



**THE INTERNATIONAL
BACCALAUREATE
DIPLOMA PROGRAM**

**HANDBOOK
2018-2019**



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Introduction to the IB Diploma Program

The **International Baccalaureate (IB) program** is a comprehensive and rigorous two year curriculum, which culminates in an extended examination period at the end of year two. In all subjects, students also complete internally-assessed assignments unique to each course. The program was designed to deliberately compromise between the specialization required in some national systems (such as the United Kingdom) and the breadth preferred in others (such as the United States). The general objectives of the IB are to provide students with a balanced education; to facilitate geographical and cultural mobility; and to promote international understanding through a shared academic experience.

In an increasingly diverse and global world community, the International Baccalaureate is the foremost international certificate to the universities around the world. Our students benefit from the notoriety and prestige of the IB Diploma to enter universities in Europe, the United States, Canada, Australia, Latin America and almost anywhere else. In fact, it is the most widely recognized diploma in the world. Since individual institutions have their own admission procedures and requirements, accurate information and guidance is essential for successful admission. The success of our students in entering and adapting to University life as well as gaining financial aid through scholarship offerings reflects the strength of academic pursuit and structured international curriculum offered by the IB Diploma.

At AISC students will enter into the IB Diploma Program in the 11th grade and take their final examinations in May of their 12th grade year. Each student is required to take six academic subjects across a variety of disciplines and to include a minimum of two languages. Furthermore, students are provided with the opportunity of engaging in an epistemological study of themselves, their access to school and knowledge and the world by studying the IB flagship course: Theory of Knowledge (TOK). Another more individualized prospect offered to students is the ability to research and write a 4,000 word Extended Essay on a topic of their choosing, which allows them to deeply explore a topic of interest and publish an original work of investigation. Finally, unique to the IB Program, students are tasked with participating in the Creativity, Action and Service (CAS) program by donating time to the local or global community and reflecting on the process through a series of monitored journal entries and written reflections.

With its academic, community, individual and introspective factors, the holistic scope of the IB Program is unparalleled in education and graduates are successfully able to take on the challenges of university and adult life with the ability to be academic leaders and open-minded global citizens.

MESSAGE FROM THE IB COORDINATOR

Welcome to the International Baccalaureate Diploma Program (IBDP) at the American International School in Cyprus (AISC). The American International School in Cyprus has been authorized to offer the IB Diploma since 1993.

The IB Diploma is an academically challenging, widely recognized for its high academic standards, two-year pre-university course that is a well-known, respected and rewarding program. It offers students the opportunity to choose a curriculum that fits their interests and skills and is a passport to higher education.

A world-class education is about more than just academics. A core requirement of the Diploma is the CAS programme (Creativity, Action, Service), which encourages students to be involved in artistic and athletic pursuits, as well as community service work. Our students participate enthusiastically, while developing an awareness and appreciation of life outside the academic arena.

IB is about developing the whole student, helping students learn how to learn, how to analyze, how to reach considered conclusions about humankind, its language and literature, its ways in society, and the scientific forces of its environment. IB fosters a kind of independence, an interdisciplinary style of thinking and questioning that creates worldly scholars and global citizens. IB is geared for the student who is willing to work hard and seeks increased learning opportunities and challenge.

According to John Hare, holistic education focuses on the fullest possible development of the person, encouraging individuals to become the very best or finest that they can be and enabling them to experience all they can from life and reach their goals. Furthermore, Hare adds that "the aim of holistic education must be to prepare students for a fulfilling and productive life in which their skills and attributes are constantly challenged, developed and applied as part of their lifelong learning". The aim of the IB programme 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.

For this reason, the IB diploma and individual IB coursework are widely recognized by universities around the world as a symbol of academic excellence and one of the strongest educational experiences available in secondary education today. The IB Diploma is the ultimate passport. It prepares our students for the best post-secondary institutions in the world, while giving them the confidence that they have what it takes to achieve success.

Welcome aboard! Enjoy the journey.

Kika Coles
AISC IBDP Coordinator

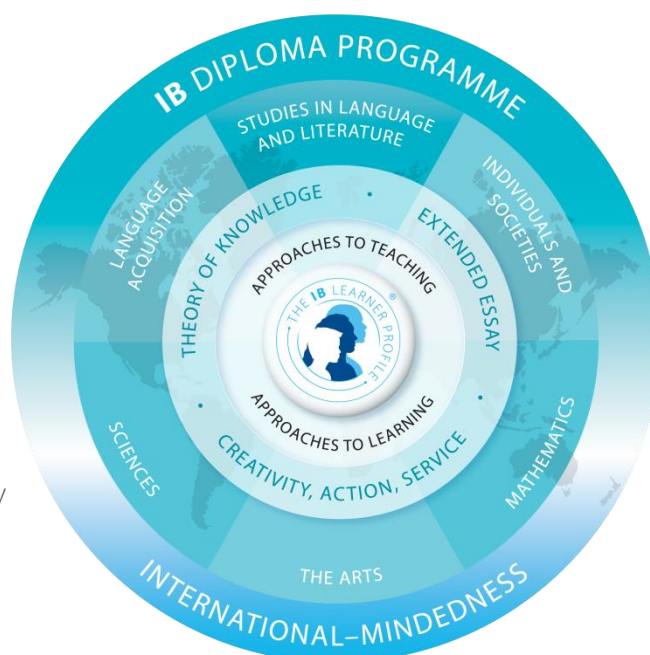
Source:

Hare, John. "Holistic education: An interpretation for teachers in the IB programmes." *Journal of Research in International Education* 9 (2010): 141-152.

The IB Learner Profile and Core at AISC

At AISC, our mission statement and teaching practice contain at their heart, ideals of the IB Learner Profile and the three core components of the Diploma Programme: Theory of Knowledge (TOK), the Extended Essay and Creativity, Action and Service (CAS).

This foundation for all IB Programmes is noted within the diagram below as the Learner Profile is noticeably central and surrounded by TOK, the Extended Essay and CAS; a unique structure which is directly aligned with our curriculum at AISC.



THE LEARNER PROFILE

"The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole?" (Krishnamurti, 1981, 14)

At AISC, we strive to concretely implement the Learner Profile of the IB within the classroom and school culture by teaching explicitly designed activities within each subject and the core in order to facilitate the inherent learning outcomes. Within each individual course description, reference is made to international mindedness and examples of learning activities related to the learner profile exist in order to provide an introductory illustration of this practice. Also, as a school-wide policy, using an evaluation rubric (see Appendix A) and clear descriptors (see Appendix B), teachers assess each individual and communicate their progress towards exhibiting the attributes of the IB Learner Profile. Furthermore, using the same rubric, students are able to self-assess based on the profile and engage in student-led conferences with the coordinator, teachers and core advisers; a process that begins in middle school. Philosophically at AISC, we believe our diverse and unique student body, geographic location, and political intrigue highly demand such introspective and reflective practice as we strive to facilitate our students to become open-minded, principled and reflective thinkers.

The IB Learner Profile is provided on the next page, and spotlights of each aspect are highlighted on various pages throughout the booklet:

The aim of all IB programmes 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.

IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

It is these necessary core values that the IB Programme of AISC strives to attain within all of its graduates regardless of DP candidacy. Our belief is that these traits are not only beneficial, but necessary for an individual in order to become a true leader, well-rounded individual and empathetic global citizen. Furthermore, to assist and expand upon the necessity for “Principled” learners who “act with integrity and honesty,” AISC has developed an Academic Honestly policy which is enforced school-wide (See Appendix C). Parents and students must review and sign the policy, just as teachers are required to assist with the learning curve associated with plagiarism and appropriate citation. Moreover, all students are provided with an account on <http://www.turnitin.com/> and are given training on uploading work and interpreting results.

THEORY OF KNOWLEDGE

This holistic view of education and connectivity among the various disciplines and its relationship to the individual student is central to our focus as an IB Diploma Programme. As a separate course of study, Theory of Knowledge (complementary to the Learner Profile) is the first step in this process as it helps to educate students about personal bias, cultural sensitivity and ethical dilemma using the framework of ‘Issues and Claims to Knowledge’ as a guiding focus. These abstract concepts then combine to concretely promote unique individuals while facilitating and educating the individual within a greater role in society. The TOK course works to develop this as students explore themselves as a ‘knower,’ individual, and community member in relation to multiple personal, local and global issues. Furthermore, each of the student’s curricular choices highlights TOK connections within the subject by working through linkages with the classroom teacher to gain a better understanding of what it means to make, and the implications surrounding, a claim to knowledge. As with the Learner Profile, this practice is explicitly spotlighted in each individual subject throughout the latter part of this document to provide basic insight into the connections made between the ‘Knower’ of TOK and the distinct content courses chosen.

Course Description

Theory of Knowledge works to provide learners with the skills, rationale, and space to question, debate, analyze and re-form opinions about knowledge claims and knowledge issues on our world. In short, it is an introductory course in epistemology (how we learn) and its applications (how we question this learning). These claims are explored by examining the importance of each Way of Knowing (Sense Perception, Emotion, Language, Reason, Intuition, Faith, Imagination, Memory) in relation to the claims and actions of humans. Furthermore, students view these claims to knowledge through the specific lens of their own education by analyzing each subject group for the importance of the ways of knowing and their role in analyzing knowledge claims. This element is linked interdisciplinary at AISC as students deal with specific themes in each content area class as well as interaction between them. For example: How does the role of Reasoning and Logic differ across the Areas of Knowledge; Is it more important in any one area as opposed to others?

Content Outline

The TOK course works to complement the other core elements (Extended Essay and CAS) in terms of time. It is therefore, only a 100 hour course offered mostly during the first year and a half of the IB Programme at AISC. This is designed to give students an introductory element to the course (in fact it is the first course they come into contact with in the IB in order to set up the mental framework for the two year programme) as well as allowing them time during the second semester of the second year to focus on the completion of Extended Essay, CAS, and other curricular demands.

International Mindedness is the guiding force behind TOK. A knower's ability to examine, interpret and understand the cultural input within a person or group's claim to knowledge is critical to their success, application and eventual lifelong growth as a TOK learner.

A basic Unit guide is as follows:

❖ Unit I - Introduction to TOK and Epistemology

During this portion of the course, students learn to understand, apply and question TOK and their own education. Students learn the foundations of a knower based on a discussion of identifying Claims to Knowledge and Knowledge Issues. We also study the foundations of Philosophy such as Plato and Aristotle and culminate in an engaging Socratic Seminar, which will be used and expanded upon throughout the course.

❖ Unit II - The Ways of Knowing

This section focuses on applying the eight Ways of Knowing (Perception, Emotion, Language, Reason, Imagination, Intuition, Memory and Faith) to student experience and real life situations. Concepts such as cultural input, private versus public knowledge, truth and honesty, and Inductive versus Deductive Reasoning are studied and debated in relation to the experiences of the students. In many cases, students themselves choose the case study frames in which we work based on their own ideas and interest.

❖ Unit III - The Areas of Knowledge

This unit is designed to allow students to build upon their previous experiences in TOK by allowing them to question the knowledge being taught in their own school experience (yes, this includes a discussion of TOK itself and an opportunity to develop their own framework!). Students are able to rationally debate and discuss their content and academic experience by using the TOK Ways of knowing as a core into accessing the Areas of Knowledge (Math, Natural Sciences, Human Sciences, the Arts, History, Ethics, Indigenous Knowledge Systems and Religious Knowledge Systems).

❖ Unit IV - Knowledge Claims and Issues in the Current World

In this culminating Unit, students attempt to grow from the previous three units and expand their analytical skills in order to interpret events in the present world. They use TOK to guide them in deciphering what it means to make a knowledge claim and what issues arise by examining events

such as political division, secular versus non secular societies, nuclear proliferation, and social issues such as the environment, famine, health care and the like. As in the Ways of Knowing section (II) students are able to choose the case study frames in which we work, based on their own ideas and interest.

IB Assessment

Throughout the course, in terms of skill and content, students are assessed based on their participation and growth in three main areas: Written expression (reflective and research essay writing), Socratic discussion (participation in Socratic Seminars), and Verbal expression (Planning and Implementation of formal presentations). Holistically, due to TOK importance within the overall DP Programme, students are also assessed on their ability to relate, question and view the Learner Profile within their academic experience. The Final TOK Grade is assigned by combining an externally assessed essay on a prescribed theme by the IB, and an internally assessed presentation on a knowledge issue of the students' choice.



In closing, TOK is the mechanism that attempts to truly connect the student and their educational experience to the world.

The IB designed diagram examines this relationship by displaying the students "knowers" relationship to the world by moving through the TOK foundations of Ways of knowing and Areas of knowledge.

THE EXTENDED ESSAY

In relation to the IB Learner Profile, successful Extended Essay students strongly exhibit the aspects of Inquiry, Thinking, Risk-taking, Principle and Reflection

"Students' difficulty understanding the connection between evidence and accounts may arise from their exposure to only one portion of the tool of inquiry. Inquiry may reach its full potential only when students engage in the entire process – using evidence to reach conclusions about meaningful questions." (Barton & Levstik, 2004, 197)

Course Description

Also at the core, students are given the opportunity to express themselves individually through a 4000 word work of original research, the Extended Essay. By carefully selecting, designing, researching and constructing a project of this scope and communicating their process to a teacher/adviser, students are able to truly convey their academic abilities, personal growth, independence and development. Topics, which are grounded in the IB course subjects, are as varied as our student interest. Once chosen, students are assigned a teacher/adviser who helps

to guide them through the process. Students will begin their Extended Essays at the end of their first semester as they begin to consider their topics and design a specific question for research. They are required to have complete and send their essay to the IB Offices for marking by January of their second year. A full timetable of dates and checkpoints will be required throughout the process and their compliance will be noted on report cards. At the end of the process, students are also asked to reflect and examine their own strengths and weaknesses within the process by engaging in a student led "viva voce" exit interview with their adviser. This practice helps to detect possible flaws or plagiarism as well as provides students the chance to deeply reflect and grow. Also upon completion, students are required to present their findings to an audience. The format of this presentation is determined by the IB Team.

Content Outline

Basic Criteria of the Extended Essay

- Student chosen topic and self designed research question
- 3500-4000 words
- MLA Format including in text citation and works cited page
- Consistent student led meetings with assigned adviser
- Compliance with all due dates
- Completion of Viva Voce
- Participation in an Extended Essay Presentation
- Digital Copy Uploaded to <https://www.turnitin.com/> and report submitted (see Academic Honesty section of this booklet for a further explanation of this practice)
- All IB forms signed

IB Assessment

Using an IB designed rubric, students are graded on a scale of A-E based on specific sections outlined by the IB. Furthermore, students are assessed by their adviser based on holistic judgement (their ability to meet consistently and preparedly, work independently, problem solve creatively, and comply with due dates). This holistic grade will be provided on a quarterly basis on the candidate's school record/report card.

CREATIVITY, ACTIVITY AND SERVICE

Students who engage in community service projects have a better understanding of citizenship and need for democracy (Berman, 2004).

Course Description

In the final IB core criterion, CAS, students are engaged with the prospect of completing, over a period of 18 months, a variety of experiences as well as projects in the strands of Creativity, Activity and Service. Through this integral part of the programme students are provided with the chance to express themselves outside of academia by participating in a wide range of self-chosen and designed activities from team sports to community service work. Upon the completion of their registered and logged work, students are tasked with meaningful self assessment and reflection through a personal reflective journal. This connection to the community outside of the school allows students and the school community the unavoidable benefits of its interflow, and a chance

for all students to truly experience and feel the benefits of an IB Learner. CAS works to enhance and complement the whole child; it does not work as a substitute for any coursework.

Content Outline

CAS is organized around the three strands of **creativity**, **activity** and **service** defined as follows:

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

Activity: physical exertion contributing to a healthy lifestyle,

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

International Mindedness is inherently linked to CAS as students are engaged in co-existence and partnership with community members. Community Service projects “often cross ethnic, age, gender and issue boundaries to foster effective citizenship between participants and leaders” (Powell, 2001, 12). Furthermore, in reflection, students are able to view the world as a whole through their own lens and assess their strengths and abilities as a community member and active participant.

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented interviews students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

IB Assessment

THE SEVEN CAS LEARNING OUTCOMES

| | |
|-------------|---|
| LO 1 | Identify own strengths and develop areas for growth |
| Descriptor | Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others. |
| LO 2 | Demonstrate that challenges have been undertaken, developing new skills in the process |
| Descriptor | A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an |
| LO 3 | Demonstrate how to initiate and plan a CAS experience |
| Descriptor | Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process. |
| LO 4 | Show commitment to and perseverance in CAS experiences |
| Descriptor | Students demonstrate regular involvement and active engagement in CAS. |
| LO 5 | Demonstrate the skills and recognize the benefits of working collaboratively |
| Descriptor | Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences. |
| LO 6 | Demonstrate engagement with issues of global significance |
| Descriptor | Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally. |
| LO 7 | Recognize and consider the ethics of choices and actions |
| Descriptor | Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. |

SOME EXAMPLES OF AISC CAS EXPERIENCES AND PROJECTS

Creativity:

Music lessons
& Performances
Bi-communal orchestra
Event Planning and
Execution
School Plays and
performances
Band
Choir
Painting
Pottery
Art exhibition
AISC Soul Night
MUN

Activity:

Soccer
Running club
Basketball
Volleyball
Swimming
Track and Field
Tennis
Weight Lifting
Hiking
Yoga
Gym

Service:

Tutoring school students
Tutoring at a children's
shelter
Various Fundraisers
Coaching assistant
Beach clean up
Tree planting
Assisting charity
organization
AISC park maintenance
NGO Volunteer Work
Adopting a Family in need
Children's Shelter
Old people's home

AISC IB 2018-2019 COURSE OFFERINGS

Course offerings are reviewed annually and based on sufficient student demand. For the 2017-2018 school year, AISC is offering the following subjects:

| | | |
|---------|----------------------------------|---|
| Group 1 | Studies in Language & Literature | * English A: Literature * Modern Greek A: Language and Literature |
| Group 2 | Language Acquisition | * Spanish B * French B * French Ab-Initio * German Ab-Initio |
| Group 3 | Individuals and Societies | * History of Europe and the Middle East * Economics |
| Group 4 | Sciences | * Biology * Chemistry * Physics |
| Group 5 | Mathematics | * Math Studies * Standard Level Math * Higher Level Math |
| Group 6 | The Arts | * Visual Arts * Music * Theatre |

In addition to the above courses at AISC, we offer courses through Pamoja's online option. A detailed explanation of course offerings and delivery methods can be found at www.pamojaeducation.com.

Each academic subject is assessed on a scale of 1 (minimum) to 7 (maximum) with 4 considered the "passing grade." In all IB subjects this grade is arrived at through internally and externally assessed or moderated work, throughout the two-year program. For a full description of the internal assessments and percentages for each specific subject, see Appendix D.

COURSE SELECTION REQUIREMENTS

In order to receive a full IB Diploma, students must take 6 courses, one for each of the groups represented above. Alternatively, to group 6, students may elect to take a third language or a second elective course from either Group 3 (Individuals and Societies) or Group 4 (Experimental Sciences). Additionally, students must choose to take a minimum of 3 but no more than 4 courses at the Higher Level (240 hours of instruction designed to promote further content exploration and depth in the given subject). The remaining courses will be taken at the Standard Level (180 Hours of instruction designed to provide survey style breadth within the programme). The specific differences between Standard and Higher Level vary depending on the subject; they are discussed in more detail in the individual course descriptions that follow.

Finally, in order to receive a full IB Diploma, students are required to complete all assignments in all courses (this means there will not be any outstanding work in any courses upon graduation) including TOK, the Extended Essay and CAS at the core, as well as develop holistically as an IB Learner outlined by the Learner Profile. The subsequent course descriptions attempt to highlight connections to these concepts in order to illustrate how the character development of the Learner Profile and the connectivity of TOK are concretely addressed in the classroom at AISC.

GROUP 1 Subjects: Literature and Language & Literature

English A: Literature

"One of the most effective and humanizing ways that people of different cultures can have access to each other's experiences and concerns is through works of literary merit." (Salma Jayyusi, The Literature of Modern Arabia)

Course Description

English A Literature is an intensive, academic study of literature and therefore student behavior, attitudes toward others and personal involvement should reflect a high level of thinking, commitment and determination to succeed. English A: Literature is for students whose first language is English or those who exhibit near native proficiency in English. Those students considering Universities in English speaking countries will need to take this course.

The Programme aims to:

1. Improve students' powers of spoken and written expression through presentations, skits, debates, commentary and analytical, persuasive and creative writing tasks in both impromptu and prepared situations;
2. Encourage personal response to literature;
3. Encourage critical thinking; the ability to analyze and write about literature;
4. Significantly develop students' vocabulary;
5. Help students make inferences about the connection between literature and real life;
6. Study a range of classic and modern texts, involving various periods, genres, contexts,
7. styles and translations;
8. Develop an international perspective, through the study of literature from other cultures
9. and languages;
10. Create a broadened, international perspective through studying Works in Translation;
11. Learn to analyze texts effectively and persuasively, specifically Paper One;
12. Promote an international awareness and to develop attitudes of tolerance, respect and empathy;
13. Develop an appreciation of literature which should continue for life.

TOK connections: English A debates the meaning of language itself and how language works. We also engage students in class debates as to whether literature is sometimes the best expression of humanity, better than history books or newspapers.



International Mindedness in English A:
This course is designed to encourage an appreciation and understanding about the way we use words, specifically how word use depends on cultural input and social conventions.

Content Outline

PART ONE: Works in Translation

- Completed in Grade 11.
- In this section, students will study translated works and analyze and evaluate cultural considerations, themes and styles in a Written Assignment (3 works for HL and 2 for SL).

PART TWO: Detailed Study

- Completed in Grade 12.
- In this section students will study works from different genres in great detail.
- Understanding is assessed in a recorded Individual Oral Commentary (10 minutes SL) and Individual Oral Commentary and Discussion (20 minutes HL) demonstrating an effective evaluation of a writer's purpose in an extract.

PART THREE: Literary Genres

- Completed in Grade 12.
- In this section students will study works of the same genre (3 at SL; 4 at HL) and will synthesize ideas to write an compare/contrast essay – Assessed in Paper Two Final Exam.

PART FOUR: Options

- Completed in Grade 11.
- In this section students will study a variety of literary works.
- Understanding is assessed in a 10- 15 minute Individual Oral Presentation on one of the works studied.

IB Assessment

Students will be assessed on Knowledge and Understanding of Work(s), Analysis of Literary Features, Presentation of Ideas and Use of Language outlined as follows:

External Assessment:

1. Paper One and Paper Two: In Paper One, students will confidently analyze and evaluate an unseen prose or poetry passage. In Paper Two students demonstrate their knowledge of the conventions of literature, with a comparative essay on 2-3 of the works studied in class.
2. Written Assignment: Literary analysis based upon on one Work in Translation under the guidance of a teacher.

Internal Assessments:

3. Two Oral Assessments – an Individual Oral Presentation based upon a work from Part 4, and an Individual Oral Commentary (and Discussion HL) based upon works from Part 2.

Learner Profile: Inquirers

AISC students are Inquirers:
They actively enjoy and push themselves when learning. They have a generally inquisitive nature and a base of confidence from which to build upon with the hope of developing into lifelong learners.

Modern Greek A: Language & Literature

Course Description

The orientation and ultimate goal of the AISC Greek program is to prepare students to take, if they so wish, the International Baccalaureate Modern Greek A: Language and Literature course in Grades 11 and 12. Modern Greek A is a fairly advanced literary and cultural analysis course, directed to students with a strong background in Greek. A Modern Greek A student is expected to display accuracy in grammar and syntax. Language A students must also understand and be able to use different registers and styles, as well as types of expression and texts.

International Mindedness: Throughout the course students are encouraged to think beyond their cultural assumptions and read any text investigating the way in which meaning may change across cultures. The study of literary works in translation in part 3 brings students closer to other cultures.

IB Modern Greek A is a very challenging program, which takes AISC students to a fairly high level of proficiency in Greek and also provides a significant amount of information regarding Greek culture today. Among Cypriot private schools, AISC has the longest standing experience in IB.

The Modern Greek A course incorporates learning activities based on enhancing all of the necessary skills and knowledge, which an IB student requires. Most commonly, we work to build excellent reading comprehension skills (especially as regards previously unseen texts); advanced ability to comment on and produce texts in a wide variety of genres and modes; a solid development of oral expression, both impromptu and prepared; and a high level of critical and analytical thinking.

In connection with Theory of Knowledge, students are asked to explore the role of context in understanding any text. Cultural practices shape the way people decode texts and generate meaning, which is rarely fixed and straight-forward.

Content Outline

It is comprised of four parts: two are literature-related and two language/culture-related. HL and SL students need to attend classes on all four parts, but SL students are expected to cover fewer texts than HL students.

First Year

Part 1: Language in cultural context and Part 2: Language and mass communication. A variety of mostly non-literary texts are covered. Among others, students examine different types of communication, they analyze the role of audience and purpose in a text's structure, and study language use in mass media. Part 4: Literature – critical study. HL students study a selection of literary texts by three Greek authors (only two in SL). Specific works TBA.

Second Year

Part 3: Literature- texts and contexts: At SL, students study two literary works, one of which in translation. At HL, students study an additional work from a Greek author. Specific works TBA.

IB Assessment

Two written papers are IB designed and externally assessed.

In the first paper, HL candidates write one comparative commentary on a pair of unseen texts which are linked by theme. SL students write an analysis of a single text- a task that is considered easier than a comparison of texts.

In the second paper, students use the concepts introduced in Part 3 of the course to answer a literature related essay question.

HL students are also expected to complete two Written Tasks, which must be a creative response to the course content. SL students are required to submit only one Written Task.

Lastly, all students are challenged to complete at least three Oral assignments based on the any part of the course. Two of these are internally assessed, while one is externally assessed.

In addition to the above content and skills, effort, keep up with the work in a timely manner, students will explore the culture(s) of the language, and will make connections between other languages and cultures which they are familiar and show sensitivity to others. They will also be able to use the language purposefully for situations involving sophisticated discussions and debates. This aligns with our school goals and that of the Learner Profile as our Greek course attempts to "inspire students to become enthusiastic life-long learners who value integrity, cultural diversity and the pursuit of excellence."

Learner Profile: Knowledgeable
Students display an ability to access their prior knowledge in content and experience. They have a solid awareness of and connection to current events and topics. They have a basis of understanding rooted in geography, culture upon which to build and apply towards a broad range of disciplines and personal decisions.

GROUP 2 Subjects: Language B

Language B Spanish & French

Course Description

Language B aims to motivate and inspire students to find meaning in connecting to a new language and its culture by improving the language skills of students while complementing this study with contemporary, cultural and literary topics. Language B is comprised of reading, writing, oral and listening skills with a concentrated focus on the improvement and eventual mastery of comprehension. Teaching is provided in the target language and learning is placed in contexts that are familiar to speakers of the language. Students are challenged by structurally guided lessons which force them to cope with unfamiliar language and situations and their autonomy and creativity in problem solving by working through these trying moments through practice. It is imperative that Language B students go beyond learning vocabulary lists, verb tenses and other grammatical structures. Students must use all the language they know in order to feel, smell and understand the target language. Students need to learn to explain themselves, express opinions, argue their thoughts, and communicate them effectively in the target language. By accessing prior knowledge and thinking through situations independently and creatively, students can expect to grow.

In specific action, Language B students are encouraged to go from a pure acquisition of vocabulary and grammar, through comprehension and application to higher order thinking skills. Students in Language B should be able to: (1) analyze and make logical deduction from dialogues or written texts; (2) synthesize information and propose alternative solutions and (3) evaluate a range of view points and form their own argumentation on various topics of general interest.

Content Outline

Part A Core Topics: There are three topics in the core. These three topics are compulsory at SL and HL. Each topic includes several aspects Students are required to study at least two aspects from each core topic.

- Communication and media
- Global issues
- Social relationships

Part B Options: In addition, students study **two** from the following five options.

- Cultural diversity
- Customs and traditions
- Science and technology
- Health
- Leisure

Higher Level Students:

Unique to the HL course of study in Language B, students are also expected to engage in a study of at least 2 literary works.

Examples of past texts chosen are:

French B; "L' Etranger" by Albert Camus and "Le Petit Prince" by Antoine de St-Exupéry
 Spanish B; "Cronica de Una Muerte Anunciada" by Gabriel Garcia Marquez and "El Cuaderno de Maya" by Isabel Allende.

TOK is integrated into the Language B program as TOK-type discussions occur throughout the course. Students are asked to express their opinions real life situations such as doping, corruption, unemployment, contamination, abortion, and school violence. Moreover, learners must be able to find various perspectives in the different situations and defend their personal opinion as a knower.

In Language B, learners are required to go beyond the textbook and investigate facts and ideas through the internet, newspapers, radio and television in the target language and become aware of different perspectives. For example, Students are asked to opine on Educational Systems.

Learner Profile: Thinkers

AISC Students are true Thinkers. They demonstrate and attempt to approach problems from multiple perspectives and view points, and they apply moral judgment as a part of their process of learning and expression. They also attempt to make reasoned decisions in difficult situations.

They must be able to justify their conclusions orally (class discussions or debates, presentations, IB orals) and in writing (practice and full IB essays). In addition to the above content and skills, effort, mutual respect and ability to keep up with work in a timely manner is extremely important in second language acquisition and will therefore factor into a students' grade. It is important that students show academic responsibility, creativity, motivation, and openness to diversity over the two years of IB; concepts directly in line with the Learner Profile and the Mission Statement of AISC. In terms of their culminating IB grade, the three components of the IB language B exams are text-handling (interpretation, comprehension, analysis), essay writing, individual and interactive orals.

IB Assessment

The assessment takes place in the second year of the program and is comprised of the following internally and externally assessed components.

External assessment**Paper 1**

- a) SL Paper 1 (1h30') Receptive skills: The students will have to handle four texts and respond to questions and comprehension activities
- b) HL Paper 1 (1h30') Receptive skills: The students will have to handle five texts based on the core and respond to questions and comprehension activities

Paper 2

- a) SL Paper 2 (1h30') Productive skills: One writing exercise of 250-400 words from a choice of five, based on the options.

- b) HL Paper 2 (1h30') Productive skills: Section A: One task of 250-400 words, based on the options, to be selected from a choice of five. Section B: Response of a 150-250 words to a stimulus text, based on the core.

Written assignment

- a) SL Written assignment: Receptive and Productive skills: Written assignment of 300-400 words in the target language plus a 150- 200 word rationale, based on the core.
- b) HL Written assignment: Receptive and Productive skills: Creative writing of 500-600 words in the target language plus a 150- 250 word rationale, based on one of the literary texts read.

Internal assessment

Internally assessed by the teacher and externally moderated by the IB, for both SL and HL.

- a) Individual Oral: Based on the options: 15 minutes preparation time and a 10-minute (max) presentation and discussion with the teacher.
- b) Interactive oral activity: Based on the core: Three classroom activities assessed by the teacher.

Language Ab-initio French and German

Course description

The language ab-initio course is destined for students who are either beginners or have very little experience with the target language. The ab initio program helps the students develop a variety of linguistic skills which will enable them to interact in a new cultural content and appreciate the differences between their own culture and those of the language they are learning. Our school currently offers the French ab initio program.

Content Outline

Ab Initio themes

The program is organized around three themes, which are made up of 20 topics.

The themes are as follows:

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

IB Assessment

The assessment takes place in the second year of the program and is comprised of the following internally and externally assessed components.

External assessment

Paper 1 (1h30') Receptive skills

The students will have to handle four texts and respond to questions and comprehension activities

Paper 2 (1h) Productive skills

The students will have to write a short and an extended writing task

- a) Written assignment: Receptive and Productive skills

- b) Written assignment of 200-300 words in the target language, carried out in class under teacher supervision.

Internal assessment

The students are required to participate in an Individual oral assessment in the second year of the program. The assessment lasts 10 minutes and it is conducted, recorded and assessed internally by the teacher. It is later moderated by the IB external examiners.

Learner Profile: Communicators

AISC Students are communicators. They work to effectively express themselves across multiple mediums and in many languages. They use collaboration as a means to problem solving and understanding of other values and beliefs. They understand and improve through constructive and effective feedback.

Important notice for Language B and Ab Initio, May 2020 Candidates

Language B and Language Ab Initio new syllabi come into effect in September 2018.

These are the key changes:

- There will be five new prescribed themes across Language B and Language Ab Initio:
 1. Identities
 2. Experiences
 3. Human ingenuity
 4. Social organization
 5. Sharing the planet
- For Language Ab Initio only, there are four prescribed topics per theme.
- The new syllabi have a renewed focus on concepts that lead to successful communication.

What parts of the existing course remain the same and what's being discontinued?

Discontinued:

- Written assignment
- Interactive oral activities (language B)

Newly Added:

- A listening comprehension assessment, so that the receptive skills assessment (now Paper 2) will feature both listening and reading comprehension (in separate sections)

Modified:

- Conceptual understanding will be directly assessed as Criterion C for the written productive external assessment (now Paper 1)
- Language B higher level (HL) oral to be based on the required literature component in the syllabus

GROUP 3 Subjects: Individuals and Societies

Economics

Course Description

As countries around the world continue to become more and more connected to each other, and as the world's population continues to increase, a course in economics is extremely valuable for university bound students. Throughout this course, we will concentrate on both microeconomic and macroeconomic concepts to understand the foundations of economics, in addition to International Economics and Development Economics. All of these are of vital importance for international students in the 21st century.

In Economics, International Mindedness is more than just a good idea, it is a necessary component. Students must be able to view the world from multiple perspectives. This is something that we will practice as we discuss the ideas and theories presented in Economics.

Content Outline

The unique nature of Economics as a humanities course with mathematical, scientific and philosophical underpinnings is at the heart of what it means to have TOK connectivity. Students are involved in a number of implicit and explicit ways to draw from the strengths and weaknesses of Economic practice, analysis and interpretation.

Unit I – Introduction to Economics

During this portion of the course, students learn the fundamental concepts needed to study economics. In this initial unit, core concepts are introduced for students to begin to build a foundation of economic understanding. Upon this foundation, the main units of knowledge are be constructed.

Unit II – Microeconomics

Microeconomics focuses on the decisions made by individuals and businesses in society. Concepts to be discussed include the different types of competition, consumer choices, economic efficiency and economic equity. The class will also introduce the theory of the firm, in which businesses must make production decisions while considering average, variable, fixed and marginal costs.

Unit III – Macroeconomics

In this section, students learn about the choices and strategies which national governments use to create stable economic environments. Maintaining economic growth without high unemployment or inflation are the goals of sound Macroeconomic policy. The tools available to governments are introduced during this unit.

Unit IV – International Economics

During this unit, students learn about the inter-connectedness of the global economy. The pros and cons of free trade, fixed and floating exchange rates and the role of large multinational organizations such as the World Bank, the World Trade Organization and the International Monetary Fund are examined within this unit.

Unit V – Development Economics

In this section, students consider and investigate the economic discrepancies that exist among the world's nations, and consider strategies to elevate those countries with lower standards of living. We also examine the costs of economic development and the changes that are brought about due to economic development.

IB Assessment

Paper 1 is externally assessed and is an extended paper on microeconomics and macroeconomics – Time: 1.5 hours.

It is worth 40% for SL students and 30% for HL students

Paper 2 is externally assessed and is a data response paper on international and development economics - Time 1.5 hours

It is worth 40% for SL students and 30% for HL students

Paper 3 is only for HL candidates and is externally assessed. It is an extension paper on all the syllabus content – Time : 1 hour

It is worth 20%

A Portfolio based on three commentaries on different sections of the syllabus and on published extracts from the news media must be produced and submitted by both HL and SL candidates. This portfolio is internally assessed and worth 20% for all the candidates.

History of Europe & The Middle East

Course Description

"Each age writes the history of the past with reference to the conditions uppermost in its own time" - Frederick Turner (1891)

"A man without a bias cannot write interesting history, if indeed such a man exists." - Bertrand Russell (1967)

International Mindedness is a central focus of IB History: Students must learn to interpret the cultural input and importance of history within the development of societies, communities and individuals.

These quotes capture the essence of what it means to not only study, but analyze history at the IB level. History is a dynamic, always changing. History is contested, never fully settled. As the present changes, so do our stories about the past, and this has been the case throughout time. Different sources, perspectives, and new methods of understanding the world have created and continue to create multiple answers to historical questions. Nevertheless, history is both an interpretive discipline and an evidence-based one. Therefore, good interpretations of history must be built upon solid, demonstratable evidence.

Learning and assessment at the IB level is based on content knowledge gained by gathering evidence through skills such as reading comprehension and research research. It is also based on higher order skills such as analysis and connection, expressed through writing structure and sometimes oral commentary. Finally, it is imperative at the IB level that students learn what it is to be a historian by selecting and interpreting not only the content of sources (both primary and

secondary) but also the intention, values and limitations of their sources as a whole. IB History is about studying the content, opinions, perspectives and process of History. History is not just about facts, but is an ever changing and fluid concept with many levels, opinions and variables.

Content Outline

Through the two year course we will be looking at the modern world from the decline and fall of the Ottoman Empire at the end of the First World War through the Cold War.

The unit breakdown is as follows:

Unit 1: Decline and Fall of the Ottoman Empire
Case Studies - Greek War of Independence & Turkish War of Independence

Unit 2: Interwar Period and the Collapse of Peace

Unit 3: Historical Investigation

Unit 4: Origins of the Cold War

Unit 5: Global Spread and End of the Cold War

Case Study – Vietnamese Independence Movement

History and TOK: History raises interesting questions such as how far we can speak with certainty about anything in the past, and whether historian's accounts are necessarily objective. Also, during their historical investigation, students are required to reflect on what their process has taught them about the methods used by, and challenges facing, historians.

IB Assessment

In addition to the above content and skills; effort, mutual respect, and ability to keep up with work in a timely manner will also factor into a student's grade. It is very important that we work to create a responsible, academic and globally-minded atmosphere both individually and as a team. There are many views of specific events and although selection and promotion of history are varied and biased, it is important for students to develop an intrinsic ability to voice their opinions, acknowledge their personal bias, and respect the opinions of others who may believe in the opposite.

Students will be assessed using traditional methods (readings, quizzes, projects and presentations) as well as practicing IB style examination papers. Due to the pace and depth of the course, consistent attendance is imperative.

At the end of the two years, students will have the opportunity to display their learning through the two exam papers at the Standard level and three at the Higher level in IB History. Students will also be asked to write a full internal assessment research-based essay that will account for 25% of the 1st semester average in the 12th grade. The process will begin during second semester in the 11th grade, and students will also be judged upon their ability to meet due dates and be proactive in their research and organization. This assignment gives students firsthand insight into what it means to be a historian as they search to answer a self-designed question of interest by selecting, interpreting and synthesizing sources into a 2000 word research investigation and reflecting on their choices and process.

The Learner Profile: Principled

AISC Students are Principled. We strive to assist in an understanding of true global citizenship and the need for active participation to affect positive change in the local and global community. We aim to instill an ethos of respect, equality and freedom of expression in the classroom and external environments.

GROUP 4 Subjects: Experimental Sciences

Mandatory Group IV Project

All science students must participate in the ten to fifteen-hour long, Group IV Project. The project is a collaborative experience in which students choose a topic, design experiments relating to the topic and analyze their results as a team. They must also reflect on their learning experience and what it means to be a scientist. Personal skills will be assessed following the IB criteria. Students must show perseverance, ability to work in a cooperative group, and ethical responsibility.

IB Biology

Course Description

IB Biology is a combination of the depth and breadth of the subject over a two-year period. This course covers everything from the molecules that make up living things to the environment surrounding them.

Students must perform statistical tests on their results and evaluate their own work. In the first year, students will spend two days of in-depth study at a facility in Cyprus. This may be the Environmental Center in Kritou Terra, a university lab or a professional scientific conference.

Students are expected to learn what it means to be a scientist and use evidence to support their ideas. Science is one of the Areas of Knowing explored in TOK, and its unique nature and practice are examined throughout the course.

Content Outline

Cells

The basic unit of structure and function in all living things is the basis for this course. What are stem cells? How can they be used to improve our lives? We will also study the movement of molecules in and out of cells so they can function.

Organic Chemistry

Students will learn to describe the structure and importance of molecules that make up living things including water, carbohydrates, lipids and proteins. Enzymes speed up reactions in the body making all of our life processes possible.

Photosynthesis and Plants

Plants use sunlight and carbon dioxide to make sugars.

Cell Respiration

Our cells use oxygen and sugar converting energy to power all the reactions in our body. Students will learn how these processes actually work.

Ecology and Evolution

Students will analyze the factors that make up and influence ecosystems. Life on Earth is interconnected and has evolved in response to the environment.

Human Health and Physiology

All students should be able to explain how their own body works. We will study digestion, gas exchange, circulation, and the reproductive system. How do we fight against diseases? How do muscles and nerves work? And how do we maintain stable conditions in our body such as the amount of sugar and water in the blood?

Molecular Biology and DNA

How do our cells make more of the same kind of cell? How are our genes passed on from our own cells to our offspring? Students will also learn how our genes are used to make specific characteristics that make us all human but also different individuals.

Genetics

This unit examines Punnett Squares and how many of our offspring should inherit specific traits from us. We also study different types of biotechnology such as DNA profiling, cloning and transferring genes from one species to another. Will these technologies affect life on Earth in the future?

Plant Science (HL only)

Students will explore the fascinating life of plants. These incredible living machines can carry water and other substances around their body, reproduce with others and make fruit without having a heart or brain.

For the remainder of the second year, the class will choose an option of further study to complete the syllabus.

Option A: Neurobiology and Behavior

Option B: Further Ecology

Option C: Biotechnology

Option D: Further Human Physiology

Emphasis is placed on ethical issues in biology. Students learn to develop international mindedness by discussing the uses and consequences of biotechnology such as genetic engineering and human impacts on our Earth.

IB Assessment

Students will be assessed using traditional methods (homework assignments, quizzes, tests) and IB style tests and data-based questions. They must be able to analyze and draw conclusions from graphed data and formulate hypotheses for their own research. Students will continuously be monitored for their skills using equipment in a safe manner and following instructions.

The Individual Investigation is assessed using the IB criteria and will make up 20% of the IB grade. This IB Internal Assessment truly allows students to work as, and discover the role of, the scientist and nature of scientific knowledge through practice and participation. The components that students must complete are:

- Design (developing an aim for an experiment, generating a materials list, and devising a controlled experiment)
- Data collection and processing (collecting data in suitable tables, calculating data, and making appropriate graphs)
- Conclusion and evaluation of experiments (drawing conclusions with appropriate explanations, describing the limitations of the experiment and then evaluating whether the data are valid or not)

- Finally, 80% of the IB grade is composed of the final May exam at the end of the second year. The exam is made of 3 papers containing multiple choice questions, short and long answer and data-based questions.

IB Chemistry

Content Description

IB Chemistry provides a hands-on opportunity for students to work in and analyze the roles of the Scientific Process as a true practitioner. The course provides an in-depth two-year study of the subject covering the major topics in organic and inorganic Chemistry. The two Options for this course are Human Biochemistry and Medicines and Drugs.

Chemistry works through the TOK concept that many societies value, select and foster specific skills. Therefore, although Chemistry is empirical, cultural influence can directly enhance (or distort) its practice. The course students will examine the nature of observations, where they come from, how accurate they are, and how well our senses can be trusted.

Throughout the two years of study, students conduct extensive laboratory work to investigate the concepts in conjunction with what is being learned. This process allows the student to engage in and understand Chemistry broadly and linkages between theory and practice. Students are expected think inductively in order to design and conduct their own experiments. The laboratory work is continuously assessed by the teacher and constitutes the internally assessed component of the grade. Due to the nature of the course, it is imperative that students have a capacity for high order thinking, a willingness to learn and participate, and maintenance of consistent attendance practices.

International mindedness: Chemistry is inherently linked to its ethical and global applications. Our students will evaluate the impact of medicines, drugs, and Technologies upon the economic and political development of the World.

Content Outline

11th grade Units

Measurement and data processing and analysis (Core)
Stoichiometric relationships
Atomic Structure
Periodicity
Chemical Bonding and Structure
Energetics and Thermochemistry
Chemical Kinetics
Equilibrium

12th grade Units

Acids and Bases
Redox Processes
Organic Chemistry
Measurement and data processing and analysis (HL)
A selection of one:
Option A: Materials; Option B: Biochemistry;
Option C: Energy; Option D: Medicinal Chemistry.

IB Assessment

80% External Exam (May of second year)

20% Internal Assessment- Experimental Project

- Planning experiments
- Data collection and processing (graphing, calculations, error analysis)
- Conclusion and evaluation of experiments
- Manipulative Skills (using equipment safely, following instructions)

Field Work Highlight

THE Group IV Project: The project is a collaborative experience in which students in all three sciences analyze a problem that can be investigated in each of the three disciplines offered. Ten to fifteen hours are allocated to the project in each science class. Personal Skills (teamwork, perseverance, and ethics) are also assessed in this task.

IB Physics

Course Description

Entering this course you might ask yourself what is it that scientists do? According to Einstein "If we knew what it was we were doing, it would not be called research." The students in this course will be expected to think like the scientists described by Einstein. Rather than knowing facts and memorizing theories the students will inquire and conduct experiments that will help them discover new ideas. Hence, students who are entering this course need to possess a strong sense of scientific curiosity, be comfortable with taking risks, and have the ability to problem solve when unexpected situations arise.

TOK and Physics

Physics is an empirical science that is based on observation. This implies that Physics is factual and not subjective. However, observations are only as reliable as the observer. Hence, throughout the course students will examine the nature of observations, where they come from, how accurate they are, and how well our senses can be trusted.

As part of their Internal Assessment grade students will be expected to plan and conduct their own experiments. The planning is done independently by the student with no teacher input. This process requires the student to generate a number of possible factors that can be investigated, critically evaluate the available lab resources, create an appropriate procedure, and analyze and reduce the limitations of the selected research method.

International mindedness: In addition to Physics laws and theories students will study the ethical and global implications of scientific discoveries and research. Students will evaluate the impact of new technologies on the course of economic and political development of the world. Students should therefore come to appreciate the fact that our current body of knowledge in this subject comes from various time periods and locations in the world.

Content Outline

11th grade

Measurements and Uncertainties
 Mechanics
 Thermal Physics
 Waves
 Circular Motion and Gravitation
 Fields (HL)
 Wave Phenomena (HL)

12th grade

Electricity and Magnetism
 Electromagnetic Induction (HL)
 Atomic and Nuclear Physics
 Energy Production
 Quantum and Nuclear Physics (HL)
 Option

IB Assessment

Students will build their investigation skills by conducting a number of data collection experiments in preparation for planning their own investigations. They will have numerous chances to practice planning and conducting their own investigations.

Students will have an opportunity to use computer simulations and information databases to further their understanding of the concepts learned in class. They will practice solving Physics word problems in individual and collaborative settings. Students are expected to participate in the class as members of a scientific community who rely on learning on from their peers. To this end students will be expected to contribute to class discussions and make presentations to the class. Students will be evaluated using quizzes, lab work, presentations, and IB style tests.

Learner Profile: Open-Minded

Our Open Minded AISC Learners strive to understand the feelings and situations of others through the expression of true empathy. They not only participate, but listen actively; they value the opinions of and do not pass judgment upon others. Moreover, they are willing to take a stand for those who sometimes lack a voice and are able to make personal decisions which are rational and confident regardless of peer or societal pressures.

Group 5 Subjects: Mathematics

Math Studies SL

Course Description

This course is designed for math students who have a good grasp of fundamental concepts but will not be studying mathematical subjects in their post-secondary education. Calculators are permitted on both external examination papers, but students must be very familiar with the functions of the Graphic Display Calculator (GDC) and use the appropriate mathematical notation and language to receive full points.

International Mindedness: IB Mathematical Studies focuses on making mathematics meaningful to students by applying it to real-life situations in cross-cultural contexts. The varying interpretation are highlighted and discussed throughout the course.

The Internal Assessment component of the course is an independent math project completed by the students mostly in the second year with some teacher guidance. Students are expected to formulate a well defined task, gather and organize data, perform appropriate mathematics, and evaluate their results. Students are also required to discuss the validity of both the results obtained and the mathematics used in the body of the project. Students take part in project-type tasks in the first year to develop the skills required for the successful completion of the project. The project is a challenging task for most candidates, which requires students to be organized, self-motivated, in addition to being well versed in the mathematical techniques studied in the course. The students follow a 17-week project schedule, in which they complete the components of the project in stages. Timely completion of all stages is crucial to student success on the internal assessment.

Content Outline

The emphasis of this course is on the application of mathematical techniques to concrete examples using critical thinking skills. Hence, understanding, interpreting, and solving a word problem is a major component of the course. Students must evaluate the scenario described in examination questions, discern the best method for solving the problem, and clearly communicate their solution by using appropriate mathematical terminology.

The following core topics are studied:

- Introduction to the main functions of the Graphic Display Calculator
- Number and Algebra (number sets, significant figures, unit conversions, approximation, expressing a number in standard form, solving linear and quadratic equations, systems of linear and quadratic equations, arithmetic and geometric sequences and series and applications)
- Sets, Logic, and Probability (set theory, Venn diagrams, symbolic logic, truth tables, laws of probability)
- Geometry and Trigonometry (coordinate geometry, linear equations, right angled trigonometry in both two and three dimensions, three dimensional solids, non-right angled trigonometry)
- Statistics (displaying data, classification of data, cumulative frequency, measures of central tendency, measures of dispersion, correlation, linear regression, normal distribution, chi-squared test of independence)
- Functions (domain and range, linear, quadratic and exponential functions, trigonometric functions)
- Financial Mathematics (currency conversions, simple and compound interest, financial tables)
- Introductory Differential Calculus (Concept of derivative as the rate of change, differentiation, curve sketching and optimization problems)

Theory of Knowledge topics come up as the respective objectives are covered in the syllabus, and students must be open-minded in hearing other perspectives from their classmates in these discussions. TOK areas include: the ambiguity of certain mathematical symbols out of context, the correct level of accuracy in measurements (in medicine, in the Olympic games, in architecture), the validity of statistical methods, mathematics as a language, Russell's paradox, the power of currency and inflation, the infinite nature of fractals and mathematical rules with exceptions.

IB Assessment

Throughout the two-year program, students work independently and collaboratively order to discuss how they arrived at a solution. Students will have many opportunities to make connections between topics in the course and to other disciplines such as biology, physics, finance, and marketing. Students also take part in group investigations, complete mini-projects, mark sample projects in teams against the IB criteria and justify the awarding of points. Peer evaluation using IB mark schemes helps students become familiar with the allocation of points on each of the examination papers.

Assessment models in the course include weekly quizzes, group investigations, mini-projects, IB style tests (by unit and cumulative), and the internal assessment project. Time constraints are strictly enforced on all tests and quizzes. Students are encouraged to reflect on the mathematics that they are learning and to communicate their knowledge appropriately.

Learner Profile: Risk-Takers

AISC Students Take Risks in multiple ways. They work to do more than just the minimum. They take an active role in the school and community. They are not afraid to question or challenge the concept of normal thought; however, they understand the need to do so appropriately and politely. They also challenge themselves to try new ways or work through course material independently, even if it is confusing or difficult.

Mathematics SL/HL

Course Description

IB Mathematics SL/HL is a Group 5 course with a strong focus on pure mathematics. This course is designed for math students who have a good grasp of fundamental concepts and plan to be studying mathematical subjects in their post-secondary education. Students are expected to possess very strong algebra skills in order to master the concepts in pure mathematics and be able to apply mathematical reasoning to problems dealing with real world situations. Additionally, calculators are not permitted on one portion of the exam hence a good level of mental math is a prerequisite for this course. A strong emphasis in the course is on analytical skills in order to examine a given problem, evaluate the possible methods for solving the problem, and in forming a solution.

International Mindedness and TOK: students will come to appreciate the universal nature of the language and conventions of mathematics and the fact that it allows people from all over the world to communicate with each other. Mathematics is in fact the only universal language. The class will engage in discussion and express opinions upon Mathematics as a language and its relationship to various cultures, as well as the nature of mathematics as the one of the most honest Areas of Knowledge in relation to Reasoning and Logic as a Way of Knowing.

In addition to a traditional study of the math topics, students complete four Internal Assessment projects with minimal teacher guidance. The projects require students to apply the skills learned in class to investigate mathematical behavior and create mathematical models for a given situation. The projects provide students with a challenging and rewarding experience that helps them achieve a deeper insight into mathematics and the nature of the mathematician within society. Throughout the course, students will examine the source of mathematical theorems and formulas they are learning. They will evaluate the scope and limitations of the various methods for solving problems that are presented in the class.

Content Outline

The focus of the course is on increasing the student's ability to describe the world using mathematics. Students will learn to formulate mathematical expressions for phenomena such as motion, human behavior and games of chance.

The course consists of the study of the following topics:

- Algebra (polynomials, exponents, logarithms, series and sequences)
- Functions and Equations (function transformations, composite functions, inverse functions, graphs)
- Circular Functions and Trigonometry (circle problems, trigonometric ratios, identities, trigonometric equations)
- Vectors (equation of a lines and planes, intersection of lines and planes)
- Statistics and Probability (statistical methods, conditional probability, discrete and continuous probability)
- Calculus (differentiation, integration)

IB Assessment

Students will work as individuals and collaboratively in order to apply the problem solving skills learned in class. A strong emphasis is placed on communicating mathematical ideas clearly. Students will be able to practice this skill during collaborative group work, class presentations, and a practice Internal Assessment.

Students will practice their math skills by completing practice problems, using computer simulations and creating models in class. This class is fast paced and full of challenging, abstract concepts that build on each other. Students must be highly self-motivated, organized in order to complete all work in a timely manner, and be able to work collaboratively with others to increase the mastery of the material. It is also highly important that students attend class consistently due to the pace, structure and practical application of the material.

Students will be evaluated using typical homework quizzes, Internal Assessment projects, and IB style tests as well as general methods used to assure that all in the class are keeping up with and understanding the pace in order to continually move forward and build the course.

The Learner Profile: Balanced

Balanced learners at AISC understand the importance of health and happiness in addition to academics. They realize the importance of well rounded knowledge and attempt to succeed consistently in all coursework. Moreover, they not only participate in, but organize and promote the need for extracurricular activities in a variety of types. AISC students understand the need for social intelligence and communication as part of academic and personal expression.

Group 6 Subjects: the ARTS

Visual Arts

"It is through living that we discover ourselves, at the same time as we discover the world around us." - Henri Cartier-Bresson, 1952

Content Description

The IB 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.

International Mindedness, TOK and Art are strongly related. The student will explore the relationship of art in his or her own culture and compare and analyze this with other cultures. Students also explore the reasons of making art, the historical and cultural implications and the relationship that these have with their own creations. Analyzing art work takes into consideration the historical and social implication in the creation of the piece. Furthermore, aesthetics and philosophy of art and contemporary problems are deeply explored. All of these activities provide students with a true understanding of the nature of Artistic knowledge and the intricate nature of understanding what it is to be an artist.

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.

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Content Outline

11th grade. The first year provides the student with the opportunity to explore different media and techniques. The course deliberately includes opportunities both for formal and experimental learning of the use of element and principles of design such as color, tone, form, unity etc. The student will be constantly working on an independent research which is of a personal and experimental nature. In addition, students will be working on an independent critical and contextual investigation that explores artworks, objects and artifacts from differing cultural contexts.

12th grade. For the final year of the course it is anticipated that students follow their own individual artistic journey rather than respond to teacher-provided assignments. The emphasis is on personal interpretation and individual artistic statements. Exhibition work must show the student personal interests and artistic skills through a range of different media and techniques.

IB Assessment

| Part 1: Comparative Study, 20%, Externally assessed | |
|--|--|
| SL 10 – 15 screens | HL 10 -15 screens +3 – 5 screens which analyze the extent to which their work has been influenced by the art and artists examined |
| -The pages submitted examine and compare at least three artworks at least two of which need to be by different artists. -The work selected for comparison should come from contrasting contexts | -The pages submitted examine and compare at least three artworks at least two of which need to be by different artists. -The work selected for comparison should come from contrasting contexts |

| Part 2: Process Portfolio, 40%, Externally assessed | |
|--|--|
| SL 9 – 18 screens | HL 13 -25 screens |
| Pages will show evidence of at least two different art making forms from 2 columns of the Arts making forms table provided by the IB | Pages will show evidence of at least three different art making forms from 2 columns of the Arts making forms table provided by the IB |

| Part 3: The Exhibition, 40%, Internally assessed | |
|---|--|
| A selection of 4-7 resolved artwork from the exhibition | A selection of 8-11 resolved artwork from the exhibition |
| A written Curatorial Rationale 400 words max | A written Curatorial Rationale 700 words max |

Learner Profile: Reflective

Reflective AISC learners use feedback constructively and effectively in order to consistently attempt to improve. They consider more than just the grade, but the overall growth process of learning and attempt to understand how to advance. Reflective students solicit advice, plan ahead, and ask for meetings or extra resources when confused. They also understand the importance of this practice upon their treatment of others, their personal life and their future success.

Music

Content Description

IB Music is about creating and listening to music. It covers performing, composing and listening in a wide variety of musical styles - popular music, world music, and classical music. There are opportunities to work through the challenges of modernity, discuss the ever changing world of music, and use music technology. There is a research-based element apparent in all IB Arts and this is also evident in the music program. Students who explore IB Music will develop practical transferable skills through music experiences and creatively develop the knowledge, abilities and understanding gained through research, performance, and composition and reflection.

MUSIC and TOK: Students will discuss music as a truthful and as an honest mode of communication and the concept of what it is to make claims to knowledge as a musician. We will enhance the content learning experience by highlighting key Ways of Knowing as part of the process of gaining and discussing musical knowledge.

Content Outline

Music is an experience in multiculturalism. Students will explore the diversity of music throughout the world and the cultural and social factors that allow for music to be created and celebrated. For a truly open minded musician, this process begins and ends with one's international mindedness.

Music is designed to allow candidates to study music through the integration of performing, composing, and listening, as well as the opportunity to use music technology. The course allows candidates to concentrate on their individual strengths, and to develop their personal interests. The students are able to work both independently and collaboratively. Finally, the Music course strongly develops a learner's ability to reflect upon their experiences in a systematic way that allows them to grow, change, adapt and recreate over time.

IB Assessment

Internal Assessment

High Level (HL) Students (50%):

- Creating (25%): 3 pieces (3-6 minutes each), and
- Solo Performance (25%): 20 minutes

Standard Level (SL) Students (50%):

SL students can choose one of the following options (50%)

- Creating: 2 pieces (3-6 minutes each), or
- Solo Performance: 15 minutes, or
- Group Performance: 20-30 minutes

External Assessment: HL & SL Students

Musical Perception Exam (30%):

- SL students are required to answer **4** questions. Exam duration: **2 hours**
- HL students are required to answer **5** questions. Exam duration: **2 ½ hours**

Musical Links Investigation (20%): A written media script of 2,000 words or less, investigating the significant musical links between two or more pieces from distinct musical cultures.

Theatre

"Create your own method. Don't depend slavishly on mine. Make up something that will work for you! But keep breaking traditions, I beg you." - Constantin Stanislavski

Content Description

The IB Theatre Program is a rigorous 2-year program that explores, examines, and seeks to apply practical and theoretical aspects of theatrical productions and traditions from around the world. Students will critically evaluate a range of diverse performances, critically analyze and interpret scripts and apply their skill to a range of theatrical projects. Students will develop an understanding of the complex processes of performance, from its initial conception to the impact the final result leaves on spectators, culminating in final performances that reflect their development over the span of the 2-year course.

International Mindedness, TOK and Theatre: Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. The course enables students to discover and engage with different forms of theatre across time, place and culture, promoting an international-minded approach to viewing and analyzing cultural traditions.

Content Outline

11th grade. The first year provides the student with the opportunity to explore a variety of different stylistic approaches used in the study, experimentation and creation of theatrical pieces. The course includes opportunities for experimentation from the perspectives of creator, designer, director and performer, allowing for personal reflection and growth as an artist while students build the necessary vocabulary, knowledge and awareness to justify artistic choices.

12th grade. During their final year, students will compile the knowledge gained from the theorists, styles and traditions explored in grade 11 to create original theatrical pieces and rationales defending artistic choices.

IB Assessment

The solo theatre piece, director's notebook and research presentation are all externally assessed by IB examiners. Written and filmed materials will be compiled and sent

| Higher Level (240 hours) | Standard Level (180 hours) |
|-----------------------------|-----------------------------|
| Solo Theatre Piece - 35% | |
| Director's Notebook - 20% | Director's Notebook - 35% |
| Research Presentation - 20% | Research Presentation - 30% |
| Collaborative Project - 25% | Collaborative Project - 35% |

digitally to qualified examiners who will review and assess student work. Throughout the course students will develop the skills necessary to develop, present and justify the artistic choices being made with regards to their productions. All assessed material involve either actual performances uniquely created by the student or justifications for original concepts compiled by the student. The IB theatre programme focuses on developing artists that will contribute to their local and global communities in personal and meaningful ways. To that end, emphasis is placed on the personal choice of materials, techniques and modes of expression that lead towards the theatrical manifestation of well defined, social, cultural and personal ideologies

Online Option: Pamoja Education

About Pamoja

Pamoja Education is an Oxford (UK)-based education company, dedicated entirely to providing top quality online courses for the International Baccalaureate®. Pamoja Education, its management and staff are committed to the IB's overall mission, and particularly to helping the IB increase subject choice and global access to the IB Diploma Programme.



Pamoja Education courses are developed and delivered in close cooperation with the IB, and all courses comply with the IB's rigorous quality assurance standards. The IB provides continuous review and feedback regarding course content and delivery.

Current Course Offerings

Pamoja Education online IB courses let you study the subjects you want, in an exciting global classroom setting that is flexible enough to meet your individual needs.

In addition to learning the IB subject material, you will be immersed in an environment that makes full use of the latest Web 2.0 tools, such as Blogs, Wikis, RSS Feeds, Podcasts and Discussion Boards. With 24/7 access to course content, you will be able to follow your own pace during the study week, developing independent learning skills which will leave you well positioned for future academic and career success.

In short, Pamoja's online IB courses:

- put you in charge of your own learning, supported by a dedicated, specially trained IB teacher online and a trained Site-based Coordinator at AISC.
- allow you to learn and interact intensively with a small international group of 10 to 25 classmates.
- offer a supportive discussion environment in which you can feel confident showing what you know.
- provide intensive experience with the latest Web 2.0 tools for learning and collaboration.

At AISC, we currently offer the following courses through Pamoja's online option:

- Business Management HL & SL
- ITGS HL & SL
- Philosophy SL
- Psychology HL & SL

A detailed explanation of course offerings and delivery methods can be found at www.pamojaeducation.com.

Internal and external assessment

Pamoja Education courses are developed by experienced IB teachers, in close collaboration with the IB itself. They have the exact same status as courses taught in a traditional IB classroom. Internal assessments are just like those done in traditional IB courses, and your final examinations will be taken at AISC, just as for any other course.

AISC students are bold risk-takers by engaging in this untraditional course delivery method. They approach the unfamiliarity of online learning with courage and optimism.

Appropriate Course Selection

As mentioned at the beginning of this booklet, The IB Programme is uniquely designed to allow for a truly advantageous combination of the breadth offered in student choice of some systems of education (such as the in the United States) and the depth offered in others (such as exemplified by the United Kingdom).

IB Diploma candidates are asked to select 6 courses, a minimum of three of which should be taken at the higher level. These higher level course studies are designed to deepen the discussion and content of courses that truly interest the student, providing learners with the space necessary to explore the aforementioned depth. These courses are a minimum of 240 hours of instructional time. Exemplary students may take 4 higher level courses if they choose. The remainder of their coursework will be taken at the Standard Level. These courses, a minimum of 180 hours of instruction, are designed to offer challenging insight and survey into the nature of their course and content in order to provide students with the openness and range of breadth desired by other systems.

The advantages of this design are immense. Students and their parents can carefully select coursework in order to achieve a multitude of survey career paths, for example students entering the DP wishing to pursue a career in medicine can select a course load that is heavy on the experimental sciences, while still fulfilling all of the necessary requirements in order maintain access to other choices should they decide later to explore other options. For more information on general course prerequisites required by universities in a variety of fields, consult Appendix 5.

Key items of note for appropriate selection of courses for a full IB Diploma Candidate:

- Students must choose 6 courses
- Courses must be taken from each of the different Groups
- Students not wishing to take a subject in Group 6 (the Arts) have the option of choosing a 3rd language, an extra experimental science, or an extra group for (individuals and societies) subject.
- Math Studies are only offered at the Standard Level
- In addition, students must complete 100 hours Theory of Knowledge course, their CAS hours and journal reflections, and the 4000-word Extended Essay

Furthermore, student choices in exploration of CAS work and Extended Essay choice allow them to holistically engage in their interests within the community and as an actor of that field or profession through research, investigation, writing and reflection.

In order to illustrate this further, a few uniquely designed Diploma Candidate paths from the AISC offerings are provided on the following page; each with a brief explanation of their content intention. Courses taken at the Standard and Higher Level are represented with SL and HL respectively.

Sample AISC Course/Programme Selections

The following course outlines are merely a suggestion based on interest in a specific field, they are by no means the only path towards University acceptance in that field.

Student 1: Course selection for a student desiring overall range in their Diploma Programme

Group 1: English HL
Group 2: French B SL
Group 3: History SL

Group 4: Biology HL
Group 5: Math SL
Group 6: Visual Arts HL

Student 2: Course selection for a student who is interested in the arts (visual or music) & literature.

Group 1: English HL
Group 2: Greek A SL
Group 3: Information Technology HL

Group 4: Biology SL
Group 5: Mathematics SL
Group 6: Music OR Visual Art HL

Student 3: Course selection for a student expressing heavier interest in the human sciences or cultural studies, perhaps intending to study Law or take over a family business

Group 1: English HL
Group 2: Spanish B SL
Group 3: History OR Economics HL

Group 4: Biology SL
Group 5: Math Studies SL
Group 6: IT in a Global Society (ITGS) HL

Student 4: Course selection for a student who expresses interest or aptitude in languages and literature. One who truly enjoys reading.

Group 1: English HL
Group 2: Greek A HL
Group 3: History HL

Group 4: Biology SL
Group 5: Math Studies SL
Group 6: Spanish

Student 5: Course selection for a student who is highly talented in mathematics. One who is interested in computer technology or engineering

Group 1: English SL
Group 2: Greek A SL
Group 3: Economics SL

Group 4: Physics HL
Group 5: Mathematics HL
Group 6: IT in a Global Society (ITGS) HL

Student 6: Course selection for a student who is highly talented in the experimental sciences. One who is wishing to pursue a career in research or medicine.

Group 1: English SL

Group 2: Spanish B SL

Group 3: Economics SL

Group 4: Biology or Physics HL

Group 5: Mathematics HL

Group 6: Chemistry HL

Awarding of the IB Diploma

General Requirements and Grading

As addressed on page 13, IB subjects are graded on a scale of 1-7 (7 being the highest number of points per subject). In order to graduate with an IB Diploma, the minimum number of points required is 24.

However, there are specific IB requirements within the framework that could result in loss of diploma. In order to achieve the IB Diploma a candidate must fulfil certain requirements; at its most basic a candidate must achieve at least 24 points from their combined grades in six subjects, together with their grades for theory of knowledge and the extended essay, and also complete the Creativity, Action, Service (CAS) element. However, to ensure a diploma reflects sufficient breadth in achievement across subjects and the core there are particular requirements stated in articles of the General regulations: Diploma Programme. These are the "requirements" and are phrased positively. The "failing conditions" are an interpretation of these requirements intended to indicate why a candidate has failed to achieve the diploma. The "failing conditions" are listed in Appendix F.

Core Points

In addition to the points awarded for each subject, three core points can be added to a candidate's final tally based on the exceptionalism of their work in TOK and the Extended Essay.

The assessments in these two categories are marked on a scale of A-E (A being the highest mark). In combination based on the IB designed bonus points matrix (See Appendix G) students have the opportunity to receive the full three extra points.

In contrast, a grade of "E" on either their TOK work or the Extended Essay will result in loss of the diploma. (See Appendix F)

Therefore, if a student receives a perfect score of 7 in all subjects submits exceptional work in TOK and the Extended Essay, he or she can attain a total mark of 45; the highest score awarded by the IB.

Closing Thoughts

At AISC, We believe that:

- Everyone must be valued as a unique individual.
- Everyone deserves an education which respects his or her differences.
- Understanding and appreciation of diversity are critical to peace and harmony.
- The development of all aspects of the individual is essential.
- Critical thinking and problem solving are vital in a changing world.
- Participation in activities and service learning fosters a sense of self-worth, community, and school ethos.
- Technology must be an integral part of the education process.
- Learning must be a life-long process for everyone.
- Everyone is entitled to have his/her opinion heard and considered.
- Everyone has a right to safety, love and learning.

From the AISC belief statements posted on the [AISC Website](#).

We strive to meet the above goals for our students and faculty by offering the opportunity for our students to engage in the IB Diploma program, which works to facilitate not only challenging content learning, but also fosters an international mindedness and connectivity unmatched in international education. We at AISC hope that you find significant and tangible evidence of this as we work together to select an appropriate, exciting and rigorous path for your child.

APPENDICES

Appendix A: AISC Dispositional Skills (Learner Profile Attributes)

| The Student is an Inquirer | |
|--|---|
| <p>Level 1 The student demonstrates limited interest or curiosity and is unable to apply previous knowledge to unfamiliar situations.</p> | <p>Level 2 The student occasionally demonstrates that he/she is an inquirer. He/she is intrinsically motivated and actively involved in learning by asking clarifying questions and relating material to previous knowledge.</p> |
| <p>Level 3 The student generally demonstrates that he/she is an inquirer. He/she is intrinsically motivated & actively involved in learning by asking clarifying questions and relating material to previous knowledge.</p> | <p>Level 4 The student consistently and thoroughly demonstrates that he/she is an inquirer. He/she is intrinsically motivated & actively involved in learning by asking clarifying questions and relating material to previous knowledge. He/she shares related information in a wide variety of situations.</p> |

| The Student is Knowledgeable | |
|---|--|
| <p>Level 1 The student shows limited interest in local and global issues and requires considerable guidance in his/her learning.</p> | <p>Level 2 The student shows interest in concepts, ideas and issues of local and global significance. The student demonstrates knowledge with limited understanding and application.</p> |
| <p>Level 3 The student actively explores concepts, ideas and issues of local and global significance. Knowledge and understanding are demonstrated across a balanced range of disciplines.</p> | <p>Level 4 The student independently and actively explores concepts, ideas and issues of local and global significance. In-depth knowledge and understanding are demonstrated across a broad and balanced range of disciplines.</p> |

| The Student is a Thinker | |
|--|---|
| <p>Level 1 The student rarely exercises initiative and uses critical and creative thinking to recognize and approach complex problems. The student rarely makes reasoned, ethical decisions.</p> | <p>Level 2 The student occasionally exercises initiative in applying thinking skills critically and creatively. The student recognizes and approaches complex problems in a few contexts. The student sometimes makes reasoned, ethical decisions.</p> |
| <p>Level 3 The student consistently & thoroughly exercises initiative in a variety of contexts and generally uses critical and creative thinking to approach complex problems. The student generally makes reasoned, ethical decisions.</p> | <p>Level 4 The student consistently and thoroughly exercises initiative in applying thinking skills, critically and creatively. The student recognizes and approaches complex problems almost faultlessly. The student consistently makes reasoned, ethical decisions.</p> |

| The Student is a Communicator | |
|---|---|
| <p>Level 1 The student rarely understands and expresses ideas and information using more than one language and a very limited range of modes of communication. The student seldom works effectively in collaboration with others.</p> | <p>Level 2 The student sometimes understands and expresses ideas and information using more than one language in a narrow range of modes of communication. The student sometimes works effectively in collaboration with others after prompted.</p> |
| <p>Level 3 The student usually understands and expresses ideas and information using more than one language and applies them in a range of modes of communication. The student works effectively and generally and constructively collaborates with others.</p> | <p>Level 4 The student consistently and thoroughly understands and expresses ideas and information confidently and creatively in more than one language using a variety of modes of communication. The student works effectively and collaborates willingly with others.</p> |
| The Student is Principled | |
| <p>Level 1 The student minimally demonstrates integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individuals, groups and communities. The student does not take responsibility for his/her own actions by accepting consequences that accompany them.</p> | <p>Level 2 The student seldom demonstrates integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individuals, groups and communities. The student seldom takes responsibility for their own actions by accepting consequences that accompany them.</p> |
| <p>Level 3 The student generally demonstrates integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individuals, groups and communities. The student most of the time takes responsibility for his/her own actions by accepting consequences that accompany them.</p> | <p>Level 4 The student consistently and thoroughly demonstrates integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individuals/groups and communities. The student willingly takes responsibility for his/her own actions by accepting consequences that accompany them.</p> |
| The Student is Open-Minded | |
| <p>Level 1 The student does not demonstrate open-mindedness by modeling tolerance and mutual respect as well as by reflecting upon his/her actions and behaviors in a variety of situations. The student does not seek to understand and evaluate different points of view and incorporate what has been learned in his/her actions, attitudes and values.</p> | <p>Level 2 The student seldom demonstrates open-mindedness by modeling tolerance and mutual respect as well as by reflecting upon his/her actions and behaviors in a variety of situations. The student seldom seeks to understand and evaluate different points of view and incorporate what has been learned in his/her actions, attitudes and values.</p> |

| | |
|---|---|
| <p>Level 3 The student usually and noticeably demonstrates open-mindedness by modeling tolerance and mutual respect as well as by reflecting upon his/her actions and behaviors in a variety of situations. The student usually seeks to understand and evaluate different points of view and incorporates what has been learned in his/her actions, attitudes and values.</p> | <p>Level 4 The student consistently and palpably demonstrates open-mindedness by modeling tolerance and mutual respect as well as by reflecting upon his/her actions and behaviors in a variety of situations. The student consistently seeks to understand and evaluate different points of view and incorporates what has been learned in his/her actions, attitudes and values.</p> |
|---|---|

| The Student is Caring | |
|--|--|
| <p>Level 1 The student rarely acknowledges other's feelings and lacks independence to demonstrate empathy, compassion and respect without the prompting of peers or adults.</p> | <p>Level 2 The student sometimes acknowledges other's feelings but lacks independence to demonstrate empathy, compassion and respect without the prompting of peers or adults.</p> |
| <p>Level 3 The student usually demonstrates empathy, compassion and respect towards the needs and feelings of others by independently modeling attitudes, values and behaviors that are aimed at the selfless support of others in need</p> | <p>Level 4 The student consistently demonstrates empathy, compassion and respect towards the needs and feelings of others and actively encourages others to do so by independently modeling attitudes, values and behaviors that are aimed at the selfless support of others in need.</p> |

| The Student Takes Risks | |
|--|---|
| <p>Level 1 The student does not attempt to approach unfamiliar situations and does not participate in class.</p> | <p>Level 2 The student rarely succeeds in taking risks. The student makes a noticeable effort to combat their shyness/fear.</p> |
| <p>Level 3 In many situations the student shows boldness by getting involved in activities he/she is not familiar with. The student demonstrates a good level of confidence that allows him/her to make mistakes, participate in class and defend opinions. In many situations the student is ready to share opinions with others and shows responsibility for his/her work. The student adapts to many new situations.</p> | <p>Level 4 The student always shows boldness by getting involved in activities he/she is not familiar with. The student demonstrates a high level of self-confidence that allows him/her to make mistakes. The student participates fully in class and defends his/her opinions. The student is always ready to share their opinions with others, takes initiative and shows responsibility for his/her work. The student easily adapts to all new situations.</p> |

| The Student is Balanced | |
|--|---|
| <p>Level 1 The student seldom demonstrates his/her ability to effectively communicate through a keen self-awareness and empathy for others. The student shows little evidence of positive relationships with peers, teachers, and parents. The student rarely demonstrates commitment, involvement and interest in both curricular and extra curricular activities. The student rarely demonstrates his/her intellectual, physical and emotional intelligence and rarely provides a positive role model for other students.</p> | <p>Level 2 The student occasionally demonstrates his/her ability to effectively communicate through a keen self-awareness and empathy for others. The student shows occasional evidence of positive relationships with peers, teachers, and parents. The student demonstrates a few instances of commitment, involvement and interest in both curricular and extra curricular activities. The student sometimes demonstrates his/her intellectual, physical and emotional intelligence but does not always provide a positive role model for other students.</p> |
| <p>Level 3 The student usually demonstrates his/her ability to effectively communicate through a keen self-awareness and empathy for others. The student usually shows evidence of positive relationships with peers, teachers, and parents. The student demonstrates commitment, involvement and interest in both curricular and extra curricular activities. The student demonstrates his/her intellectual, physical and emotional intelligence in most contexts and provides a positive role model for other students.</p> | <p>Level 4 The student consistently and tangibly demonstrates his/her ability to effectively communicate through a keen self-awareness and empathy for others. The student shows consistent evidence of positive relationships with peers, teachers, and parents. The student consistently demonstrates commitment, involvement and interest in both curricular and extra curricular activities. The student demonstrates his/her intellectual, physical and emotional intelligence in many varied contexts and provides an exemplary role model for other students.</p> |
| The Student is Reflective | |
| <p>Level 1 The student gives no consideration to their own learning and experiences. They are unable to assess and understand their strengths and limitations in regards to their learning and personal development.</p> | <p>Level 2 The student gives limited consideration to his/her own learning and experiences. The student is sometimes able to assess and understand his/her strengths and limitations in order to support their learning and personal development.</p> |
| <p>Level 3 The student gives consistent consideration to his/her own learning and experience. The student is able to make a cursory assessment of his/her own strengths and limitations in order to support their learning and personal development.</p> | <p>Level 4 The student always gives in-depth, thoughtful consideration to his/her own learning and experience. The student is continually able to assess and understand his/her strengths and limitations in order to maximize learning and personal development.</p> |

Appendix B : Dispositional Skills Standards (Learner Profile Attributes)

| ATTRIBUTES | STANDARD |
|---------------|---|
| Inquirer | They develop their curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| Knowledgeable | They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| Thinkers | They exercise initiative in applying thinking skills, critically and creatively, to recognize and approach complex problems, and make reasoned, ethical decisions. |
| Communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |
| Principled | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individuals, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |
| Open-Minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| Caring | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. |
| Risk-Takers | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |
| Balanced | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| Reflective | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |

Appendix C: AISC Academic Honesty Policy, Grade 6-12

AISC distributes The Academic Honesty Policy to Grade 6-12 students each year. It must be signed and returned to the Principal by September 15 of each academic year.

Please note: IB Students not returning the document will not be allowed to sit for their exams and as a result, will receive a 0 grade.

AISC MISSION STATEMENT/IB LEARNER PROFILE

The AISC Mission Statement outlines several learner outcomes that are important to our school community and consistent with the implementation of our academic honesty policy:

INTEGRITY – the school wishes to inspire students to value integrity

EXCELLENCE – the school wishes to inspire students towards excellence

RESPONSIBILITY – the school wishes to create socially responsible world citizens

“The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of [the educational programs], the culture and ethos of all IB Schools. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.” Taken from the IB Learner Profile booklet © International Baccalaureate

Two of the learner attributes are as follows:

PRINCIPILED: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. Students take responsibility for their own actions and the consequences that accompany them.

REFLECTIVE: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. Taken from the IB Learner Profile booklet © International Baccalaureate

In support of this mission as an IB School, AISC seeks to promote honest and ethical practices in all areas of the school starting from Grades 6-12. Accordingly, the following is a policy adapted from IB Academic Honesty (© International Baccalaureate) which will be adopted at AISC from Fall 2010.

WHAT IS ACADEMIC HONESTY?

Academic honesty is simply, that your ideas are your own.

It includes:

- Acknowledging other peoples' ideas in your own work
- Giving credit if you use data, photographs, drawings or other material you have discovered while researching a topic
- Citing sources accurately
- Understanding that ideas belong to a person as intellectual property in the same way that their goods are their property

WHY IS THIS IMPORTANT?

As you continue with your secondary education and move towards university, you will begin to form your own ideas, opinions and will be expected to produce these in your work. You will be researching the work of others and will need to ensure you do not give the impression that those ideas wholly your own. No educational institution will accept academic dishonesty and the consequences can be life changing.

WHAT IS ACADEMIC DISHONESTY?

Academic dishonesty is simply, stealing the work of others, their ideas, words, creativity, and calling it your own.

The following are actions that are subject to consequences by AISC:

❖ MALPRACTICE

The Regulations define malpractice as behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component.

PLAGIARISM is defined as the representation of the ideas or work of another person as the student's own. Plagiarism is recognized worldwide as a serious academic offense. Ignorance of the working definition of plagiarism is not a valid excuse for lapses and does not prevent a penalty from being applied to work submitted as original.

When using the words of another person it must become habitual practice for a student to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone.

Using the words and ideas of another person to support one's arguments is a fundamental part of any academic endeavor, and how to integrate these words and ideas with one's own is an important skill. Paraphrasing is the rendition of another person's words presented in a new style and integrated grammatically into the writing. If done correctly, paraphrasing is a legitimate way to use a source.

However, because paraphrasing uses the ideas of another person, it is still necessary to acknowledge the source. If paraphrasing is not done correctly it will be treated as plagiarism.

❖ **COLLUSION** is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.

Guidance on the distinction between legitimate collaboration and unacceptable collusion or plagiarism: there are occasions when collaboration with other students is permitted or even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each student's own words and cannot therefore be the same as another student's. If, for example, two or more students have exactly the same introduction to an assignment, this will be construed as collusion, and not collaboration.

❖ **DUPLICATION OF WORK** is defined as the presentation of the same work for different assessment components and/or course requirements. If, for example, a student submits the same or a very similar piece of work for the in-depth study in history internal assessment and for an extended essay in history, this would be viewed as malpractice. However, it is perfectly acceptable for a student to study one aspect of a topic for internal assessment and another aspect of the same topic for an extended essay.

OTHER BEHAVIOR THAT CONSTITUTES MALPRACTICE which results in disciplinary action at AISC:

- taking unauthorized material into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone) regardless of whether this material is used or potentially contains information pertinent to the examination
- misconduct during an examination, including any attempt to disrupt the examination or distract another student
- exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the examination
- falsifying a CAS record
- copying the work of another student
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- stealing examination papers
- using an unauthorized calculator during an examination
- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination
- fabricating data for an assignment

ACADEMIC HONESTY AND THE IB PROGRAM

It is an IB requirement that every IB School that offers the Diploma Program has a policy to promote academic honesty. Students are to receive a written copy of the policy and be made aware that the coordinator and teachers are available to offer further advice and guidance.

Academic honesty includes a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. We would like to stress the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment. All students must understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity, intellectual property, and ethical conduct. The policy must be a means of promoting good practice. In cases where students do not show academic honesty, the actions of that student may constitute malpractice. The policy and guidance within this document apply to all students at AISC.

Excerpt from the **Diploma Programme: General Regulations**, which states: **Article 9: Responsible and ethical behavior.** "Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular candidates must avoid any form of malpractice."

AUTHENTIC AUTHORSHIP & INTELLECTUAL PROPERTY

An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, completed by a student for assessment must wholly and authentically use that student's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. (See AISC Rocket Research Booklet)

Students must be aware that the requirement to acknowledge sources extends beyond text taken from the Internet, CD-Roms, books, magazines and journals. The concepts of intellectual property and academic honesty include, for example, the use of footnotes or endnotes to acknowledge the source of an idea if that idea emerged as a result of discussion with, or listening to, a fellow student, a teacher or any other person.

References must also include acknowledgement of the source of an idea that is not the student's own. For example, a candidate could provide a footnote or endnote in the following manner: "The basis of this idea was originally expressed by a fellow student during a theory of knowledge seminar."

DETECTION & ACTION

The teachers support students in the preparation of their work for assessment and help to ensure that all students' work complies with the requirements of the course. Therefore, teachers are in the best position to judge whether a student's work is authentic.

Students must be warned that the IB randomly checks student's work for plagiarism using a web-based plagiarism prevention system. An additional deterrent is the vigilance of examiners who are adept at identifying text and material that is not the authentic work of a student.

Ultimately, the students are responsible for ensuring that the final version of any work is authentic, with the work or ideas of others fully and correctly acknowledged.

Students themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was unintentional or deliberate. The same principle applies to collusion. Students are expected to comply with all school deadlines: this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version. At all times the advice to candidates must be to acknowledge as honestly and accurately as possible the ideas and work of others, even when the source cannot be stated with absolute accuracy. Students are expected to review their own work before submission for assessment to identify any passages, data, graphs, photographs, computer programs and so on that still require acknowledgment.

If the coordinator and/or a teacher has reason to believe that part or the whole of a student's draft work submitted for discussion prior to final submission might be deemed to be in violation of the principles of academic honesty and constitutes a case of malpractice, they must draw the student's attention to this risk and her/his duty to respect the policy and requirements of academic honesty.

Malpractice must be viewed as going well beyond a mere breaking of rules and into an area of far greater seriousness. Plagiarism must not be seen as simply an item in a long list of school rules in a handbook. It must be viewed as a serious academic offence with a community attitude that shows no tolerance and imposes severe penalties when it is discovered.

Penalties are imposed on a student found guilty of malpractice in order to:

- Ensure that the student does not gain an unfair advantage
- Maintain the integrity of the examination session by excluding those students who have abused the system
- Deter other students from taking the same action

IB Candidates: When marking regular class and homework assignments that are not being submitted to the IB for assessment, teachers should take into account each student's use and acknowledgment of sources

Once a student has submitted the final version of his or her work to a teacher it cannot be retracted. Any suspicion of malpractice that arises thereafter must be reported to and acted upon.

GRADE 6-12 CONSEQUENCES

Consequences for behavior constituting malpractice at AISC starts in Grade 6. It may include some or all of the following according to the seriousness of the offence:

Level 1

Possible Actions, including but not limited to:

- Copying homework/quiz or allowing another to copy your work
- Disrupting others while they are taking an exam

- Actions relating to malpractice, plagiarism, collusion, duplication of work, OR "Other Behaviors that Constitute Malpractice" as indicated/written/communicated in this policy

Possible Consequences, including but not limited to:

- Parents will be called in for a conference with the Principal
- A documentation outlining the offense will go into the students file
- The student will receive an automatic zero (failing grade) on the assignment, exam, test or assessment, no make-up work will be offered to compensate for the zero

Level 2

Possible Actions, including but not limited to:

- Plagiarism on essay or project
- Cheating on a unit or semester exam
- Actions relating to malpractice, plagiarism, collusion, duplication of work, OR "Other Behaviors that Constitute Malpractice" as indicated/written/communicated in this policy

Possible Consequences, including but not limited to (at the Discretion of the Director):

- ❖ The student may face in-school suspension
- ❖ Drop student from National Honor Society and/or IB Program
- ❖ Failing grade on work that has been compromised

Level 3

Possible Actions, including, but not limited to:

- Chronic behavior relating to malpractice, plagiarism, collusion, duplication of work, OR "Other Behaviors that Constitute Malpractice" as indicated/written/communicated in this policy

Possible Consequences, including but not limited to (at the Discretion of the Director):

- Out-of-school suspension & Letter in student file
- Drop from IB Program
- Not invited back to AISC the following academic year
- Expulsion

AISC ACADEMIC HONESTY POLICY / GRADES 6-12 CONTRACT

Below you are asked to sign a declaration stating that all work you will submit for assessment will be your own authentic work. This would effectively cover all class assignments, homework assignments and work undertaken for and all assessments, including internal assessments in the IB Program.

PARENTAL SUPPORT: In addition to subject teachers and the school librarian, the support of student's parents should be enlisted to promote good academic practice and consistent standards. In fact, for schools where the candidature reflects a variety of cultural backgrounds it is important to inform parents about the standards the school is trying to uphold. Parental understanding and cooperation is an important factor in encouraging academic honesty and should not be overlooked.

Please read the following statements and, if you agree, write your name, sign and date in the spaces provided.

I certify that ALL of the following are true:

1. I have completely read and fully understand the definition and consequences of malpractice as presented in the AISC Academic Honesty Policy.
2. I fully understand the definition of malpractice, plagiarism, collusion, duplication of work, and the section on "other behaviors that constitute malpractice" and recognize specifically that it includes copying of assignments, paraphrasing, reusing other students' work and other actions aforementioned.
3. I fully understand and accept the consequences for all three levels as outlined in the AISC Academic Honesty Policy.
4. If I am unsure about whether something constitutes plagiarism I will consult my teacher
5. before I turn in the assignment.
6. I have given correct information on this form.
7. I have asked my parents to read this and I have discussed this policy with my parents.
8. My parents and I are signing this document to demonstrate understanding of all terms and consequences.

Student Name: _____

Student Signature: _____ Date: _____

Parent Name: _____

Parent Signature: _____ Date: _____

References

Adapted from the Plagiarism Certification of The University of Kentucky Department of Chemistry
<http://www.chem.uky.edu/courses/common/plagcert.html>

Adapted from Academic Honesty 2007 Printed in the United Kingdom by Antony Rowe Ltd, Chippenham, Wiltshire © International Baccalaureate, 2007

Adapted from ESOL organization of schools, 2010

Appendix D: Outline of Internal Assessments by subject

| Subject/Level | Type of work | Percentage of total grade |
|-----------------------------------|--|--|
| Language A: Literature | Individual oral commentary | 15% |
| | Individual oral presentation | 15% |
| Language A: Language & Literature | Individual oral commentary | 15% |
| | Further oral activity | 15% |
| Language B | Individual oral | 20% (starting 2018/19 it will be 25%) |
| | Interactive oral activity (to be discontinued starting 2018/2019) | 10% |
| Ab Initio SL | Individual oral | 20% (starting 2018/19 it will be 25%) |
| | Interactive oral activity (to be discontinued starting 2018/2019) | 10% |
| History | Historical investigation | 20% (HL) – 25% (SL) |
| Economics | HL: Portfolio | 20% |
| | SL: Portfolio | 25% |
| Biology | Independent investigation | 20% |
| Physics | Independent investigation | 20% |
| Mathematics HL | Mathematical exploration | 20% |
| Math SL | Mathematical exploration | 20% |
| Math Studies | Project | 20% |
| Music HL | Solo performance and composition | 50% |
| Music SL | Solo performance, group performance or composition | 50% |
| Visual Arts | Exhibition | 40% |
| Chemistry | Independent investigation | 20% |
| Theatre | Collaborative project | 25% (HL) - 35% (SL) |

Appendix E: Outline Of Course And Subjects Required By Universities

The lists below are intended to give an indication of university course in the U.S.A, Canada and U.K. They are not complete, but do give the major subject disciplines. Also, there are subject combinations in various forms and groupings.

The subject requirement is only intended to give an indication of likely minimum requirement. The requirement in some subjects and universities are more rigid than others and these may be some specific in Britain than in the U.S.A. The IB gives students a great deal of flexibility in choosing courses in the US or the UK.

| COURSES | Higher Level Subjects Normally Required |
|--|--|
| AGRICULTURE AND BIOLOGICAL SCIENCES | |
| Agriculture | Usually Chemistry and Biology |
| Biochemistry - Biophysics | Chemistry & 2 Sciences or Math |
| Biology | Biology & 2 Sciences or Math |
| Botany - Plant Biology | Usually Biology & 1 Science |
| Genetics - Ecology - Biotechnology | Biology & 2 Sciences including Chemistry or Math |
| Microbiology | Chemistry and Biology |
| Zoology | Chemistry and Biology |

| AGRICULTURE AND BIOLOGICAL SCIENCES | |
|--|-------------------------------------|
| Chemistry | Chemistry and Math or Physics |
| Computer Science | Math and 1 Science |
| Environmental Sciences/Studies | Biology and Chemistry or Geography |
| Geology | Varies enormously; Chemistry useful |
| Mathematics | Math and Further Math or 1 Science |
| Physics | Physics and Math and/or Chemistry |
| Statistics | Math |

| MEDICAL, DENTAL & VETERINARY SCIENCES & STUDIES ALLIED TO MEDICINE | |
|---|---|
| Anatomy - Physiology | Chemistry and 2 of Biology/Math/Physics |
| Dentistry | Chemistry and 2 of Biology/Math/Physics |
| Health - Nursing | Varies |
| Medicine | Chemistry and 2 of Biology/Math/Physics best to consider 3 Sciences |
| Pharmacy - Pharmacology | Chemistry and 2 Sciences/Math |
| Veterinary Science | Chemistry, Biology and Math or Physics |
| Speech Therapy | Biology |
| Occupational Therapy | Biology |
| Nutrition | Biology; Chemistry useful |
| Audiologist | Biology and/or Physics |
| Optometry | Biology and Physics |

ENGINEERING AND TECHNOLOGY

| | |
|-----------------------------------|-------------------------------|
| General Engineering | Math and Physics |
| Aeronautical Engineering | Math and Physics |
| Chemical Engineering | Chemistry, Math and Physics |
| Civil Engineering | Math and Physics |
| Electrical Eng. - Electronic Eng. | Math and Physics |
| Mechanical - Production Eng. | Math and Physics |
| Technology | Math and Physics or Chemistry |

ARTS (other than languages) AND EDUCATION

| | |
|----------------------------|--------------------------------|
| Archaeology | Often a language and a Science |
| Art | Art |
| Drama | English Lit & a broad range |
| Education | A broad range |
| History - Economic History | History |
| Philosophy | 2 Languages and a Social Study |
| Music | Music usually |
| Theology | A broad range |

LANGUAGES AND LITERATURES

| | |
|--------------------------------------|---|
| Languages and Literatures (General) | 1 or 2 Modern Languages. Sometimes specific |
| African, Asian and Oriental Studies | A broad range, no more than 1 Science |
| English - American Studies | English Literature and Language or History |
| French | French |
| Spanish | Spanish |
| Linguistics - Comparative Literature | Modern Language |

BUSINESS, MANAGEMENT AND SOCIAL SCIENCES

| | |
|---------------------------------|--|
| Business and Management Studies | A broad range; Math useful |
| Economics | A broad range often including Math |
| Geography | Geography |
| Politics | A broad range (usually no more than 1 Science) |
| Psychology | 1 or more Science |
| Social Studies - Sociology | A broad range, usually no more than 1 Science |
| Anthropology | A broad range, usually no more than 1 Science |

PROFESSIONAL AND VOCATIONAL SUBJECTS

| | |
|------------------------------------|---|
| Accountancy / Finance | A broad range, sometimes including Math |
| Architecture - Building - Planning | 1 or more Sciences/Math |
| Law | A broad range |
| Librarianship | A broad range |

Appendix F: Diploma Award Requirements

A candidate will not qualify for the award of the diploma if certain requirements have not been met.

There is a maximum of 7 points available for each of the six required elective courses; in addition, there are 3 points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at Higher Level.

In general, in order to receive the IB Diploma, a student will have to score at least a 4 in each subject, or 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

The IB Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met:

- Numeric grades have been awarded in all six subjects registered for the IB Diploma;
- All CAS requirements have been met;
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them;
- There is no grade 1 in any subject;
- There is no grade 2 at higher level;
- There is no more than one grade 2 at standard level;
- Overall, there are no more than three grade 3s or below;
- At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level);
- At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level);
- The final award committee has not judged the candidate to be guilty of malpractice.

The IB Diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met:

- Numeric grades have been awarded in all six subjects registered for the IB Diploma;
- All CAS requirements have been met;
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them;
- There is no grade 1 in any subject;
- There is no more than one grade 2 at higher level;
- There is no more than two grades 2 at standard level;
- Overall, there are no more than three grades 3 or below;
- At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level);
- At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level);
- The final award committee has not judged the candidate to be guilty of malpractice.

Appendix G: Matrix for the awarding of core points in Extended Essay and TOK

| | | Theory of Knowledge | | | | | |
|----------------|--------------|---------------------|--------------------|--------------------|--------------------|--------------------|---------------|
| | | Excellent | Good | Satisfactory | Mediocre | Elementary | Not submitted |
| | | A | B | C | D | E | |
| Extended Essay | Excellent | 3 | 3 | 2 | 2 | Failing condition* | N |
| | A | | | | | | |
| | Good | 3 | 2 | 2 | 1 | Failing condition* | N |
| | B | | | | | | |
| | Satisfactory | 2 | 2 | 1 | 0 | Failing condition* | N |
| | C | | | | | | |
| | Mediocre | 2 | 1 | 0 | 0 | Failing condition* | N |
| | D | | | | | | |
| | Elementary | Failing condition* | Failing condition* | Failing condition* | Failing condition* | Failing condition* | N |
| E | | | | | | | |
| Not submitted | N | N | N | N | N | N | |

