



ISNS
— EST 2002 —

HIGH SCHOOL COURSE GUIDE

2019-2020



The International School of Nanshan Shenzhen

Our Vision

ISNS will be an inspirational force for young people to reach their full potential as successful, empowered citizens of the world.

Our Mission

ISNS develops globally responsible and compassionate young people by encouraging them to become active and inquiring life-long learners within an intercultural community.

Our Beliefs & Values

We believe ...

- In the worth of every student
- In excellence in all our work
- In tolerance for all people
- In taking care of our world



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The International Baccalaureate Diploma Programme (IB DP) at ISNS

The International Baccalaureate Diploma Programme (IBDP) is designed for students aged 16-19. At ISNS, students can follow either the full IB Diploma Programme or their choice of individual IB Diploma courses.

The Diploma Programme is internationally recognized as an outstanding preparation for future academic studies at the university level. In addition to providing a sound and well-rounded academic base, the IB Diploma Programme builds research skills, encourages independent thinking and a positive attitude towards learning, and promotes personal and social responsibility.

IB students at ISNS following the full Diploma Programme (leading to an IB Diploma) take the core requirements, which consist of:

- Extended Essay (EE)
- Theory of Knowledge (TOK)
- Creativity, Activity, Service (CAS)

Students must also choose one subject from each of the six course groups: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Experimental Sciences, Mathematics and The Arts. Three subjects will be studied at the Higher Level (HL) and three at the Standard Level (SL).

ISNS students who are not following the full Diploma Programme may take six DP subjects in any combination of Higher Level and Standard Level courses that meets their learning needs. They may choose to be enrolled as official IB Course Candidates (which require the completion of IB external assessments as well as ISNS internal assessments) or New Brunswick stream candidates (only ISNS internal assessments). IB Course Candidates will receive an official IB certificate of completion for each course they complete, as well as a New Brunswick, Canada, diploma. Students not enrolled as full DP students or IB Course Candidates will receive a New Brunswick, Canada, diploma.

All students at ISNS will be required to complete the Creativity, Activity and Service (CAS) component, regardless of the stream chosen:

- Creativity encourages students to engage in the arts and creative thinking
- Activity seeks to develop a healthy lifestyle through physical activity
- Service within the community offers a vehicle for new learning with academic value

These three strands, through experiential learning, enable students at ISNS to develop holistically and prepare them for their future endeavours.



The IB DP Framework:





English A: Language and Literature - HL

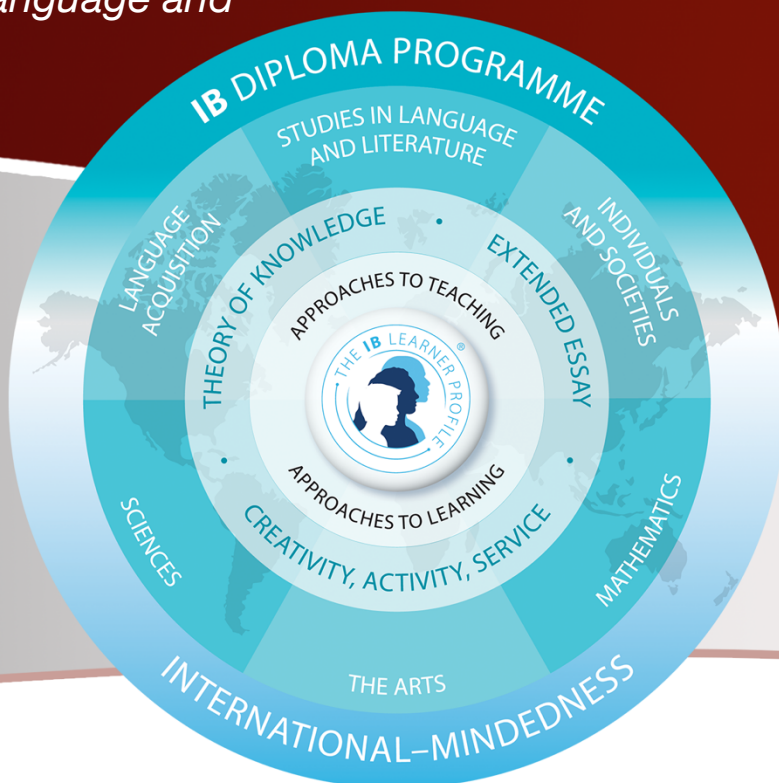
International Baccalaureate

Group 1: Studies in Language and Literature

Course Description

The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.



Course Aims

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

Assessment

Assessment	
Paper 1 Guided literary Analysis 35%	Final External Exam: DP2
Paper 2 Comparative Essay 25%	Final External Exam: DP2
Higher Level Essay 20%	External Assessment: DP2
Individual Oral 20%	Internal Assessment: DP1

Course Outline

Unit	Topic
1	History and Evolution of the English Language
2	Things Fall Apart by Chinua Achebe
3	The World's Wife by Carol Ann Duffy
4	Perfume by Patrick Suskind
5	Mass Media & Advertising
6	MAUS by Art Spiegelman
7	Language of Speeches
8	The Doll's House by Henrik Ibsen
9	Music & Social Expression
10	1984 by George Orwell





English A: Language and Literature - SL

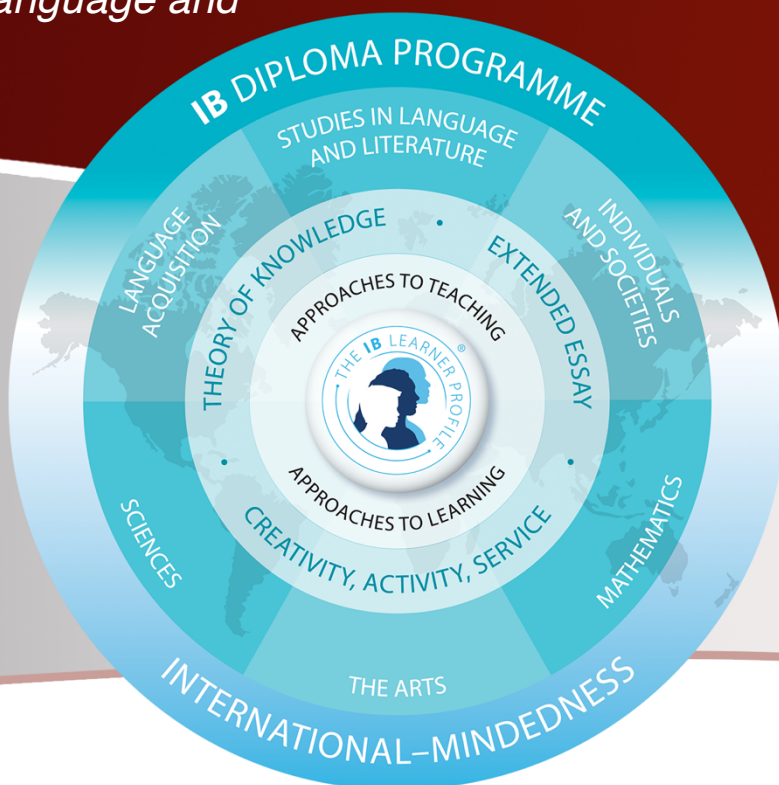
International Baccalaureate

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Course Description

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Course Aims

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Assessment

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Paper 2 Comparative Essay 35%	Final External Exam: DP2
Individual Oral 30%	Internal Assessment: DP1

Course Outline

Unit	Topic
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2	Things Fall Apart by Chinua Achebe
3	The World’s Wife by Carol Ann Duffy
5	Mass Media & Advertising
6	MAUS by Art Spiegelman
7	Language of Speeches
8	The Doll’s House by Henrik Ibsen
9	Music & Social Expression





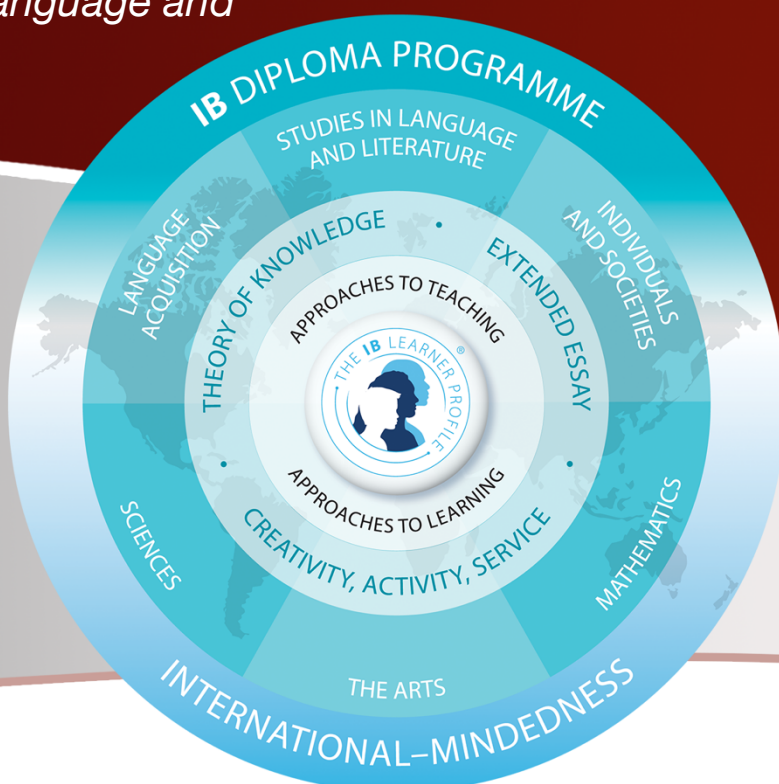
Chinese A: Language and Literature - HL

International Baccalaureate

Group 1: Studies in Language and Literature

Course Description

The language A: In language and literature course students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.



Aims and Objectives

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

Assessment Calendar

Assessment	Due Date
Paper 1 Guided Textual Analysis (35%)	External Exam: May (DP2)
Paper 2 Comparative Essay (25%)	External Exam: May (DP2)
Individual Oral (20%)	Practice 1: April DP1 Practice 2: May DP1 Submission: March DP2
HL Essay (20%)	Practice 1: January DP1 Practice 2: February DP2 Submission: March DP2

Course Outline

Unit	Topic
1	语言和社会群体
2	语言和等级意识
3	语言：性和性别
4	语言和文化生态
5	体裁和交流方式
6	媒体和大众传播
7	语言的效力
8	加缪的《据外人》
9	追风筝的人
10	骆驼祥子 -老舍
11	杜甫诗集
12	台北人---白先勇
13	野草集





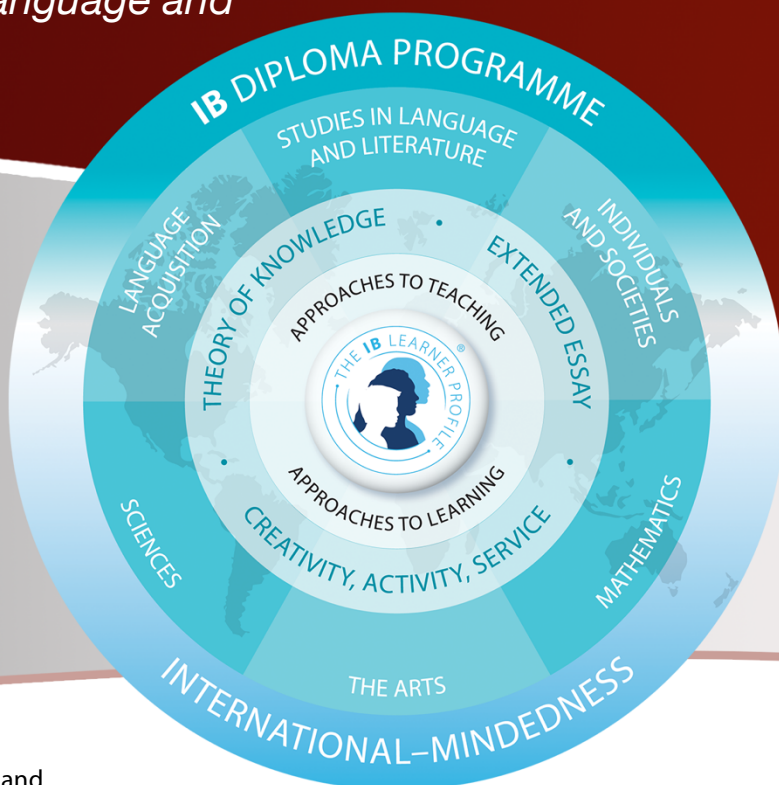
Chinese A: Language and Literature - SL

International Baccalaureate

Group 1: Studies in Language and Literature

Course Description

The language A: In language and literature course students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.



Aims and Objectives

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

Course Outline

Unit	Topic
1	语言和社会群体
2	语言和等级意识
3	语言和性别观念
4	语言和文化生态
5	体裁和交流方式
6	媒体和大众传播
7	语言的效力
8	局外人
9	追风筝的人
10	杜甫诗集
11	台北人---白先勇

Assessment Calendar

Assessment	Due Date
Paper 1 Guided Textual Analysis (35%)	External Exam: May (DP2)
Paper 2 Comparative Essay (35%)	External Exam: May (DP2)
Individual Oral (30%)	Practice 1: April DP1 Practice 2: May DP1 Submission: March DP2





English B - HL

International Baccalaureate

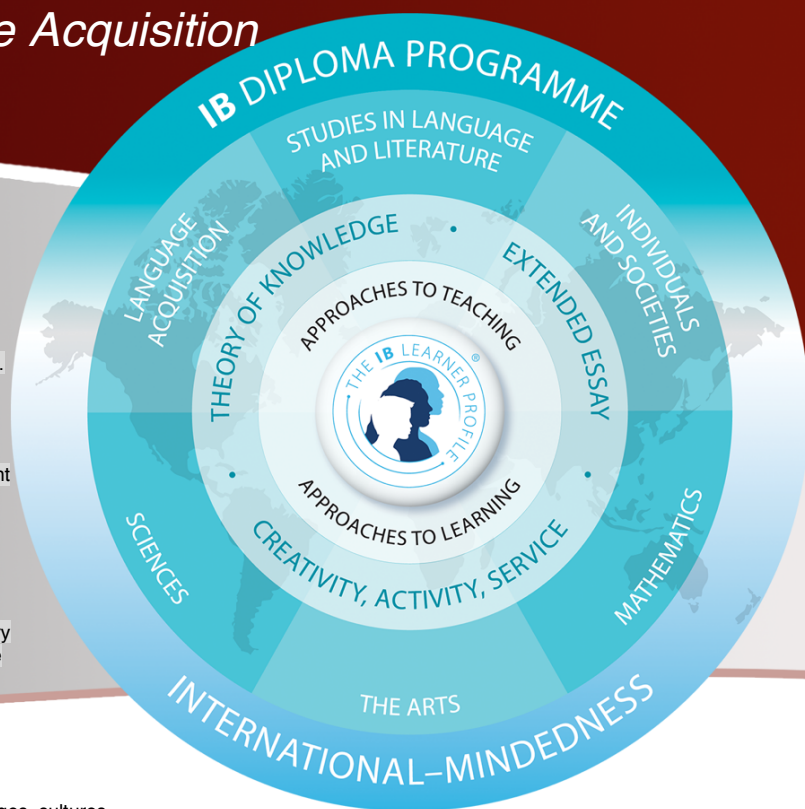
Group 2: Language Acquisition

Course Description

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate.



Aims and Objectives

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

Assessment Calendar

Assessment	Due Date
Paper 1 (productive skills) One writing task from a choice of three Writing (25%)	External Exam: May (DP2)
Paper 2 (receptive skills) Separate sections for listening and reading Listening (25%) Reading (25%)	External Exam: May (DP2)
Individual Oral Assessment (25%)	Practice 1: April (DP1) Practice 2: December (DP2) Submission: March (DP2)
Interactive Oral Activity (10%)	Practice 1: October (DP1) Practice 2: May (DP1) Practice 3: March (DP2) Submission: April (DP2)

Course Outline

Unit	Topic
1	Identities: Fit for life
2	Experiences: Sketching our lives!
3	Human ingenuity: Celebrity
4	Social organization: Volunteering
5	Sharing the planet: Protecting the planet
6	Identities: Who we are!
7	Experiences: Facing life's challenges
8	Human ingenuity: Scientific and technological innovation
9	Social organization: 21st-century learning
10	Sharing the planet: Our rights!





Chinese B - HL

International Baccalaureate

Group 2: Language Acquisition

Course Description

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

Aims and Objectives

Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.

Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.

Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.

Develop students' understanding of the relationship between the languages and cultures with which they are familiar.

Develop students' awareness of the importance of language in relation to other areas of knowledge.

Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.

Provide students with a basis for further study, work and leisure through the use of an additional language.

Foster curiosity, creativity and a lifelong enjoyment of language learning.



Assessment Calendar

Assessment	Due Date
Paper 1 (productive skills) One writing task from a choice of three Writing (25%)	External Exam: May (DP2)
Paper 2 (receptive skills) Separate sections for listening and reading Listening (25%) Reading (25%)	External Exam: May (DP2)
Individual Oral Assessment (25%)	Practice 1: April (DP1) Practice 2: December (DP2) Submission: March (DP2)
Interactive Oral Activity (10%)	Practice 1: October (DP1) Practice 2: May (DP1) Practice 3: March (DP2) Submission: April (DP2)

Course Outline

Unit	Topic
1	Identity
2	Experiences
3	Human Ingenuity
4	Social Organization
5	Sharing the planet





Chinese B - SL

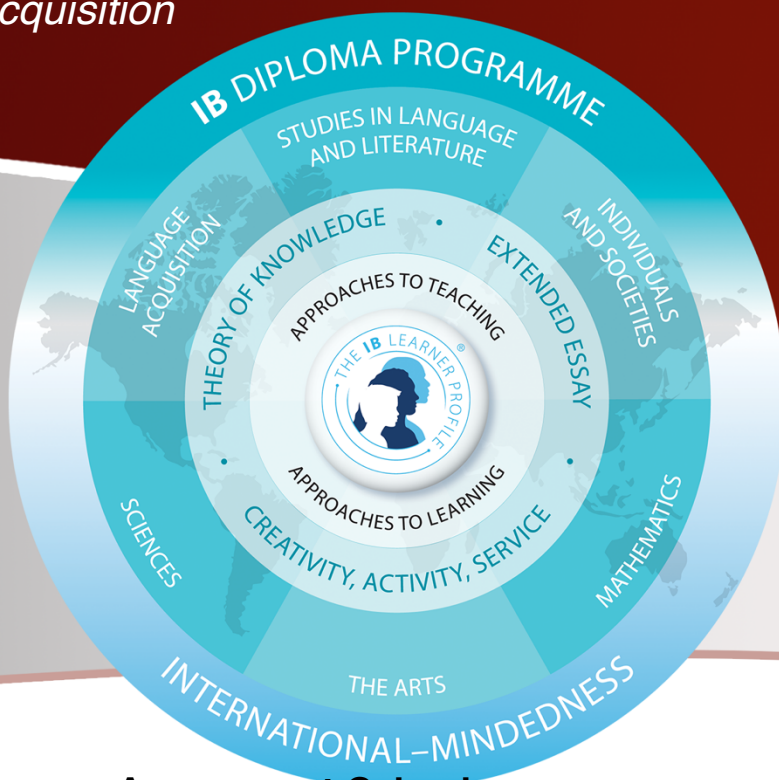
International Baccalaureate

Group 2: Language Acquisition

Course Description

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Language B SL students learn to communicate in the target language in familiar and unfamiliar contexts. The students are expected to develop in receptive, productive and interactive skills.



Aims and Objectives

Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.

Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.

Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.

Develop students' understanding of the relationship between the languages and cultures with which they are familiar.

Develop students' awareness of the importance of language in relation to other areas of knowledge.

Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.

Provide students with a basis for further study, work and leisure through the use of an additional language.

Foster curiosity, creativity and a lifelong enjoyment of language learning.

Assessment Calendar

Assessment	Due Date
Paper 1 (productive skills) One writing task from a choice of three Writing (25%)	External Exam: May (DP2)
Paper 2 (receptive skills) Separate sections for listening and reading Listening (25%) Reading (25%)	External Exam: May (DP2)
Individual Oral Assessment (25%)	Practice 1: April (DP1) Practice 2: December (DP2) Submission: March (DP2)
Interactive Oral Activity (10%)	Practice 1: October (DP1) Practice 2: May (DP1) Practice 3: March (DP2) Submission: April (DP2)

Course Outline

Unit	Topic
1	Identity
2	Experiences
3	Human Ingenuity
4	Social Organization
5	Sharing the planet





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Mandarin ab initio

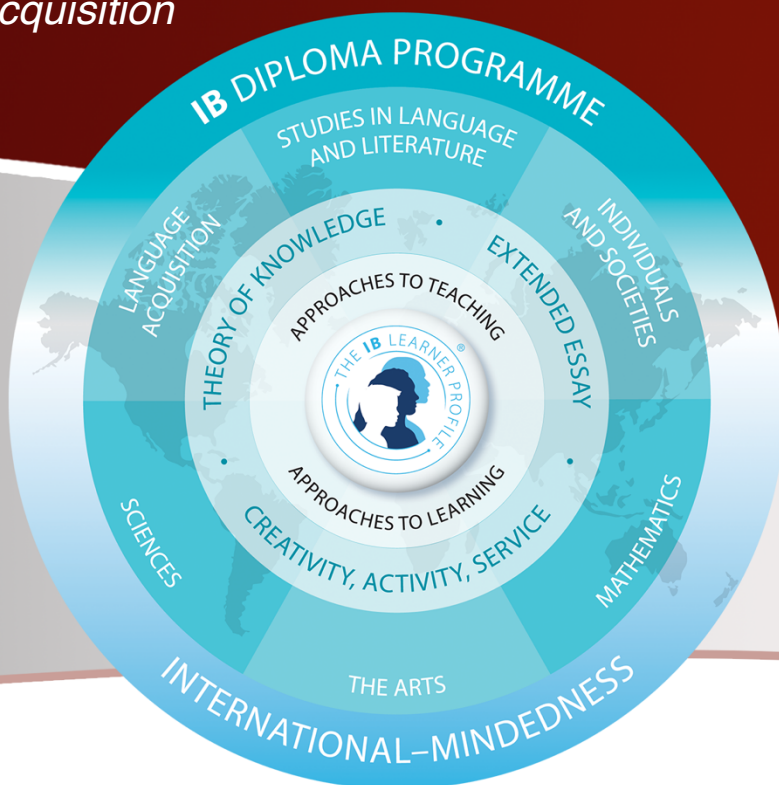
International Baccalaureate

Group 2: Language Acquisition

Course Description

The IB DP Mandarin ab initio is a language acquisition course designed for students with no or limited prior experience of Mandarin.

At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in Mandarin in familiar and unfamiliar contexts.



Aims

- develop international-mindedness through the study of language
- enable students to communicate in the language they have studied in a range of contexts and for a variety of purpose
- encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- develop students' understanding of the relationship between the languages and cultures with which they are familiar
- develop students' awareness of importance of language in relation to other areas of knowledge
- provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills
- provide students with a basis for further study, work and leisure through the use of an additional language
- foster curiosity, creativity and a lifelong enjoyment of language learning.

Objectives

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Assessment Calendar

Assessment	Due Date
Paper 1: Productive skills - Writing (25%)	External Exam: May (DP2)
Paper 2: Productive Skills – Listening(25%) and reading (25%)	External Exam: May (DP2)
Individual oral assessment (25%)	Submission due: April (DP 2)

Theme and topics

Theme	Topic
Identity	Personal attributes, personal relationships, eating and drinking, physical well-being
Experience	Daily routines, leisure, holidays, festivals and celebrations
Human ingenuity	Transport, entertainment, media, technology
Social organization	Neighbourhood, education, the workplace, social issues
Sharing the planet	Climate, physical, geography, the environment, global issues



ib Diploma Programme



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Economics - HL

International Baccalaureate

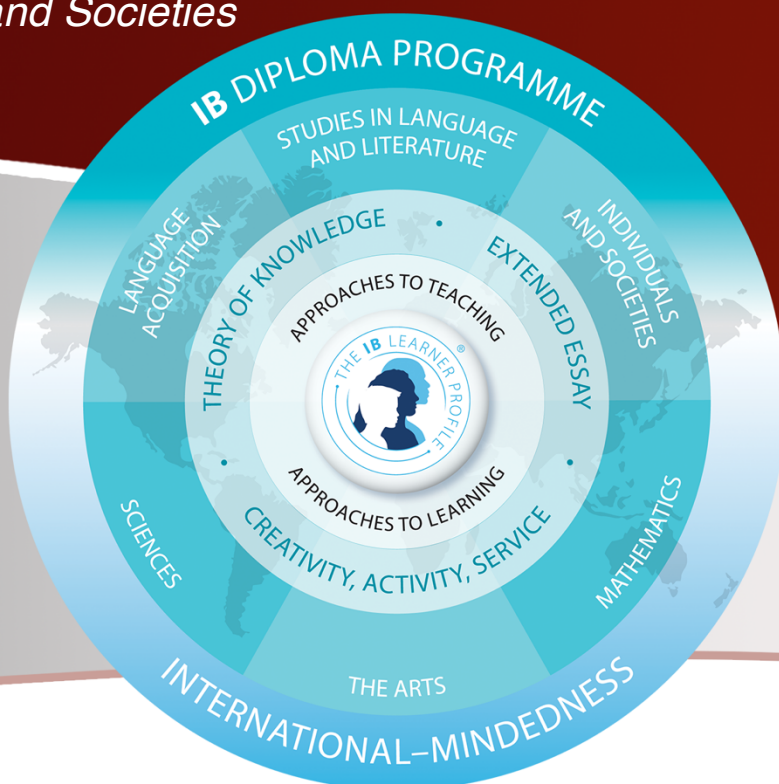
Group 3: Individuals and Societies

Course Description

Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about the concept of scarcity and the problem of resource allocation. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements and relate to many other fields of study.

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.



Aims and Objectives

- Provide students with a core knowledge of economics
- Encourage students to think critically about economics
- Promote an awareness and understanding of internationalism in economics
- Encourage students' development as independent learners
- Enable students to distinguish between positive and normative economics
- Enable students to recognize their own tendencies for bias.

Course Outline

Unit	Topic
0	Foundations of Economics
1	Competitive Markets – Demand & Supply
2	Elasticities
3	Government Intervention
4	Market Failure
5	Theory of the Firm
6	Overall Economic Activity – AD & AS
7	Macroeconomic Objectives
8	Policies – Fiscal, Monetary, and Supply-Side
9	International Trade and Protectionism
10	Exchange Rates, Balance of Payments, Economic Integration, & Term of Trades
11	Economic & Measurement Development
12	Domestic & International Factors and Economic Development
13	Foreign Investment, Aid, Trade, Debt, and the Balance Between Markets and Intervention

Assessment Calendar

Assessment	Format	Date
External		
Paper 1 (30%)	Extended response paper on microeconomics and macroeconomics	May (DP2)
Paper 2 (30%)	Data response paper on international and development economics	May (DP2)
Paper 3 (20%)	HL extension paper on all syllabus content	May (DP2)
Internal		
Portfolio (20%)	Three commentaries based on different sections of the syllabus and on published extracts from the news media	Commentary 1: DP1 Commentary 2: DP2 Commentary 3: DP2





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Economics - SL

International Baccalaureate

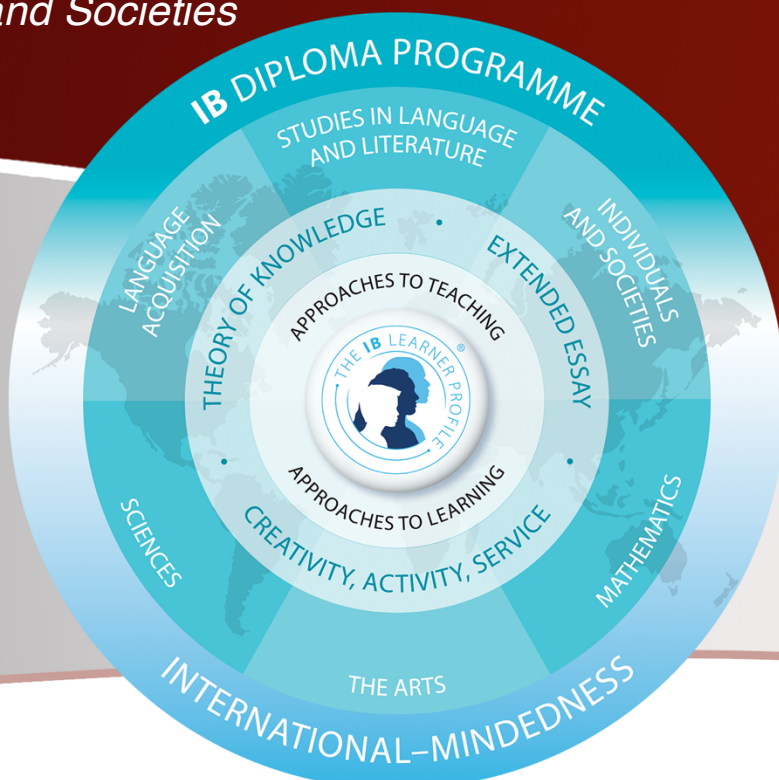
Group 3: Individuals and Societies

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Aims and Objectives

- Provide students with a core knowledge of economics
- Encourage students to think critically about economics
- Promote an awareness and understanding of internationalism in economics
- Encourage students' development as independent learners
- Enable students to distinguish between positive and normative economics
- Enable students to recognize their own tendencies for bias.

Course Outline

Unit	Topic
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1	Competitive Markets – Demand & Supply
2	Elasticities
3	Government Intervention
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6	Macroeconomic Objectives
7	Policies – Fiscal, Monetary, and Supply-Side
8	International Trade and Protectionism
9	Exchange Rates, Balance of Payments, Economic Integration, & Term of Trades
10	Economic & Measurement Development
11	Domestic & International Factors and Economic Development
12	Foreign Investment, Aid, Trade, Debt, and the Balance Between Markets and Intervention

Assessment Calendar

Assessment	Format	Date
External		
Paper 1 (40%)	Extended response paper on microeconomics and macroeconomics	May (DP2)
Paper 2 (40%)	Data response paper on international and development economics	May (DP2)
Internal		
Portfolio (20%)	Three commentaries based on different sections of the syllabus and on published extracts from the news media	Commentary 1: DP1 Commentary 2: DP2 Commentary 3: DP2





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Biology – HL

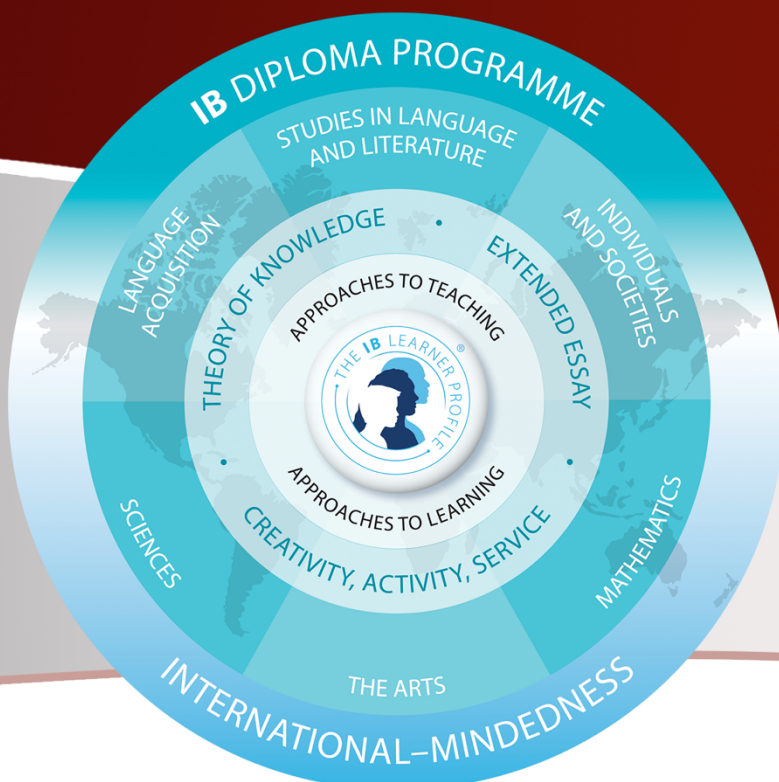
International Baccalaureate

Group 4: Sciences

Course Description

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.



Aims and Objectives

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyze, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Assessment Calendar

Assessment	Format	Due Date
Paper 1 (20%)	40 Multiple-choice questions	External Exam: May (DP2)
Paper 2 (36%)	Data-based, short answer and extended response questions	External Exam: May (DP2)
Paper 3 (24%)	Data-based, short answer and extended response questions	External Exam: May (DP2)
Internal Assessment (20%)	Independent Investigation	Topic Chosen: Sept. (DP2) First Draft: Nov. (DP2) Final Draft: Dec. (DP2)

Course Outline

Unit	Topic
1	Building Life
2	From Genes to Proteins
3	Respiration, Transport and Gas Exchange
4	Animal Survival
5	Reproduction and Inheritance
6	Evolution and Speciation
7	From Individual to Ecosystem
8	Plant Biology

The Group 4 Project

The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.



ib Diploma Programme



ISNS

Biology – SL

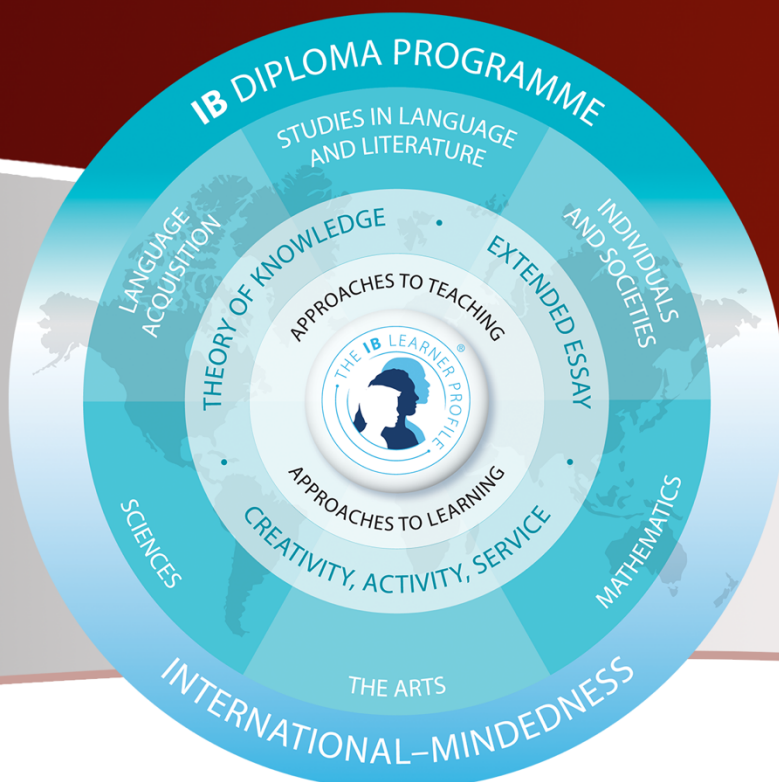
International Baccalaureate

Group 4: Sciences

Course Description

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.



Aims and Objectives

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyze, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Assessment Calendar

Assessment	Format	Due Date
Paper 1 (20%)	30 Multiple-choice questions	External Exam: May (DP2)
Paper 2 (40%)	Data-based, short answer and extended response questions	External Exam: May (DP2)
Paper 3 (20%)	Data-based, short answer and extended response questions	External Exam: May (DP2)
Internal Assessment (20%)	Independent Investigation	Topic Chosen: Sept. (DP2) First Draft: Nov. (DP2) Final Draft: Dec. (DP2)

Course Outline

Unit	Topic
1	Building Life
2	From Genes to Proteins
3	Respiration, Transport and Gas Exchange
4	Animal Survival
5	Reproduction and Inheritance
6	Evolution and Speciation
7	From Individual to Ecosystem

The Group 4 Project

The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.



ib Diploma Programme



ISNS

Chemistry – HL

International Baccalaureate

Group 4: Sciences

Course Description

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

Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.



Aims and Objectives

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyze, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Assessment Calendar

Assessment	Format	Due Date
Paper 1 (20%)	40 Multiple-choice questions	External Exam: (DP2)
Paper 2 (36%)	Short answer and extended response questions (Core and AHL)	External Exam: (DP2)
Paper 3 (24%)	Data and practical based questions, plus short answer and extended response question on the option	External Exam: May (DP2)
Internal Assessment (20%)	Independent Investigation	Topic Chosen: Sept. (DP2) First Draft: Nov. (DP2) Final Draft: Dec. (DP2)

Course Outline

Unit	Topic
1	Stoichiometric relationships
2	Atomic structure
3	Periodicity
4	Chemical bonding and structure
5	Energetics/ Thermochemistry
6	Redox processes
7	Equilibrium
8	Organic chemistry
9	Chemical kinetics
10	Acids and bases
11	Measurement and data processing
12	Practical scheme of work
13	Option

The Group 4 Project

The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.





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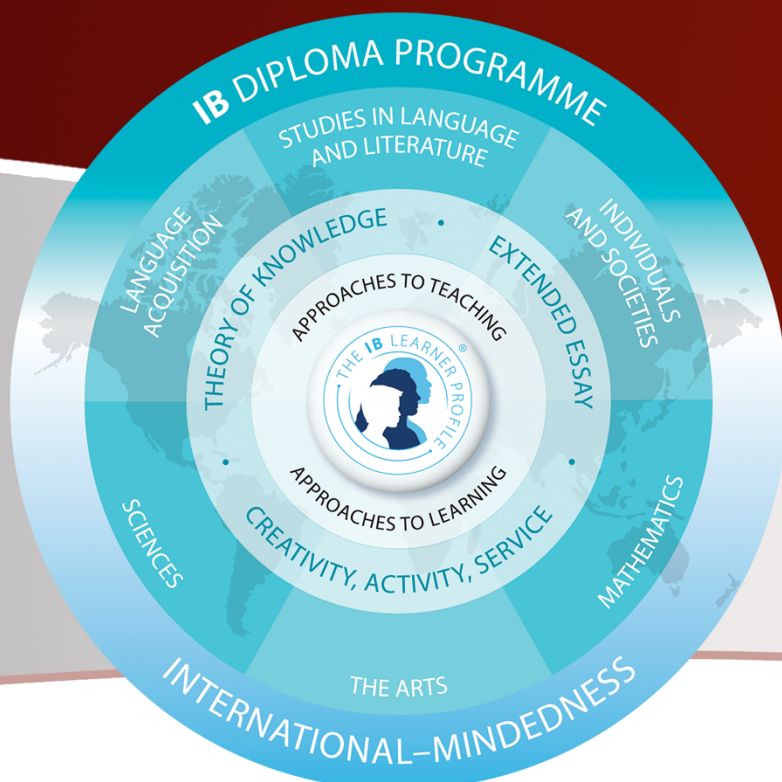
Chemistry – SL

International Baccalaureate Group 4: Sciences

Course Description

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

Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.



Aims and Objectives

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyze, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Assessment Calendar

Assessment	Format	Due Date
Paper 1 (20%)	30 Multiple-choice questions	External Exam: May (DP2)
Paper 2 (40%)	Short answer and extended response questions (Core)	External Exam: May (DP2)
Paper 3 (20%)	Data- and practical-based questions, plus short answer and extended response question on the option	External Exam: May (DP2)
Internal Assessment (20%)	Independent Investigation	Topic Chosen: Sept. (DP2) First Draft: Nov. (DP2) Final Draft: Dec. (DP2)

Course Outline

Unit	Topic
1	Stoichiometric relationships
2	Atomic structure
3	Periodicity
4	Chemical bonding and structure
5	Energetics/ Thermochemistry
6	Redox processes
7	Equilibrium
8	Organic chemistry
9	Chemical kinetics
10	Acids and bases
11	Measurement and data processing
12	Practical scheme of work
13	Option

The Group 4 Project

The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.



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Physics - HL

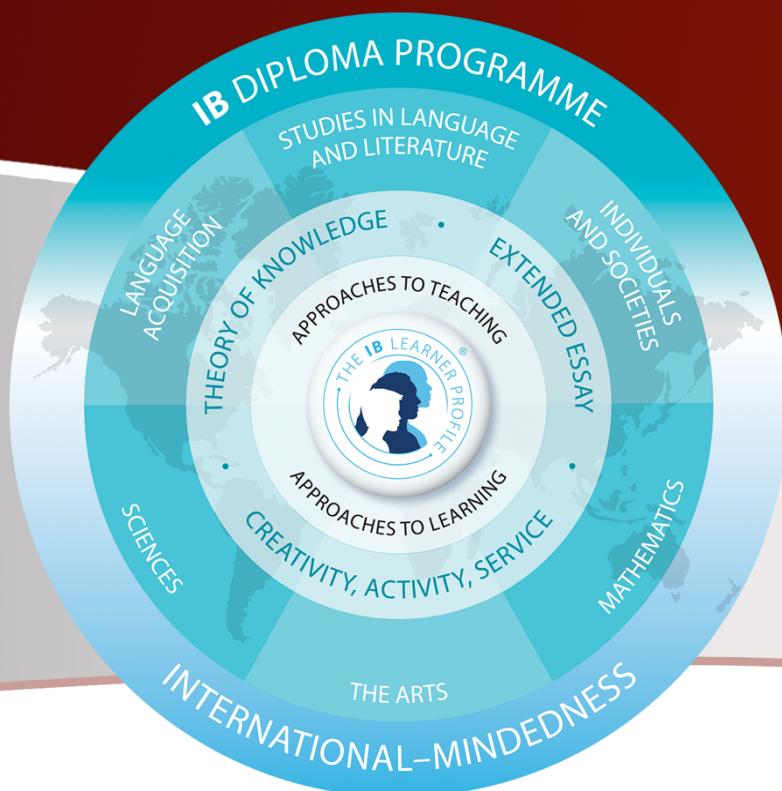
International Baccalaureate

Group 4: Sciences

Course Description

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.



Aims and Objectives

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies

Assessment Calendar

Assessment	Format	Due Date
Paper 1 (20%)	40 multiple-choice questions	External Exam: May (DP2)
Paper 2 (36%)	Short answer and extended response questions	External Exam: May (DP2)
Paper 3 (24%)	Data-based short answer and extended response questions	External Exam: May (DP2)
Internal Assessment (20%)	Independent Investigation	Topic Chosen: Sept. (DP2) First Draft: Nov. (DP2) Final Draft: Dec. (DP2)

Course Outline

Unit	Topic
1	Measurements and uncertainties
2	Mechanics
3	Thermal Physics
4	Waves
5	Electricity and magnetism
6	Circular motion and gravitation
7	Atomic, nuclear and particle physics
8	Energy production
9	Wave phenomena
10	Fields
11	Electromagnetic induction
12	Quantum and nuclear physics

The Group 4 Project

The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.





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Mathematics: analysis and approaches HL:

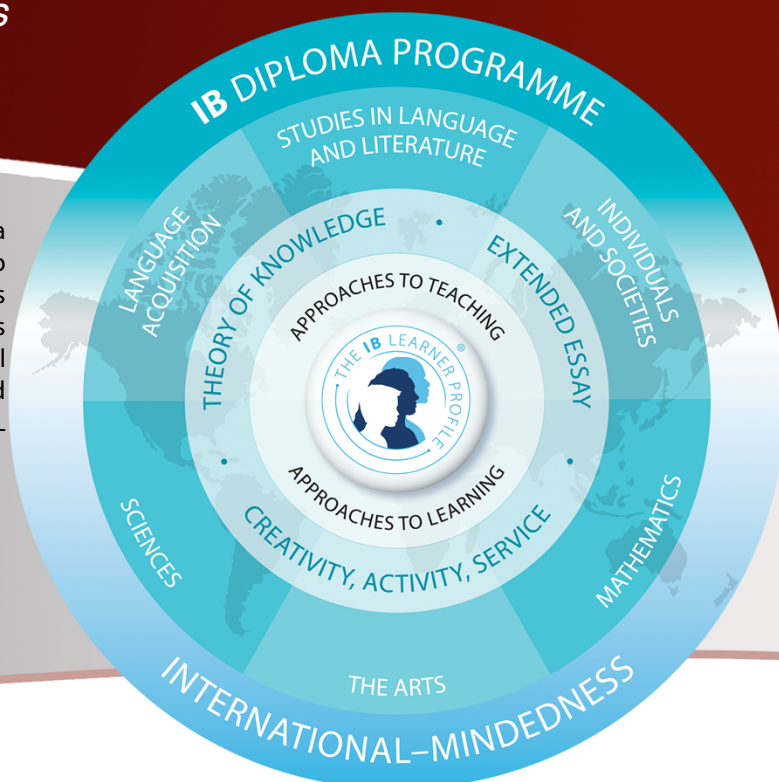
International Baccalaureate

Group 5: Mathematics

Course Description

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.



Aims

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

Assessment Calendar

Assessment	Due Date
Paper 1 (30%)	May Exams DP Year 2
Paper 2 (30%)	May Exams DP Year 2
Paper 3 (20%)	May Exams DP year 2
Internal assessment (20%)	April – May DP Year 1

Course Outline

Unit	Topic
1	Functions
2	Exponential and Logarithmic Functions
3	Trigonometric Functions and Equations
4	Triangle Trigonometry and Identities
5	Differential Calculus
6	Integral Calculus
7	Sequences and Series, the Binomial Theorem and Counting
8	Complex Numbers
9	Vectors
10	Statistics and Probability
11	Probability Distributions



ib Diploma Programme



ISNS

Mathematics: analysis and approaches SL:

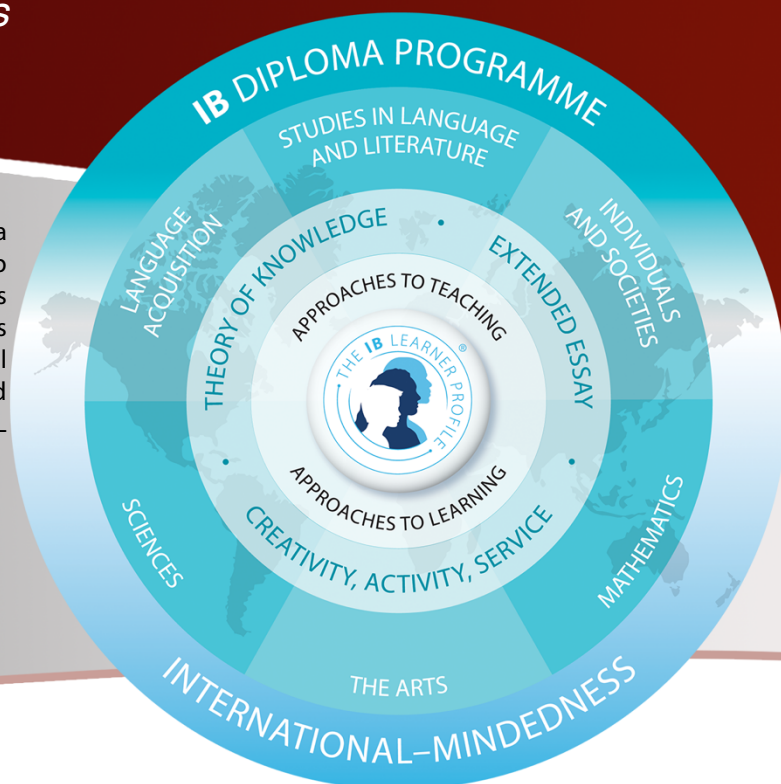
International Baccalaureate

Group 5: Mathematics

Course Description

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.



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- communicate mathematics clearly, concisely and confidently in a variety of contexts
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- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
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Assessment Calendar

Assessment	Due Date
Paper 1 (40%)	May Exams DP Year 2
Paper 2 (40%)	May Exams DP Year 2
Internal assessment (20%)	April – May DP Year 1

Course Outline

Unit	Topic
1	Functions
2	Exponential and Logarithmic Functions
3	Trigonometric Functions and Equations
4	Triangle Trigonometry and Identities
5	Differential Calculus
6	Integral Calculus
7	Sequences and Series, the Binomial Theorem and Counting
8	Complex Numbers
9	Vectors
10	Statistics and Probability
11	Probability Distributions



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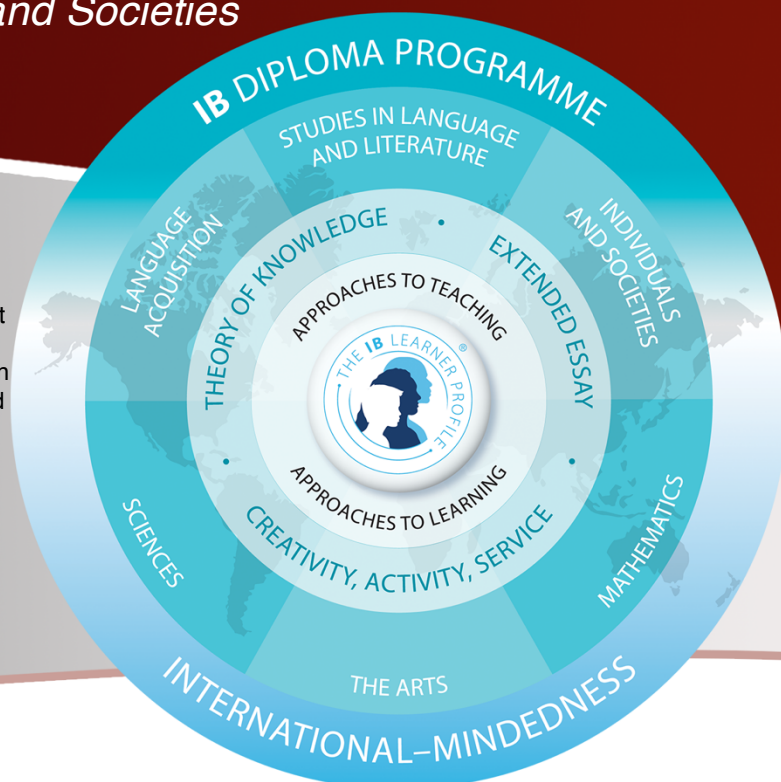
Geography

International Baccalaureate

Group 3: Individuals and Societies

Course Description

Geography 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. Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The DP geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies. 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.



Aims and Objectives

- encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
- develop in the student the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- enable the student to collect, describe and analyze data used in studies of society, to test hypotheses, and to interpret complex data and source material
- promote the appreciation of the way in which learning is relevant both to the student's own culture, and the culture of other societies
- develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
- enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty
- develop an understanding of the interrelationships between people, places, spaces and the environment
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- appreciate the relevance of geography in analyzing contemporary issues and challenges, and develop a global perspective of diversity and change.

Assessment Calendar

Assessment	Due Date
Paper 1 (35%)	May Exams DP Year 2
Paper 2 (25%)	May Exams DP Year 2
Paper 3 (20%)	May Exams DP year 2
Field Work (20%)	April – May DP Year 1

Course Outline

Unit	Topic
1	Changing Populations (Core 1)
2	Tourism, Sport and Leisure (Option E)
3	Urban Environments (Option G)
4	Global Climate (Core 2)
5	Internal Assessment: Field Work (IA)
6	Global Resource Consumption and Security (Core 3)
7	Food and Health (Option F)
8	Power, Places, and Networks (Core 4)
9	Human Development and Diversity (Core 5)
10	Global Risks and Resilience (Core 6)



ib Diploma Programme

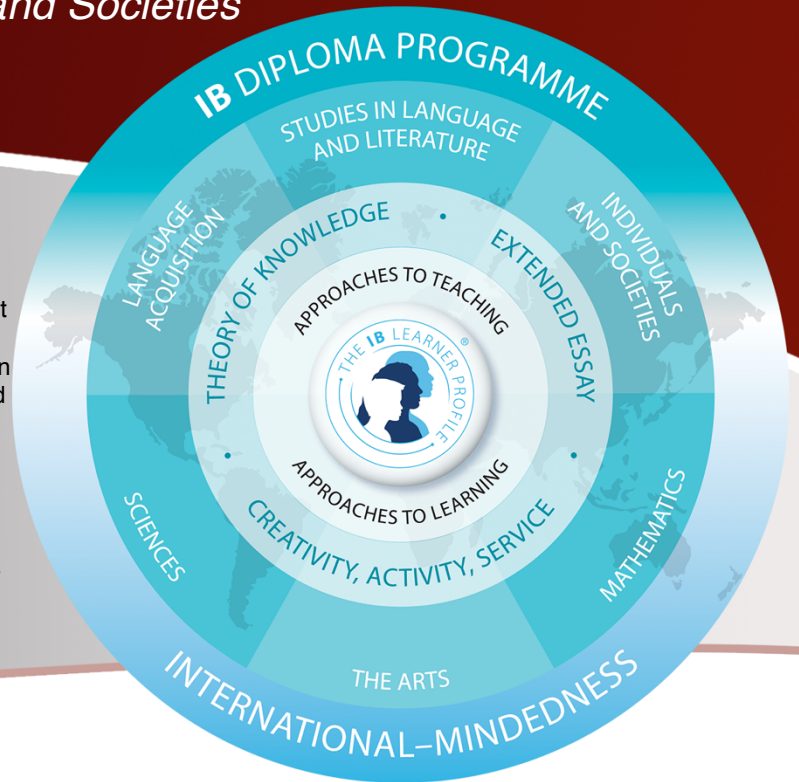
Geography- SL

International Baccalaureate

Group 3: Individuals and Societies

Course Description

Geography 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. Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The DP geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies. 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.



Aims and Objectives

- encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
- develop in the student the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
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- promote the appreciation of the way in which learning is relevant both to the student's own culture, and the culture of other societies
- develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
- enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty
- develop an understanding of the interrelationships between people, places, spaces and the environment
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- appreciate the relevance of geography in analyzing contemporary issues and challenges, and develop a global perspective of diversity and change.

Course Outline

Unit	Topic
1	Changing Populations (Core 1)
2	Leisure, Sport, and Tourism (Option E)
3	Urban Environments (Option G)
4	Global Climate (Core 2)
5	Field Work (IA)
6	Global Resource Consumption (Core 3)

Assessment Calendar

Assessment	Due Date
Paper 1 (35%)	May Exams DP Year 2
Paper 2 (40%)	May Exams DP Year 2
Field Work (25%)	DP Year 1





ISNS

Visual Arts - HL

International Baccalaureate

Group 6: The Arts

Course Description

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

Aims and Objectives

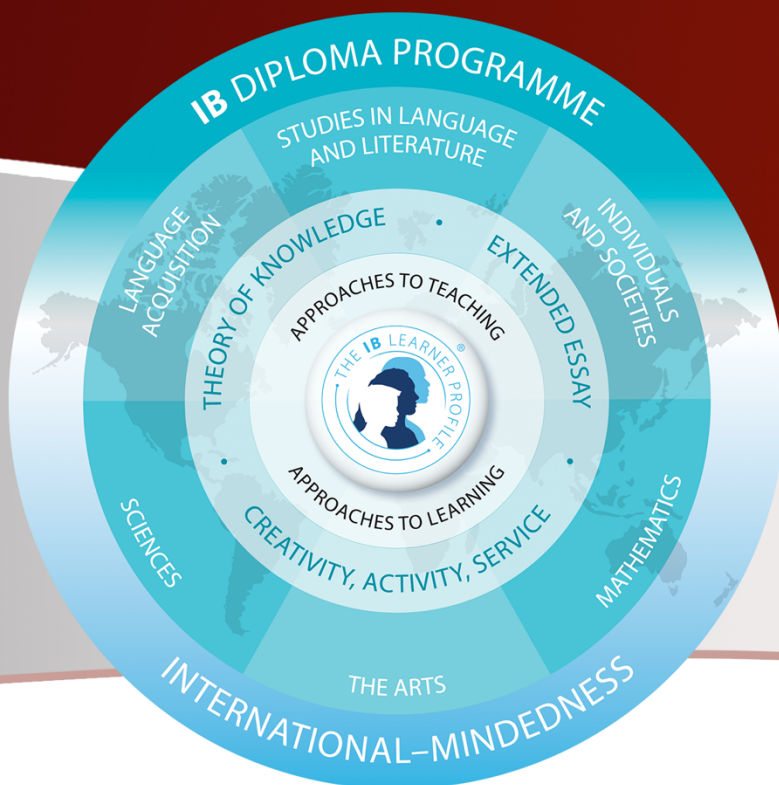
- Enjoy lifelong engagements with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time and place and cultures
- Express ideas with confidence and competence

Assessment Calendar

Assessment	Due Date
External	
Part 1: Comparative Study (20%) Comparing at least 3 artworks by at least 2 different artists from contrasting contexts. Explanation how they compare to the student's own work.	(DP2)
Part 2: Process Portfolio (40%) Portfolio of sustained experimentation, exploration and art-making activities	(DP2)
Internal	
Part 3: Exhibition (40%) Exhibition of body of work (8-11 artworks)	(DP2)

The Visual Arts Journal

Students are required to keep a journal throughout the course. This will be used as a tool to support their theoretical research and art-making experimentations.



Course Outline

The course is taught through three different areas (Visual Arts Context, Visual Arts Methods and Communicating the Visual Arts) that is explored through three different practices (Art-making Practice, Theoretical practice and Curatorial Practice). Each unit below explores this content equally.

Unit	Topic
1	Beginning the Artistic Journey
2	Skill Building Technique: Drawing
3	Art History Across Time and Culture
4	Studio Exploration: Experimenting with Two and Three-Dimensional Materials
5	Art History: Compare and Contrast
6	Studio Thinking: Creating Art Based on a Theme/Concept
7	Exhibition Work: Creating a Body of Work Independently
8	Curating an Exhibition
9	Studio Exploration: Contemporary/New + Emerging Media
10	Studio Practice: The Evolving Artist – Assessment Work





ISNS

Visual Arts - SL

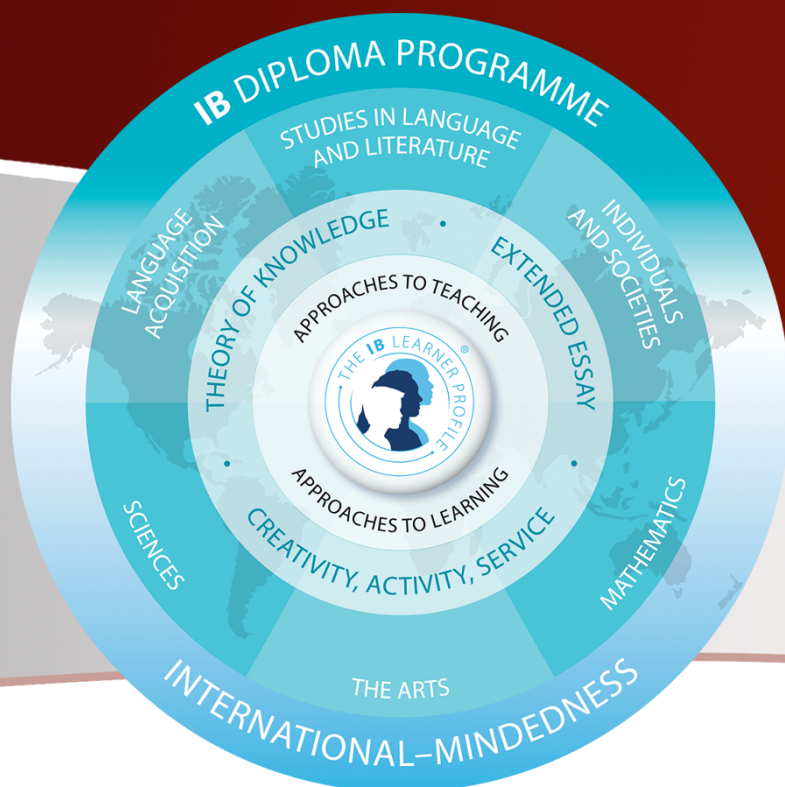
International Baccalaureate

Group 6: The Arts

Course Description

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.



Aims and Objectives

- Enjoy lifelong engagements with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time and, place and cultures
- Express ideas with confidence and competence

Assessment Calendar

Assessment	Due Date
External	
Part 1: Comparative Study (20%) Comparing at least 3 artworks by at least 2 different artists from contrasting contexts.	(DP2)
Part 2: Process Portfolio (40%) Portfolio of sustained experimentation, exploration and art-making activities	(DP2)
Internal	
Part 3: Exhibition (40%) Exhibition of body of work (4-7 artworks)	(DP2)

The Visual Arts Journal

Students are required to keep a journal throughout the course. This will be used as a tool to support their theoretical research and art-making experimentations.

Course Outline

The course is taught through three different areas (Visual Arts Context, Visual Arts Methods and Communicating the Visual Arts) that is explored through three different practices (Art-making Practice, Theoretical practice and Curatorial Practice). Each unit below explores this content equally.

Unit	Topic
1	Beginning the Artistic Journey
2	Skill Building Technique: Drawing
3	Art History Across Time and Culture
4	Studio Exploration: Experimenting with Two and Three-Dimensional Materials
5	Art History: Compare and Contrast
6	Studio Thinking: Creating Art Based on a Theme/Concept
7	Exhibition Work: Creating a Body of Work Independently
8	Curating an Exhibition
9	Studio Exploration: Contemporary/New + Emerging Media
10	Studio Practice: The Evolving Artist – Assessment Work





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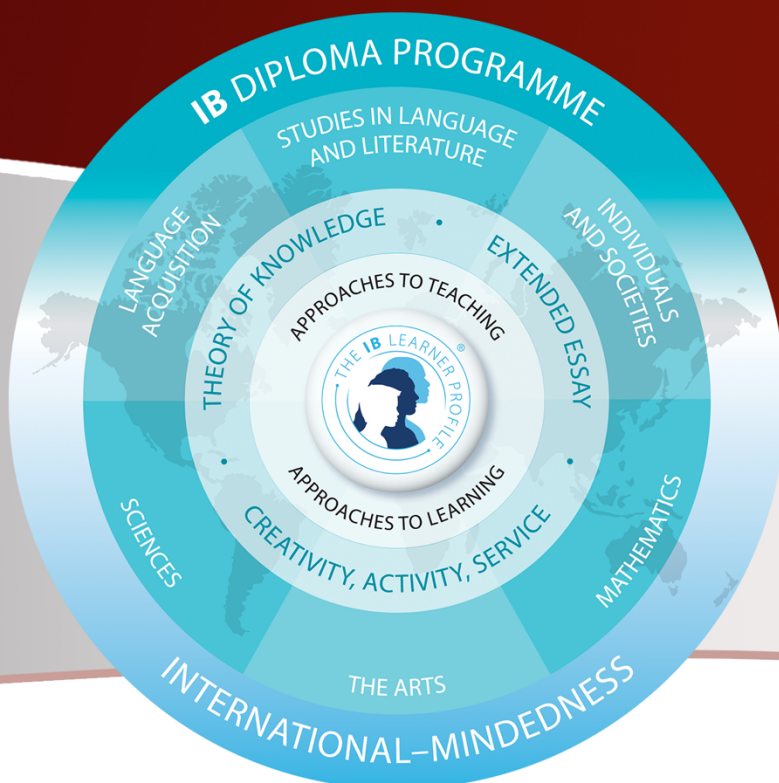
Theory of Knowledge (TOK)

International Baccalaureate Core

Course Description

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than learning a specific body of knowledge. It plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge, and to become aware of their own perspectives and those of the various groups whose knowledge they share.

The overall aim of TOK is to encourage students to formulate answers to the question, "How do you know?" in a variety of contexts, and to see the value of that question. Students will investigate and analyze different knowledge claims and questions through the lenses of the ways of knowing (WoK) and areas of knowledge (AoK).



Aims and Objectives

- make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world.
- develop an awareness of how individuals and communities construct knowledge and how this is critically examined.
- develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions.
- critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives.
- understand that knowledge brings responsibility which leads to commitment and action.

Course Outline

Unit	Topic
1	Introduction to TOK
2	The Art
3	History
4	Human Sciences
5	Ethics
6	Natural Sciences
7	Maths
8	The Presentation
9	The Essay

Assessment Components

Assessment	Format
Essay on a Prescribed Title 10 marks (67% of final grade)	One essay on a title chosen from 6 prescribed annually by the IBO. Approx. 1,600 words
The Presentation 10 marks (33% of final grade)	One presentation by an individual or group (max. 3) and one presentation planning document (TK/PPD) for each student. Approx. 10 minutes per person

TOK Key Dates

Assessment	Date
Presentation	(DP2)
Essay	(DP2)



ib Diploma Programme



Creativity, Activity, Service (CAS)

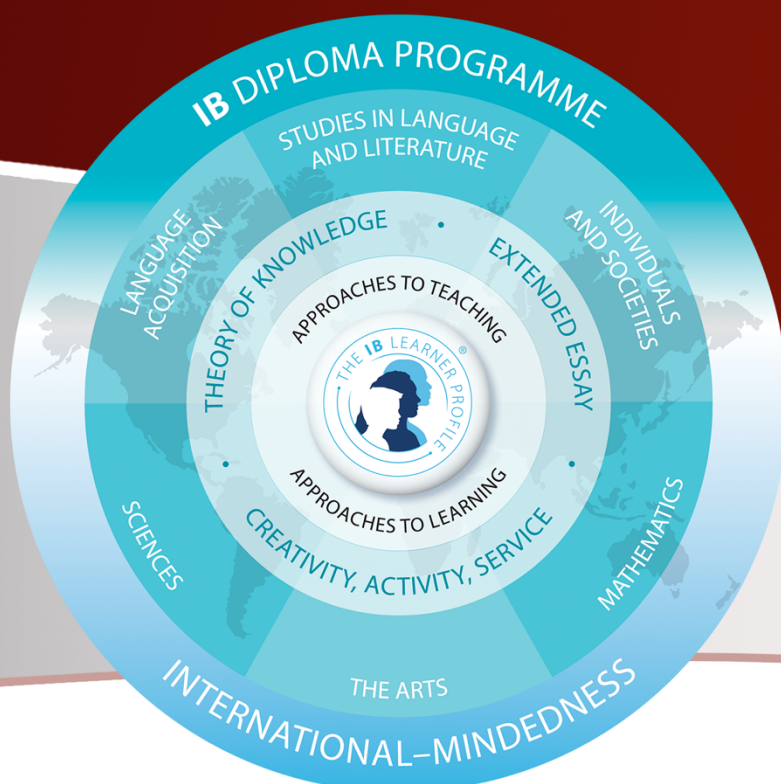
International Baccalaureate
DP Core

CAS is a program that offers students an opportunity to identify their passions and interests while exploring new avenues to challenge themselves, discover who they are, and determine what mark they will make on the world. Students uncover this while seeking balance in the following areas:

Creativity - exploring and extending ideas leading to an original or interpretive product or performance

Activity - physical exertion contributing to a healthy lifestyle

Service - collaborative and reciprocal engagement with the community in response to an authentic need



Requirements

- At least 18 months of a reasonable balance between creativity, activity, and service
- Maintain and complete a CAS Portfolio as evidence
- Achievement in all seven CAS learning Outcomes
 - Strengths and Growth
 - Challenges and skills
 - Initiative and Planning
 - Commitment and perseverance
 - Collaboration Skills
 - Global Engagement
 - Ethics of choice and action
- Minimum of one CAS Project, a collaborative project lasting at least one month's duration
- Use the CAS Stages: Investigation, Preparation, Action, Reflection, and Demonstration
- Three formal interviews



Aims and Objectives

The Creativity, Activity, Service program aims to develop students who:

- Enjoy and find significance in a range of CAS experiences
- Purposefully reflect upon their experiences
- Identify goals, develop strategies and determine further actions for personal growth
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained, and collaborative CAS projects
- Understand they are members of local and global communities with responsibilities towards each other and the environment.

CAS Interviews

Description	Due Date
Planning Interview	November (DP1)
Progress Interview	May (DP1)
Exit Interview	April (DP2)

