



**International
School Moshi**

Diploma Handbook

International Baccalaureate Diploma Programme

**ISM (Moshi Campus)
2017-19**



Dear Prospective International School Moshi (ISM) Diploma Programme (DP) Students,

You are facing an important decision at this turning point in your educational journey. Congratulations on your accomplishments to date! This booklet describes the two major options you need to consider as a student who is about to join the ISM Moshi campus DP. Option #1 to undertake the full IB Diploma Programme (DP) or Option #2 to take a series of IB courses in DP subjects to attain the ISM Diploma. It is important that you make an informed decision. Read on!

The International Baccalaureate Diploma Programme (DP) is known and respected world-wide as the premier passport to higher education. On page one of the IBO website it describes the program as “The Diploma Programme: preparing students for success in higher education and life in a global society.” In the eyes of its many advocates, the IB DP is the **gold standard** of university preparatory educational programmes. (bit.ly/ibdpschool) 2,793 secondary schools worldwide in 143 countries offer the credential. “DP students apply to more than 3,300 higher education institutions each year in close to 90 countries. The most popular of these institutions are ranked among the top universities in the world.” (bit.ly/ibpathtouni/). ISM Moshi for five consecutive years has sent a student to Harvard University. 150,000 students took the IB Diploma May 2016 exams. There are over 8,000 trained IB examiners who assess student work and help to maintain the consistency in internal grading which has become a hallmark of the IB DP. Since 1970 the IB has offered the DP. One recent IB DP statistical bulletin highlights how the number of IB DP schools has grown by nearly 20% since 2012 and the number of students has also increased dramatically thanks to the outstanding global education it provides. (bit.ly/ibo2014DPstats)

However, the IB Diploma is more than an outstanding academic qualification. Through its various components students develop the knowledge, critical thinking skills and self-confidence that not only prepares them well for university, but also serves to mold their character in preparation for a productive well-lived adulthood. 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 attaining an ISM graduation certificate by taking a series of IB “diploma” courses. “Diploma course” students have more flexibility with their courses and levels, which allows them to tailor a programme to suit their individual strengths and 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 DP course programme of education leading to the ISM high school diploma] that may be best for you.

Good luck with your choice! We look forward to supporting you at ISM as a DP student! Feel free to contact us with any questions or concerns.

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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's website description of the Diploma Programme highlights that the DP is "preparing students for success in higher education and life in a global society." (<http://bit.ly/IBforabetterworld>) The IB Diploma is an academically demanding and balanced programme of education that helps students get ready for success at university and life beyond. The above model provides a great visual depiction of the DP's various components and which make it such an exceptional holistic programme and these include:

At the Center – *IB Learner Profile* – the attributes the IB hopes to see grow and develop in the life of the Diploma student. (bit.ly/iblearnerprofile)

Approaches to teaching and learning are included in the inner circle demonstrating the DP's commitment to particular pedagogical approaches to teaching and to developing particular skills for learning.

The outer circle entitled "international-mindedness" gives the required emphasis to how all DP teaching and learning should take place within a spirit of tolerance and healthy openness as students grow as global citizens within the framework of international-mindedness. (<http://bit.ly/internationalmindedness>)

As the diagram's widest circle shows DP students study six subjects – one from each subject group. To attain a diploma at the conclusion of the 2-year programme of study, 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. (<http://bit.ly/BenefitsoftheIBDP>)

The IB Diploma is a holistic programme in which all “full diploma” students complete the following three Core requirements (Creativity, Activity and Service (CAS); Theory of Knowledge (TOK), Extended Essay (EE) that are depicted in the lighter shaded circle to highlight how these curricular aspects provide a contrast to the rigors of the six academic disciplines. An explanation of CAS, TOK and EE follows.

Creativity, Activity 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 academic scholarship. In other words, CAS involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Moreover, each student plans and initiates one CAS project in which they are passionate. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery. In sum, CAS encourages the IB students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. Inner reflection on CAS activities remains an additional integral element of this program which is documented through a CAS Portfolio. One cannot overstate how much CAS serves as a wonderful complement and balance to intellectually challenging course programme for DP students. (<http://bit.ly/IBDPCASoverview>)

Theory of Knowledge

Students examine and reflect on the nature of knowledge in this interdisciplinary course. Also known by its acronym TOK – this course develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction. At the heart of TOK's content are questions like these: What counts as knowledge? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? (<http://bit.ly/IBTOKOverview>)

Extended Essay

Students investigate a self-generated research question by undertaking independent research in one of their DP subject areas, culminating in a 4,000-word academic and fully referenced paper that will cross-checked for plagiarism. It 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. (<http://bit.ly/IBDPEEoverview>)

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. Generally, DP teachers use past paper questions to provide a valid practice with the type of questions that students will see on the end of two-year official IB exams. Student results are determined by performance against benchmarks that are published and available to DP teachers and students. (<http://bit.ly/IBDPAssessment>)

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. (<http://bit.ly/IBDPsampleexamsamples>)

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 IB-appointed examiner. If necessary, the marks will be adjusted to reflect the international marking standard. This process is known as moderation. Internal Assessment can account for 20-50% of the final IB mark, depending on the subject. External Assessment comprises all 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. (<http://bit.ly/assessmentguideforexaminers>)

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 that 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 on their higher level classes. Please see the publication "Diploma Programme Regulations" on the IB website for the complete details regarding the award of the Diploma. (<http://bit.ly/IBDPrulesforobtainingthediploma>)

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

Diploma Progression Policy

Full Diploma Students

	1st Quarter Achievement Grades	2nd and 3rd Quarter Achievement Grades	1st Year Exam Grades
Minimum acceptable	<i>20 points total 10 points in higher levels</i>	<i>22 points total 11 points in higher levels</i>	<i>24 points total 12 points in higher levels</i>
Consequence if minimum not achieved	<i>Modified programme required</i>	<i>Reduced programme required</i>	<i>Re-sit examinations in August or reduced programme</i>

At the end of the first quarter of their D1 year, all full diploma students will be expected to have a minimum of 20 points (obtained by adding the reported achievement grades from their six subjects excluding ToK and EE). Any student achieving fewer than 20 points at this stage, or who have fewer than 10 points in their higher level subjects, will be required to undertake a modified programme in consultation with the Diploma Programme Coordinator. All students with 20 to 22 points (or with 10 or 11 HL points) will be warned that they will need to reduce their programme of study if they do not receive a minimum of 22 points (a minimum of 11 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 and of the third quarter, all full diploma students will be expected to have a minimum of 22 points (obtained by adding the reported achievement grades from their six subjects excluding ToK and EE). Any student achieving fewer than 22 points at this stage (or achieving fewer than 11 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 22 to 24 points (or will 11 or 12 HL points) will be warned that they may need to reduce their programme of study if they do not receive a minimum of 24 points (and a minimum of 12 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 24 points (obtained by adding the end-of-year examination grades from their six subjects excluding ToK and EE). Any student achieving fewer than 24 points (or fewer than 12 HL points) at this stage will be required to take re-sit examinations before the start of the D2 school year in subjects and at times and on dates set by the Diploma Programme Coordinator. If, after the resit examinations, the total points score is still less than 24 points (or HL points are below 12), the student will be required to reduce their programme of study or repeat the D1 year 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.

Diploma Progression Policy

Diploma Course Students

At the end of academic quarter 1, 2 and 3 any student has fewer than four satisfactory grades (4 or above) then the Diploma Coordinator will communicate to parents reminding them of the end of year requirement and also may make recommendations regarding modifying the program of study. At the end of the D1 year, all students taking IB Diploma courses will be expected to have achieved a satisfactory grade (4 or above) on at least four of their end-of-year examination grades. Those that do not meet this requirement will normally be required to repeat the D1 academic year. However, any student who does not achieve a satisfactory grade (4 or above) on at least four of their end-of-year examination grades may 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. The purpose of the re-sit exams would be to provide another opportunity and if on these resit exams he/she raises his grade so that he/she has a satisfactory grade on at least four subjects then that student may proceed to the D2 year of study. The Diploma Coordinator, in agreement with the Head of Campus, may make exceptions to this whole policy in individual cases where unusual circumstances apply (for example, long-term or serious illness).

(Finalized in December, 2015)

What is the IB Diploma Programme (DP)?

The International Baccalaureate Organization (IB) describes its DP as:

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

The IB Diploma is therefore a programme of studies taken in the last two years of secondary school that covers a broad liberal arts spectrum. The IB DP has been designed to address the intellectual, social, emotional and physical well-being of students. ISM's IB DP also prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- (1) develop physically, intellectually, emotionally and ethically;
- (2) acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups;
- (3) develop the skills and a positive attitude toward learning that will prepare them for higher education;
- (4) study at least two languages and increase understanding of cultures, including their own;
- (5) make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique Theory of Knowledge course;
- (6) undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay;
- (7) enhance their personal and interpersonal development through creativity, action and service.

University Recognition for the IB Diploma Programme

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. Indeed, since its inception in 1968 the DP has gained recognition and respect from the world's leading universities.

Fast Facts about ISM Moshi's Diploma Programme

- ISM was one of the earliest schools in the world to offer the IB Diploma programme. It was the 32nd school to implement the IB DP. By mid-2016 there were 2,793 schools offering it - according to the May 2016 IB DP Statistical Bulletin.
- ISM Moshi is the most experienced Diploma school in Africa.
- A number of our Diploma teachers are IB examiners assessing work from other IB Diploma schools.
- Our CAS programme has been recommended to schools in the Asia/Pacific region as an exemplary model and received an outstanding rating from the IB in 2014.
- The ISM Life Skills programme in which DP students also are enrolled has been given recognition by UNESCO.
- About forty-five students have joined the two-year Diploma programme each year in recent years and about half of these are new to the school. The school has a long and treasured tradition of making people feel at home and being an incredibly caring community.
- The average DP subject class size includes 15 students which helps students to have productive discussions, undertake collaborative tasks and to learn well.
- The international dimension of the ISM dimension comes alive with DP teaching faculty who possess an array of international experience and the eighty-nine students (in the Diploma Programme in the academic year 2016-2017) included students from four continents and eighteen different nationalities.
- Over half of our DP students are Tanzanian nationals and most DP students are on-campus boarders which forms a wonderful holistic learning community.
- Graduates from ISM's DP have gained admission and in some cases fully paid scholarships into the world's top universities (including Harvard University, Duke University, Yale University, University College London, Stanford University) as well as in an array of other universities around the world with the three principal destinations for ISM DP graduates being the USA, UK and Canada.

DP List of Courses and Requirements for the ISM class of 2019

Diploma Courses

GROUP 1	Studies in Language and Literature	English Literature HL, English Literature SL; Swahili Literature HL/SL (1 st language)
GROUP 2	Language Acquisition	English B HL/SL; French B HL/SL; Swahili B HL/SL, Swahili <i>ab initio</i> SL, on-line courses Chinese <i>ab initio</i> , Spanish <i>ab initio</i> SL through Pamoja Education, French <i>ab initio</i> through Pamoja Education (B = intermediate; <i>ab initio</i> = beginner).
GROUP 3	Individuals & Societies	Economics HL/SL; Environmental Systems & Societies SL*; Geography HL/SL; History HL/SL and Psychology HL/SL or as an on-line course any of these: Information Technology in a Global Society (ITGS) HL/SL, Psychology HL/SL.
GROUP 4	Sciences	Biology HL/SL; Chemistry HL/SL; Environmental Systems & Societies SL*; Physics HL/SL
GROUP 5	Mathematics	Mathematical Studies SL; Math Standard Level; Math Higher Level
GROUP 6	Arts & Electives	Visual Arts HL/SL or a course from group 1, 2, 3 or 4

*As an inter-disciplinary course, Environmental Systems & Societies SL can fulfill the requirements of either a Group 3 or Group 4 course.

Core Requirements

TOK	Theory of Knowledge	-DP students' 7 th subject -TOK is internally (presentation) and externally (essay) assessed.
CAS	Creativity, Activity, Service	-Each quarter students choose a balanced programme of CAS activities from those ISM offers. -Students participate weekly in a minimum of three hours of activities. -Students maintain a CAS Portfolio to document their engagement with CAS. This is assessed internally by the CAS Coordinator against the seven CAS learning outcomes. -Each student undertakes a CAS Project that demonstrates their capacity to show initiative, demonstrate perseverance and develop skills like collaboration, decision-making and problem-solving.
EXTENDED ESSAY	Research-based Investigation	-Students choose an area of investigation and develop an individual research question. -Working with a supervisor for months, they undertake research/writing and submitting the final 4,000-word essay in November of the D2 year. -The extended essay is externally assessed.

ISM DP Education (Additional Features)

LIFESKILLS	Practical skills Course (required)	Students investigate post-secondary options and develop the interpersonal and intrapersonal skills for the 21 st century.
RESEARCH AND WRITING	Development of key specific skills related to IB DP coursework	Led by experienced DP teachers, students will thoroughly review the steps involved in doing effective research and writing. (Course starts in January of the D1 year and concludes in November of the D2 year.)

Notes: (1) All ISM DP Group 1-6 courses listed above are all two years in length;

(2) 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*.

(3) In determining which courses to take at standard and which at higher, we strongly recommend that students have consistently achieved a grade of 5 or above in the MYP precursor to their HL subjects. An exception for this is Math HL where students should have consistently attained a 6 or 7 mark.

(4) Successful completion of the CAS program and the Life Skills courses are required for graduation and must be undertaken by all students.

(5) Swahili *ab initio* (beginner) is solely for beginners in this language and can *only* be taken by non-Tanzanians or Tanzanians who have been raised abroad and have had no prior exposure to Swahili.



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education

On-line courses through Pamoja Education

ISM will offer to the class of 2019 the opportunity to take an on-line DP course and the fee structure will be: in Year 1 - USD 1,000 and in Year 2 there will be no charge as ISM will absorb this cost. The selection of potential Pamoja on-line courses into which an ISM Moshi campus student in the class of 2019 includes the following:

Group 2	Spanish <i>ab Initio</i> SL; Mandarin <i>ab initio</i> SL; French <i>ab initio</i> SL
Group 3	Information Technology in a Global Society (ITGS) HL/SL, Business Management HL/SL, Psychology HL/SL

Interested ISM students may enroll in no more than one on-line course. ISM has collaborated with Pamoja Education for this endeavor as it has for six academic years. Nearly sixty ISM students have enrolled in an on-line class. However, ISM's experience has revealed that not all students are geared for an online DP course and those who succeed tend to be highly motivated and well-organized independent learners. Currently Pamoja Education collaborates with 200 IB schools in 40 countries and have enrolled over 1,400 students.

As noted on the Pamoja Education (<http://www.pamojaeducation.com>) 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 individualized learning. ISM has not experienced any difficulties implementing these on-line courses as ISM's internet bandwidth meets Pamoja's requirements. There will be – as noted above be a USD 1,000 extra cost for ISM students in Year 1 (but no charge in Year 2) - who take an on-line course. It is expected that ISM students will again benefit greatly from this unique and established learning environment. Advisory/Cautionary Note: ISM students who wish to take a Pamoja education course **must** demonstrate evidence of being independent learners (self-starters/pro-active!) who are able to cope with the challenges of a learning environment where the teacher is not in front of the class physically but is on the other side of the globe. Some ISM students who lacked this discipline and initiative to maintain for the two years of the course the focused and on-going engagement with this online course attained disappointing final grades.

Full Diploma versus Diploma Course status

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. Although most students at ISM choose the full IB Diploma programme, for some students the ISM High School Diploma programme with IB courses 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 IB course credits. 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 “diploma course” student 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.

Requirements for the IB DP Full Diploma course of study

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, organizational 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 enroll 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 IB DP Course plan of study leading to an ISM Diploma

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 and 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 HL or English Literature SL or English B HL/SL leading to a certification of completion of that IB DP course.
- Mathematical Studies, Math Standard Level or Math Higher Level
- IB Diploma Subjects – Students choose IB DP courses from the course offerings.
- Pamoja Education Online course – Any of those listed above 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 that addresses a range of issues facing young people of this age including College and University application.

High School Diploma Course Requirements

ENGLISH	Literature/ Language	English Literature HL/SL or English B HL/SL
MATHS	Mathematics	Math Studies; Math SL; Math HL.
ELECTIVES		A minimum of three additional DP courses from Groups 1 - 4 & 6 (at either HL or SL)
CAS	Creativity, Activity, Service	*Students choose a balanced programme of activities from those offered by the school each quarter. *Students participate in a minimum of three hours of activities each week. *Students maintain logs and reflections to document their learning against the eight CAS learning outcomes. *CAS is internally monitored and assessed by the CAS Coordinator.
LIFE SKILLS	Practical skills Course	Students investigate post-secondary options and develop the interpersonal skills necessary for young adults to function outside of school
RESEARCH AND WRITING	Development of key specific skills related to IB DP coursework	Led by experienced DP teachers, students will thoroughly review the steps involved in doing effective research and writing. (Course starts in January of the D1 year and concludes in November of the D2 year.)

DP Subject choices

Diploma courses are all two-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. 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 all the academic courses on offer.

ISM Moshi Campus IB DP Timetable for 2017-2018

Group a	Group b	Group c	Group d	Group e	Group f
English Literature HL	English B HL or SL	Economics HL or SL	Physics HL or SL	Mathematics HL	History HL or SL
English Literature SL	French B HL or SL	Geography HL or SL	Biology HL or SL	Mathematics SL	Chemistry HL or SL
Swahili Literature HL	Swahili B HL or SL		Environmental Systems & Societies SL	Mathematical Studies SL	Visual Arts HL or SL
Swahili Literature SL	Swahili <i>ab initio</i> SL				

On-line courses through the IB-approved provider Pamoja Education:

DP Subject Group 2 – Chinese *ab initio*, French *ab initio*, Spanish *ab initio*

DP Subject Group 3 – Information Technology in a Global Society (HL or SL), Business Management (HL or SL), Psychology (HL or SL).

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. The Pamoja Education on-line courses - do not appear on the actual timetable. However, they are part of the curriculum since they are IB-recognized courses. 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 and a half hours and this equates to the number of hours of lessons for other DP subject courses.

ISM DIPLOMA COURSES BY SUBJECT GROUP

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

Each student who wishes to follow a full IB Diploma takes at least one language course from Group 1. ISM's Group 1 course is a Literature course, which aims to support lifelong learning through engaging students as actively as possible with the texts they study. 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. 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 and the 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. Students following any language in Group 1 should be either native speakers or near native speakers. This is not a course designed to acquire a language.

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 + Standard level)

Part 1: Works in translation - HL: **Three** works SL: **Two** works - All works are chosen from the titles in the IB-produced list known as the 'prescribed literature works in translation' (PLT). Recent texts chosen in this category have included: *Caucasian Chalk Circle* by Berthold Brecht, *The Cherry Orchard* by Anton Checkov and *Ghosts* by Henrik Ibsen.

Part 2: Detailed study - HL: **Three** works SL: **Two** works - All works are chosen from the IB-produced list known as prescribed list of authors (PLA) for the language A literary works being studied and each must be from a different genre (example – drama, novel, poetry or non-fiction.) Recent Part 2 texts chosen in this category have included: selected poems of Seamus Heaney, selected essays by George Orwell and the play *MacBeth* by William Shakespeare.

Part 3: Literary genres - HL: **Four** works SL: **Three** works. All works are chosen from the prescribed list of authors (PLA) for the language A being studied, all from the same genre. Recent Part 3 texts chosen in this category have been focused on the genre of poetry and have included selected poetry from these three renowned poets: William Blake, Ted Hughes, Wilfred Owen and Keith Douglas.

Part 4: Options – HL + SL: **Three** works - Works are freely chosen in any combination. Recent Part 4 texts chosen in this category have included: Chinua Achebe's *Things Fall Apart*, Peter Shaffer's *Royal Hunt of the Sun* and Athol Fugard's *Boesman and Lena*.

Literature A Assessment

Task	Marking	HL	SL
Internal Assessment (Individual oral commentary/Individual oral presentation)	Internal – course teacher	30%	30%
Written Exam Papers/Written Assignment	External — IB examiner	70%	70%

SWAHILI A: Literature (Higher and Standard level)

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 *I will marry when I want* (Thiong'o), *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* (WallBra), *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).

Other A Languages and the Self-Taught Literature SL option

It may be possible to arrange tuition in other mother tongue languages. These costs will be passed on to parents and will be proportionate to the number of students. A more likely option would be to follow a Literature course (Standard Level only) as a self-taught, 'school supported' candidate (as took place in recent years with Danish, Afrikaans, French, German, Swedish, Pashto) if this is the candidate's mother tongue. In the class of 2017 there are such arrangements for French, German and Afrikaans. Each self-taught student arranges a self-taught tutor (paid by the family of that student) and collaborates via regular Skype meetings.

GROUP 2: LANGUAGE ACQUISITION (LANGUAGE B and *Ab Initio* [Beginner])

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. 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.

Language B Assessment

Type	Marking	HL	SL
Individual Oral and Interactive Oral Activity	Internal – course teacher	30%	30%
Written Exams/Written Assignment	External — IB examiner	70%	70%

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 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.

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

Course description

The language *ab initio* (*beginner*) course is a language acquisition course for students with little or no experience of the language. It is organized into 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. That means the ability to demonstrate an understanding of cultural diversity and the student's own. The students develop a great awareness of his or her own culture(s) through learning about another. 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 Swahili, and on-line in Spanish, French or Mandarin Chinese 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 or universities.

Spanish, French and Mandarin Chinese *ab initio* (Standard Level online)- Each of these is a language acquisition course for students having little or no experience with the 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 *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/French or Chinese-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 Theme.

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 & SOCIETIES - Living through a time of dramatic technological change it is crucial to recognise that people have both inspired these changes and have to live with them. At ISM we have made available for a number of years four courses - Economics, Geography, History, and as online courses – Psychology, Business Management and Information Technology in a Global Society (ITGS). It is also possible to study Environmental Systems and Societies as a Group 3 subject. Each Group 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 an Individuals and Societies DP course can include two Group 3 subjects in their IB Diploma programme meeting the Group 6 elective requirement.*

The aims of all subjects in individuals and societies, group 3 are to:

1. Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions.
2. Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society.
3. Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material.

4. Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies.
5. Develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity.
6. Enable the student to recognize that the content and methodologies of the subjects in group three are contestable and that their study requires the toleration of uncertainty.

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 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):

- 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 Exams	External — IB examiner	80%	80%

GEOGRAPHY (Higher & Standard Levels)

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. These may be defined on a variety of scales and from a range of perspectives. Within Individuals and Societies (group 3) subjects, geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The Diploma Programme geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio - economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Course Objectives

- Develop an understanding of the dynamic interrelationships between people, places, spaces and the environment.
- Develop a critical understanding of contemporary environmental security, economic and equality issues.
- Gain an in depth understanding of how these geographical outcomes have been shaped by powerful human and physical factors.
- Be able to synthesize their diverse geographical knowledge in order to form personal and global viewpoints about how these issues could be resolved.
- Understand the need for planning and sustainable development via the management of resources at a variety of different scales.

Concepts for DP geography

Places: can be identified at a variety of scales, from local territories or locations to the national or state level. Places can be compared according to their cultural or physical diversity, or disparities in wealth or resource endowment. The characteristics of a place may be real or perceived and spatial interactions between places can be considered.

Processes: are human or physical mechanisms of change, such as migration or weathering. They operate on varying timescales. Linear or circular systems are an outcome of the way processes operate.

Power: is the ability to influence and affect change or equilibrium. Power is vested in citizens, governments, institutions and other players, and in the natural world in processes. Equity and security, both environmental and economic can be gained or lost as a result of the interaction of powerful forces.

Possibilities: are the alternative events, futures and outcomes that geographers can model, project or predict with varying degrees of Certainty. Key 21st century questions include the degree to which human and environmental systems are sustainable and resilient, can Adapt or change.

Course Outline – at HL/SL in a combined class with a common core theme various options: **PART 1: Core theme** [HL and SL Students]: The proposal is to have a have a core theme for both SL and HL with a focus on people, places and global interactions, which consists of three compulsory topics exploring the main concepts of the course: (a) Population distribution, change and possibilities (b) Climate change vulnerability and resilience (c) Consumption, sustainability and security.

PART 1: Extension [HL only]

The proposal is to have a core theme extension for HL, (with the examination paper taken at the same sitting as Paper 1 based on the Part One core for SL/HL). Measuring global interactions and development, it will have three further compulsory topics exploring the main and other concepts: (a) Places, power and networks (b) Global development and diversity (c) Global risks and resilience

PART 2: Optional Themes Consists of seven optional themes (three are studied at HL and two at SL): (a) Freshwater drainage basins (b) Oceans and Coasts (c) Extreme environments (d) Geophysical hazards (e) Leisure, sport and tourism (f) The geography of food and health (g) Urban environment

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

Geography Assessment

Type	Marking	% of HL	% of SL
Fieldwork Report	Internal – course teacher	20%	25%
Written Exams	External—IB examiner	80%	75%

HISTORY (Higher & Standard Levels)

Students who do well in History have a keen interest in current events and enjoy reading and participating in discussions and can present a clear written argument in English. Previous study of History is not, however, a prerequisite. 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 particularly in the area of analytical writing and critical thinking 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 20th Century World History topics and a prescribed subject for source analysis document work.

HL/SL 20th Century World History Core (analytical essays will be written on these): Two topics will be studied in-depth: **(1)** Independence Movements (1800-2000); **(2)** The Cold war: Superpower Tensions and Rivalries (20th century)

Prescribed subject: 'Rights and Protest'. Historical source analysis questions will assess this part of the course that will focus on two late-20th century cases of 'Rights and Protest'. The first will focus on the 'Civil Rights movement in the USA (1954-1965) and the other will examine the 'Apartheid South Africa (1948-1964).

HL Regional Option: Aspects of the History of Africa and the Middle East and these higher-level students study in-depth the following topics:

- Developments in South Africa 1880-1994
- 20th century Nationalist and independence movements [partial]
- War and change in the Middle East and North Africa (1914-1945) [partial]
- Post-War Developments in the Middle East (1945-2000) [partial]

Internal Assessment

This is a 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 20th Century or the curriculum that is covered in class, although that is an option. The investigation involves source evaluation and analysis 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 Exams	External—IB examiner	80%	75%

INFORMATION TECHNOLOGY in a GLOBAL SOCIETY (Higher & Standard Levels) – (*This will be offered as an on-line class through Pamoja.*) 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 and Higher Level) (*This will be offered as an on-line class through Pamoja Education.*) 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 behavior; 4. Develop an understanding of alternative explanations of behavior; 5. Understand and use diverse methods of psychological inquiry.

Course Outline – The Psychology SL course is composed of three parts:

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).

Part 3: Qualitative research methodology (HL only) - Qualitative research takes place in the real world, as opposed to the laboratory, and deals with how people give meaning to their own experiences. It involves research of behaviour in a natural setting, and is followed by an attempt to interpret the behaviour and the meanings that people have given to their experiences. Qualitative research strategies include the use of observations, interviews and case studies, among others. These will often involve face-to-face interactions between researcher and participant where the researcher needs to be flexible and sensitive to the needs of the social context within which the data is obtained. The data is subsequently analysed and interpreted. Generally the aim of qualitative research is to allow themes, categories or theories to emerge from the data, rather than to focus narrowly on preconceived ideas or hypotheses.

Part 4: 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 (experimental study)	Internal – course teacher	25%
Written Exams (2 papers)	External - IB examiner	75%

Psychology Assessment (Higher Level)

Type	Marking	% of total
Internal Assessment (experimental study)	Internal – course teacher	20%
Written Exams (3 papers)	External - IB examiner	80%

BUSINESS MANAGEMENT (Higher Level and Standard Level) (*This will be offered as an on-line class through Pamoja Education.*) Overview -The business management course is designed to develop students’ knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today’s complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

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The six aims of the business management course at HL and SL are to: 1) encourage a holistic view of the world of business; 2) empower students to think critically and strategically about individual and organizational behavior; 3) promote the importance of exploring business issues from different cultural perspectives; 4) enable the student to appreciate the nature and significance of change in a local, regional and global context; 5) promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations; 6) develop an understanding of the importance of innovation in a business environment.

Course Outline – The Business Management course is divided into four parts: Unit 1 – Business Organization and Environment; Unit 2 – Human Resources Management; Unit 3 – Finance and Accounts and Unit 4 – Operations Management.

Assessment - External assessment for HL and SL students consists of two written examination papers. Paper one is based on a pre-seen case study issued in advance, and paper two consists of structured questions based on stimulus material and an extended response question that assesses students' understanding of the key concepts of the course. Internal assessment for HL students is a research project and for SL students a written commentary. In both tasks, students study real world business organizations. These are internally marked by subject teachers and then externally moderated by IB examiners.

Business Management Assessment (Standard Level)

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

Business Management Assessment (Higher Level)

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

GROUP 4: 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 20% of the teaching time following an internally assessed scheme of practical/investigative work part of which includes 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	%
Individual Investigation	Internal - course teacher	20%
Written Exams	External - IB examiner	80%

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: Biology is a Group 4 subject. All Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth. The Biology programme is studied at a variety of levels from the molecular to that of the biosphere. The syllabus includes these topics (after which is listed the 'essential idea'):

- (i) Cell Biology - The evolution of multicellular organisms allowed cell specialization and cell replacement.
- (ii) Molecular Biology - Living organisms control their composition by a complex web of chemical reactions.

- (iii) Genetics - Every living organism inherits a blueprint for life from its parents.
- (iv) Ecology - The continued survival of living organisms including humans depends on sustainable communities.
- (v) Evolution and Biodiversity - There is overwhelming evidence for the evolution of life on Earth.
- (vi) Human Physiology - The structure of the wall of the small intestine allows it to move, digest and absorb food.

All students study the topics listed above. Listed below (topics vii to xi) are the core topics which only the higher level students study.

- (vii) Nucleic Acids - The structure of DNA is ideally suited to its function.
- (viii) Metabolism, Cell Respiration and Photosynthesis - Metabolic reactions are regulated in response to the cell's needs.
- (ix) Plant Biology - Structure and function are correlated in the xylem of plants.
- (x) Genetics and Evolution - Meiosis leads to independent assortment of chromosomes and unique composition of alleles in daughter cells.
- (xi) Animal Physiology - Immunity is based on recognition of self and destruction of foreign material.

Higher and Standard Level Biology students will cover selected aspects of the optional topics:

- Option A: Neurobiology and Behavior
- Option B: Biotechnology and Bioinformatics
- Option C: Ecology and Conservation
- Option D: Human Physiology

Fieldwork in the DP Biology course - Integral to the experience of students in Biology and the other group 4 courses is their experience in the classroom, laboratory or in the field. Practical activities allow students to interact directly with natural phenomena and secondary data sources. These experiences provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. Experiments can be used to introduce a topic, investigate a phenomenon or allow students to consider and examine questions and curiosities.

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 TOK aspects of the IB Diploma.

Course Outline

Chemistry is a Group 4 subject. All Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth. The Chemistry programme is studied at a variety of levels and the syllabus includes these topics:

The eleven core topics for study by all SL and HL Chemistry students are: (1) Stoichiometric relationships; (2) Atomic structure; (3) Periodicity; (4) Chemical bonding and structure; (5) Energetics/thermochemistry; (6) Chemical kinetics; (7) Equilibrium; (8) Acids and Bases; (9) Redox processes; (10) Organic Chemistry; (11) Measurement and data processing.

Listed below are the ten additional core topics that the higher level students study in greater depth and these include: (12) Atomic structure; (13) The periodic table-the transition metals; (14) Chemical bonding and structure; (15) Energetics/thermochemistry; (16) Chemical kinetics; (17) Equilibrium; (18) Acids and Bases; (19) Redox processes; (20) Organic chemistry; (21) Measurement and Analysis.

Higher and Standard Level Chemistry students will cover selected aspects of the optional topics: Option A: Materials Option B: Biochemistry Option C: Energy
Option D: Medicinal Chemistry

Fieldwork in the DP Chemistry course - Integral to the experience of students in Biology and the other group 4 courses is their experience in the classroom, laboratory or in the field. Practical activities allow students to interact directly with natural phenomena and secondary data sources. These experiences provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. Experiments can be used to introduce a topic, investigate a phenomenon or allow students to consider and examine questions and curiosities.

PHYSICS (Higher and Standard Levels) As the DP Physics guide articulates, “Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles – currently accepted as quarks, which may be truly fundamental – to the vast distances between galaxies.”

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 realize that standard level Physics is not in any sense easier than higher level. Additionally, it is important to note that the Higher Level assessment questions are more complex and cover "extension" type material.

Course objectives - The IB Diploma physics course aims to provide students with a solid understanding of the ‘classical Physics’ 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. As the DP Physics guide states, “The Diploma Programme physics course allows students to develop traditional practical skills and techniques and increase their abilities in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal and digital communication skills which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right.”

Course outline - Physics is a Group 4 subject. All Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth. The Physics programme is studied at a variety of levels and the syllabus includes these topics (after which is listed the ‘essential idea’ for that topic): The eight core topics for study by all SL and HL Physics students are: (1) Measurements and uncertainties; (2) Mechanics; (3) Thermal Physics; (4) Waves; (5) Electricity and magnetism; (6) Circular motion and gravitation; (7) Atomic, nuclear and particle physics; (8) Energy production. Listed below are the four additional core topics that the higher level students study: (9) Wave phenomena; (10) Fields; (11) Electromagnetic induction; (12) Quantum and nuclear physics.

Higher and Standard Level Physics students will cover selected aspects of the optional topics:

Option A: Relativity; Option B: Engineering Physics; Option C: Imaging;
Option D: Astrophysics

Fieldwork in the DP Physics course - Integral to the experience of students in Biology and the other group 4 courses is their experience in the classroom, laboratory or in the field. Practical activities allow students to interact directly with natural phenomena and secondary data sources. These experiences provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. Experiments can be used to introduce a topic, investigate a phenomenon or allow students to consider and examine questions and curiosities.

ENVIRONMENTAL SYSTEMS & SOCIETIES (Standard Level Only) - [*This is an inter-disciplinary course and it fits in both Group 3 (Individuals and Societies) and Group 4 - the Sciences*] - 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—IB 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. All of the IB Math courses require coursework. For the Mathematics Higher and Mathematics Standard courses this is a mathematical Exploration that each student completes independently in the second year of the course. Mathematical Studies candidates are required to complete a project on a topic of their choice. Diploma Maths courses require the use of a **graphics calculator**. We recommend a TI-84 Plus from Texas Instruments. These are available to purchase from the school. Instruction will be given in class on using it.

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 very good mathematicians. We would expect a student to be consistently attaining a grade 6 or 7 in MYP Mathematics or an A* and A at IGCSE or CSEE, an A on the NECTA or equivalent to 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.

Maths Higher Assessment

Type	Marking	%
Exploration	Internal - course teacher	20%
Written Exam	External - IB 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. ***We require a student to be consistently attaining a grade 5, 6 or 7 in MYP Mathematics or an A*, A or B (Extended) at IGCSE or CSEE, an A or B on the NECTA or equivalent to be suitably qualified to start this course.*** Ambitious students with poor marks in Math prior to entering ISM will face certain disappointment and hence, ISM cannot allow them into this very challenging Math SL 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

Maths Standard Assessment

Type	Marking	%
Exploration	Internal - course teacher	20%
Written Exam	External - IB 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.

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—IB examiner	80%

Selecting the Right Mathematics Class for You – ISM Mathematics Placement

It is important that you select the mathematics class that best meets your abilities and needs. Both the HL and SL mathematics courses are theoretical and mathematically demanding and you should not select these unless you are a confident mathematician. If you have the necessary grades for entry and you choose a Higher or Standard level course, it will be necessary for you to achieve a grade of 4 or better in the 1st semester. If you are not able to reach this minimum standard, your teacher may recommend or require you to move to a different level of course, such as Mathematical Studies. The School may insist upon a change of level if your standard of achievement is insufficient in any course, irrespective of your future study or career plans

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). ISM DP's Group 6 for the class of 2018 includes Visual Arts, Biology, History or Chemistry.

VISUAL ARTS (Higher & Standard Levels)

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have sociopolitical impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

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

Course Aims

The aims of the visual arts course are to enable students to: (1) make artwork that is influenced by personal and cultural contexts; (2) become informed and critical observers and makers of visual culture and media; (3) develop skills, techniques and

processes in order to communicate concepts and ideas; (4) enjoy lifelong engagement with the arts; (5) become informed, reflective and critical practitioners in the arts; (6) understand the dynamic and changing nature of the arts; (7) explore and value the diversity of the arts across time, place and cultures; (8) express ideas with confidence and competence; (9) develop perceptual and analytical skills.

Course Structure

The visual arts core syllabus at SL and HL consists of three equal interrelated areas: (a) Communicating Visual Arts; (b) Visual Arts in Context and (c) Visual Arts Methods.

Visual arts in context - The visual arts in context part of the syllabus provides a lens through which students are encouraged to explore perspectives, theories and cultures that inform and influence visual arts practice. Students should be able to research, understand and appreciate a variety of contexts and traditions and be able to identify links between them.

Visual arts methods - The visual arts methods part of the syllabus addresses ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods.

Communicating visual arts - The communicating visual arts part of the syllabus involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. It engages students in making decisions about the selection of their own work.

The visual arts journal - Throughout the course students at both SL and HL are required to maintain a visual arts journal. This is their own record of the two years of study and should be used to document: (1) the development of art-making skills and techniques; (2) experiments with media and technologies; (3) personal reflections; (4) their responses to first-hand observations; (5) creative ideas for exploration and development; (6) their evaluations of art practices and art-making experiences; (7) their responses to diverse stimuli and to artists and their works; (8) detailed evaluations and critical analysis; (9) records of valued feedback received; (10) challenges they have faced and their achievements.

The visual arts journal underpins every aspect of the course. Students will use the journal, which can take many forms, to record all aspects of their art-making journey, including experiments with media, research, reflections, observations and personal responses. Although not directly assessed, elements of this journal will contribute directly to the work submitted for assessment

Assessment - For assessment students will be expected to: (in a variety of media) [note that the quantity of work produced will include more aspects for those HL students]:

(1) Comparative study: Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

(2) Process portfolio: Students submit carefully selected materials that evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

(3) Exhibition: Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

Visual Arts Assessment Breakdown

Type	Marking	HL	SL
Exhibition	Internal – course teacher	40%	40%
Process Portfolio	External — IB examiner	40%	40%
Comparative Study	External — IB examiner	20%	20%

THEORY OF KNOWLEDGE - Knowing about knowing - TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element that all DP students undertake. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know.

The ways of knowing - While there are many ways of knowing, the TOK course identifies eight specific ways of knowing. (WOKs). They are language, sense perception, emotion, reason, imagination, faith, intuition, and memory. Students must explore a range of ways of knowing and the WOKs have two roles in TOK: a) they underlie the methodology of the areas of knowledge; b) they provide a basis for personal knowledge. Discussion of WOKs will occur in a TOK course when exploring how areas of knowledge operate. Since they rarely function in isolation, the TOK course should explore how WOKs work, and how they work together, both in the context of different areas of knowledge and in relation to the individual knower.

The areas of knowledge - Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge. They are mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems. Students must explore a range of areas of knowledge, and it is suggested that studying six of these eight would be appropriate. The knowledge framework is a device for exploring the areas of knowledge. It identifies the key characteristics of each area of knowledge by depicting each area as a complex system of five interacting components. This enables students to compare and contrast different areas of knowledge and allows the possibility of a deeper exploration of the relationship between areas of knowledge and ways of knowing.

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.

TOK Assessment

Type	Marking	% of total
Presentation	Internal – course teacher	33%
Written Essay on a Prescribed Title *	External— IB examiner	67%

*Each student will select one of the six assigned IB-prescribed titles to write the TOK Essay. Below are the May 2017 titles for which a 1,600 critical response is written.

1. *“It is only knowledge produced with difficulty that we truly value.”*

To what extent do you agree with this statement?

2. *“Facts are needed to establish theories but theories are needed to make sense of facts.”*

Discuss this statement with reference to two areas of knowledge.

3. *Should key events in the historical development of areas of knowledge always be judged by the standards of their time?*

4. *“In the production of knowledge, traditions of areas of knowledge offer correctives for ways of knowing.” To what extent do you agree with this statement?*

5. *Given access to the same facts, how is it possible that there can be disagreement between experts in a discipline? Develop your answer with reference to two areas of knowledge.*

6. *“Humans are pattern seeking animals and we are adept at finding patterns whether they exist or not” (adapted from Michael Shermer). Discuss knowledge questions raised by this idea in two areas of knowledge.*

THE EXTENDED ESSAY

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.

Learn more on the EE at <http://bit.ly/EEIBOverview> or <http://bit.ly/ExtendedEssay2019>

Extended Essay Assessment

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

CREATIVITY, ACTIVITY & SERVICE (<http://bit.ly/IBDPCASoverview>) - 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 Organization 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. CAS 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. Many do more though. 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. Many 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:

Creative	Activity	Service
Cookery	Soccer	Upendo Childrens' Home
Drama Production	Cricket	Kidachini football
Woodworking	Badminton	Teaching swimming to primary children from local school
Origami (gift making)	Hockey	Light in Africa orphanage
Model United Nations	Rugby	Teaching English to ancillary staff
Music Appreciation	Basketball	Mentoring / teaching English to students at the Shiri School

Students must keep regular records of activities undertaken, and write an evaluation at the end of each project that highlights their progress towards meeting the seven CAS learning outcomes. It is a requirement that each plan and develop a CAS Project. All students must also prepare a CAS portfolio that concerns an overview of the various activities in which they were involved and it serves to document their own reflections. As a result of their CAS experience as a whole, there should be

evidence that students have grown in terms of each of these eight learning outcomes:

1. Identify own strengths and areas for growth;
2. Undertake new challenges;
3. Planned and initiated activities;
4. Work collaboratively with others;
5. Showing perseverance and commitment;
6. Engaged with issues of global importance;
7. Consideration of ethical implications;
8. Developing new skills.

CAS Assessment

Type	Marking	% of total
Achievement against CAS Learning Outcomes	Internal—CAS 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, healthy adult relationships, 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 study include loneliness; homesickness, self-confidence, developing grit and racism.

SPORTS

Although there are no formal Physical Education lessons for IB Diploma students, 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. Each November ISM Moshi campus hosts a wonderful “Sports Weekend” for up to ten other schools and competitions in basketball, field hockey, football, volleyball, swimming, rugby, etc.

All Diploma students are regularly encouraged to find time to exercise vigorously three times per week (so two times beyond the required one CAS 'action' activity). ISM's large campus with a variety of athletic facilities provides innumerable opportunities for self-initiated fitness activities such as tennis, jogging, weight-lifting, basketball, horse-riding, etc. Given the stresses and academic rigor, ISM students in the Diploma Programme would be wise to formulate their own workout plan and maintain it throughout their two years of study. Again and again, we observe that successful students academically keep up a serious exercise program. Setting this healthy habit up in secondary school also serves to establish a routine that can be pivotal for a lifetime.

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

ISM offers 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.

UNIVERSITY GUIDANCE - The goal of the ISM's outstanding 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 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. ISM's success in placing students in top universities worldwide (Harvard, University College London, Duke, Yale) is a tribute to ISM's outstanding DP academic programme and our experienced university guidance staff team that is led by Mr. Daryl Rustad (darylrustad@ed.ismoshi.com).

Sample Diploma Programmes

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

All six DP Subject groups are incorporated.

Humanities Emphasis

Group 1	Swahili A Literature	HL
Group 2	English B	SL
Group 3	Geography	HL
Group 4	ESS	SL
Group 5	Maths Studies	SL
Group 6	History	HL
Core	TOK/CAS/EE	

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

Science Emphasis

Group 1	English A	SL
Group 2	Swahili <i>ab initio</i> SL (non-native speaker)	
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.

ISM DP students strive to exemplify the ten IB Learner Profile traits:



<http://bit.ly/IBlearnerprofile>



University & Career Possibilities Questionnaire for ISM Moshi DP Class of 2019

(Please complete PRIOR to selecting possible courses)

Multi-step instructions for completing this form:

- a. Carefully think about each question and then answer it - even those in which your answer may not be particularly clear.
- b. Once finalized in written form on this paper now, this information must then be submitted onto the required special Google 'University and Career Possibilities Questionnaire for the ISM Moshi DP Class of 2019' form which you can easily access by sending an email to the ISM Moshi IB DP Coordinator (rick_fitpatrick@ed.ismoshi.com).
- c. Once the google 'University and Career Possibilities Questionnaire for the Class of 2019 form is completed, please proceed and follow the instructions to complete the 'Individual Diploma Programme Plan of Study - Class of 2019' which is also a google doc and could be accessed by writing to the ISM Moshi IB DP Coordinator (rick_fitpatrick@ed.ismoshi.com). Overview: These questions are designed to help you think through university and career-related issues involved in selecting your IB DP courses.

Full Name: _____ Nationality: _____

Google Email address (create one if you do not already have one!): _____

[Please arrange a Gmail address BEFORE arriving as we will use it for communications.]

1. If you have an idea, **where** do you plan to apply for university? (Very rough idea at least)
Country(ies) a. b. c.

2. List several possible Colleges/Universities that you might realistically attend considering your past grades and your desired career path;
a. b. c.

2. If you know or have some rough idea, **what** do you think that you might study at university? (If you are unsure at this point – write down potential academic areas that would interest you to study. It is essential to indicate below two choices. It is not possible to leave this blank.)

Major a. Minor b.

3. Write down three academic subjects in which you have performed best in the past. Then, indicate beside the subject's name what your average grade has been in that subject:

a. b. c.

4. Write down the two or three academic subjects that you **enjoy** the most:

a. b. c.

5. Write down the subjects you think would be most useful in your **imagined future career**:

a. b. c.

6. Write down three subjects you have never taken before but would like to:

a. b.

Note: Use the IB Diploma Programme Overview visual on page 5 and assign subject group numbers to develop an academic programme that fits your needs.

7. Of the ten IB Learner Profile characteristics listed, 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/benefits/learner-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. It is 'a must' for the universities (or the academic programme) 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 important step in your life!) Please list them below now.



Individual Diploma Programme Plan of Study - Class of 2019

Date: _____ Full Name: _____
 Preferred Name (by which you would like to be addressed): _____
 Your Personal email Address: _____ Your Personal Cellphone # _____
 Parents' email Address: _____ Parents' Cellphone # _____
 Nationality(ies) _____ First/Second Language _____

Academic Status (tick one please): _____ Full Diploma Candidate _____ "Diploma Courses" Candidate

The Core of the IB DP Curriculum includes three elements:

1. CAS (All participate);
2. *Theory of Knowledge* (Required for full DP but optional for 'DP Course Candidates');
3. *Extended Essay* (Required for full DP but optional for 'DP Course Candidates').

Multi-step instructions for completing your Individual DP Plan of Study as a member of the Class of 2018 form:

- a. Reflect on these DP choices AFTER completing the DP questionnaire and recording that on the google doc specified at the end of that page;
- b. You must select one course in each Subject group;
- c. Then, prepare a tentative plan below of your academic programme by writing on the dotted line the course (and level) you will take in each subject group;
- d. Once finalized this information must be entered electronically on to the required special Google doc 'Individual Diploma Programme Plan of Study - Class of 2019 form' which you can easily access by sending an email to the ISM Moshi IB DP Coordinator (rick_fitpatrick@ed.ismoshi.com) to solicit the link.
- e. Once the google 'Individual Diploma Programme Plan of Study - Class of 2019 form' is completed, contact Mr Fitzpatrick to arrange an in-person collaborative meeting between you as the student, your parent(s) and Mr Fitzpatrick. While it is best we do this in person, skype is also an option or even a telephone conversation but the best arrangement is a face-to-face three-way discussion on this important matter of the DP course selections.

PLEASE WRITE YOUR SELECTION FOR EACH GROUP ON THE DOTTED LINE

f. Recall that **no more than one on-line course** may be taken and evidence of a high level of independent learning will be required to be admitted to any on-line class.

Group 1 – Studies in Language and Literature: ----- HL SL

These are the *options* in this IB DP group: English Literature HL; English Literature SL; Swahili Literature HL; Swahili Literature SL; Self-Taught Literature SL and list self-taught language: _____

Group 2 - Language Acquisition: ----- HL SL

These are the *options* in this IB DP group: English B HL; English B SL; French B HL; French B SL; Swahili B HL; Swahili B SL; or on online Chinese *ab initio* SL; online Spanish *ab initio* SL; online French *ab initio* SL

Group 3 - Individuals and Society ----- HL SL

These are the *options* in this IB DP group: Economics HL; Economics SL, History HL; History SL, Geography HL; Geography SL; Environmental Systems & Societies (SL) or as online courses - Information in a Global Society HL or SL, Psychology HL or SL, or Business Management HL or SL.

Group 4 - Sciences ----- HL SL

These are the *options* in this IB DP group: Biology HL; Biology SL, Chemistry HL; Chemistry SL, Physics HL, Physics SL, Environmental Systems & Societies SL.

Group 5 – Math ----- HL SL

Three options in this IB DP group: Math Studies SL; Math Standard Level and Math Higher Level.

Group 6 – Arts or electives: ----- HL SL

These are the *options* in this IB DP group: Visual Arts HL; Visual Arts SL; History HL; History SL; or online Chinese *Ab Initio* SL, French *Ab Initio* SL, or Spanish *Ab Initio* SL, Information Technology in a Global Society HL or SL; Business Management HL or SL, Psychology HL or SL.

Personal Information: The University options you are now considering (Circle one or more please): USA CANADA UK MAINLAND EUROPE TANZANIA ELSEWHERE IN AFRICA OTHER -----

Mini-Assessment of your English Writing Ability (Answer each in under 150 words.): 1. How did you hear about ISM's DP? 2. Why did you decide apply to study in the ISM DP? 3. Describe the most important challenge facing today's world. (Please submit via email to the ISM DP Coordinator – Mr. Fitzpatrick at rick_fitpatrick@ed.ismoshi.com)

Your possible area(s) of study at university: -----

Student Signature: -----