



**International  
School Moshi**

# IB Diploma Handbook



**A Guide to the International Baccalaureate  
Diploma Programme for the Class of 2014**

## **Dear Prospective DP Students and their Parents or Guardians,**

You are facing an important decision because your education has reached a turning point. Congratulations on your accomplishments to date. This booklet describes the two major options you need to consider -- to undertake the full IB Diploma Programme (DP) or to work to obtain IB Certificates in DP subjects. It is important that you make an informed decision. So, read on.

The International Baccalaureate Diploma Programme is known and respected throughout the world as a passport to higher education. Today 2,186 secondary schools worldwide offer this credential and 2,765 universities in 136 countries recognize it. There are over 50,000 full IB diploma students and 30,00 certificate IB students from 120 different nationalities. In addition, there are over 7,000 trained IB examiners who assess student work and help to maintain the consistency in internal grading which has become a trademark of the Diploma system.

However, the IB Diploma is more than an outstanding academic qualification; through its various components students develop the knowledge, critical thinking abilities and confidence that not only prepares them for university, but also serves to mould their character. In this regard, it is an invaluable qualification in its own right.

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

Until now, your academic programme 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 as a DP student. Feel free to ask any questions about the plan [full IB Diploma Programme or IB Certificates in certain DP subjects] that may be the best for you.

Good luck with your choice!

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### Mission Statement

International School Moshi provides a world-class education through a challenging international curriculum in a dynamic environment. We are committed to developing balanced global citizens who are empowered to act responsibly in a complex world.

### Philosophy of Education

Learning is a life-long process nurtured through an education that is inspirational in nature, holistic in perspective, global in context and responsible in practice.

### ISM Beliefs

We believe that the following statements define and promote personal excellence in all facets of education, the pursuit of which is the expectation for all.

- Learning takes place in a safe, collaborative and caring environment.
- An education that is inspirational in nature emphasizes inquiry, relevance, creativity and reflection.
- Holistic learning encompasses the development of social, emotional, cognitive and physical dispositions.
- Holistic learning explores the links between different subjects and connects experiences within and outside the classroom.
- Education in a global context, promotes an appreciation and understanding of multiple perspectives and interdependence of individuals, societies and environments.
- Being responsible involves having attitudes and undertaking actions that are socially and ethically sound.
- Being responsible entails prudent use of resources, and mindful application of knowledge.

## **The IB Diploma Programme at a Glance**

**The IB Diploma is a demanding and rigorous academic programme:**

Students study six subjects chosen from the DP hexagon:

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

The distribution requirements ensure that the science-oriented student is challenged to learn a foreign language and that the natural linguist becomes familiar with laboratory procedures.

While overall balance is maintained, flexibility in selecting an extra subject from one subject group allows the students to pursue areas of personal interest and to meet special requirements for university entrance.

**The IB Diploma is a holistic programme in which all “full diploma” students complete the following CORE requirements:**

### *Creativity, Action and Service*

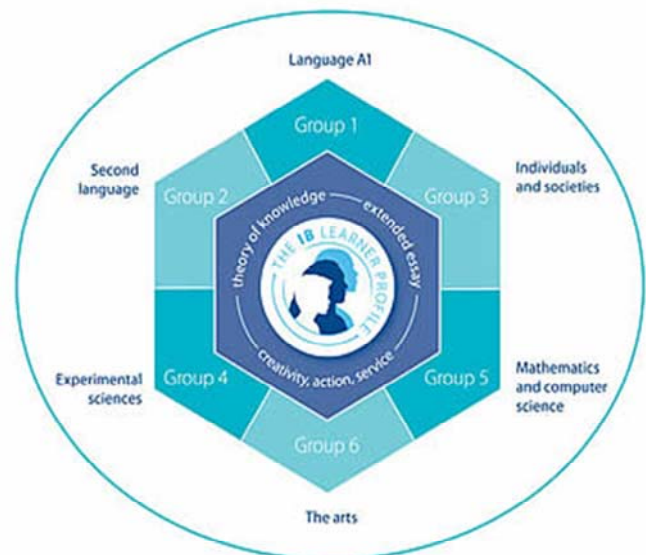
Known by its acronym **CAS**, this is a fundamental part of the diploma curriculum. The CAS requirement takes seriously the importance of life outside the world of scholarship. Participation in creative and artistic activities, sports and community service actions, in and out of school, encourages the IB students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. CAS serves as a wonderful complement and balance to intellectually challenging course programme for DP students.

### *Theory of Knowledge*

Students examine and reflect on the nature of knowledge in this interdisciplinary course. TOK encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

### *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. This project offers the opportunity to investigate a topic of special interest and acquaints the student with the kind of independent research and writing skills expected at university.



## **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 Programme (DP) subject courses. Curriculum guides identify goals, objectives and assessment criteria for each subject. DP course assessment tasks are designed to support and encourage good classroom teaching and learning. Student results are determined by performance against benchmarks that are published and available to DP teachers and students.

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 Programme assessment encourages an international outlook and intercultural skills where appropriate.

### **Internal versus External Assessment**

DP assessment is not only exam-based. Each subject has a coursework component, referred to as the Internal Assessment. The Internal Assessment is graded or marked by the ISM teacher and then the teacher must submit a sample of the 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 20-60% of the final IB mark, depending on the subject.

External Assessment comprises all of the May examinations along with some coursework. The IB appoints external examiners who mark these. Their marking is also subjected to moderation and this is part of the reason why IB results carry worldwide 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 graded using the IB scale of 1-7 with 7 being the highest and 4 considered a passing mark. Full Diploma candidates take examinations in six classes, which means they have the potential to earn 42 points in their exam subjects. Up to an additional three 'bonus' points may be awarded based on the combined assessment of the Extended Essay and Theory of Knowledge which brings the overall maximum to 45.

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 Programme Regulations" for the complete details regarding the award of the Diploma.

Results are published on July 6<sup>th</sup> 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 that the official results be sent directly to them 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 Programme Regulations” which is posted to the school website. The IBO maintains a searchable database 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/>

### **ISM Diploma Retention Policy**

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

ISM has approved this policy whose intention was to ensure that students at the D1 (first year of the Diploma Programme) and D2 (second year of the Diploma Programme) level are placed in the programme – either “full diploma” or “certificate programme” – that best suits their personal needs and strengths.

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

At the end of the second quarter of the D1 year, all full diploma students will be expected to have a minimum of 21 points (obtained by adding the reported achievement grades from their six subjects excluding TOK and EE). Any student achieving fewer than 21 points at this stage (or achieving fewer than 10 HL points) will be required to undertake a

reduced programme with either fewer subjects or with fewer higher levels in consultation with the Diploma Programme Coordinator. Students with 21 to 23 points (or will 10 or 11 HL points) will be warned that they may need to reduce their programme of study if they do not receive more than 21 points (and more than 9 HL points) in the end of year D1 examinations – this will also be communicated to parents.

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

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

### **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. It is considered as an entry qualification to colleges and universities in many parts of the world. In Europe and the UK the IB Diploma is accepted on a par with the UK matriculation (A levels), French *Baccalauréat*, German *Arbitur* and Swiss *Maturité*. 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.

## **Background and Overview of ISM and its Diploma Programme**

ISM was one of the earliest schools in the world to offer the IB Diploma programme. It is the most experienced Diploma school in Africa. A number 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. The ISM Life Skills programme in which DP students also are enrolled has been given recognition by UNESCO. There are generally between 30 and 50 students joining the two-year Diploma 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 six to sixteen, which helps students to learn well and settle in quickly. The international dimension of the ISM dimension comes alive when one examines the diversity of nationalities. The over sixty students in the diploma programme in the academic year 2011-2012 include students from four continents and fourteen different nationalities. Currently about forty percent are Tanzanian nationals and most DP students are on-campus boarders.

### **The IB DP Timetable at ISM for 2012-2014**

#### Diploma Courses

<b>GROUP 1</b>	Language and Literature	English Language and Literature; French Language and Literature; Swahili Language and Literature. (1 <sup>st</sup> language)
<b>GROUP 2</b>	Language	English B; French B; Swahili B, Swahili <i>ab initio</i> , <i>on-line course Spanish ab initio through Pamoja Education</i> (B intermediate; ab initio beginning)
<b>GROUP 3</b>	Individuals & Societies	Economics; <i>Environmental Systems &amp; Societies</i> ; Geography; History of Africa; Information Technology in a Global Society; <i>on-line course Psychology [Standard level] through Pamoja Education</i>
<b>GROUP 4</b>	Experimental Science	Biology; Chemistry; <i>Environmental Systems &amp; Societies</i> ; Physics
<b>GROUP 5</b>	Mathematics	<i>Mathematical Studies</i> ; <i>Maths Standard</i> ; Maths Higher
<b>GROUP 6</b>	Arts & Electives	Visual Arts; additional course from group 1, 2, 3 or 4

#### Core Requirements

<b>TOK</b>	Theory of Knowledge	<ul style="list-style-type: none"> <li>• DP students' 7<sup>th</sup> subject</li> <li>• TOK is internally and externally assessed. ~100 hours</li> </ul>
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<b>CAS</b>	Creativity, Action, Service	<ul style="list-style-type: none"> <li>• Each quarter students choose a balanced programme of CAS activities from those ISM offers.</li> <li>• Students participate in a minimum of three hours of activities each week.</li> <li>• Students maintain logs and reflections and are assessed internally by the CAS Coordinator against the <b><u>eight CAS learning outcomes</u></b>. ~150 hours</li> </ul>
<b>EXTENDED ESSAY</b>	Research-based Investigation	<ul style="list-style-type: none"> <li>• Students choose an area of investigation and develop an individual research question.</li> <li>• Working with a school-based supervisor, they undertake research and writing over the course of 6-8 months, submitting the final 4,000 word essay in the D2 year.</li> <li>• The extended essay is externally assessed. ~40 hours</li> </ul>

### ISM Requirements

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

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.



### **On-line courses through Pamoja Education**

ISM offers two on-line DP courses - **1) Spanish *ab Initio***, **2) Psychology Standard Level**. Interested ISM students may enrol in no more than one on-line course. ISM will collaborate with Pamoja Education for this endeavour. Currently Pamoja Education collaborates with 175 IB schools in 37 countries and has enrolled over 300 students. The 2012-2013 academic year will be the second year in which they have implemented on-line courses. ISM DP students may take no more than one IB DP on-line course.

As noted on the Pamoja website home page, "In creating and delivering its online courses, Pamoja Education works closely with the International Baccalaureate to ensure full

compliance with the IB's rigorous standards and quality assurance processes. All Pamoja Education online courses are fully recognised by the IB, in fulfillment of Certificate and Diploma requirements. The IB evaluates and provides ongoing review of course content, teacher selection/training and course delivery - all of which helps Pamoja Education to maintain the highest quality student experience and academic achievement. The International Baccalaureate® has signed a long term, comprehensive cooperation agreement with Pamoja Education, covering the development and delivery of a broad range of online courses for the IB Diploma Programme. Under the agreement, the IB will provide curriculum and development support as well as assuring the ongoing quality assessment of online course development and delivery.”

ISM will continue to have one DP faculty member on staff who will serve as the Pamoja Education liaison person and “Site-based Coordinator” (SBC) for the on-line courses. The SBC will liaise weekly to trouble-shoot problems and ensure students taking an on-line course are progressing well with their individualised learning. ISM does not anticipate any difficulties implementing the courses as the school’s internet bandwidth easily meets Pamoja’s requirements. There will be no extra cost for ISM students who take an on-line course. It is expected that ISM students will benefit greatly from this unique and established new learning environment for the two new courses - one in Group 2 (Second Language) **Spanish *ab Initio***, one in Group 3 (Individuals and Societies) **Psychology Standard Level**.

## **Full Diploma versus High School Diploma/Certificates**

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 demands a great deal of self-discipline, organisational skills and will power that 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.

### **Requirements for the High School Diploma Programme of study**

Students will select a minimum of five subjects from the IB Diploma Programme subject groups with English and mathematics as required subjects. The Middle States Association (MSA) in the USA has accredited International School Moshi. The award of an ISM High School Diploma is seen by MSA as the equivalent of an American High School Diploma, which will allow holders access to a number of universities and colleges in the USA. Here are the courses from which students may choose:

- **English Literature or English Literature & Language or English B** at standard or higher level, leading to an IB Certificate.
- **Mathematical Studies, Maths Standard or Maths Higher Level**
- **IB Diploma Subjects** – Students choose IB certificate electives from the course offerings
- **Pamoja Education Online course** – Students could follow either *Ab Initio* Spanish or Psychology SL which would count as credits towards the award of the High School Diploma.

**In addition students must do:**

- **CAS** – Students follow a two-year CAS programme as it 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.

High School Diploma Course Requirements

<b>ENGLISH</b>	Literature/ Language	English Literature, English Language/Literature or English B
<b>MATHS</b>	Mathematics	Math Studies; Math Standard; Math Higher.
<b>ELECTIVES</b>		A minimum of three additional DP courses from Groups 1 - 4 & 6

### ISM Requirements

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

## DP 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 Programme 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 programme. 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 2012-2014

Group a	Group b	Group c	Group d	Group e	Group f
English Language and Literature	English B	Geography	Biology	Math Higher	Chemistry
Swahili Language and Literature	Swahili B	Information Technology in a Global Society	Physics	Math Standard	History
French Language and Literature	French B	Economics	Environmental Systems & Societies	Math Studies	Visual Arts
	Swahili <i>ab initio</i>				

NOTES: 1. 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.

2. **Spanish *Ab Initio* and Psychology SL – the on-line courses** - do not appear on the table but are part of the curriculum. Students work during tuition hours on the on-line course individually. Each week on-line students will study during tuition hours for not less than four hours and this equates to the number of hours of lessons for other DP subject courses.

## **ISM DIPLOMA COURSES**

### **GROUP 1: Studies in Language and Literature (English/Swahili/French)**

Every ten years the IB updates each subject course. The IB recently reviewed the provision of courses in Group 1 and Group 2. Teaching for the revised courses started in August 2011. Each student who wishes to follow a full IB Diploma is taking one language course from Group 1 (usually their best language) and one from Group 2 (a language acquisition course). ISM's Group 1 course focuses on Literature.

Group 1 courses are designed to support future academic study by developing high levels of language competence and communication skills as well as social, aesthetic and cultural literacy. Literature plays a central role in the courses, which aim to support lifelong learning through engaging students as actively as possible with the texts they study. Each course highlights a different perspective in the study of texts.

Group 1 courses are suitable for students who have experience of using the language in an academic context. Students following any language in Group 1 should be either native speakers or near native speakers. There will not be time to learn grammar, syntax etc.

In the Group 1 "Language A: Literature" courses that ISM DP students take the focus is directed towards developing an understanding of the techniques involved in literary criticism in context and promoting the ability to form independent literary judgments.

### **ENGLISH A: Literature (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 Durbervilles*, 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-Gura

### **SWAHILI A: Literature (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 A: Literature (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 *Antigone* (Sophocles) 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 *Selected Poems* from La Fontaine and Le Clezio.

### **Part 3: Literary Genre**

This includes works of the same genre and the genre chosen for French is drama. Recent texts chosen in this category have included *Dom Juan* (Moliere), *Les caprices de Marianne* (Musset) and *En Attendant Godot* (Beckett).

**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 *Des Souris et des Hommes* (Steinbeck), *L'Enfant Noir* (C. Laye) and *Le Monde s'effondre* (Achebe).

## **Other A Languages**

It may also be possible to arrange tuition in other A 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 A course (Standard Level only) as a self-taught, 'school supported' candidate (as recently took place with Swedish, Pashto, Chinese) if this is the candidate's mother tongue and there is no available teacher for that language.

## **GROUP 2: LANGUAGE ACQUISITION (LANGUAGE B and *ab Initio*)**

Group 2 courses exist to provide students with the opportunity to acquire or develop an additional language (or languages) and to promote an understanding of other cultures through the study of language. Every ten years the IB updates its and teaching for the revised courses started in August 2011. Each student who wishes to follow a full IB Diploma will generally have to take one language from Group 2 (a language acquisition course). Please find below an outline of the Group 2 Language courses. However, there is an exception for a student who wishes to take two Group 1 classes.

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

#### **Course description**

Language B SL and HL are language acquisition courses for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it. Standard and higher levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the study of literature at HL, the level of difficulty and the demands of assessment and the assessment criteria.

The range of purposes and situations for which and in which the language is used in the language B courses extends well beyond those at *ab initio*. Language B will be offered in English, French and Kiswahili.

### **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 or a self-taught course as their A 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.

### **LANGUAGE *ab initio* (Standard level)**

#### **Course description**

The language *ab initio* course is a language acquisition course for students with little or no experience of the language. It is organised around three themes.

- Individual and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural competence. Through the development of receptive, productive and interactive skills, students acquire the ability to respond and interact appropriately in a defined range of everyday situations. Each language *ab initio* has a language-specific syllabus that is used in conjunction with the guide.

*Ab initio* courses will be offered in Kiswahili, and on-line in Spanish through Pamoja Education.

### **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 intended exclusively for students who are new to Tanzania. Rare exceptions will permit a Tanzanian to take this class. However, this course aims to enable 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.

### **SPANISH *ab initio* (Standard Level online)**

Spanish *ab initio* is a language acquisition course for students having little or no experience with the Spanish language. Learning a language is more than simply acquiring vocabulary and understanding some grammatical rules. It enables learners to interact in a new cultural context and function in a society different from their own. The Spanish *ab initio* course develops students' functional literacy in the language as well as their appreciation for cultural diversity in general and for the cultural riches in Spanish-speaking societies in particular.

The language *ab initio* course aims to develop the four primary language skills (listening, speaking, reading and writing) to a similar level of communicative competence. While providing a solid framework in terms of grammar and vocabulary, the Spanish *ab initio* course is organised into a number of cultural and thematic topics in which grammatical structures and vocabulary can be practised. The topics provide the students with opportunities to use and explore the language as well as to develop intercultural competence. Through the development of receptive, productive and interactive skills, students are enabled to communicate and interact appropriately in a defined range of everyday situations. IB language *ab initio* courses are designed to integrate three main areas: language, texts and cultural awareness.

The language component of the course is designed so that the four primary language skills (listening, speaking, reading and writing) may be developed in an integrated way. To that end, Spanish *ab initio* students may be involved in forms of communication such as newspaper, telephone conversations, class discussions about a written text, informal conversations, conferences, drama, and e-mails. Furthermore, students are expected to develop accuracy and fluency in expression, and control over the four language skills: vocabulary, grammar, pronunciation and intonation. The language component is constructed around a core syllabus which features seven topics that develop students' language competency in a range of real life contextual themes: the individual, education and work, town and services, food and drink, leisure and travel, health and emergencies, and the environment.

A range of texts form the backbone of the course. Language skills are not developed in isolation but rather through the use of a wide range of contemporary materials such as advertisements, newspaper and magazine articles, catalogues, forms, instructions, and much more. Teachers and students collaborate to choose texts that address the students' needs and interests.

Cultural awareness is the third area of the course design. Students are expected to become familiar with aspects of the everyday life and culture of Spanish-speaking countries through the texts they study. The study of particular features of the culture is not an end in itself but a means by which the students learn about a different way of life, and consequently develop their language skills.

## **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 have made available for a number of years four very popular courses - Economics, Geography, History and Information Technology in a Global Society (ITGS). In addition, ISM offers on-line Psychology Standard Level. It is also possible to study Environmental Systems and Societies as a Group 3 subject. Each Group 3 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 the Humanities can include two group 3 subjects in their IB Diploma programme 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 behaviours 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.

### **Course objectives**

1. Develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application;
2. Develop an appreciation of the impact on individuals and societies of economic interactions between nations;
3. Develop an awareness of development issues facing nations as they undergo the process of change.

### **Course outline:**

At ISM the subject is offered at both Higher and Standard levels in a combined class. The two-year programme comprises the following sections (some apply only to HL students):

- 1. Introduction to Economics:** History of Economic Thought, Positive and Normative Statements in Economics and Issues of Language and Value.
- 2. Microeconomics:** Competitive markets: Demand and supply; Elasticity; Government intervention; Market failure; Theory of the firm and market structures (HL only).

**3. Macroeconomics:** The level of overall economic activity; Aggregate demand and aggregate supply; Macroeconomic objectives; Fiscal policy; Monetary policy; Supply-side policies.

**4. International Economics:** International trade; Exchange rates; The balance of payments; Economic integration; Terms of trade.

**5. Development Economics:** Economic development; Measuring development; The role of domestic factors; The role of international trade; The role of foreign direct investment (FDI); The roles of foreign aid and multilateral development assistance; The role of international debt; The balance between markets and intervention.

### **Course Work:**

Both Higher and Standard level candidates are required to write three commentaries, 750 words in length. These are based on different sections of the syllabus and on published extracts from the news media, such as newspaper or magazine articles related to the five sections of the course.

In this internal assessment component students have the opportunity to link the theory with current events. Higher level will complete three 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 apart 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.

### Economics Assessment

Type	Marking	HL	SL
Portfolio	Internal – course teacher	20%	20%
Written Exam	External — IB examiner	80%	80%

## **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-relations 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; 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; socio-cultural exchanges; political outcomes; global interactions at the local level.

**Internal Assessment HL & SL - One 2,500-word report**  
Geography Assessment

Type	Marking	% of HL	total SL
Report	Internal – course teacher	20%	25%
Written Exam	External—IB 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, fascinating and ever-evolving.

**Course Outline**

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

**HL/SL 20<sup>th</sup> Century World History Core**

Two topics studied in-depth:

- Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states
- The Cold War

**Prescribed subject:** The Arab–Israeli conflict 1945-79

**HL Regional Option:** Aspects of the History of Africa.

Higher level students study in an in-depth fashion the following three topics from the regional option:

- European imperialism and annexation of Africa 1850 - 1900
- Nationalist and independence movements (Eastern and Central Africa)
- Post-independence politics to 2000

**Internal Assessment**

This is a 2000-word historical investigation on a topic of your choice and is worth 20% or 25% of your final grade. It does not have to be on the 20<sup>th</sup> Century or the curriculum that is covered in class, although that is certainly an option. The investigation involves source evaluation and analysis and and culminates in a written paper of 1,500-2,000 words.

History Assessment

Type	Marking	HL	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:

6. Demonstrate an ability to synthesize and reflect on ideas
7. Demonstrate an ability to project the global impact of IT developments
8. 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
Original IT product	Internal –course teacher	20%	30%
Written Exams	External—IB examiner	80%	70%

## **PSYCHOLOGY (Standard Level only, on-line)**

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB psychology adopts an integrative approach - looking at the interaction between biological, cognitive and socio-cultural influences on human behaviour. It enables students to achieve greater understanding of themselves and to appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations. The course takes a holistic approach and one that fosters intercultural understanding and respect. In the core of the IB psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and socio-cultural levels of analysis reveal the immense diversity of influences that produce human behaviour and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

### **Course Objectives**

1. Develop an awareness of how psychological research can be applied for the benefit of human beings
2. Ensure that ethical practices are upheld in psychological inquiry
3. Develop an understanding of the biological, cognitive and socio-cultural influences on human behaviour
4. Develop an understanding of alternative explanations of behaviour
5. Understand and use diverse methods of psychological inquiry.

**Course Outline** – The IB Psychology course is composed of three parts for SL students.

**Part 1: The Core** of the course introduces students to the three fundamental influences on human behaviour: biological, cognitive and socio-cultural. Students investigate how the interaction of these influences substantially determines behaviour. Students investigate the defining principles of the biological, cognitive and socio-cultural levels of analysis, and how they may be demonstrated in research. Furthermore, they evaluate how and why particular research methods are used at each level of analysis and the ethical considerations related to the respective research studies.

**Part 2: Options** are offered to students to provide continuity with the previous syllabus and to reflect developing fields in psychology. Students are invited to consider five options: abnormal psychology, developmental psychology, health psychology, psychology of human relationships and sport psychology. (Students at SL must study one option; students at HL must study two options.) The study of the core (Part 1) provides a foundation and a broad overview of psychology, whereas the options (Part 2) allow students the opportunity to study a specialised area of psychology in depth (including empirical studies and theories), according to their own particular interests. Teachers integrate the options with the study of the core (levels of analysis) wherever possible.

**Part 3: Simple experimental study** serves as an introduction to experimental research methodology. Students are required to plan and undertake a simple experimental study and to produce a report of their study. Teachers prepare students for simple experimental study and writing of the report.

### **Prerequisites**

No prior study of psychology is expected. No particular background in terms of specific subjects studied for national or international qualifications is expected or required of students. The skills needed for the psychology course are developed during the course itself.

Psychology Assessment (Standard Level)

Type	Marking	% of total
Internal Assessment	Internal – course teacher	25%
Written Exam (2 papers)	External - IB examiner	75%

## 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 programme meeting the group 6 elective requirement.*

### Overview of the Assessment Scheme for Biology, Chemistry and Physics

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

### **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 with the exception of extension material on some topics. The syllabus includes the following topics: The syllabus includes the following topics:

(i) The biochemical basis of life.

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

(ii) Cell structure and function.

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

(iii) Diversity, structure and functioning of organisms.

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

(iv) Reproduction, heredity and variation.

(v) Ecology, conservation and evolution.

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

Option G: Ecology and Conservation

Option D: Evolution

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

### **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 the 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 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 Higher-level material. There are two option topics that are studied. 24% 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) **Core:** Undertaken by both Higher and Standard level students and including the following:
  - Eight core academic topics: Physics and physical measurement; Mechanics; Thermal physics; Simple harmonic motion and waves; Electrical currents; Fields and forces; Atomic and nuclear physics; Energy, power and climate change.
  - Practical work – 30 hours of laboratory work (50 hours for higher level students), which forms the basis of each students Internal Assessment mark.
- (ii) **Additional Higher Level:** This work extends and broadens higher level students’ understanding of the eight core topics listed above and also includes one additional topic on Digital technology.
- (iii) **Options:** Students also study two option topics. The options included on the ISM curriculum are Astrophysics; and Communications.
- (iv) **Group 4 Project:** an interdisciplinary cooperative field-project undertaken in collaboration with Biology, Chemistry and ESS students. This includes a further 10 hours of practical work and focuses on teamwork. Students use the school’s Pangani beach house as their research station for a project of their choosing.

## **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 Mathematical 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** that the student must provide. We recommend a TI-84 Plus from Texas Instruments. These are available to purchase from the school. Instruction will be given in class using the TI-84 Plus.

### **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	%
Exploration	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	%
Exploration	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
- Numbers and algebra; sets, logic and probability; functions; geometry and trigonometry; statistics; introductory differential calculus; financial mathematics.

#### Math Studies Assessment

Type	Marking	%
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 and 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 Visual Arts teacher also assesses the Investigation Workbooks. 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.

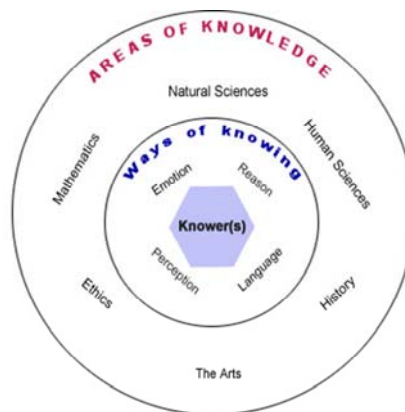
This is a mature and contemporary course, offering exciting opportunities to anyone with a love of Visual Arts, whether they are a drawer or painter, sculptor, printmaker, photographer or artist of any other discipline. It enables students to significantly build upon knowledge and skills learnt previously 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	HL	SL
Investigation Workbook	Internal –course teacher	40%	40%
Studio Work	External—IBO 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	33.3%
Written Essay on a Prescribed Title *	External— IB examiner	66.6%

\*Each student will select one of the ten IB-prescribed titles and write the TOK Essay.

## **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 and 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 and 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 include the following:

<b>Creative</b>	<b>Action</b>	<b>Service</b>
Cookery	Soccer	Upendo Childrens' Home
Drama Production	Cricket	Kidachini football
Martial Arts	Volleyball	Hard Labour
Woodwork	Badminton	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 write a short evaluation at the end of each project that highlights their progress towards meeting the **eight CAS learning outcomes**. As a result of their CAS experience as a whole, there should be evidence that students have:

1. Increased their awareness of their own strengths and areas for growth;
2. Undertaken new challenges;
3. Planned and initiated activities;
4. Worked collaboratively with others;
5. Shown perseverance and commitment
6. In their activities engaged with issues of global importance;
7. Considered the ethical implications of their actions;
8. 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 that relate particularly to young adults in preparation for life after ISM. Preparation for college/university comprises a large chunk of this coursework. 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 that ISM students will need to use on leaving school - for example basic cookery, budgeting of personal finances, debating and discussion skills. Some of the issues students studying in a new country may have to deal with such as loneliness, homesickness and racism are also examined.

### **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 available to both sexes and many run all year round. Students can also use 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 occur several times annually to build community and foster increased school spirit.

## **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 for these instruments: piano, violin, clarinet, flute, saxophone, recorder, guitar (folk, rock and classical), percussion and drums. 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 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, in particular ISM has recently worked with the children at Mkombozi – a NGO whose efforts focusing on helping street children in Moshi.

## **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 Programmes

### Standard Diploma Programme

Group 1	English Literature A HL
Group 2	French B SL
Group 3	Economics HL
Group 4	Physics SL
Group 5	Maths SL
Group 6	Visual Arts HL
CORE	TOK/CAS/EE

*All six areas of the DP hexagon are incorporated into the programme.*

### Humanities Emphasis

Group 1	Swahili A1 HL
Group 2	English B SL
Group 3	History HL
Group 4	Env Systems SL
Group 5	Maths 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 on-line <i>Ab Initio</i> SL
Group 3	Economics SL
Group 4	Chemistry HL
Group 5	Maths HL
Group 6	Biology HL
CORE	TOK/CAS/EE

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

## Resources and recommendations for further research

- ISM:** School web-site <http://www.ismoshi.org>
- Extended Essays from ISM Diploma graduates [ISM Library](#)
- IBO: The IB Community Page** <http://communitytheme.ibo.org/>
- The International Baccalaureate Organization -- Official web site** <http://www.ibo.org/>
- The On-line Curriculum Centre** [http://occ.ibo.org/ibis/occ/guest/dpyyy\\_home.cfm](http://occ.ibo.org/ibis/occ/guest/dpyyy_home.cfm)
- Towards a Continuum of International Education** [http://occ.ibo.org/ibis/documents/general/g\\_0\\_iboxx\\_amo\\_0809\\_1\\_e.pdf](http://occ.ibo.org/ibis/documents/general/g_0_iboxx_amo_0809_1_e.pdf)
- Full text:
- 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.
- **PRINCIPILED**, 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.

# 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 or send it to ISM before arrival.

Name: \_\_\_\_\_ Nationality: \_\_\_\_\_

1. If you have an idea, where do you plan to apply for university? (very rough idea at least)

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

Possible Colleges/Universities: just give a sampling

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

2. If you know, what do you plan to study at university? (very rough idea at least)

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 Programme Overview chart below and assign group numbers to see if you have a programme! If not, you may want to consider pursuing IB Certificates.

7. Of the ten IB Learner Profile characteristics listed above, which would you say is your greatest:

Strength ..... Weakness .....

Note: If you are having trouble identifying the LP characteristics, investigate using the following link: <http://www.ibo.org/programmemes/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 Programme? (Feel free to ask any – so you are clear about this big step in your life!)

Question(s)	Answer — <i>[To be filled in at your interview with the DP Coordinator]</i>



International  
School Moshi

## Diploma Programme Plan of Study ISM Candidates – Class of 2014

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

**Academic Status :** \_\_\_\_\_ Full Diploma Candidate \_\_\_\_\_ Certificates only

### Individual Programme of Studies:

#### Core

CAS (DP + Certificate)

Theory of Knowledge (DP)

Extended Essay (DP)

#### Academic Programme

##### Group 1

Language and Literature:  
English, Swahili, French

\_\_\_\_\_

HL SL

##### Group 2

Language

B/ab initio:

English B, French B, Swahili B, Swahili *ab initio*, Spanish *ab initio* through *Pamoja Education*

\_\_\_\_\_

HL SL

##### Group 3

Individuals and Society:

Economics, History, Geography, IT in a Global Society, Environmental Systems & Societies (SL),  
On-line Psychology through *Pamoja Education* (SL)

\_\_\_\_\_

HL SL

##### Group 4

Sciences:

Biology, Chemistry, Physics, Environmental Systems & Societies (SL)

\_\_\_\_\_

HL SL

##### Group 5

Mathematics:

Math Studies, Math Standard, Math Higher

\_\_\_\_\_

HL SL

##### Group 6

Arts and electives:

Visual Arts; additional subject groups 1,2,3,4

\_\_\_\_\_

HL SL

### Personal Information:

University options: USA CANADA UK MAINLAND EUROPE TANZANIA  
ELSEWHERE IN AFRICA OTHER \_\_\_\_\_

Student's personal email address: \_\_\_\_\_

Parent's email address (if known): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Diploma Coordinator Signature: \_\_\_\_\_ Date \_\_\_\_\_