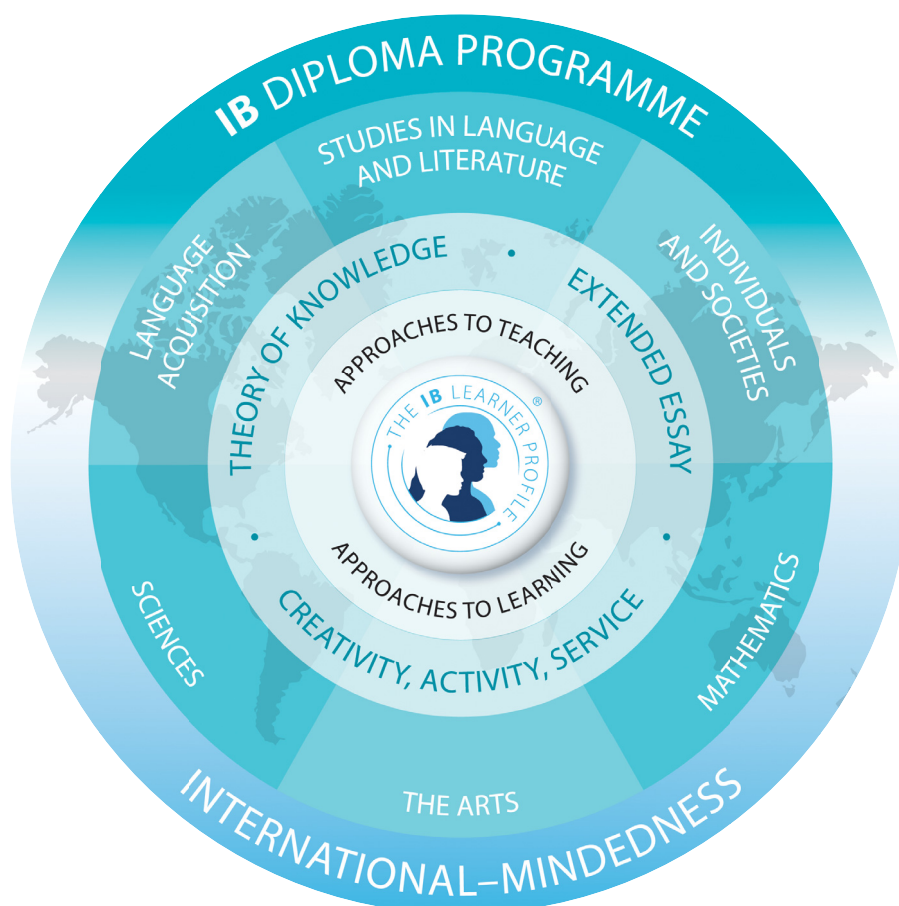


# GRADE 11 & 12 CURRICULUM GUIDE FOR STUDENTS AND PARENTS Updated May 2017



- The International Baccalaureate Diploma and Courses
- The Istanbul International Community School High School Diploma

# GRADE 11–12 CURRICULUM GUIDE



## IB LEARNER PROFILE

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB Learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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**Last updated: February 2017**

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## PREFACE

This booklet is a guide to courses and subjects that may be offered at Istanbul International Community School for students entering Grade 11. Information is provided about the International Baccalaureate (IB) Diploma Program as well as the IICS Diploma.

Questions relating to the IB Diploma Program should be directed to the DP Coordinator. Questions relating to CAS (Creativity, Activity, Service) should be directed to the CAS Coordinator.

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Questions relating to specific subjects should be directed to the Heads of Department in the first instance and then to the IB Diploma Program Coordinator.

### Heads of Department

Group 1: Language & Literature  
Group 2: Foreign Language  
Group 3: Individuals & Societies  
Group 4: Experimental Sciences  
Group 5: Mathematics  
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Questions relating to choice of Universities and Careers should be directed to the University Counsellor.

University Counsellor

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Istanbul International Community School is accredited by the Council of International Schools and the New England Association of Schools and Colleges. It is authorized by the International Baccalaureate Organization to offer the IB Primary Years Program (PYP), the IB Middle Years Program (MYP) and the IB Diploma Program (DP).

For additional information on the IB and the Diploma Program, please see:

[www.ibo.org/en/programmes/diploma-programme/curriculum/](http://www.ibo.org/en/programmes/diploma-programme/curriculum/)  
[www.ibo.org/globalassets/publications/what-is-an-ib-education-en.pdf](http://www.ibo.org/globalassets/publications/what-is-an-ib-education-en.pdf)

## PATH TO GRADUATION:

Students in the Diploma Program have the option to be candidates for earning one of the following combinations by the end of Grade 12. The graduation pathway is determined based on student's choice, their academic history, faculty recommendations, and the university path they plan to pursue.

### **The options include:**

1. IICS High School Diploma and IB Diploma
2. IICS High School Diploma and IB Certificates
3. IICS High School Diploma only

At IICS, we encourage most of our students to be full IB Diploma candidates, and the majority of them chose this path; however, IB Certificates and High School Diploma options are equally valid as an appropriate path to further education.

In order to attain the IICS High School Diploma, students must earn minimum of 26 credits throughout their 4 years of high school (grades 9-12). In Grades 11 and 12, students have the option of taking all their courses in Standard Level. Extended Essay is not a requirement for IB Certificates and/or IICS High School Diploma candidates, however CAS requirements must be fulfilled. The IICS High School Diploma is the US equivalent of a leaving certificate and is recognized for entry directly to many university systems when combined with appropriate standardized testing (SAT, ACT, TOEFL, IELTS).

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## THE IB DIPLOMA PROGRAM

The International Baccalaureate Diploma Program (DP), first implemented in 1968, is a demanding pre-university course of study that leads to examinations. It is designed for highly motivated secondary school students aged 16 to 19. The Program has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. Over the course of 30 years, the IB has shown that DP students are well prepared for university work.

The Diploma Program's grading system is criterion referenced: each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools.

The Program is a comprehensive two-year international curriculum that generally also allows students to fulfil the requirements of their national or state education systems. The Diploma Program incorporates the best elements of national systems without being based on any one system. Internationally mobile students are able to transfer from one IB school to another, while students who remain closer to home benefit from a highly respected international curriculum.

The Program was born of efforts to establish a common curriculum and university entry credential for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision: students should share an academic experience that emphasizes critical thinking, intercultural understanding, and exposure to a variety of points of view. Today there are equal numbers of students from international schools and state or national systems.

The idealism has remained unchanged, however. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgment, make wise choices, and respect others in the global community. The Diploma Program equips students with the skills and attitudes necessary for success in higher education and employment.

The Program has the strengths of a broad curriculum, but with three important additional core requirements:

1. Theory of Knowledge (TOK)
2. Creativity, Activity, Service (CAS)
3. Extended Essay

Istanbul International Community School is proud to have been licensed to provide the IB Diploma Program since 1997.

## THE IB DIPLOMA CORE THEORY OF KNOWLEDGE (TOK)

Theory of Knowledge is an interdisciplinary requirement intended to stimulate critical reflection to develop analytical skills built on experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence. TOK is a key element in encouraging students to appreciate other cultural perspectives.

The course is unique to the International Baccalaureate Organization, which recommends at least 100 hours of teaching time spanning the two years of the Diploma Program.

Diploma candidates are encouraged to reflect on all aspects of their work throughout the Program. They examine the grounds for the moral, political, and aesthetic judgments that individuals must make in their daily lives.

### ASSESSMENT:

External:	1600 word essay in response to one of six prescribed titles.
Internal:	Presentation on a knowledge issue.

## CREATIVITY, ACTIVITY, SERVICE (CAS)

The IB's goal is to educate the whole person to help students become responsible, compassionate citizens. The CAS requirement encourages students to share their energy and special talents with others; students may, for example, participate in theatre of musical productions, sports and community service activities. Students should, through these activities, develop greater awareness of themselves and concern for others, and the ability to work collaboratively.

The three strands of CAS, which are often interwoven within particular activities, are characterized as follows:

- Creativity – arts, and other experiences that involve creative thinking.
- Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity, and autonomy of all those involved are respected.

In order to demonstrate these concepts, students are required to undertake a CAS Project. The project challenges students to:

- Show initiative
- Demonstrate perseverance
- Develop skills such as collaboration, problem solving, and decision making.

CAS enables students to enhance their personal and interpersonal development by learning through experience.

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It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

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

Students work with the CAS Coordinator and the DP Mentor to develop a meaningful CAS program.

## ASSESSMENT:

Internal assessment based on a review of the student's CAS reflections and evidence on ManageBac, self assessment, and panel interview.

## THE EXTENDED ESSAY

Each student has the opportunity to investigate a topic of special interest in a 4,000-word research paper. The extended essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities. The IB recommends that a student devote a total of about 40 hours of private study and writing time to the essay. The essay permits students to deepen their understanding of a specific academic discipline, for example by selecting a topic in one of their DP subjects, or adding breadth to their academic experience by electing to write in a discipline not included in their Program of Studies.

Students work throughout the extended essay process with a school-based supervisor who is responsible for writing a final report on the student's approach to the task, as well as submitting comments to the IBO, on the candidates overall performance on EE, and predicted grades.

## ASSESSMENT:

An externally assessed 4,000 word essay.

## COHERENCE IN THE CORE

The three elements of the Diploma Programme core (TOK, CAS, and the extended essay) were introduced by the original curriculum designers of the Diploma Program as a way to educate the whole person. The core consists of three separate elements, but links and relationships are evident between them.

Coherence does not mean similarity. Coherence in this context refers to the three elements of the core complementing each other and working together to achieve common aims. All three elements of the core should be grounded in three coherent aims:

- 1. Support, and be supported by, the academic disciplines**-the core relies on the disciplines to provide enrichment, and individual subjects should be nourished by the core.
- 2. Foster international-mindedness**-the core should encourage an exploration of issues of global significance and in so doing allow students to examine links between the local and the global contexts.
- 3. Develop self-awareness and a sense of identity**-the core should strive to make a difference to the lives of students. It should provide opportunities for students to think about their own values and actions, to understand their place in the world, and to shape their identity. Based on all of the above, it should be clear that it is through engagement with the DP CORE that a student truly becomes an IB Diploma Student.

## THE SIX ACADEMIC SUBJECT GROUPS

Diploma candidates study 6 subjects. They must select one subject from each of Groups 1-5. The choice of subject from Group 6 is not compulsory and therefore a student may choose a second subject from Groups 1 – 4, instead of a Group 6 subject.

- Three subjects must be taken at higher level, (HL)
- Three subjects must be taken at standard level (SL)
- IB recommends a minimum of 240 teaching hours for HL courses
- IB recommends a minimum of 150 teaching hours for SL courses

Students are thus able to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization of some national systems and the breadth found in others. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures.

The subjects offered at IICS are continually reviewed and revised to meet contemporary needs. The list below serves as a current guide only.

## OVERVIEW OF THE SIX GROUPS

### GROUP 1 – STUDIES IN LANGUAGE AND LITERATURE

All diploma candidates must take a Language A course, which demands good writing and oral skills and the ability to understand and respond to literary texts. The study of the A language is complemented by the international perspective given through world literature studied.

Subjects in this group offered at IICS:

- English Language A Literature
- English Language A Language and Literature
- French Language A Language and Literature\*
- German Language A Language and Literature\*
- Spanish Language A Language and Literature\*
- Turkish Language A Literature\*

\*depending on numbers, those courses may or may not be available

Students may also elect to study their native language as a school-supported, self-taught literature program at Standard Level only.

### GROUP 2 – LANGUAGE ACQUISITION

All diploma candidates are examined in a second language. Language B accommodates genuine second language learners with previous experience of learning the language, typically amounting to between 2 and 5 years of instruction; Language ab initio accommodates beginners in the language. Both Language B and ab initio courses focus on written and spoken communication in a range of contexts and for a variety of purposes. Group 2 subjects that are currently available at IICS include:

- French B
- Spanish B
- English B
- Spanish ab initio (SL only)
- German ab initio (SL only)
- French ab initio (SL only)

Students may also elect to study a second language A and earn a bilingual diploma.

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## GROUP 3 – INDIVIDUALS AND SOCIETIES

Subjects in this group offered at IICS:

- Economics
- Geography
- History
- Environmental Systems and Societies (SL only): Interdisciplinary course. Meets requirements for group 3 OR group 4, or group 3 AND group 4

## GROUP 4 – EXPERIMENTAL SCIENCES

Subjects in this group offered at IICS:

- Biology
- Chemistry
- Physics
- Environmental Systems and Societies (SL only): Interdisciplinary course. Meets requirements for group 3 OR group 4, or group 3 AND group 4

## GROUP 5 – MATHEMATICS

Subjects in this group offered at IICS:

- Mathematics Higher Level (requires instructor approval)
- Mathematics Standard Level
- Mathematics Studies

## GROUP 6 – THE ARTS

Subjects in this group offered at IICS:

- Visual Arts
- Theater Arts
- Music
- Film

Once student submit their DP subjects and level choices, these are reviewed by the individual departments and IB coordinator for approval and recommendations.

## ONLINE COURSES VIA PAMOJA EDUCATION

Pamoja offers IB online courses for students who would like to study a diploma subject that is not currently offered at IICS. They currently offer the following courses:

- Group 2:      French ab initio SL  
                    Mandarin ab initio SL
- Group 3:      Business Management HL, SL  
                    Economics SL one-year  
                    Information Technology in a Global Society HL, SL  
                    Philosophy SL  
                    Psychology HL, SL

Enrollment in these courses involves additional fees and should be considered only by students who are self-motivated and highly disciplined. Students considering a Pamoja course must meet with the Diploma Program Coordinator to discuss options.

For more information about Pamoja, visit : [www.pamojaeducation.com/](http://www.pamojaeducation.com/)

## ASSESSMENT OF THE IB DIPLOMA

Assessment of subjects is based on a combination of internal assessment and external examinations at the end of Grade 12. Within each subject examinations and internal assessments for Higher Level are more demanding than those for Standard level.

In addition to the external IB exams in May 2018, DP Grade 11 students will sit an IICS final exam in June 2017. DP 12 students will sit mock examinations in December 107 and February/March 2018.

Each subject is graded on a scale of 1 (minimum) to 7 (maximum). Up to 3 additional points may be gained for performance in the Extended Essay and Theory of Knowledge (see bonus points matrix).

The maximum possible score for the IB Diploma is 45 points ( $6 \times 7 = 42 + 3 = 45$ ).

		Theory of Knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No Grade N
Extended Essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No Grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

### Awarding of the Diploma

The Diploma will be awarded to a candidate whose total score reaches or exceeds 24 points, provided that:

- A course in Theory of Knowledge (TOK) has been followed and the assessment requirements met with a grade "D" or higher
- An Extended Essay has been submitted and the assessment requirements met with a grade "D" or higher
- The candidate has satisfactorily achieved the Creativity, Action, Service (CAS) learning objectives

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## Failing Conditions

A candidate will not qualify for the awarding of the diploma if certain requirements have not been met. The following conditions apply to all IB Diploma candidates.

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An "N" has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade "E" has been awarded for one or both of Theory of Knowledge and the Extended Essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

## IB COURSE STUDENTS

A candidate who does not seek the award of the Diploma in the IB Diploma Program may elect to sit exams in one or several subjects, provided that the recommended number of teaching hours for each subject has been completed. Such a candidate is classified as an IB Course candidate and receives a transcript of their Diploma Program Course results from the IB. Results obtained by an IB Course candidate cannot subsequently contribute to the award of the Diploma. IB Course candidates can also register for the Extended Essay, Theory of Knowledge, and/or CAS.

## IICS DIPLOMA STUDENTS

Although DP external exams are optional for non-IB Diploma students, all students enrolled in DP courses must complete all coursework requirements. Additionally, students must sit an IICS exam in May of year 2.

## SELF-DIRECTED LEARNING

Classes in the IICS Diploma Program now benefit from additional opportunities for specialized scheduling which will allow learners to devote more time to the areas in which they need additional time.

To help students become more successful independent learners—a necessary part of their university and adult life—DP students need opportunities to develop the life skills to manage their own learning. By providing Student-Directed Learning time within the DP schedule—around 3-4 hours per week in Grade 11 and 5-6 hours per week in Grade 12 depending on course selection—students can opt to spend more time on subjects that represent a larger challenge for them and less time on subjects they are more easily able to master.

As well as giving students added responsibility for their learning, creating an environment where students WANT to be and learn helps to support student success. Among other areas designated for Student-Directed Learning, two classrooms have been specially redesigned: one as a collaborative space to create an environment conducive to group work and the other as a study commons with quiet, private areas for individual work.

## DP MENTORS

Each DP11/12 student will be assigned a DP Teacher to serve as both homeroom teacher and advisor to the student over the course of their two-year Diploma Program. The mentor will assist the student in planning for self-directed learning time and will provide additional oversight and support during SDLT. The mentors also serve as CAS Advisors and will work with students to develop a meaningful and productive CAS Program.

## IICS HIGH SCHOOL DIPLOMA

In addition to the IB Diploma, all students are eligible to receive an IICS High School Diploma.

For grades 9 through 12 inclusive, a student must acquire a score of at least "3" to acquire IICS credit for any particular course.

In order to graduate from IICS, students must complete a minimum of 26 credits (one credit = one full year course)

• English	4*
• Humanities (Social Studies)	3*
• Mathematics	3*
• Science	3*
• Foreign Languages	3*
• Physical Education	2
• Technology	1
• Arts (or an elective, if coming in from a non-MYP school)	2
• Personal Project	1

\* Can be credit from another school if entering IICS after Grade 9.

In addition, students are expected to carry a full course load every year at IICS. Please note that these requirements may be subject to change.

## GROUP 1 STUDIES IN LANGUAGE AND LITERATURE

Group 1 is now divided into two possible options at IICS:

- LANGUAGE A LITERATURE
- LANGUAGE A LANGUAGE AND LITERATURE

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

- **In Language A Literature** the focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments.
- **Language A Language and Literature** looks more openly at the method of inquiry embodied in critical literacy and is directed towards understanding the constructed nature of meanings generated by language and the web of relationships they share with the social world. In addition, Language A Language and Literature allows the exploration of a wide variety of non-literary texts.

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## PREREQUISITES

These courses are intended primarily for those who are either native speakers or have near-native written and spoken command of the language, including good comprehension of a variety of kinds of texts and a wide vocabulary. As the literary content is high, especially in the Language A Literature course, students should also have some background in the study of literature. There are regular, substantial reading assignments, and students must read actively, taking notes and preparing for discussion as they read. Students will find that they are expected to be independent in reaching their own conclusions about texts, and in developing these through purposeful use of classroom discussions. Good note-taking skills are indispensable.

## LANGUAGE A LITERATURE

The aims of the Language A Literature course at both Higher and Standard Levels are to:

- Understand the content of the work and the qualities of the work as literature;
- Recognize the role played by context and conventions in literary works;
- Respond independently to the works studied by connecting the individual cultural experience of the reader with the text;
- Demonstrate appropriate analytical response to specific genres;
- Understand and make appropriate use of terms appropriate to literary study (for example, persona, point of view, metaphor, and irony);
- Show how particular effects are achieved through language use and analyze elements such as character, theme and setting;
- Engage with the details of works in order to develop a considered and informed response;
- Acquire a clear sense of the conventions of the selected genre;
- Understand the ways in which content is delivered through the conventions of the selected genre;
- Compare the similarities and differences between the chosen works;
- Develop knowledge and understanding of the works studied;
- Present an individual, independent response to works studied;
- Develop powers of expression through oral presentation; and
- Learn how to interest and hold the attention of an audience.

## SYLLABUS CONTENT: HIGHER LEVEL (HL) and STANDARD LEVEL (SL)

Thirteen works are studied at HL and ten works at SL.

**PART ONE:** Works in translation: 3 works for HL and 2 works for SL. These works must be written originally in a language other than that being studied.

**PART TWO:** Detailed Study: 3 works for HL and 2 works for SL. These works must include drama, prose fiction, and poetry.

**PART THREE:** Literary Genres: 4 works for HL and 3 for SL. These works must be chosen from the same literary genre.

**PART FOUR:** Options: 3 other works (both at HL and SL) chosen by the teacher. There are four options available:

**Option 1:** The Study of Prose other than Fiction leading to various forms of student writing

**Option 2:** New textual ties

**Option 3:** Literature and film

## ASSESSMENT: HIGHER AND STANDARD LEVELS

Externally assessed written assignments on part 1:

- One assignment (HL and SL)
- Assessment Value: 25%

## LANGUAGE A LANGUAGE AND LITERATURE

The aims of the Language A Language and Literature course at both Higher and Standard Levels are to:

- Analyze how audience and purpose affect the structure and content of texts;
- Analyze the impact of language changes;
- Demonstrate an awareness of how language and meaning are shaped by culture and context;
- Examine different forms of communication within the media;
- Show an awareness of the potential for educational, political or ideological influence of the media
- Show the way mass media use language to inform, persuade or entertain;
- Consider the changing historical, cultural and social contexts in which particular texts are written and received;
- Demonstrate how form, structure and style can not only be seen to influence meaning but can also be influenced by context;
- Understand the attitudes and values expressed by literary texts and their impact on readers.
- Explore literary works in detail; and
- Analyze elements such as theme and the ethical stance or moral values of literary texts.
- Understand and make appropriate use of literary terms (for example, imagery, persona, tone, metaphor and irony).

### **SYLLABUS CONTENT: HIGHER LEVEL (HL) and STANDARD LEVEL (SL)**

In Parts 1 and 2 a wide range of text types should be included to help students with analysis and production. Text is defined to include the widest range of oral, written, and visual materials. This range will include single and multiple images with or without text, literary and non-literary written texts and extracts from media texts (i.e. films, radio, and television programs and their scripts, electronic texts that share aspects of a number of these areas, for instance video sharing websites, webpages, sms messages, blogs, wikis, and tweets.) Oral texts will include readings, speeches, broadcasts, and transcriptions of recorded conversation.

**PART ONE:** Language in cultural context. Students are given the opportunity to explore how language develops in specific cultural contexts, how it impacts on the world, and the ways in which language shapes both individual and group identity.

**PART TWO:** Language and Mass Communication. Students will consider the way language is used in the media. Mass media include newspapers, magazines, the Internet (e.g. social networking), mobile telephones, radio, and film. This unit also addresses the issue of how the production and reception of texts is influenced by the medium in which they are delivered.

**PART THREE:** Literature - Texts and Contexts. 3 works for HL and 2 works for SL. In this section students are encouraged to look at how meaning is shaped by culture and context and how literary texts are influenced by a social context, cultural heritage, and historical change. The compulsory study of translated texts encourages students to reflect on their own cultural assumptions through an examination of work produced in other languages and cultures.

**PART FOUR:** Literature – Critical study. 3 works for HL and 2 works for SL. Close reading is considered to be a core skill in the understanding and interpretation of literature. By looking closely at the detail of literary texts, students develop awareness of their rich complexities and the intricacies of their construction.

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## **ASSESSMENT: HIGHER AND STANDARD LEVELS**

Externally assessed written tasks:

- One assignment (800-1000 words) is submitted out of a minimum of three written for SL and four for HL
- Assessment Value: 20%

Internal oral assessment based on:

- Individual oral commentary on a extract from a literary text studied in Part Four
- Further oral activity. Students complete two oral activities, one based on Part One and one on Part Two. The mark of one oral activity is submitted
- Assessment Value: 30%

Final written examination based on:

- A comparative essay of one pair of unseen non-literary texts for HL

A textual analysis on an unseen non-literary text for SL

- An essay on Part Three
- Assessment Value: 50%

*Note: Students may choose to study a language A other than the ones offered at IICS. The only course available in such situation is Language A LITERATURE as a SCHOOL-SUPPORTED, SELF TAUGHT COURSE at standard level only. Any requests for such languages must be discussed with the IB DP Coordinator.*

## GROUP 2 LANGUAGE ACQUISITION

### LANGUAGE B

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. Therefore, the purposes of these courses are language acquisition and intercultural awareness.

#### PREREQUISITES

Students beginning the Language B course should already have studied the target language for between two and five years, immediately prior to the beginning of their IB course. The Higher level is appropriate for students who are already skilled in using the target language.

#### SYLLABUS CONTENT

The Language B course is now a content-based course with a core and some options:

- The Core is common to both levels (HL and SL) and is divided in three parts and is a required area of study. These areas are: Social Relationships, Communication, and Media and Global Issues.
- The Options are also common to both levels (HL and SL). Out of 5 possible Options (Health, Customs and Traditions, Leisure, Cultural Diversity, Science, and Technology) teachers will select two.
- At Higher level only, 2 works of literature are read.

#### ASSESSMENT


Externally assessed written assignment:

- For SL only: Inter-textual reading of three sources followed by a written exercise of 300-400 words and a 100-word rationale
- For HL only: Creative writing of 500-600 words, with a 100-word rationale, based on one of the literary texts studied
- Assessment Value: 20%

Internal oral assessment based on:

- Individual oral based on the Options.
- Interactive oral activities based on the Core
- Assessment Value: 30%

Final written examination based on:

- Text Handling exercises on the Core (4 text at SL and 5 texts at HL)
  - For SL: one writing exercise from a choice of five, based on the Options
- 

# GRADE 11–12 CURRICULUM GUIDE

## LANGUAGE *AB INITIO*

The main focus of the course is on the acquisition of language required for purposes and situations usual in everyday social interaction. Language *Ab Initio* courses are only available at standard level. Language *Ab Initio* courses aim to develop a variety of linguistic skills, and a basic awareness of the culture(s) using the language, through the study of a core syllabus and language-specific syllabuses. The *Ab Initio* course is available at Standard level only.

### PREREQUISITES

The language *Ab Initio* courses are language learning courses for beginners, designed to be followed over two years by students who have no previous experience of learning the target language.

### SYLLABUS CONTENT

The organization of the content has been re-structured. There are now three main themes (Individual and Society, Leisure and Work, and Urban and Rural Environment) which are made up of a series of 20 topics. These serve as the foundation for the acquisition of the language and the study and appropriation of different text-types. Through the study of the three interrelated themes, students will develop the skills necessary to fulfil the assessment objectives of the Language *Ab Initio* course.

### ASSESSMENT

Externally assessed written tasks:

- One Written assignment. This is 200-300 word piece of writing in the target language carried out in class under teacher supervision.
- Assessment Value: 20%

Internal oral assessment based on:

- A Individual oral Assessment divided in three parts:
  - 1) Presentation of a visual stimulus (from a choice of two) by the student
  - 2) Follow-up questions on the visual stimulus
  - 3) General conversation including at least two questions on the written assignment
- Value 25%

Final written examination based on:

- Text-handling exercises on 4 texts
- Two compulsory writing exercises
  - Section A: One question to be answered from a choice of two
  - Section B: One question to be answered from a choice of three
- Assessment Value: 55%

## **GROUP 3 INDIVIDUALS AND SOCIETIES**

### **INDIVIDUALS AND SOCIETIES AIMS**

To enable students to:

- Encourage the systematic and critical study of: human experience and behavior; physical, political, economic and social environments; and the history and development of social and cultural institutions;
- Develop in the student the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society;
- Enable the student to collect, describe and analyze data used in studies of society to test hypotheses and to interpret complex data and source material;
- Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies;
- Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity; and
- Enable the student to recognize that the knowledge and methodologies of the subjects in group 3 are contestable and that their study requires the acceptance of uncertainty.

### **ECONOMICS**

The Economics course enables students to:

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

### **PREREQUISITES**

A good standard of English and basic Mathematics is advisable for HL.

### **SYLLABUS CONTENT**

- Microeconomics
- Macroeconomics
- International Economics
- Development Economics

### **ASSESSMENT**

Higher Level:

- |   |     |
|---|-----|
| • External Assessment: 3 Examination papers, Extended response, Data response, Quantitative | 80% |
| • Internal Assessment: Portfolio of 3 commentaries  | 20% |

Extended response, Data response, Standard Level:

- |  |     |
|--|-----|
| • External Assessment: 2 Examination papers, Extended response, Data response, | 80% |
| • Internal Assessment: Portfolio of 3 commentaries                             | 20% |

# GRADE 11–12 CURRICULUM GUIDE

## GEOGRAPHY

The Geography course enables students to:

- Develop an understanding of the interrelationships between people, places, spaces and the environment;
- Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management; and
- Appreciate the relevance of geography in analyzing contemporary issues and challenges, and develop a global perspective of diversity and change.

### PREREQUISITES

A good standard of English is advisable but there are no set prerequisites.

### SYLLABUS CONTENT

**Part 1:** Core Theme: Patterns and Change: this is compulsory at both Higher and Standard levels

**Part 2:** Optional Themes covering a combination of physical and human geography elements:

Three will be studied at Higher Level and two will be studied at Standard Level:

- Oceans and their coastal margins
- Leisure, sport, and tourism
- Geography of food and health
- Hazards and disasters--Risk assessment and response

**Part 3:** Global Interactions (Higher Level only)

### ASSESSMENT

Higher Level:

- |   |     |
|---|-----|
| • 3 Examination Papers - External Assessment    | 80% |
| • Field Work Investigation- Internal Assessment | 20% |

Standard Level:

- |   |     |
|---|-----|
| • 2 Examination Papers - External Assessment    | 75% |
| • Field Work Investigation- Internal Assessment | 25% |

## HISTORY

The DP History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, and social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

The aims of the history course at SL and HL are to:

- Develop an understanding of, and continuing interest in, the past;
- Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments;
- Promote international-mindedness through the study of history from more than one region of the world;
- Develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives;
- Develop key historical skills, including engaging effectively with sources; and
- Increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

### PREREQUISITES

A good level of English is advisable due to the demands of research and writing.

### SYLLABUS CONTENT

Prescribed subject: The move to global war

World history topics (a minimum of two of the following will be studied)

- Authoritarian states (20th century)
- Causes and effects of 20th-century wars
- The Cold War: Superpower tensions and rivalries (20th century)

### HIGHER LEVEL EXTENSION

History of Europe (a minimum of three of the following will be studied)

- Muslims and Jews in Medieval Europe (1095–1492)
- The Renaissance (1400–1600)
- The Reformation (1517–1572)
- Absolutism and Enlightenment (1650–1800)
- The French Revolution, and Napoleon I (1774–1815)
- Italy (1815–1871) and Germany (1815–1890)
- Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924)
- Europe and the First World War (1871–1918)
- European states in the inter-war years (1918–1939)
- Versailles to Berlin: Diplomacy in Europe (1919–1945)
- The Soviet Union and post-Soviet Russia (1924–2000)

# GRADE 11–12 CURRICULUM GUIDE

## **ASSESSMENT: HIGHER LEVEL**

• 3 examination papers- External Assessment	80%
• Historical Investigation- Internal Assessment	20%

## **ASSESSMENT: STANDARD LEVEL**

• 2 examination papers- External Assessment	75%
• Historical Investigation- Internal Assessment	25%

## **ENVIRONMENTAL SYSTEMS AND SOCIETIES**

(Standard Level ONLY)

This is an interdisciplinary course. Students can study this course and have it count as either a Group 3 course OR a Group 4 course or as BOTH a Group 3 and Group 4 course. This leaves students the opportunity to study (an) additional subject(s) from any group of the curriculum framework.

Please refer to page 20 for details on this course

## GROUP 4 EXPERIMENTAL SCIENCES

### SCIENCE AIMS:

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

### ASSESSMENT

#### External Assessment

The external assessment consists of three written papers worth 80% of the final grade, which thoroughly test understanding of the whole course at the end of the second year.

#### Internal Assessment

The internal assessment, worth 20% of the final grade, comes from practical coursework. Included in this practical part of the course is the Group 4 Project, an interdisciplinary activity in which all Diploma Program students must participate. Internally assessed work is externally moderated by the IB.

### PREREQUISITES

While there are no official prerequisites for Group 4 Experimental Sciences, we strongly recommend that students chose the Science(s) that they studied in Grade 10.

# GROUP 4 EXPERIMENTAL SCIENCES

## BIOLOGY

### SYLLABUS CONTENT

- Core Topics: Cell Biology, Molecular Biology, Genetics, Ecology, Evolution and Biodiversity, and Human Physiology.
- Additional Higher level topics: Nucleic Acids, Metabolism, Cell Respiration and Photosynthesis, Plant Biology, Genetics and Evolution, and Animal Physiology.
- Option: one option is studied from the following list--Neurobiology and Behavior, Biotechnology and Bioinformatics, Ecology and Conservation, and Human Physiology.

## CHEMISTRY

### SYLLABUS CONTENT

- Core Topics: Stoichiometric Relationships, Atomic Structure, Periodicity, Chemical Bonding and Structure, Energetics/Thermochemistry, Chemical Kinetics, Equilibrium, Acids and Bases, Redox Processes, Organic Chemistry, Measurement and Data processing.
- HL Extensions: more detailed study of the core topics.
- Option: one option is studied from the following list--Materials, Biochemistry, Energy, Medicinal chemistry.

## PHYSICS

### SYLLABUS CONTENT

- Core Topics: Measurements and Uncertainties, Mechanics, Thermal Physics, Waves, Electricity and Magnetism, Circular Motion and Gravitation, Atomic, Nuclear Particle Physics, and Energy Production.
- HL Extensions: Wave Phenomena, Fields, Electromagnetic Induction, Quantum and Nuclear Physics.
- Option: One option is studied from the following list: Relativity, Engineering Physics, Imaging, and Astrophysics.

## ENVIRONMENTAL SYSTEMS AND SOCIETIES

(Standard Level ONLY)

ESS is a complex course, requiring a diverse set of skills from its students. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem solving, and promotes holistic thinking about environmental issues.

NOTE: This is an interdisciplinary course. Students can study this course to meet the requirements for either Group 3 or Group 4, or both Group 3 AND Group 4. Following the latter option allows students the opportunity to study an additional subject from any group within the curriculum framework.

# GRADE 11–12 CURRICULUM GUIDE

The aims of the ESS course are to enable students to:

- Acquire the knowledge and understandings of environmental systems at a variety of scales;
- Apply the knowledge, methodologies, and skills to analyze environmental systems and societies issues at a variety of scales;
- Appreciate the dynamic interconnectedness between environmental systems and societies value the combination of personal, local, and global perspectives in making informed decisions and taking responsible actions on environmental issues;
- Be critically aware that resources are finite, and that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability;
- Develop awareness of the diversity of environmental value systems
- Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge;
- Engage with the controversies that surround a variety of environmental issues; and
- Create innovative solutions to environmental issues by engaging actively in local and global contexts.

## PREREQUISITES

A good level of English is advisable but there are no set prerequisites.

## SYLLABUS CONTENT

Core content

**Topic 1:** Foundations of environmental systems and societies

**Topic 2:** Ecosystems and ecology

**Topic 3:** Biodiversity and conservation

**Topic 4:** Water and aquatic food production systems and societies

**Topic 5:** Soil systems and terrestrial food production systems and societies

**Topic 6:** Atmospheric systems and societies

**Topic 7:** Climate change and energy production

**Topic 8:** Human systems and resource use

## ASSESSMENT

2 Examination papers- External Assessment	80%
Individual Investigation- Internal Assessment	20%

## GROUP 5 MATHEMATICS

### AIMS OF ALL MATHEMATICS COURSES

- Enjoy mathematics, and develop an appreciation of the elegance and power of mathematics;
- Develop an understanding of the principles and nature of mathematics;
- Communicate clearly and confidently in a variety of contexts;
- Develop logical, critical, and creative thinking, and patience and persistence in problem-solving;
- Employ and refine their powers of abstraction and generalization;
- Apply and transfer skills to alternative situations, to other areas of knowledge and to future developments;
- Appreciate how developments in technology and mathematics have influenced each other;
- Appreciate the moral, social, and ethical implications arising from the work of mathematicians and the applications of mathematics;
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives; and
- Appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

### CALCULATORS

It is compulsory for all students to have a graphic display calculator– Texas Instruments TI83/84 or TI-Nspire CX is recommended. Familiarity with the use of a graphical display calculator (GDC) is an integral part of all IB Math courses and necessary for the external exam.

## MATHEMATICS HIGHER LEVEL

### PREREQUISITES

Math HL is an intensive course designed for students with a very strong background and ability in mathematics and an enthusiasm for the subject. It caters to those students with a genuine interest in mathematics and who enjoy meeting its challenges and problems. Those intending to study Mathematics, Physics, Engineering or Computer Science at University will find it very helpful. Report grades of 6s and 7s in Grade 10 for Mathematics Extended plus teacher recommendation are necessary.

### SYLLABUS CONTENT

#### PART 1: Compulsory Core

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

#### PART 2: Optional Topics

- Statistics and Probability
- Sets, relations, and groups
- Calculus
- Discrete mathematics

Mathematical exploration

This is a piece of written work that involves investigating an area of mathematics.

## ASSESSMENT

The external assessment consists of three written examination papers:

- Paper 1 (2 hours and contributing 30% to the final mark)- no calculator
- Paper 2 (2 hours and contributing 30% to the final mark)-GDC required
- Paper 3 (1 hour and contributing 20% to the final mark)-from the option topic chosen
- The exploration contributes 20% to the final mark and is internally assessed by the teacher according to externally set criteria and is externally moderated by the International Baccalaureate Organization.

## MATHEMATICS STANDARD LEVEL

### PREREQUISITES

Math SL is a course designed for students who possess a strong and sound knowledge of basic mathematical concepts. It will provide a thorough foundation for those intending to pursue studies in Business, Chemistry, Economics, Geography, Psychology, etc. Due to the level of this course, report grades of 4 or higher in Grade 10 Mathematics Extended are desirable.

### SYLLABUS CONTENT

Part 1: Compulsory Core

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

Mathematical exploration

This is a piece of written work that involves investigating an area of mathematics.

### ASSESSMENT

The external assessment consists of two written examination papers:

- Paper 1 (1h 30m and contributing 40% to the final mark)- no calculator
- Paper 2 (1h 30m and contributing 40% to the final mark)- GDC required
- The exploration contributes 20% to the final mark and is internally assessed by the teacher according to externally set criteria and is externally moderated by the International Baccalaureate Organization.

# GRADE 11–12 CURRICULUM GUIDE

## MATHEMATICS STUDIES STANDARD LEVEL

### PREREQUISITES

Math Studies is designed to provide students of varied backgrounds and abilities with the skills to cope with the demands of a technological society. It is a more practical, applied course than Mathematics SL. It is designed for students whose main interests lie outside the field of mathematics.

### SYLLABUS CONTENT

#### PART 1: Compulsory Core

- Number and algebra
- Descriptive statistics
- Logic, sets, and probability
- Statistical applications
- Geometry and trigonometry
- Mathematical models
- Introduction to differential calculus

### PROJECT

The project is an written piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.

### ASSESSMENT

The external assessment consists of two written examination papers:

- Paper 1 (1h 30m and contributing 40% to the final mark)-Graphic Display calculator required.
- Paper 2 (1h 30m and contributing 40% to the final mark) Graphic Display calculator required.
- The Project contributes 20% to the final mark and is internally assessed by the teacher according to externally set criteria and is externally moderated by the International Baccalaureate Organization.

## GROUP 6 THE ARTS

### AIMS OF ALL ART COURSES

- Enjoy lifelong engagement with the arts;
- Become informed, reflective and critical practitioners in the arts;
- Understand the dynamic and changing nature of the arts;
- Explore and value the diversity of the arts across time, place and cultures;
- Express ideas with confidence and competence; and
- Develop perceptual and analytical skills.

### VISUAL ARTS

The Visual Arts course aims to:

- Make artwork that is influenced by personal and cultural contexts;
- Become informed and critical observers and makers of visual culture and media; and
- Develop skills, techniques, and processes in order to communicate concepts and ideas.

### PREREQUISITES

It is a course suitable for any student willing to learn, experiment and persist. It is useful, though not mandatory to have studied the subject previously. Students who could benefit from such a course range from those already committed to an art career to those who wish to develop an enquiring and informed attitude towards art and design in all its forms. Students are expected to visit, art exhibitions, theatre, concerts, ballets, outside of school time, etc.

### SYLLABUS CONTENT

- Visual arts in context
- Visual arts methods
- Communicating visual arts

### ASSESSMENT

External Assessment Component

<b>Part 1:</b> Comparative Study	20%
<b>Part 2:</b> Process portfolio	40%

Internal Assessment Component

• Exhibition	40%
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# GROUP 6 THE ARTS

## THEATER

The Theater course aims to:

- Explore theater in a variety of contexts and understand how these contexts inform practice (theater in context);
- Understand and engage in the processes of transforming ideas into action (theater processes); and
- Develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theater)

### For HL only:

- Understand and appreciate the relationship between theory and practice (theater in context, theater processes, presenting theater)

### PREREQUISITES

This is a course suitable for any student who has an interest in theater and is capable of self-motivation and commitment. An interest in creating and making live performance work and an enjoyment of working with others practically is more essential than previous knowledge, as is an interest in analyzing that process of discovery. The ability to work responsibly, respond positively to all art forms, and to form perceptive insights from the world around us is much more important than talent.

### SYLLABUS CONTENT

Standard and Higher Level

- Theater in context
- Theater processes
- Presenting Theatre

### ASSESSMENT

There are no formal written examinations in Theater. Assessment is in four distinct creative areas that are assessed through ongoing portfolios, recordings, research, and formal essay studies.

Standard and Higher Level

#### External Assessment Component

**Task 1:** Solo theater piece (HL only 35%)

**Task 2:** Director's notebook (SL 35% and HL 20%)

**Task 3:** Research presentation (SL 30% and HL 20%)

#### Internal Assessment Component

Task 4: Collaborative Project (SL 35% and HL 25%)

## MUSIC

The Music course aims to:

- Develop students' knowledge and potential as musicians, both personally and collaboratively

### PREREQUISITES

The Diploma Program music course is designed to offer students the opportunity to build on prior experience in music while encouraging a broad approach to the subject and developing new skills, techniques, and ideas. While prior music experience is not mandatory at SL, it is recommended. At HL it is very strongly recommended.

### SYLLABUS CONTENT

#### Higher Level

- Musical Perception and Analysis (Study of Prescribed Work, Study of Musical Genre and Styles, and Musical Investigation)
- Solo Performance: voice or instrument, one or more recitals
- Composition: 3 contrasting compositions

#### Standard Level-3 possible options

- Solo Performance Option
- Musical Perception and Analysis (Study of Prescribed Work, Study of Musical Genre and Styles, and Musical Investigation)
- Solo Performance: voice or instrument, one or more recitals

#### Group Performance Option

- Musical Perception and Analysis (Study of Prescribed Work, Study of Musical Genre and Styles, and Musical Investigation)
- Group Performance: 2 or more public performances

#### Composition Option

- Musical Perception and Analysis (Study of Prescribed Work, Study of Musical Genre and Styles, and Musical Investigation)
- Composition: 3 contrasting compositions

### ASSESSMENT

#### Higher Level

##### External Assessment Component: 50%

- Listening Paper - five musical extracts and five compulsory questions 30%
- Musical Investigation - a written media script of 1200-1500 words investigating the relationships between two musical genres 20%

##### Internal Assessment Component: 50%

- Solo Performance - presentation of one or more solo recitals 25%
- Composition - 3 contrasting composition 5 with recordings and written statement 25%

#### Standard Level

##### External Assessment Component: 50%

- Listening Paper - five musical extracts and five compulsory questions 30%
- Musical Investigation - a written media script of 1200-1500 words investigating the relationships between two musical genres 20%

##### Internal Assessment Component: 50%

- Solo Performance - presentation of one or more recitals
- Group Performance - presentation of two public performances
- Composition - two contrasting compositions with recordings and written statement

# GRADE 11–12 CURRICULUM GUIDE

## FILM

The IB Film course presents a relevant learning opportunity for a diverse range of students as it lays an appropriate foundation for further study in film and other related subjects. In addition, by instilling discipline, honing group skills and refining communication tools, the IB film course offers a valuable course of study for students who may wish to follow other fields in tertiary education or other career pathways.

### The Film course aims to:

- develop in students the skills necessary to achieve creative and critical independence in their knowledge, experience, and enjoyment of film;
- Promote an appreciation and understanding of film as a complex art form;
- Promote an ability to formulate stories and ideas in film terms;
- Promote the practical and technical skills of production;
- Promote critical evaluation of film productions by the student and by others; and
- Promote a knowledge of film-making traditions in more than one country.

### PREREQUISITES

Access to the course does not depend upon prior learning in film. Since the course is designed to enable a student personally to experience film, growth in the discipline is reflected in how that student develops, extends and refines the knowledge, skills, and attitudes necessary for the pursuance of the art form.

### SYLLABUS CONTENT

Standard and Higher Level

**Part 1:** Textual analysis (detailed study of film sequences)

**Part 2:** Film theory and History (study of films and film-making traditions from more than one country)

**Part 3:** Creative process: techniques and organization of production

### ASSESSMENT

There are no formal written examinations in Film. Assessment is in three distinct creative areas that are assessed through an independent study, an oral presentation, and a production portfolio.

#### Standard and Higher Level

External Assessment Component

- Independent study: of final mark. Rationale, script, and list of sources for a short documentary production on an aspect of film theory and/or film history, based on a study of 2 films minimum (SL) and 4 films (HL). Films must be from more than one country 25%
- Presentation: of final mark. An oral presentation of a detailed critical analysis of a continuous extract from a prescribed film 25%

#### Internal Assessment Component

- Production portfolio: of final mark. One completed film project with accompanying written documentation. At Higher level, a trailer is also expected 50 %