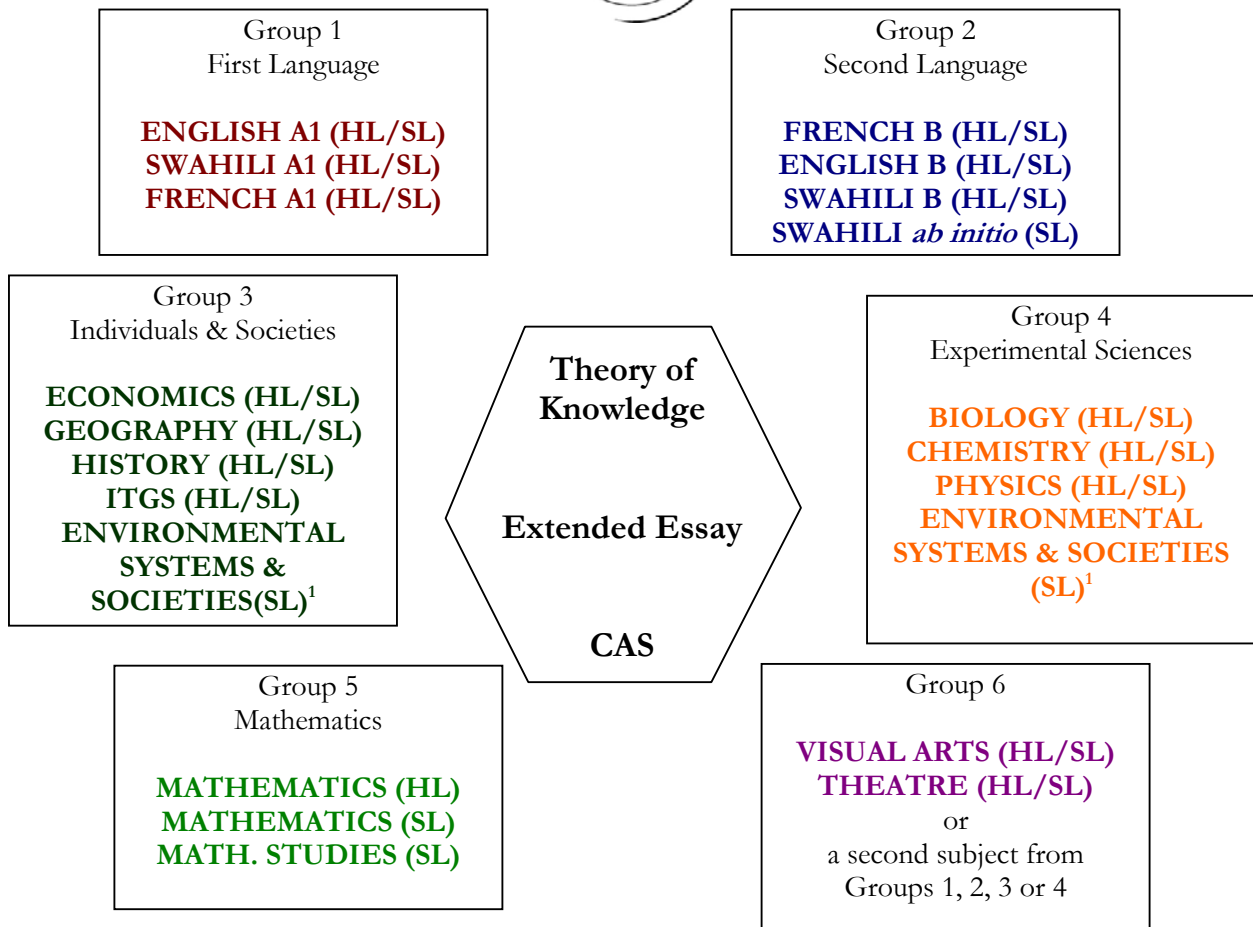
- participate in a programme of Creativity, Action and Service (CAS)
- follow a course called Theory of Knowledge
- produce a 4000-word Extended Essay based on independent primary research in one of the subject areas.

### ***What are IB Certificates?***

Rather than meeting all the requirements for the full diploma, students may elect to study a number of IB Diploma subjects at Higher or Standard Level to gain individual Certificates. They will do the full coursework and examinations in these subjects, but will not do Theory of Knowledge or an Extended Essay. Many Certificate students excel because the workload and subject areas are tailored to their capabilities. Good Certificate scores will gain you entry into many universities. Competitive European universities will usually require the full IB Diploma for entrance, but many higher education courses will also be available in Europe to candidates holding good IB Diploma Certificates.

# INTERNATIONAL SCHOOL MOSHI

## The International Baccalaureate Diploma Programme



<sup>1</sup> Environmental Systems & Societies is a trans-disciplinary subject and can count as your choice in either Group 3 or Group 4 or both.

## The International Baccalaureate Diploma Programme

### ***How is it scored?***

A full diploma candidate must study three Higher Level and three Standard Level subjects. For each subject they can score up to seven points, which adds up to a possible forty-two. There are a further three points available for the Extended Essay and Theory of Knowledge, with an overall maximum of 45. There are a number of specific criteria to be met in order to pass, but generally speaking, a Diploma is awarded for 24 points. To pass, a student should aim for a minimum of four points in each subject. Standard subjects score as highly as Higher Level subjects and add equally to the overall points score.

### ***What is required to take on the full IB Diploma?***

The programme is of a particularly high academic standard for this age group, and therefore requires a good academic competence in the majority of subjects studied, which clearly involves a wide range of disciplines. The programme will demand a great deal of self-discipline, organisational skills and motivation which are of at least equal importance to academic competence. Each IB Diploma subject depends significantly on internally assessed work, for which there are critical deadlines occurring throughout the two-year programme. These are largely independent exercises for which students will have to demonstrate considerable initiative and personal time-management.

To enrol for the full IB Diploma at ISM, a student should therefore have shown:

1. Previous competence in a majority of the six subjects to be studied at IB Diploma. (We would normally expect

a minimum of 5 grade Cs at IGCSE level or their equivalent, and often better grades in those subjects to be taken at higher level).

2. Evidence of the necessary study skills and maturity to take on responsibility for their education at this level.

### ***How are subjects chosen?***

Subjects should not necessarily be viewed as vocational or job directed. For example, over half of university graduates get positions in companies or government service which are not directly related to their degree course. The most important thing at IB Diploma, college or university level is to do well.

Students should realise that the approach and content of subjects change in IB Diploma and should not make decisions based only on past experience. Some subjects require fundamental language, reasoning or numeracy skills but no previous experience, so students can consider a new subject and will be accepted if they can show that they have the necessary skills. If you are going to read and consider problems in a subject over two years then the best way to do well is to choose what you enjoy.

Some combinations of subjects are complementary; they support each other both in study and as qualifications for further study.

### ***How do I make the choice?***

Talk to teachers, current students, the careers guidance counsellor and the Diploma Programme Coordinator. Think - what am I best at, and what do I enjoy most? Use the form on page 9 to help you.

For students already at ISM, teachers will make recommendations based on performance throughout the course and in the mock IGCSE exams. Every student is then interviewed to work out the best course for them. New students are very welcome to come in to discuss their future course (see the contact details on the front cover of this booklet).

An orientation programme takes place in the first few days of the course. The year

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### High School Diploma Programme

#### *What will comprise a High School Diploma programme of study?*

Students will select a minimum of four subjects (but preferably five or six subjects) from the Diploma Programme subject groups. Every student must, however, take a Mathematics and an English course.

- **English** - IB Diploma courses in English as either a first or second language, at standard or higher level, leading to IB Diploma Certificates.
- **Mathematics** - IB Diploma Mathematics courses or an online course (with supervision from an ISM member of staff) through the University of Indiana according to the students' mathematical ability.
- **Other IB Diploma Subjects** – Students may study for other IB Diploma Certificates in subject areas where they have particular strengths.
- **Other online courses** – Students could follow an online course in an area of their strength which would count as credits towards the award of the High School Diploma.

group learns to work together and gains an introduction to the two year programme through a variety of skills based activities. It is essential that students attend this foundation to the course, which also provides an opportunity to review earlier subject choices.

### Diploma Programme Coordinator

\* \* \* \* \*

- **CAS** – all students follow a CAS programme throughout the two years; this is an ISM Graduation requirement.
- **Life Skills** – Again all students are expected to follow this course which addresses a range of issues facing young people of this age, including College and University application.

#### *How are subjects chosen?*

The most important thing at this level is to select subjects in which you will do well. If you are going to read and consider problems in a subject over two years then the best way to do well is to choose what you enjoy.

To study a subject for an IB Diploma Certificate, students should be at least gaining a passing grade at MYP, IGCSE or equivalent, and for some subjects, especially at higher level, a better grade would be required. For students already at ISM, teachers will make recommendations based on performance throughout the course and in the mock exams. Every student is then interviewed to decide the best course for them. New students are very welcome to come in to discuss their future course.

International School Moshi is accredited by the Middle States Association in the USA, and so the award of an ISM High School Diploma is seen as the equivalent of an American High School Diploma, which will allow holders access to a number of universities and colleges in the USA.

An orientation programme takes place in the first few days of the IB Diploma course.

The year group learns to work together and gains an introduction to the two year programme through a variety of skill based activities. It is essential that students attend this foundation to the course, which also provides an opportunity to review earlier subject choices.

**Diploma Programme Coordinator**

## IB DIPLOMA SUBJECT DETAILS

### GROUP 1 FIRST LANGUAGE (A1)

The main focus of the first language (A1) course is the study of literature, including poetry, drama, fiction and non-fiction.

#### Which students would take this subject?

Language A1 is designed for native or near-native speakers of the language. The ability to handle both the written and spoken language at an appropriately advanced level is crucial and we assume that students who enter this course, whether at Higher or Standard level, are keen and experienced readers who can express themselves clearly and accurately in their chosen language. This is a course for those who enjoy reading and are prepared to read widely.

#### Course Objectives

The aims of the Language A1 courses are the same for all languages and include:

- (i) The encouragement of personal appreciation of literature;
- (ii) Improvement in oral and written communication skills;
- (iii) The introduction to students of a wide range of important texts from different parts of the world and different eras;
- (iv) The promotion of a lifelong enjoyment and interest in literature.

#### Course Outline

Students study 11 texts at Standard level and 15 texts at Higher level. The expectations at the Higher level are greater than at Standard, and Higher level students should have the potential to reach a sophisticated level of appreciation and literary criticism. The students who tend to excel are those who have a lively interest in the world around them, who are good readers and broad-minded enough to consider the fundamental issues of human existence such as love,

death, alienation, deprivation, revenge, prejudice, abuse of power exploitation, imprisonment and so on.

**Assessment** is in three parts:

- |                                                 |     |
|-------------------------------------------------|-----|
| (i) Written exams (Unseen Commentary and Essay) | 50% |
| (ii) Oral Assessments                           | 30% |
| (iii) World Literature Essays                   | 20% |

#### Programme Outline

##### ENGLISH A1 (Higher and Standard levels)

For all A1 courses, there are four central elements of the programme:

##### Part 1: World Literature

Three texts for both Higher and Standard levels. We read translations of texts originally written in a language other than English. Recent texts chosen in this category have included *The Plague* (Albert Camus), *One Day in the Life of Ivan Denisovich* (Alexander Solzhenitsyn), and *Metamorphosis* (Kafka).

##### Part 2: Detailed Study

Four texts for Higher, two for Standard Level. This always includes a play by Shakespeare, and a selection of other works such as Hardy's *Tess of the d'Urbervilles*, a selection of poetry (for example John Keats, William Blake, Robert Frost, Emily Dickinson) or a work of non-fiction.

**Part 3: Groups of Works** 4 texts for Higher, 3 for Standard Level. This explores works plays by writers such as Harold Pinter, Arthur Miller, Henrik Ibsen and Athol Fugard.

##### Part 4: Schools' Free Choice

A Free Choice made by the school. Texts in this category have included the writings of Chinua Achebe, Wole Soyinka, Ngugi wa Thiong'o, Mariama Bâ, Bessie Head and Abdul Razak-Gurnah.

## **SWAHILI A1 (Higher and Standard levels)**

### **Part 1: World Literature:**

All candidates, Higher and Standard, study texts written originally in a language other than Swahili. These include world-recognised authors from many countries.

### **Part 2: Detailed Study**

This includes works of renowned poets, playwrights and famous authors in East Africa.

### **Part 3: Literary Themes or Options**

This includes themes on the Portrayal of Women, Issues in Society, Epic Poetry, the Nationalist Dimension, Biographies and the Detective Genre.

### **Part 4: Schools' Free Choice**

The school makes a free choice from the IB Diploma Prescribed book lists or elsewhere.

## **FRENCH A1 (Higher and Standard levels)**

### **Part 1: World Literature**

All candidates, Higher and Standard, study texts written originally in a language other than French. These include world-recognised authors from many countries.

### **Part 2: Detailed Study**

This includes works of renowned poets, playwrights and famous authors.

### **Part 3: Literary Themes or Options**

This includes themes on the Portrayal of Women, Issues in Society, Epic Poetry, the Nationalist Dimension, Biographies and the Detective Genre.

**Part 4: Schools' Free Choice:** The school makes a free choice from the IB Diploma Prescribed book lists or elsewhere.

## **Other A1 Languages**

It may also be possible to arrange tuition in other A1 or mother tongue languages depending on the availability of a suitable teacher. The costs of teaching in other languages will be passed on to parents and will be proportionate to the number of students in the group.

In the past such arrangements have been made for Dutch, German, Gujarati and Hindi. It may also be possible, in exceptional cases, for a student to follow a Language A1 course (Standard Level only) as a self-taught, 'school supported' candidate if this is the candidate's mother tongue and there is no available teacher for that language.

## **GROUP 2 SECOND LANGUAGE (B) & 'ab initio'**

### **Which students would take this subject?**

The Language B programme is a foreign language learning programme designed for study at both higher and Standard levels by students with previous experience of learning the language.

### **ENGLISH B (Higher and Standard levels)**

The English B programme meets the needs of IB Diploma students who already have some working knowledge of English. The ISM students for whom English B will be most appropriate will be those speakers of another language (eg Swahili) who are studying that other language as an A1.

### **FRENCH B and SWAHILI B (Higher and Standard levels)**

The French and Swahili B programmes are available at both Higher and Standard levels and are most appropriate for those students who wish to continue studying French/Swahili as a foreign language, after having previously studied the language for at least two years. Because Swahili B is not examined in the May session, candidates will be expected to sit the Swahili exam in November of their second year.

### **Course objectives**

The aims of the course are to:

- (i) develop the ability to communicate accurately and effectively in speech and in writing;
- (ii) develop the ability to understand and to respond to the language demands of transactional and social contacts;
- (iii) provide the students with a sound linguistic base for further study, work and leisure;
- (iv) offer insights into the culture of the countries where the language is spoken;
- (v) provide the opportunity for enjoyment, creativity and intellectual stimulation.

### **Course outline**

The main focus of the programme is on language acquisition and development. The study of literary and other texts will play an important part in this process, especially at higher level.

The main features of the Language B programme may be summarised as follows:

(i) **Communication and interaction:** Language B is communicative in that it focuses principally on interaction between speakers and writers of the language. The main aim is to prepare the learner to use the language appropriately in a range of situations and contexts and for a variety of purposes.

(ii) **Skills and Texts:** The skills of **listening, speaking, reading and writing** will be taught and developed through the study of a wide range of authentic oral and written material such as books, plays, radio and television programmes, newspaper and magazine articles, poems, cartoons, songs, movies, advertisements and travel brochures. The choice of material will be made by the teacher - it is not prescribed by IB Diploma. Equal emphasis will be given to the teaching of the four skills.

The three principal objectives of the course therefore are social, academic and cultural.

### **Further Comments**

Assessment at Higher and Standard level is in two parts:

- (i) Written examinations (text handling exercises and writing tasks) 70%
- (ii) Oral assessment (during final year) 30%

## SWAHILI *ab initio* (Standard Level Only)

### Which students would take this subject?

The *ab initio* Language programme is a beginner's, or introductory course, for students who have no prior knowledge of the language, i.e. no learning experience of the target language. At ISM it is principally intended for students who are new to Tanzania. However, this course enables students who have not previously studied a second or foreign language to learn a new language and so enables them to meet the requirements of the IB Diploma. Students who may have had difficulties with their first attempt at learning a foreign language can now make a new start. It may also help new arrivals to Tanzania to feel at ease more quickly and could provide evidence of diversity in languages when applying to college.

### Course objectives

This course is designed to enable a person to operate in a society. At the end of the language *ab initio* course candidates will be expected to demonstrate an ability to:

- Communicate information and some basic ideas clearly and effectively in a limited range of situations.
- Understand and use the essential spoken and written forms of the language in a limited range of situations.
- Understand and use a limited range of vocabulary appropriately.
- Use register that is generally appropriate to the situation.
- Show an awareness of the culture(s) related to the Swahili language.

### Course outline

Students will take part in a variety of reading, writing, speaking and listening activities based around the following topics:

- The individual
- Education and work
- Town and services.
- Food and drink
- Leisure and travel
- The environment
- Health and emergency.

### Further Comments

Assessment follows the same model as other Group 2 subjects, ie:

- (i) Written examinations (text handling exercises and writing tasks) **70%**
- (ii) Oral assessment in final year **30%**

## **GROUP 3 INDIVIDUALS and SOCIETIES**

Living through a time of dramatic technological change it is crucial to recognise that people have both inspired these changes and have to live with them. The central human role is expressed in the need for students to select a subject area from the major group labelled “INDIVIDUALS AND SOCIETIES”. At ISM we make available four very popular specialities, Economics, Geography, History and Information Technology in a Global Society (ITGS). It is also possible to study Environmental Systems and Societies as a Group 3 subject. The student attracted to the humanities can include two such subjects in their IB Diploma programme.

### **ECONOMICS (Higher & Standard Levels)**

Economics is about the items and situations we encounter in our daily lives. It is about limited resources and how best to use them in order to maximise satisfaction. It involves making choices about obtaining one item and going without another. Economics provides the skills to deal with problems of scarcity and choice, those problems which face students, teachers, housewives, managers and presidents. At the national level economists are concerned with issues such as the growth of the economy, changes in consumer spending power, standards of living, income distribution, poverty and how the world is linked through trade. Economics is about life.

#### **Which students would take this subject?**

Economics is for anyone who wants to learn to think critically about the world around them and make informed decisions.

Economic analysis applies to all facets of life. Of course, students interested in business or politics will benefit greatly from this course.

#### **Course objectives**

The objectives of IB Diploma Economics are for students not merely to understand basic economic theory, but to be able to apply theory to a wide variety of situations. In addition,

students should be able to analyse information using economic concepts and theories, and evaluate the strengths and weaknesses of various economic approaches and theories.

#### **Course outline**

At ISM the subject is offered at both Higher and Standard levels in a combined class. The two year programme comprises six sections:

- 1. Resource allocation:** How limited resources are allocated.
- 2. Business economics:** How do businessmen make decisions that enable them to meet their objectives?
- 3. Macroeconomic arguments:** Issues about the economy. Is the national output increasing? Which sectors in the economy are prospering and which are declining and why? What is happening to unemployment and changes in price levels (inflation)?
- 4. International trade:** How countries relate to each other through trade. Selling to people and buying from them. Changes in world prices of raw materials and manufactured products. How a small farmer in a Tanzanian village such as Kibosho is being affected by changes in consumer demand in the rest of the

world. How currencies relate to each other (exchange rates). Other issues of international trade relationships.

**5. Development economics:** Problems of development, particularly in relation to developing countries such as Tanzania or others in Africa, Asia and Latin America.

**6. Course work:** Both Higher and Standard level candidates are required to write four commentaries of about 650 words from newspaper articles relating to the five sections of the syllabus listed above. This is an internal assessment which provides students with the opportunity to link theory to current events or issues.

A good background in History and Geography is useful to the study of Economics, combined with confidence in English and Mathematics, although students do **not** need to have studied Economics or Business Studies before commencing this IB Diploma programme. Students will also be expected to read widely, particularly in newspapers and magazines concerning current affairs.

## **GEOGRAPHY (Higher & Standard Levels)**

### **Which students would take this subject?**

In contemporary society issues such as urbanisation, population, development and environmental quality are increasingly important. These and other related themes express the major concerns of our times and reflect the consequences of decision-making on a variety of scales. Geography examines the inter-relationships between the human and physical environments as it considers the processes of nature and the actions of people responding to the natural environment and the creation of man-made environments. The questions '*where?*' and '*why?*' are central to Geography. The former

introduces the issues of location and of spatial choice and the latter signifies that modern geography is not content merely to describe, but that it also seeks to explain. Geography is a social science that examines the manner in which people live, are distributed, and interact with their environment. It also has an applied dimension: through critical evaluation of spatial processes it helps decision-makers in planning and development at a variety of geographical scales. It also plays a crucial role in fostering international understanding and a respect of different cultures.

Students that choose Geography should have an interest in the world around them and the issues highlighted above. Ideally they should have studied Geography before, but this is not essentially provided they have an enquiring mind and a desire to learn about what is happening around them.

### **Course Objectives**

- develop an appreciation of the range of geographical methodologies and apply appropriate techniques of inquiry.
- recognize the need for social justice, equality and respect for others; appreciate diversity; and combat bias, prejudice and stereotyping
- appreciate the relevance of geography in analysing contemporary world issues, and develop and modify values and attitudes in relation to geographical problems and issues
- develop a concern for the quality of the environment, and an understanding of the need to plan and manage for present and future generations

- develop an understanding of the interrelationship between people, place and the environment.
- develop a global perspective and a sense of world interdependence

Having followed the **geography** course at higher level and standard level, candidates will be expected to:

- demonstrate knowledge of and an ability to apply appropriate geographical methodologies and techniques relevant to geographical inquiry.
- recognize and appreciate the relevance of geography to contemporary world issues
- understand the use of human and physical resources and evaluate the management strategies involved
- appreciate and understand the social, economic and political interdependence of peoples
- recognize and appreciate the interaction between people, place and the environment
- demonstrate knowledge and understanding of spatial processes, patterns and interactions;
- and be able to recognize change at various scales and locations
- demonstrate understanding of geographical concepts and theories through the acquisition, selection and effective use of knowledge
- use and apply geographical terminology
- demonstrate knowledge of relevant factual information, examples and case studies

### **Course Outline**

The curriculum offers both Higher and Standard levels. Both levels study a core theme and a number of options.

The first examinations for this new syllabus are in 2011. Thus, teaching will start in August 2009.

### **Paper 1 - Core Theme - Patterns and Change [HL and SL Students]**

There are four compulsory topics in this core theme:-

1. Population in Transition
  2. Disparities in Wealth and Development
  3. Patterns in Environmental Quality and Sustainability
  4. Patterns in Resource Consumption
- 70 hours of teaching time.

### **Paper 2 - Optional Themes**

HL students study three options. SL students study two options.

#### **The options are:-**

- A. Freshwater - Issues and Conflicts
- B. Oceans and their Coastal Margins
- C. Extreme Environments
- D. Hazards and Disasters - Risk Assessment and Response
- E. Leisure, Sport and Tourism
- F. The Geography of Food and Health
- G. Urban Environments

Each option is 30 hours of teaching time

### **Paper 3 - HL Extension - Global Interactions**

There are seven compulsory topics in the HL extension

1. Measuring Global Interactions
2. Changing Space - The Shrinking World
3. Economic Interactions and Flows
4. Environmental Change
5. Sociocultural Exchanges
6. Political Outcomes
7. Global Interactions at the Local Level

**60 hours of teaching time**

## Further Comments:

**Skills:** Students will be expected to develop a number of geographical skills through the core and optional themes:

- Locate and differentiate elements of the earth's surface
- Read, interpret, analyse and produce maps
- Interpret topographic maps appropriate to optional themes
- Read, interpret, analyse and construct graphs
- Undertake statistical calculations to show patterns of change
- Manipulate and interpret data using quantitative techniques
- Undertake geographical investigation
- Produce written material

## Internal Assessment

One 2500 word report

20 hours of teaching time for both HL and SL students

## HISTORY (Higher & Standard Levels)

### Which students would take this subject?

Students who do well in this course have a keen interest in current events, like reading and participating in discussion and can present a clear written argument in English. Previous study of History is not, however, a prerequisite for this course.

Students who may wish to study or follow careers in law, business management, public administration, the media or social sciences will find this course develops relevant skills but should also consider studying History because it is challenging and interesting.

## Course Objectives

The aim of the course is to stimulate interest in and enthusiasm for the study of the past and to promote understanding of the background to current international issues. A variety of activities are followed including lectures, debates, tutorial discussions and films.

## Course Outline

The History programme of the IB Diploma provides a framework for the study of major issues relevant to life in the 20th Century. Higher and Standard level students study selected 'Modern World History' topics. At ISM the chosen themes are:-

- (i) Causes, Practices and Effects of War
- (ii) Rise and Nature of Single Party States
- (iii) The Cold War

Relevant African examples are studied alongside examples from other continents.

Higher level students are required to study 100 years of history in a particular region, at ISM this is 19th and 20th Century African History. Topics include:-

- East Africa before colonial conquest;
- European imperialism and annexation in Africa;
- East African response to European imperialism;
- The colonial period;
- East African nationalist movements and independence;
- East Africa since independence.

There is a common skills based document paper on a set topic for both Higher and Standard Level. One topic is chosen each year by IB Diploma for detailed study and students have to analyse documents and put them into context in the examination. In addition, all History candidates take an essay exam on the Modern World History topics listed above. Higher Level candidates are further expected to complete an exam paper on African History. All students must produce an in-depth study on a chosen topic, which is the coursework element of the subject.

### **INFORMATION TECHNOLOGY in a GLOBAL SOCIETY (ITGS) (Higher & Standard Levels)**

#### **Which students would take this subject?**

Any student at the IB Diploma level may take this course. ITGS is the study and evaluation of the impact of information technology (IT) on individuals and society (social, ethical and moral impacts).

#### **Course Objectives**

There are six assessment objectives for the ITGS course at SL and eight at HL. Having followed the ITGS course at SL or HL, students will be expected to:

1. understand and critically examine the global impact of IT developments
2. demonstrate a knowledge and understanding of the social and ethical implications of IT systems and developments at the local, national and global level
3. analyse and evaluate the social and ethical implications of IT developments
4. analyse and evaluate relevant examples of the global impact of IT in a portfolio of individually researched studies

5. express ideas clearly and coherently with supporting arguments and examples.

In addition to the above, students following the course at SL will be expected to be able to:

6. design and apply IT solutions to a problem set in a social context through a project.

In addition to objectives 1 to 5 above, students following the course at HL will be expected to be able to:

7. demonstrate an ability to synthesize and reflect on ideas
8. demonstrate an ability to project the global impact of IT developments
9. research, analyse and evaluate relevant material and examples including “real-life” global or local interactions.

#### **Course Outline**

The following topics will be covered over the course of two years:

1. Social and ethical issues
  - Reliability
  - Integrity
  - Security
  - Privacy and anonymity
  - Authenticity
  - Intellectual property
  - Equality of access
  - Control
  - Globalization and cultural diversity
  - Policies and standards
  - People and machines
2. IT systems in a social context
  - Basics: hardware and networks
  - Applications
  - Communication systems
  - Integrated systems

### 3. Areas of impact

- Business and employment
- Education
- Health
- Arts, entertainment and leisure
- Science and the environment
- Politics and government

#### **Further comments**

Although it is not a course entry requirement, a good working knowledge of computer applications would be an advantage.

## **GROUP 4 EXPERIMENTAL SCIENCES**

At ISM we offer the following subjects in Group 4:

- Higher and Standard level **Biology**
- Higher and Standard level **Chemistry**
- Higher and Standard level **Physics**
- Standard level **Environmental Systems & Societies**

A common curriculum model applies to all Group 4 programmes. This consists of subject specific core material to be covered by both Higher and Standard students, additional Higher level material, and option topics for both Higher and Standard level. In addition, all students are required to spend approximately 25% of the teaching time following an internally assessed scheme of practical/investigative work including a Group 4 project carried out jointly by all the experimental sciences.

## **BIOLOGY (Higher and Standard Levels)**

### **Which students would take this subject?**

The content and level of the programme is set to provide a sound preparation for college or university. It is therefore suitable for students planning to study courses requiring a biological qualification eg Biochemistry, Dentistry, Medicine, Agriculture or Pharmacy.

### **Course objectives:**

The underlying basic concepts in Biology are the relationship between structure and function, adaptations and interdependence, dynamic equilibrium and evolution. These themes run throughout the course at core, additional higher level and options. It is hoped that students will acquire a limited body of facts, and at the same time develop a broad, general understanding and appreciation of the underlying biological concepts.

### **Course Outline:**

The programme is studied at a variety of levels from the molecular to that of the biosphere. Standard level students study the same topics as higher level but higher level students also have to cover extension material on some topics.

The syllabus includes the following topics:

#### **(i) The biochemical basis of life**

A study of the chemistry of important chemical compounds in cells as well as the biochemistry of chemical reactions in cells including photosynthesis and respiration.

(ii) **Cell structure and function**

The study of the ultrastructure of cells and the functions of different organelles.

(iii) **Diversity, structure and functioning of organisms**

This includes the study of a variety of living organisms and their classification, and of homeostatic mechanisms operating in the organisms with particular reference to human physiology.

(iv) **Reproduction, heredity and variation**

(v) **Ecology, conservation and evolution.**

The two options undertaken for both Higher and Standard Level are:

Option G: Ecology and Conservation

Option D: Evolution

Fieldwork is an important part of the course and will be undertaken at various levels.

**Further comments:**

Students wishing to study Higher level Biology need a good background in Biology and Chemistry. If they plan to pursue the subject beyond IB Diploma, they are also advised to study IB Diploma Chemistry at least at Standard level.

**CHEMISTRY (Higher and Standard Levels)**

**Which students would take this subject?**

The science of chemistry is studied as a preparation for many different occupations. It is essential for those who wish to study Medicine, Pharmacy, Biochemistry, Molecular Biology or Chemical Engineering, and is important as a link subject, studied often in combination with Physics or with Biology.

**Course Objectives**

The primary goal of our chemistry course is to provide a solid foundation in the basic concepts and facts of chemistry, particularly those needed by future scientists and engineers. It gives our students an appreciation of the importance of chemistry to society in general and to daily life in particular. Because of the logical nature of chemistry, the course will also develop skills in analytical thinking and problem solving. When both the experimental and logical nature of chemistry are seen together in lecture and laboratory settings our students better appreciate how scientists work, how observations are used to formulate theories and how theories are used to suggest additional experiments.

Chemists know that the tools of logic and reason lead directly not to fact, but to theory, and that any good theory must still face such questions as, 'Is the theory right or wrong?' The appreciation of these distinctions, together with reasoning skills, has significance far beyond the chemistry classroom or laboratory. This links Chemistry to the Theory of Knowledge aspects of the IB Diploma.

**Course Outline**

The subject is studied in a joint class at both Higher and Standard levels. There is a compulsory subject specific core and then there is additional high level material. There are two option topics which are studied. 25% of the course involves practical work and gives the student the opportunity for hands on involvement. An interdisciplinary Group 4 project is undertaken by all science students as part of their practical

work. Extended Essays are also welcome in this group.

The main topic areas are:-

1. Quantative chemistry
2. Atomic Structure
3. Periodicity
4. Bonding
5. Energetics
6. Kinetics
7. Equilibrium
8. Acids and bases
9. Oxidation and reduction
10. Organic chemistry
11. Measurement and Data Processing

The option topics are chosen from:

- A. Modern analytical chemistry
- B. Human biochemistry
- C. Chemistry in industry and technology
- D. Medicines and drugs
- E. Environmental chemistry
- F. Food chemistry
- G. Further organic chemistry

Our students who perform well are those who have developed logical skills combined with good recall, methodical working and the ability to apply principles learned, to new situations.

## **ENVIRONMENTAL SYSTEMS & SOCIETIES (Standard Level Only)**

### **Which students would take this subject?**

This course will offer students a sound grasp of the scientific principles that lie behind the high profile environmental issues facing human populations worldwide. It is a fine preparation for many who intend pursuing a scientific career in some fields but, perhaps more importantly, it will provide all students with a clear perspective on the

environmental impacts of their own choices and activities, whatever their walk in life. Environmental Systems and Societies is available as either a Group 3 or a Group 4 subject and can satisfy IB Diploma requirements for both groups.

### **Course Objectives**

The syllabus demands a rigorous scientific approach to the content and, while it inevitably contains more discursive and value-laden material than other sciences, for the large part the approach is objective and quantitative, adhering tightly to the requirements of conventional scientific method. It is a challenging course, both intellectually and personally, and in practice draws out a high motivation from the students.

The course begins by examining the structure and functioning of natural ecosystems, including a heavy emphasis on the field and laboratory techniques for quantifying the components and processes involved. It then moves on to considering the role of humans within the systems, the impacts of their activity, and the local and international initiatives in the global management of environmental concerns. Finally it takes a comparative look at the various philosophical approaches to the environment.

### **Course Outline**

The main topic areas of the syllabus, common to all schools, are as follows:

1. **Systems and Models:** The principles of the Systems Approach.
2. **The Ecosystem:** Structure, function and changes in ecosystems, along with laboratory and field

techniques for measuring aspects of these qualities.

### 3. **Human Population, Carrying Capacity and Resource Use**

- The dynamics of human populations including limits to population growth.
- The exploitation and use of resources including energy, soil, water and food.

### 4. **Conservation and Biodiversity:** Biodiversity, its evaluation, vulnerability and conservation.

### 5. **Pollution Management:**

- The nature, detection, monitoring and management of pollution.
- Review of particular examples including eutrophication, domestic waste, depletion of stratospheric ozone, tropospheric ozone and acid deposition.

6. **The Issue of Global Warming:** An examination of the scientific principles behind the greenhouse effect, and the conflicting arguments relating to global warming.

7. **Environmental Philosophies:** An outline and evaluation of the spectrum of philosophical positions with regard to environmental issues.

## **PHYSICS (Higher and Standard Levels)**

### **Which students should take this subject?**

Physics does involve calculation, but is definitely not a branch of Mathematics. Competence with algebra and an ability to think in a logical way will see you through.

**We strongly recommend** that Higher Level Physics students should also study Mathematics at Higher Level or Mathematics at Standard Level. It is very important to realise that standard level

physics is not in any sense easier than higher level. It contains fewer topics and is allocated fewer timetabled lessons, but the topics that it covers are tested to exactly the same level of difficulty as the higher physics paper.

### **Course objectives.**

The IB Diploma physics course aims to provide students with a solid understanding of the concepts and ideas that permeate both traditional “Newtonian” mechanics and the more modern “Quantum Mechanical” view of the subject. The course aims to develop the understanding of physics relevant to modern science and technology. Conceptual skills and problem solving skills will be developed in parallel. The course aims to introduce the main ideas in an interesting and practical fashion. Emphasis is placed on the use of IT in data collection. . Through hands-on experience, and the study of theories, models and laws, students gain a close insight into the world around them. From Newton to Einstein, from quarks to galaxies, Physics takes you on a voyage of discovery and understanding.

### **Course outline.**

The course consists of three sections:

(i) The core: This is studied by both Higher and Standard level students and involves work in the following areas:

- Physics and physical measurement
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Atomic and nuclear physics
- Energy resources and climate change
- Practical work

(ii) Additional Higher level material: This work extends and broadens the core for Higher level students only:

- Measurement and uncertainties
- Mechanics
- Thermal physics
- Wave phenomena
- Electromagnetism
- Quantum and nuclear physics
- Digital technology

(iii) Options: Students must study two options.

- Sight and wave phenomena\*
- Quantum and nuclear physics\*
- Digital technology\*
- Relativity and particle physics\*
- Astrophysics\*\*
- Communication\*\*
- Electromagnetic waves\*\*
- Medical Physics\*\*\*
- Relativity\*\*\*
- Particle Physics\*\*\*

\* *Standard level options only*

\*\* *Standard level and higher level options*

\*\*\* *Higher level options only*

## GROUP 5 MATHEMATICS

All students graduating from ISM at this level will need to study one of the mathematics courses on offer. The three courses are: - Mathematics at Higher level, Mathematics at Standard level and Mathematics Studies, also at Standard level.

At this level you will be expected to work independently. This involves 'reading around the subject' (using texts other than those given to you by your teacher), setting your own goals and doing your own preparation

for lessons. It means reading ahead. Being motivated and organised at all times is essential! It is extremely important that you are able and motivated to do individual study.

All of the IB courses require coursework. For the Mathematics Higher and Mathematics Standard courses this is a series of Portfolios that are completed throughout the 2 year course. Two of your portfolios will be assessed and/or moderated as part of your final grade. Mathematical Studies candidates are required to complete one, longer piece of coursework. In all courses the coursework comprises 20% of the final grade with the written examination making up the remaining 80%.

You will need to have a graphics calculator in order to start any of these courses. We recommend a TI84 Plus from Texas Instruments. These are available to purchase from the school. Instruction will be given in class using the TI84 Plus only.

### Course Objectives

Having followed any one of the mathematics courses in group 5, students are expected to know and use mathematical concepts and principles. In particular, students must be able to:

- read, interpret and solve a given problem using appropriate mathematical terms
- organise and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly

- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and the reasonableness of results
- recognise patterns and structures in a variety of situations, and make generalisations
- recognise and demonstrate an understanding of the practical applications of mathematics
- use appropriate technological devices as mathematical tools
- demonstrate an understanding of and the appropriate use of mathematical modelling.

## Mathematics at Higher Level

### Which students should take this subject?

This course is only for those students who are good mathematicians. If you have gained (or are going to gain) an A\*, A or B at IGCSE (or the equivalent) or expect a grade 6 or 7 in MYP Mathematics, then you would be suitably qualified to start this course.

### Course Outline

- Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Matrices
- Vectors
- Statistics and Probability
- Calculus
- One Option topic chosen from Statistics & Probability, Sets Relations & Groups, Series & Differential Equations, and Discrete Mathematics.

Students will be assessed through a final examination (80%) and through a number of portfolio tasks undertaken during the course (20%).

## Further Comments

IB Diploma Higher level mathematics is not for everybody, nor is it a requirement for entrance to University. If you have a logical mind and enjoy the idea of thinking about the whys and wherefores of Mathematics then this subject is for you - if not, then think very carefully about taking mathematics at higher level. Some people study Higher level Mathematics because they have a genuine interest in it and enjoy meeting its challenges and problems, others because they need mathematics for future studies in this subject or Physics, Engineering or Technology at University.

In Mathematics Higher level you will be expected to think, develop proofs, analyse, consider abstract concepts, and work independently.

## Mathematics at Standard Level

### Which students should take this subject?

This course is for those students who are good mathematicians but don't wish to take the higher level course. It is expected that you might be doing (now or in the future) other courses where you will need some more substantial knowledge of mathematics such as Physics or allied courses. If you have gained (or are going to gain) an A\*, A, B or a C (preferably at Extended level) at IGCSE, or a grade 5, 6 or 7 in MYP Mathematics, you would be suitably qualified to start this course. Some Universities require you to have at least studied this course in order to gain entry – make sure that you know what is required of you for further study.

## Course Outline

- Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Matrices
- Vectors
- Statistics and Probability
- Calculus

Students will be assessed through a final examination (80%) and through a number of portfolio tasks undertaken during the course (20%).

## MATHEMATICAL STUDIES at STANDARD LEVEL

### Which students should take this subject?

This course is for those students who wish to study for an IB diploma, yet are not so confident in their ability in mathematics, or they have not gained the required grades for the Higher or Standard Mathematics courses, or they do not require mathematics as an aid to study in other subjects (now or in the future). The course is designed to provide the skills to cope with the demands of a technological society for the non-specialist. As such, it supports work in subjects such as Environmental Systems and Societies, Geography and Biology. It focuses on the development of mathematical models to analyse real situations rather than developing techniques in depth.

## Course Outline

- Introduction to the Graphic Display Calculator
- Number and Algebra
- Sets, Logic and Probability
- Functions
- Geometry and Trigonometry
- Statistics

- Introductory Differential Calculus
- Financial Mathematics

Students will be assessed through a final examination (80%) and through a project undertaken in the third term of D1 and first term of D2 (20%).

## GROUP 6 The Arts

IB Diploma students may either choose **Visual Arts** or **Theatre** from Group 6, or one additional subject from Groups 1 or 2 (Languages), Group 3 (Individual and Societies) or from Group 4 (Experimental Sciences). Those IB Diploma students who wish to study **both Theatre and Visual Arts** will need to choose Environmental Systems & Societies as their trans-disciplinary subject for both Groups 3 and 4.

## VISUAL ARTS (Higher & Standard Levels)

### Which students would take this subject?

One of the fundamental aims of the Visual Arts Diploma course is to encourage students to become independent, self-motivated, imaginative and creative artists. Artists, who are critically aware of their own personal development, plus that of other practitioners, both past and present, in addition to the context in which artwork is created.

Some background in Art & Design, awareness of the Creative Cycle and experience of handling arts media is obviously an advantage. In some circumstances however, the course is

also accessible to students with little previous formal background in Art but with considerable enthusiasm and creative potential. In such cases, the student concerned should speak to the Art teacher, bringing with them any evidence of a keen interest in Visual Arts. Above all, students wishing to undertake this course should be:

**SELF MOTIVATED  
ENTHUSIASTIC  
DEDICATED  
HARDWORKING  
& PASSIONATE ABOUT VISUAL  
ARTS!**

**Course Objectives**

Students are encouraged to develop as independent artists, demonstrating growth and commitment and following the Creative Cycle. They research, explore and develop their ideas for Studio Work within their Investigation Workbooks

**Investigation Workbooks**

These are working journals that should reflect a student's development as an artist. In them they should incorporate contextual, visual and critical investigation and understanding of their own development, plus an awareness of relevant aspects of art history and contemporary art issues. They are more than just sketchbooks or scrapbooks and should combine illustrative and written work, providing an opportunity for reflection and discovery and play a key role in allowing ideas to take shape and grow.

At both Higher and Standard Level the Investigation Workbooks must have a close relationship to, and reflect developments in the Studio Work.

**Studio Work**

This is the practical artwork that students produce in the eighteen months that they have before the final exam. Their studio work must reflect their interests as an artist and show considerable experimentation and research. They should aim to work in a range of media and use a variety of different techniques, but most importantly their work must show imaginative, creative thinking and self-expression.

They will have the opportunity to work in the areas of:

- DRAWING AND PAINTING
- PRINTMAKING
- THREE DIMENSIONAL ART
- TEXTILES
- MIXED MEDIA
- COMPUTER AIDED IMAGERY
- PHOTOGRAPHY

They are not expected to be an expert in all of these areas. Work of quality in two or three areas, which shows maturity is preferable to a superficial understanding of a large number of techniques. In other words they should try not to produce every piece of work using a technique that they feel comfortable with, but be prepared to experiment with techniques and media that are new to them. At the same time, they should avoid flitting from one new technique to another without doing anything in depth. Their work must show integrity and a depth of maturity.

The aim is that their work will be personal and individual. After the input given in a series of practical workshops

initially in term 1 and the first few starting points, the teacher will not be able to tell them what to do all the time. The IB diploma is not assessed purely on technical ability but on imaginative and creative ideas, and they have to be individual and researched in depth. The teacher will give guidance and advice but will not spoon-feed! Towards the end of the first term students all work on their own individual themes and ideas and this continues throughout the course.

### **Course Outline HIGHER LEVEL**

(240 hours)

Studio Work: 60% of overall mark

(144 hours)

**plus**

Investigation Workbooks: 40% of overall mark (96 hours)

### **STANDARD LEVEL**

(150 hours)

Studio Work: 60% of overall mark

(90 hours)

**plus**

Investigation Workbook: 40% of overall mark (60 hours)

The difference in the expectations at Higher Level and Standard Level is indicated by the difference in recommended total teaching times.

At the end of the course all students mount an exhibition of all their work. This exhibition plus an interview with the external examiner is the final exam. The Investigation Workbooks are also assessed by the Art teacher.

### **Further Comments**

This is a mature and contemporary course, offering exciting opportunities to anyone with a love of Visual Arts, whether they are

a drawer or painter, sculptor, printmaker, photographer or artist of any other discipline. It enables students to significantly build upon knowledge and skills learnt previously and also to produce a considerable portfolio for those considering further Arts education. IB Diploma Visual Artists are frequently accepted direct on to Arts degree courses as it is widely recognised to be the best foundation for such. At the same time, for those not intending to follow the Visual Arts, it provides balance and complements the other diploma subjects very well indeed.

### **THEATRE (Higher and Standard Levels)**

***Please note: the Theatre course will only run if a minimum of FIVE students opt to take it.***

### **Which students would take this subject?**

Students who wish to explore a more theoretical and research-based approach to theatre, in addition to continuing the “hands-on”, creative approach to learning established in MYP. The theatre course emphasizes the importance of working individually and as a member of an ensemble. A genuine willingness to understand alternative views, to respect and appreciate cultural diversity, and to see the varied role that theatre plays in reflecting these is required.

### **Course Objectives**

The Diploma Programme theatre course is designed to encourage students to examine theatre in its diversity of forms around the world. This is achieved through a critical study of the theory,

history and culture of theatre, and will find expression through workshopping, devised work or scripted performance. Students will come to understand that the act of imagining, creating, presenting and critically reflecting on theatre in its past and present contexts embodies the individual and social need to investigate and find explanations for the world around us.

### **Course Components**

Students are required to explore these three areas from the perspective of dramaturg, director, performer, group ensemble, production team and spectator.

#### **a) Theatre in the Making**

The focus of theatre in the making is on the process of theatre making rather than the presentation of theatre. It encompasses the acquisition and development of all skills required to create, present and observe theatre. It is exploratory in nature.

#### **b) Theatre in Performance**

The focus of theatre in performance is on the application of skills developed in theatre in the making. This involves students in various aspects of presenting theatre, where their practical skills can be applied in different roles (as performers and as part of the production team), while also building upon the knowledge they have acquired in other areas.

#### **c) Theatre in the World**

The focus of theatre in the world is on a practical and theoretical exploration of a range of theatre traditions and cultural practices around the world. It allows students to explore the origins and traditions of a variety of theatre conventions and practices from diverse cultural and historical contexts.

#### **d) Independent Project: Higher and Standard**

The Journal is a means of recording personal growth in theatre and lays a foundation for the independent project portfolio.

Students at HL are required to choose one from the following two options.

**Option A: Devising practice** – allows students to develop and explore in depth the devising and actualization of a performance concept.

**Option B: Exploring practice** – allows students to undertake a comparative study of theatre in advanced practice.

Students at SL are required to pursue an independent interest in theatre, which may have arisen from their studies within the course.

### **Assessment: Higher and Standard**

**External Assessment 50%**

**Research Investigation 25%**

Students are required to produce a research investigation of 1,500 – 1,750 words (SL) or 2,000 – 2,500 words (HL) with supporting visual materials.

**Practical Performance Proposal 25%**

Students are required to produce a proposal of 250 words with supporting visual materials (SL and HL) and a report of 1,000 – 1,500 words (HL only)

**Internal Assessment 50%**

**Theatre Performance and Production Presentation 25%**

Students are required to do an oral presentation lasting 20 minutes with 5 – 7 images (SL) or 30 minutes with 7 – 10 images (HL).

**Independent Project Portfolio 25%**

SL: Students are required to produce a portfolio of 2,000 words on their Independent Project and its connection to their experiences in the core syllabus.

HL: Students are required to produce a portfolio of 3,000 words on their Independent Project (either option A or option B) and its connection to their experiences in the core syllabus.



## ISM

## Grading

ISM reports will be based on practical class work, performance, journals, research and oral presentations.

## Further Comments:

Having followed the theatre course at HL or SL, students will be expected to:

- Demonstrate a theoretical and practical knowledge of theatrical traditions from more than one culture
- Demonstrate an understanding of production elements and theatre practices
- Evaluate critically a range of diverse performances
- Engage practically in creating and presenting performances, which will include a basic level of technical proficiency
- Reflect on their own development in theatre through continual self-evaluation and recording
- Acquire appropriate research skills and apply them
- Demonstrate an ability to interpret play texts and other types of performance texts analytically and imaginatively
- Demonstrate initiative and perseverance in both individual and group projects.

Additionally, students at HL will be expected to:

- Evaluate the relevance of selected research sources to personal practice
- Demonstrate an understanding of the complex processes of performance, from its initial conception to the impact the final result leaves on spectators

## THEORY OF KNOWLEDGE

The Theory of Knowledge (TOK) requirement is central to the educational philosophy of the Diploma Programme. It offers students and their teachers the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge, and to consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world. It prompts students' awareness of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge and to recognize the need to act responsibly in an increasingly interconnected but uncertain world.

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these questions is "How do we know?" The critical reflection encouraged in students is a foundation for developing international awareness.

All Diploma Programme subjects aim to encourage in all students an appreciation and understanding of cultures and attitudes other than their own, but in this particular respect, TOK has a special

role to play. It is a stated aim of TOK that students should become aware of the interpretative nature of knowledge, including personal and ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected.

### **Programme outline:**

- 1) The role of perception, language, reason and emotion in knowledge.
- 2) The requirements of logical rigour for knowledge.
- 3) Different systems of knowledge - social science, history, natural science and mathematics.
- 4) Value judgements as knowledge - moral, political and aesthetic judgement.
- 5) The concepts of Knowledge and Truth.

The IB Diploma combines the Theory of Knowledge assessment with that of the Extended Essay to award up to three bonus points for the Diploma.

### **THE EXTENDED ESSAY**

A required component of the full Diploma Programme, the extended essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. It is given much importance by students, teachers and universities, because it provides practical preparation for the kinds of undergraduate research required at tertiary level. From the choice of a suitable research question, to the final completion of the extended essay, students must produce their piece within the constraints of time, essay length and available resources. This

component provides an opportunity to engage in an in-depth study of a topic of interest within a chosen subject.

Emphasis is placed on the research process, on the appropriate formulation of a research question, on personal engagement in the exploration of the topic, and on communication of ideas and development of argument. It develops the capacity to analyse, synthesize and evaluate knowledge, with a personal choice of topic from within any subject area. Students are supported and encouraged throughout the research and writing with advice and guidance from a supervisor.<sup>1</sup>

### **SAT Preparation**

For students considering applying for university admission in the United States, a good SAT Reasoning Test score is invaluable. The SAT (Scholastic Aptitude Test) Reasoning Test is a three hour, forty five minute test of verbal and mathematical skills. ISM is a test centre for SAT and offers IB Diploma students SAT preparation classes in English and Mathematics. Any student who is considering further study in the USA should attend these classes.

### **CALCULATORS**

Sophisticated calculators are now important tools in mathematics and science; training in their use is part of education in these fields.

Use of a graphic display calculator is an IB **requirement** for Mathematics HL, Mathematics SL, and Mathematical

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<sup>1</sup> From *A Basis for Practice: the Diploma Programme*  
[www.ibo.org](http://www.ibo.org)

Studies SL. All IB diploma examinations which permit calculator use allow the use of graphic display calculators.

In view of these expectations we require every student studying IB Diploma Mathematics courses to have their own graphic display calculator. Instruction will be given in the use of Texas Instruments model TI-84 plus. These models can be purchased through the school.

### **CAS (Creativity, Action, Service)**

All D1 & D2 students are required to take part in our Creativity, Action, Service programme, which offers a wide variety of non-academic afternoon activities.

The CAS programme is a requirement for the IB Diploma and it is an ISM Graduation requirement that all D1 & D2 students, whether HSD students or those attempting the full IB Diploma, choose 3-4 hours of activities each week (lasting between 1-2 hours each). Some activities (e.g. woodwork, mosaics or playing a musical instrument) are considered as essentially Creative, others (e.g. working with street children) are seen as a Service. Most activities require Action and many combine all three CAS elements (e.g. designing and teaching a swimming programme for 5 year olds).

All students are expected to include at least one activity involving service to the community outside the school, one creative activity as well as one hour of sport every week within this programme.

Students have to keep regular records of activities undertaken, and to write a short evaluation at the end of each project. There is a member of staff responsible for co-

ordinating the CAS Programme throughout the school.

The CAS programme offers the opportunity for students to put themselves in new situations. If a student chooses to teach English or Craft to primary school children, or to work in a community building group, or to grasp the principles of chess, they will learn more than that activity alone. They learn from their reactions to it, to people and needs they have not met before and students often create their own initiatives and ideas in response to a project.

Both the IB Organisation and ISM feel strongly that through this programme students can learn more about themselves and their own potential and about their relationship and responsibility to the society around them.

Students receive details of all the CAS projects during the D1 orientation week. Choose well.

### **MUSIC**

We offer individual music instrumental lessons by accomplished musicians in eg piano, violin, clarinet, flute, saxophone, recorder, guitar (folk, rock and classical) percussion and drum kit. We have a wide selection of sheet music for solo and ensemble repertoire.

ISM is an examining centre for the Associated Board of the Royal Schools of Music (ABRSM). We offer practical and theory exams every year, from Grade 1 – Grade 8 in both theory and practical (performance). An examiner from ABRSM comes annually to Moshi from the UK to conduct music exams.

Grades 7 or 8 awards from the ABRSM can count towards UCAS points total for students going to British universities.

We have six practice rooms, five equipped with electric clavinos (electronic pianos) and one with a top of the range Yamaha upright piano. We have a wide range of other instruments available for hire, including violins, acoustic guitars, flutes and many other instruments. We also have electric guitars, an electric bass guitar, an electro-acoustic guitar and amplifiers.

In addition the department has recording equipment and music technology including software such as 'Cool Edit' and 'Sibelius' – a top composition programme.

There are various ensembles: steel band, rock band, recorder ensemble, choir, and there is a concert every term. We encourage students to perform here and of course in any joint music/drama productions, such as recent productions of 'Joseph' and 'Oliver'. A number of IB Diploma students have used this as an opportunity to experience teaching practical music skills to the wider community eg the children at Mkombozi.

## **SPORT**

Although there are no formal Physical Education lessons for IB Diploma students during tuition time, all IB Diploma students are expected to take part in at least one sporting activity a week as part of the CAS programme. However, IB Diploma students are actively encouraged to take part in as many sports as possible, time permitting.

The sports available in the afternoons are varied and numerous, so there should be something to suit everyone. Activities include the traditional team sports such as Soccer, Cricket, Hockey, Netball, Volleyball

and Basketball, as well as Badminton, Tennis, Rugby, Aerobics and Swim Club. Fixtures take place regularly against local schools and other International Schools in the region. Nearly all of the activities are open to both sexes and many run all year round. Students are also able to make use of the weight-training room in their free time.

IB Diploma students also play an active part in the school house system. There are three houses and sports competitions between the houses take place throughout the year.

## **LIFE SKILLS**

All IB Diploma students follow a two year course in Life Skills. The course is a continuation of the Life Skills curriculum that runs throughout the secondary school. At IB Diploma level lessons aim to cover social, personal and practical skills and topics which relate particularly to young adults in preparation for life after school. To begin with, much of the work concerns career or college/university preparation. Personal skills and career opportunities are also explored; CVs (résumés) and applications are written and interview techniques are practised. In addition, we focus on interpersonal skills, group dynamics and the practical skills which our students will need to use on leaving school - for example basic cookery, budgeting of personal finances, debating and discussion skills. We also look at some of the issues students studying in a new country may have to deal with such as loneliness, homesickness and racism.

## **COLLEGE GUIDANCE**

The goal of the College Guidance Programme is to provide assistance to each student as they prepare to for post-secondary studies around the world. The programme aims to provide students with all the available and relevant data on which to base a decision to apply and/or attend a

specific college or university. The programme will also prepare transcripts, school profiles and teacher recommendations, which will promote the student's candidacy by highlighting known skills, achievements and potential.

**This page is designed to help you think through some of the issues involved in making your subject choices at IB Diploma. Unfortunately, it is not always possible to do the exact combination you might want to, partly because of the IB Diploma Subject Groups requirements, and sometimes because of timetabling restrictions.†**

**Name:** \_\_\_\_\_

Fill in the following information to help you choose subjects for future study .  
Write down the three subjects you are best at:-

.....  
Write down the three subjects you enjoy the most:-

.....  
Write down two subjects you think will be most useful in your imagined future career :-

a	b	c	d	e	f
English A1 Higher	English B Higher	Geography Higher	Biology Higher	Chemistry Higher	Mathematics Higher
English A1 Standard	English B Standard	Geography Standard	Biology Standard	Chemistry Standard	Mathematics Standard
French A1 Higher	French B Higher	Economics Higher	Physics Higher	History Higher	Mathematical Studies Standard
French A1 Standard	French B Standard	Economics Standard	Physics Standard	History Standard	
Swahili A1 Higher	Swahili B Higher	ITGS Higher	Environmental Systems & Societies Standard	Visual Arts Higher	
Swahili A1 Standard	Swahili B Standard	ITGS Standard		Visual Arts Standard	
	Swahili <i>ab initio</i> Standard	Theatre Higher‡			
		Theatre Standard§			

† The subjects available for study in 2009/2011 may be subject to change depending on the level of enrolment in the various courses. Other languages such as Dutch, German, Gujarati, etc may be available if a teacher is available. Additional expenses for these may be passed on to parents.

‡ Theatre can only be offered if there is a *minimum* class size of five opting for it.

§ Theatre will only be offered if there is a *minimum* class size of five opting for it.

## Policy on Full Diploma Place Retention

	1 <sup>st</sup> Quarter Achievement Grades	2 <sup>nd</sup> Quarter Achievement Grades	1 <sup>st</sup> Year Exam Grades
<b>Minimum acceptable</b>	19 points total 9 points in higher levels	21 points total 10 points in higher levels	22 points total 10 points in higher levels
<b>Consequence if minimum not achieved</b>	Reduced programme required	Reduced programme required	Re-sit examinations in August or reduced programme

At the end of the first quarter of their D1 year, all full diploma students will be expected to have a minimum of 19 points (obtained by adding the reported achievement grades from their six subjects excluding ToK and EE). Any student achieving fewer than 19 points at this stage, or who have fewer than 9 points in their higher level subjects, will be required to undertake a reduced programme with either fewer subjects or with fewer higher levels in consultation with the Diploma Programme Coordinator. All students with 19 to 22 points (or with 9 or 10 HL points) will be warned that they will need to reduce their programme of study if they do not receive **more than 20** points (and more than 9 points in their higher levels) by the end of the second quarter – this will also be communicated to parents.

At the end of the second quarter, all full diploma students will be expected to have a minimum of 21 points (obtained by adding the reported achievement grades from their six subjects excluding ToK and EE). Any student achieving fewer than 21 points at this stage (or achieving fewer than 10 HL points) will be required to undertake a reduced programme with either fewer subjects or with fewer higher levels in consultation with the Diploma Programme Coordinator. Students with 21 to 23 points (or will 10 or 11 HL points) will be warned that they may need to reduce their programme of study if they do not receive more than 21 points (and more than 9 HL points) in the end of year D1 examinations – this will also be communicated to parents.

At the end of the D1 year, all full diploma students will be expected to have a minimum of 22 points (obtained by adding the end-of-year examination grades from their six subjects excluding ToK and EE). Any student achieving fewer than 22 points (or fewer than 10 HL points) at this stage will be required to take re-sit examinations before the start of the D2 school year in subjects and at times and on dates set by the Diploma Programme Coordinator. If, after the resit examinations, the total points score is still less than 22 points (or HL points are below 10), the student will be required to reduce their programme of study.

It should be noted that the above points represent the absolute minimum points acceptable and are well below the desirable level of achievement of a full diploma student. The Diploma Coordinator, in agreement with the Head of Campus, may make exceptions to this policy in individual cases where unusual circumstances apply (for example, long-term or serious illness).

## Internal Assessment Deadlines 2009/11<sup>1</sup>

	English A1 HL	English A1 SL	French A1 H/S	Swahili A1 H/S	English B H/S	French B H/S	Swahili B H/S	Swahili <i>Ab Initio</i>	Economics H/S	Geography H/S	History H/S
<b>Year: D1</b>											
Qtr 1											
Qtr 2											
Qtr 3	Pt 4 Oral		Pt 4 Oral						Portfolio 1 Portfolio 2		
Qtr 4	World Lit '2' Exam	Part 4 Oral Exam	World Lit '2' (HL only) Exam	Part 4 Oral Exam	Exam	Exam	Exam	Exam	Portfolio 3 Exam	Exam	Historical Investigation Exam
<b>Year: D2</b>											
Qtr 1				World Lit '2' (HL only)			Oral Presentation Mock Exams		Portfolio 4 Portfolio 5	Internal Assessment Completed	
Qtr 2	World Lit '1'	World Lit '1'	World Lit '1'	World Lit '1'	Oral Presentation		Final Exams		Portfolio 6		
Qtr 3	Mock Exams Pt 2 Oral	Mock Exams Pt 2 Oral	Mock Exams Pt 2 Oral	Mock Exams Pt 2 Oral	Mock Exams	Mock Exams Oral Presentation		Mock Exams Oral Presentation	Mock Exams	Mock Exams	Mock Exams
Qtr 4	IBDP Final Exams										

<sup>1</sup> IA deadlines may be subject to some change

## Internal Assessment Deadlines 2009/11<sup>2</sup>

	ITGS H/S	Biology H/S	Chemistry H/S	Env Systems	Physics H/S	Maths HL/SL	Maths Studies	Visual Arts H/S	Theatre H/S	TOK	Extended Essay	CAS
<b>Year: D1</b>												
Qtr 1		IA ongoing throughout the course	IA ongoing throughout the course	IA ongoing throughout the course	IA ongoing throughout the course			DP intro & foundation - guided				
Qtr 2	Portfolio 1 HL					Portfolio						CAS Folders checked
Qtr 3	Portfolio 2 HL	Group 4 Project	Group 4 Project	Group 4 Project	Group 4 Project	Portfolio		Investigation & studio work			Area decided, supervisor appointed	CAS Folders checked
Qtr 4	Portfolio 3 HL Exam	Exam	Exam	Exam	Exam	Portfolio Exam	Exam	Exhibition	Research Investigation	Oral Presentation Exam	Choose essay topic, decide research question	CAS Folders checked
Qtr 1						Portfolio		Investigation & studio work				CAS Folders checked
<b>Year: D2</b>												
Qtr 2	Project SL Portfolio Extension HL		Completed Practical Portfolio	Completed Practical Portfolio	Completed Practical Portfolio	Portfolio	Maths Project		Independent Project Portfolio	Essay	Essay submitted	CAS Folders checked
Qtr 3	Mock Exams	Mock Exams Completed IA Practical Portfolio	Mock Exams Completed IA Practical Portfolio	Mock Exams Completed IA Practical Portfolio	Mock Exams Completed IA Practical Portfolio	Mock Exams All Portfolios completed	Mock Exams	Mock Exhibition Record Booklets Final Exhibition	Practical performance proposal Theatre performance and production presentation	Oral Presentation		CAS Folders to be handed in
<b>IBDP Final Exams</b>												

<sup>2</sup> IA deadlines may be subject to some change