



International School Moshi

Diploma Handbook



2010-2012

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.



Dear Prospective DP Students and Parents/Guardians,

You are facing an important decision because your education has reached a turning point. Congratulations on your accomplishments to date.

As MYP students, you have been following an IB program designed to prepare you for the next step on the IB continuum: the IB Diploma years. This booklet describes the two major options you need to consider-- to undertake the full IB Diploma Program or to work to obtain IB Certificates in DP subjects. It is important that you make an informed decision so we encourage you to read on.

The International Baccalaureate is known and respected throughout the world as a passport to higher education. However, the IB Diploma is more than an academic qualification; through its various components students develop the knowledge, skills and confidence that not only prepares them for university, but also serves to mould their character. In this regard, it is a worthwhile qualification in its own right.

But, like most worthwhile things, the full IB Diploma is not easily achieved. It is a demanding and rigorous program of study that is not necessarily for all students. Students who may not be ready to take on the demands of the full IB Diploma can instead choose to work towards IB Certificates. Certificate students have more flexibility with their courses and levels, which allows them to tailor a program to suit their individual strengths and future plans.

Until now, your academic program has been largely chosen for you; this may be the first time where the decision rests on your shoulders. It is important that you realistically assess your abilities and work-ethic along with your future educational objectives so that the choice you make is one you can commit to for the next two years.

Good luck with your choice!

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The IB Diploma Programme at a Glance

The IB Diploma is a demanding and rigorous academic program:

Students study six subjects chosen from the DP hexagon:

three courses must be taken at Higher level and three at Standard level.



The IB Diploma is a holistic program— all DP students complete the following CORE requirements:

CAS

Students actively engage in an individualized extra-curricular program, challenging themselves and setting personal goals via endeavours into Creativity, Action and Service.

Theory of Knowledge

Students examine and reflect on the nature of knowledge and knowing.

Extended Essay

Students investigate a self-generated research question by undertaking independent primary research in one of their DP subject areas, culminating in a 4000-word academic paper.

The IB Diploma incorporates varied assessment practices:

The International Baccalaureate assesses student work as direct evidence of achievement against the stated goals of the Diploma Program courses which are published in subject-specific curriculum guides. Assessment tasks are designed to support and encourage good classroom teaching and learning. Student results are determined by performance against set standards which are published and readily available to DP teachers and students.

Diploma Program assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example: analyzing and presenting information ; evaluating and constructing arguments ; solving problems creatively. Basic skills are also assessed, including the retention of knowledge and the understanding of key concepts. In addition to academic skills, Diploma Program assessment encourages an international outlook and intercultural skills where appropriate.

Internal vs External Assessment

DP assessment is not only exam-based. Each DP subject has a coursework component, referred to as Internal Assessment. Internal Assessment is marked by the ISM course teacher, however, the teacher must submit a sample of his/her marked work to an external IBO appointed examiner. If necessary, the marks will be adjusted to reflect the international marking standard--this process is known as moderation. Internal Assessment can account for 20-50% of the final IB mark, depending on the subject.

External Assessment comprises all of the May exams along with some coursework. It is marked by an international body of external examiners appointed by the IBO; their marking is also subjected to moderation which is the reason why IB results carry world-wide recognition.

Notes: For more details on assessment see: <http://ibo.org/diploma/assessment/methods/>
For samples of past exam papers see: <http://ibo.org/diploma/assessment/exampapers/>

Diploma Results

Diploma courses are marked using the IB scale of 1-7 with 7 being the highest and 4 considered a passing mark. Full Diploma candidates take six exams, which means they have the potential to earn 42 points in their exam subjects. An additional three ‘bonus’ points may be awarded based on the combined assessment of the Extended Essay and Theory of Knowledge (see matrix below), which brings the overall maximum to 45.

The diploma points matrix

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

Generally speaking, a Diploma is awarded if the student satisfies all of the Core requirements and earns 24 points in their exam subjects; they must earn a minimum of 12 points in their combined higher level subjects with no higher level mark falling below a 3. Please see the publication “Diploma Program Regulations” for the complete details regarding the award of the Diploma.

Diploma results are published on July 6th and are available to candidates on-line via an individualized access code. Although it varies from university-to-university, students usually need to score a 5 or above to receive university credit for a Diploma or Certificate subject. Universities require official results which must be sent to the university directly from the IBO offices in Geneva. The original hard copies of IB Diplomas and Certificates are mailed to ISM in early September and are held for pick-up in the DP office.



Notes: There are many conditions to the award of the Diploma; for details please see “Diploma Program Regulations” which is posted to the school web-site. The IBO maintains a searchable data base of university recognition policy at: <http://www.ibo.org/diploma/recognition/directory/index.cfm> For additional information regarding results see: <http://ibo.org/diploma/assessment/results/> For information regarding transcripts: <http://ibo.org/informationfor/supporters/graduates/obtainingtranscripts/>

The Diploma Programme at ISM

The programmes we offer to prepare students for high school graduation and entrance into higher education are centered on the International Baccalaureate, which offers a broad and demanding international curriculum for the last two years of secondary school. The full IB Diploma and individual Certificates 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 offer the IB Diploma programme, and is the most experienced Diploma school in Africa. Several of our Diploma teachers are IBO examiners assessing work from other IB Diploma schools. Our CAS programme has been recommended to schools in the Asia/Pacific region as an exemplary model, and 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. The school has a healthy tradition of making people feel at home. Classes are small, ranging in size from seven to twenty, which helps students to settle in quickly.

What is the IB Diploma Programme?

The International Baccalaureate Organization (IBO) describes its Diploma Programme as,

“a comprehensive and rigorous two year curriculum leading to examinations for students aged between 16 and 19. Based on the pattern of no single country, it is a deliberate compromise between the specialisation required in some national systems and the breadth required in others. The general objectives of the IB are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience.”

The IB Diploma is therefore a programme of studies taken in the last two years of secondary school that covers a broad liberal arts spectrum.

The IB Diploma is considered as an entry qualification to colleges and universities in many parts of the world. In Europe and the British Commonwealth the IB Diploma is accepted on a par with the UK matriculation (A levels), French Baccalaureate, German Arbitur and Swiss Maturite. In North America the IB Diploma provides entry into colleges and universities in both Canada and the United States, often with advanced standing. Universities in North America look favourably upon applicants who have accepted the challenge of the IB programme.

The International Baccalaureate Diploma Program at ISM 2010-2012

Diploma Courses

GROUP 1	Literature	English A1; French A1; Swahili A1 (1 st language)
GROUP 2	Language	English B; French B; Swahili B, <i>ab initio</i> (B intermediate; ab initio beginning)
GROUP 3	Individuals & Societies	Economics; <i>Environmental Systems & Societies</i> ; Geography; History of Africa; Information Technology in a Global Society
GROUP 4	Experimental Science	Biology; Chemistry; <i>Environmental Systems & Societies</i> ; Physics
GROUP 5	Mathematics	<i>Math Studies</i> ; <i>Math Standard</i> ; Math Higher
GROUP 6	Arts & Electives	Visual Arts; additional course from group 1, 2, 3 or 4

Core Requirements

TOK	Theory of Knowledge	<ul style="list-style-type: none"> DP students' 7th subject TOK is both internally and externally assessed. ~100 hours
CAS	Creativity, Action, Service	<ul style="list-style-type: none"> Students choose a balanced programme of activities from those offered by the school each quarter. Students participate in a minimum of three hours of activities each week. Students maintain logs and reflections over the 18 months of the program. Students are assessed against the CAS learning outcomes. CAS is internally monitored and assessed. ~150 hours
EXTENDED ESSAY	Research-based Investigation	<ul style="list-style-type: none"> Students choose an area of investigation and develop an individual research question. Working with a school-based supervisor, they undertake research and writing over the course of 6-8 months, submitting the final essay in quarter two of the D2 year. The extended essay is externally assessed. ~40 hours

ISM Requirements

LIFESKILLS	Practical skills course	<ul style="list-style-type: none"> Students investigate post-secondary options and develop the interpersonal skills necessary for young adults to function post-graduation ~80 hours
SAT PREP	Scholastic Aptitude Test for US college admissions	<ul style="list-style-type: none"> Students receive instruction on how best to prepare for the SAT Verbal and Math reasoning exams. ~40 hours

Notes: ISM DP Courses are all 2 years; courses in italics are offered at standard level only. Environmental Systems & Societies is a trans-disciplinary course and may be used to meet the IB requirements for *either* group 3 or 4, *or both*. In determining which courses to take at standard and which at higher, we recommend that students have achieved a grade of 5 or above in the MYP precursor to their HL subjects. Successful completion of CAS and Life Skills are required for graduation and must be undertaken by all students.

Choosing a Programme: Full Diploma or High School Diploma?

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. Although most students at ISM choose the full IB Diploma programme, for some students the ISM High School Diploma programme may be more appropriate.

Rather than meeting all the requirements for the full diploma, High School Diploma students may elect to study a number of IB Diploma subjects at Higher or Standard Level to gain individual Certificates. They do the full coursework and examinations in these subjects, but are exempted from Theory of Knowledge and the 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 Certificate results.

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:

- Previous competence in a majority of the six subjects to be studied at IB Diploma.
- Evidence of the necessary study skills and maturity to take on responsibility for their education at this level.

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 are the requirements for the High School Diploma programme of study?

Students will select a minimum of five subjects from the Diploma Programme subject groups with English and mathematics as required subjects. The International School Moshi is accredited by the Middle States Association in the USA; 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.

- **English A1 or B** at standard or higher level, leading to an IB Certificate.
- **Math Studies, Math Standard or Math Higher** or an online course (with supervision from an ISM member of staff) according to the students’ mathematical ability.
- **IB Diploma Subjects** – Students will choose electives from the Diploma course offerings to pursue as IB Certificates.
- **Online courses** – Students could follow an online course in an area of strength which would count as credits towards the award of the High School Diploma.
- **CAS** – all students follow a CAS programme throughout the two years; this is an ISM graduation requirement.
- **Life Skills** –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.

Diploma Course Requirements

ENGLISH	Literature or Language	English A1; English B
MATH	Mathematics	Math Studies; Math Standard; Math Higher or an on-line course
ELECTIVES		Minimum of three additional Diploma courses drawn from Groups 1-4 and 6

ISM Requirements

CAS	Creativity, Action, Service	<ul style="list-style-type: none"> • Students choose a balanced programme of activities from those offered by the school each quarter. • Students participate in a minimum of three hours of activities each week. • Students maintain logs and reflections over the 18 months of the program. • Students are assessed against the CAS learning outcomes. • CAS is internally monitored and assessed. <i>~150 hours</i>
LIFESKILLS	Practical skills course	<ul style="list-style-type: none"> • Students investigate post-secondary options and develop the interpersonal skills necessary for young adults to function outside of school <i>~80 hours</i>
SAT PREP	Scholastic Aptitude Test for US college admissions	<ul style="list-style-type: none"> • Students receive instruction on how best to prepare for the SAT Verbal and Math reasoning exams. <i>~40 hours</i>

How do I make subject choices?

Diploma courses are all 2-year courses, so it is important that you think through your choices. You can talk to teachers, current students, your parents and the Diploma Program Coordinator, but remember the final decision must be yours. Ideally, your Higher Level subjects should be those for which you have a high level of competence and interest; your current teacher will make recommendations regarding academic competence in March. You should review the course descriptions in this handbook carefully and consult the Diploma course timetable to determine which courses may conflict with one another. Since universities often have specific course requirements for certain majors, you should consider your future goals as you plan your program. Finally, this may be your last opportunity to take courses in certain subject areas, like the arts, and we encourage you to branch out and explore the full DP hexagon.

ISM Diploma Course Timetable 2010-2012

Group 1 a	Group 2 b	Group 3 c	Group 4 d	Group 5 e	Group 6+ f
English A1	English B	Geography	Biology	Math Higher	Chemistry
Swahili A1	Swahili B	Information Technology in a Global Society	Physics	Math Standard	History
French A1	French B	Economics	Environmental Systems & Societies	Math Studies	Visual Arts
	Swahili <i>ab initio</i>				

NOTE: Courses in the same timetable group (a-f) will be taught at the same time and therefore cannot be taken together as part of a Diploma programme.

ISM DIPLOMA COURSES

GROUP 1: LANGUAGE A1

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

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 ideally, 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 and imprisonment.

Language A1 Assessment

Type	Marking	% of total mark
Oral Presentation	Internal –course teacher	15%
Oral Commentary	Internal –course teacher	15%
World Literature Essay	External—IBO examiner	20%
Written Exam	External—IBO examiner	50%

ENGLISH A1 (Higher and Standard levels)

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* (Camus), *One Day in the Life of Ivan Denisovich* (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 plays by writers such as Harold Pinter, Arthur Miller, Henrik Ibsen and Athol Fugard or poetry by writers such as Keats, Blake and Hughes.

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. Recent texts chosen in this category have included *The Dark Child* (Laye), *The Crucible* (Miller), and *Antigone* (Sophocles).

Part 2: Detailed Study

This includes works of renowned novelists, poets and playwrights. Recent texts chosen in this category have included *Kilio Cha Haki* (Mazrui), *Siku Njema* (Walibora), *Diwani Ya K Amri Abedi* (Abedi). and *Hiba Ya Wivu* (Mwanga).

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. Recent texts chosen in this category have included *Kivuli Kinaishi* (Mohamed), *Lina Ubani* (Muhando), *Mfalme Juha* (Topan). and *The Lion and the Jewel* (Soyinka).

Part 4: Schools' Free Choice

The school makes a free choice from the IB Diploma Prescribed book lists or elsewhere. Recent texts chosen in this category have included *Hawala Ya Fedha* (Lihamba), *Doa La Mauti* (Gerantija and Muwanga), *Visiki* (Khaemba). and *The Bride Price* (Emecheta).

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. Recent texts chosen in this category have included *Des Souris et des Hommes* (Steinbeck), *Le Vieil Homme et la Mer* (Hemmingway), and *Mort d'un Commis Voyageur* (Miller).

Part 2: Detailed Study

This includes works of renowned poets, playwrights and famous authors. Recent texts chosen in this category have included *L'Etranger* (Camus), *Candide* (Voltaire), *Antigone* (Anouilh). and selected poems by Baudelaire, Frechette and Musset.

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. Recent texts chosen in this category have included *La Tartuffe* (Moliere), *Rhinoceros* (Ionesco), *Le Justes* (Camus) and *Antigone* (Sophocles).

Part 4: Schools' Free Choice: The school makes a free choice from the IB Diploma Prescribed book lists or elsewhere. Recent texts chosen in this category have included *L'Enfant Noir* (Laye), *Une Si Longue Lettre* (Ba), *Ce que je crois* (Senghor). and *Le Monde s'effondre* (Achebe).

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: LANGUAGE B and *ab initio*

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.

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.

ENGLISH B (Higher and Standard levels)

The ISM students for whom English B will be most appropriate will be those students who choose to study Swahili or French as their A1 language.

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.

SWAHILI *ab initio* (Standard Level Only)

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.

Language B, *ab initio* Assessment

Type	Marking	% of total mark
Oral Commentary	Internal –course teacher	30%
Written Exam	External—IBO examiner	70%

GROUP 3: INDIVIDUALS & SOCIETY

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. 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. Each group three subject is designed to foster in students the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

Students with a strong interest in humanities can include two group three subjects in their IB Diploma program meeting the group 6 elective requirement.

ECONOMICS (Higher & Standard Levels)

One of the most inviting factors about studying Economics is that the educators hold strong views about what they teach; however, they do not all hold the same view. This tenet runs deep in the history of economics as well, where waves of different ideologies have come to light and have shaped the policies of governments around the world. Many of these ideologies have been met with criticism. For example, the protests witnessed at WTO and G20 meetings stem from different views on both the governance of the macro economy, and the behaviors of individual firms in the market (e.g. market failure). As another example, the patenting of human life forms is an economic issue as much as it is a scientific one, as it gives firms immense market power that can sometimes be abused. Therefore, the course examines arguments made by both the critics and the proponents of the theory presented in the syllabus.

Students should take this course if they are interested in theory and the human condition. You must be able to engage yourself in abstract thought. IB Economics provides a good foundation for the following courses: History, Political Science, International Relations, Sociology, Philosophy, Geography and Business/Commerce.

Course objectives

Students will be able to examine issues of language and value in economics, and examine the various underlying assumptions that are often used to govern private and public economic institutions and, furthermore, society. Argumentation skills will be taught in the context of economics.

Course outline:

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

- 1. Introduction to Economics:** History of Economic Thought, Positive and Normative Statements in Economics and Issues of Language and Value.
- 2. Microeconomics:** Markets, Elasticities, Theory of the Firm, Economic Efficiency and Market Failure.
- 3. Macroeconomics:** National Income, Macroeconomic Models, Unemployment, Inflation, Introduction to Development
- 4. International Economics:** Trade, Protectionism, Balance of Payments, Exchange Rates, Trade Agreements, actions of Multinational Corporations, and Foreign Direct Investment.
- 5. Development Economics:** History of Development, Growth vs. Development, Models in Development, Critical Theory, Aid, and the Aid versus Trade debate.

Course Work:

Both Higher and Standard level candidates are required to write four commentaries, 650 words in length, based on newspaper or magazine articles related to the five sections of the course. This is the internal assessment component, which gives students the opportunity to link the theory with current events. Higher level will complete 3 exams and standard level will complete 2 exams at the end of the course. The course will also involve debate and presentations, which are not part of the IB assessment process (i.e. only ISM). However, IB assessment criteria will still be used.

Prerequisite:

No previous knowledge of Economics is necessary. You have nothing to be concerned about if Maths is not a strong subject area. You will be expected to do some graphing (x,y axis), and learn few elementary equations, and that is it.

Economics Assessment

Type	Marking	% of HL	total SL
Portfolio	Internal –course teacher	20%	25 %
Written Exam	External—IBO examiner	80%	75%

GEOGRAPHY (Higher & Standard Levels)

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 essential provided they have an enquiring mind and a desire to learn about what is happening in the world 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

Course Outline

At ISM the subject is offered at both Higher and Standard levels in a combined class. The two year programme comprises a common core theme and various options:

Core Theme - Patterns and Change [HL and SL Students]

There are four compulsory topics in this core theme:

- population in transition; disparities in wealth and development; patterns in environmental quality and sustainability; patterns in resource consumption.

Optional Themes

HL students study three options. SL students study two options chosen from:

- freshwater - issues and conflicts; oceans and their coastal margins; extreme environments; hazards and disasters - risk assessment and response; leisure, sport and tourism; the geography of food and health; urban environments.

HL Extension - Global Interactions

There are seven compulsory topics in the HL extensions:

- measuring global interactions; changing space - the shrinking world; economic interactions and flows; environmental change; sociocultural exchanges; political outcomes; global interactions at the local level.

Internal Assessment HL & SL

One 2500 word report

Geography Assessment

Type	Marking	% of HL	total SL
Report	Internal –course teacher	20%	25%
Written Exam	External—IBO examiner	80%	75%

HISTORY (Higher & Standard Levels)

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 Outline

Higher and Standard level students study a common core of 20th Century World History topics and a prescribed subject for document work.

HL/SL 20th Century World History Core

Topics:

- Origins & development of authoritarian and single-party states
- Nationalist and independence movements in Africa and Asia
- The Cold War

Prescribed subject:

- Communism in crisis 1976-1989

HL Regional Option:

Higher level students study three topics from the regional option: Aspects of the History of Africa. Topics may include:

- European imperialism and annexation of Africa 1850-1900
- Response to European imperialism in Eastern and Central Africa
- Africa under colonialism
- Nationalist and independence movements in Eastern and Central Africa
- Post-independence politics to 2000
- Africa, International organizations and the international community

Internal Assessment

Higher and Standard level students both complete an historical investigation on a chosen topic. The investigation involves source evaluation and analysis and culminates in a written paper of 1500-2000 words.

History Assessment

Type	Marking	% of HL	total SL
Historical Investigation	Internal –course teacher	20%	25%
Written Exam	External—IBO examiner	80%	75%

INFORMATION TECHNOLOGY in a GLOBAL SOCIETY

(Higher & Standard Levels)

ITGS is the study and evaluation of the social, ethical and moral impact of information technology (IT) on individuals and society. Although it is not a course entry requirement, a good working knowledge of computer applications would be an advantage.

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** are expected 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** are expected 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

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 machine.

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

ITGS Assessment

Type	Marking	% of total HL	% of total SL
Project	Internal –course teacher	n/a	30%
Portfolio	Internal—course teacher	40%	n/a
Written Exam	External—IBO examiner	60%	70%

GROUP 4: EXPERIMENTAL SCIENCES

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 students studying Biology, Chemistry or Physics. *Students with a strong interest in science can include two group four subjects in their IB Diploma program meeting the group 6 elective requirement.*

BIOLOGY (Higher and Standard Levels)

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

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:

- the biochemical basis of life; cell structure and function; diversity, structure and functioning of organisms; reproduction, heredity and variation; ecology, conservation and evolution.

The two options undertaken for Standard Level are:

Option C: Cells and energy

Option D: Evolution

The two options undertaken for Higher Level are:

Option D: Evolution

Option H: Human health and physiology

CHEMISTRY (Higher and Standard Levels)

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. 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.

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.

The main topic areas are:-

- quantitative chemistry; atomic structure; periodicity; bonding; energetics; kinetics; equilibrium; acids and bases; oxidation and reduction; organic chemistry; measurement and data processing.

The option topics are chosen from:-

- modern analytical chemistry; human biochemistry; chemistry in industry and technology; medicines and drugs; environmental chemistry; food chemistry; further organic chemistry.

PHYSICS (Higher and Standard Levels)

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) **Higher level extensions:** 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.

Standard level options only

- sight and wave phenomena, quantum and nuclear physics, digital technology, relativity and particle physics

Standard level and higher level options

- astrophysics, communication, electromagnetic waves

Higher level options only

- medical physics, relativity, particle physics

Biology, Chemistry, Physics Assessment

Type	Marking	% of HL	total SL
Group 4 Project	Internal –course teacher	4%	4%
Practical Lab Portfolio	Internal –course teacher	20%	20 %
Written Exam	External—IBO examiner	76%	76%

ENVIRONMENTAL SYSTEMS & SOCIETIES (Standard Level Only)

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 are as follows:

- systems and models; the ecosystem; human population, carrying capacity and resource use; conservation and biodiversity; pollution management; global warming; environmental philosophies

Environmental Systems & Societies Assessment

Type	Marking	% of total SL
Practical Lab Portfolio	Internal –course teacher	20%
Written Exam	External—IBO examiner	80%

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 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.

All Diploma maths courses require the use of a **graphics calculator** which the student must provide. 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

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

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

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; discrete mathematics.

Math Higher Assessment

Type	Marking	% of total	HL
Portfolios	Internal –course teacher	20%	
Written Exam	External—IBO examiner	80%	

MATHEMATICS at Standard Level

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 expect a grade 5, 6 or 7 in MYP Mathematics or an A*, A, B or a C (preferably at Extended level) at IGCSE, you may 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

Math Standard Assessment

Type	Marking	% of total	SL
Portfolios	Internal –course teacher	20%	
Written Exam	External—IBO examiner	80%	

MATHEMATICAL STUDIES at Standard Level

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

Math Studies Assessment

Type	Marking	% of total SL
Project	Internal –course teacher	20%
Written Exam	External—IBO examiner	80%

GROUP 6: ARTS

As their group six subject, IB Diploma students may choose to study **Visual Arts** or one additional subject from Groups 1 or 2 (Languages), Group 3 (Individual and Societies) or from Group 4 (Experimental Sciences).

VISUAL ARTS (Higher & Standard Levels)

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, hard-working, dedicated & passionate about art.

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. Students will have the opportunity to work in the areas of: drawing and painting, printmaking, 3-D art, textiles, mixed media, computer aided imagery, and photography.

Students 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.

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. The difference in the expectations at Higher Level and Standard Level is reflected in the assessment criteria and by the number of pieces the student must complete.

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.

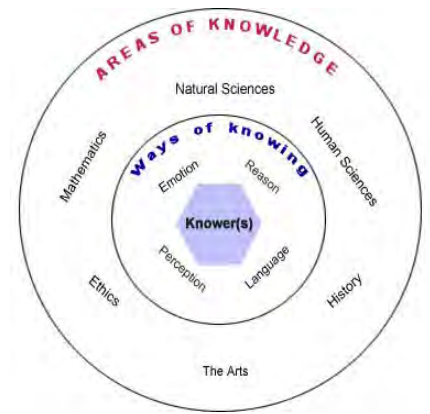
Visual Arts Assessment

Type	Marking	% of HL	total SL
Investigation Workbook	Internal –course teacher	40%	40%
Studio Work	External—IBO visiting examiner	60%	60%



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:

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

TOK Assessment

Type	Marking	% of total
Presentation	Internal –course teacher	30%
Written Essay	External—IBO examiner	70%

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.

Extended Essay Assessment

Type	Marking	% of total
Written Research Paper	External—IBO examiner	100%

CREATIVITY, ACTION & SERVICE

The CAS programme is a core requirement for the IB Diploma and it is an ISM graduation requirement for all D1 & D2 students. 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.

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.

All D1 & D2 students are expected to follow a balanced programme including at least one activity involving service to the community outside the school, one creative activity as well as one hour of sport every week. 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).

Sample CAS activities offered at ISM:

Creative	Action	Service
Cookery	Soccer	Upendo Childrens' Home
Drama Production	Cricket	Kidachini football
Martial Arts	Volleyball	Hard Labor
Woodwork	Badmitten	Moshi Chapel
Indian Dance	Hockey	Light in Africa
Model United Nations	Rugby	Teaching English to ancillary staff
Music	Basketball	Mwereni Primary School

Students must keep regular records of activities undertaken, and to write a short evaluation at the end of each project which highlights their progress towards meeting the CAS learning outcomes. As a result of their CAS experience as a whole, there should be evidence that students have:

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



CAS Assessment

Type	Marking	% of total
Achievement against CAS Learning Outcomes	Internal—CAS/DP Coordinator	100%

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.

SPORTS

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. 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.

OUTDOOR PURSUITS



ISM is proud of our structured and extensive Outdoor Pursuits programme giving all our secondary students opportunities to face the challenge of a demanding range of outdoor activities in our superb environment centred on Mt Kilimanjaro and Mt Meru. Our OP trips are organised into levels and students are expected to begin at Level One - each is only allowed to progress to a higher level after successful completion of a trip.

All student groups are accompanied by a qualified guide and by teaching staff from the two campus, who are also expected to progress through the same levels themselves. Students are expected to carry all their own equipment and a share of the group equipment and food.

The Outdoor Pursuits department is well-equipped with a wide range of camping and mountaineering equipment and clothing that is updated and replaced as necessary. Good relations are enjoyed by the school with the Tanzanian National Parks Authority who in turn are enthusiastic in their support of our activities. A well-established programme of graded mountaineering expeditions to Mount Kilimanjaro, Mount Meru and elsewhere exist to provide training for students in mountain craft, teamwork and in leadership skills.

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.

COLLEGE GUIDANCE

The goal of the College Guidance Programme is to provide assistance to each student as they prepare 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.

Sample Diploma Programs

Standard Diploma Program

Group 1	English A1 HL
Group 2	French B SL
Group 3	Economics HL
Group 4	Physics SL
Group 5	Math Standard SL
Group 6	Visual Arts HL
CORE	TOK/CAS/EE

All six areas of the DP hexagon are incorporated into the program.

Humanities Emphasis

Group 1	Swahili A1 HL
Group 2	English B SL
Group 3	History HL
Group 4	Env Systems SL
Group 5	Math Studies SL
Group 6	Geography HL
CORE	TOK/CAS/EE

Students use Group 6 as an academic elective in their chosen emphasis.

Science Emphasis

Group 1	English A1 SL
Group 2	Spanish B SL
Group 3	Economics SL
Group 4	Chemistry HL
Group 5	Math Higher HL
Group 6	Biology HL
CORE	TOK/CAS/EE

Resources and recommendations for further investigation:

ISM: School web-site <http://ismoshi.net>
 Extended Essays from ISM Diploma graduates ISM Library

IBO:

The IB Community Page <http://communitytheme.ibo.org/>
 The International Baccalaureate Organization-- Official web <http://ibo.org/>
 The On-line Curriculum Center http://occ.ibo.org/ibis/occ/guest/dpyyy_home.cfm
 Towards a Continuum of International Education
 Full text http://occ.ibo.org/ibis/documents/general/g_0_iboxx_amo_0809_1_e.pdf
 Synopsis <http://www.ibo.org/communications/powerpoint/documents/Continuumppt22.12.08Eng.ppt>



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.



Diploma Questionnaire

These questions are designed to help you think through some of the issues involved in making programme choices. Please be as thoughtful as possible. Bring this completed form to your interview with the IB Diploma Coordinator.

Name: _____ Nationality: _____

1. Where do you plan to apply for university?

Country a. b..... c.

Possible Colleges/Universities: just give a sampling

a..... b..... c.

2. What do you plan to study at university?

Major a. Minor b.....

3. Write down the two to three academic subjects you are best at:

a..... b..... c.

4. Write down the two to three academic subjects you enjoy the most:

a..... b..... c.

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

a..... b..... c.

6. Write down one or two subjects that you have never taken but would like to:

a..... b.....

Note: Use the IB Diploma Program Overview chart and assign group numbers to see if you have a program! If not, you may want to consider pursuing IB Certificates.

7. Of the ten + two IB Learner Profile characteristics , which would you say is y

Strength Weakness

Note: If you are having trouble identifying the LP characteristics, investigate using the following link: <http://www.ibo.org/programmes/profile/>



8. Why are you interested in pursuing the full Diploma? Circle all that apply and be honest!

- a. My parents want me to
- b. My friends are doing it
- c. I believe in the IB vision
- d. My brother/sister did it and I am just as smart
- e. I want to challenge myself
- f. Might as well since I have to take Diploma courses anyway
- g. I have always done well in school, so why not?
- h. I enjoyed MYP, particularly the Personal Project
- i. I want to push myself to engage in meaningful extra-curricular activities
- j. I think it is required by the universities to which I am applying

9. What questions do you have about the Diploma Program?

Question	Answer—to be filled in at the DP interview

International School Moshi



DP Program Plan of Study ISM Candidates 2012

Name _____

Academic Status :

_____ Full Diploma Candidate

_____ Certificates only

Individual Program of Studies:

Core

CAS DP + Certificate
Theory of Knowledge DP
Extended Essay DP

Academic Program

Group 1

Literature A1: _____ HL SL
English, Swahili, French

Group 2

Language
B/ab initio: _____ HL SL
English B, French B, Swahili B, ab initio

Group 3

Individuals and Society: _____ HL SL
Economics, History, Geography, IT in a Global Society, Environmental Systems & Societies (SL)

Group 4

Sciences : _____ HL SL
Biology, Chemistry, Physics, Environmental Systems & Societies (SL)

Group 5

Mathematics: _____ HL SL
Math Studies, Math Standard, Math Higher

Group 6

Arts and electives: _____ HL SL
Visual Arts; additional subject groups 1,2,3,4

Personal Information:

University options: USA CANADA EUROPE AFRICA
OTHER _____

Student Signature _____

Coordinator Signature _____ Date _____