



The International Baccalaureate Diploma Programme Handbook

2025-2026

FOR STUDENTS IN GRADES 11-12



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Introduction to the IB Diploma Programme

The **International Baccalaureate (IB) programme** 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 programme 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 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 the IB Diploma Programme 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. 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 Programme, students are tasked with participating in the Creativity, Action, and Service (CAS) program by donating time to the local and 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 Programme 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 Programme (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 programme. 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 program (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.

The IB is about developing the whole student, helping students acquiring skills such as learning how to learn, critically analyzing information, forming thoughtful conclusions about humanity, language and literature, societal norms, and the scientific influences within their environment. The IB fosters independence, an interdisciplinary style of thinking and questioning that creates worldly scholars and global citizens. It is geared for the student who is willing to work hard and seeks increased learning opportunities and challenges.

According to John Hare, holistic education focuses on the fullest possible development of the person, encouraging individuals to become the absolute best or finest that they can be and enabling them to experience all they can from life and reach their goals. Furthermore, Hare adds, "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 courses 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 the IB Diploma Programme is noted within the diagram shown on the right of this page 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. Additionally, as a school employing an assessment rubric (refer to Appendix A) and precise descriptors (refer to Appendix B), educators evaluate each student individually and convey their advancements in demonstrating the qualities outlined in the IB Learner Profile. Moreover, utilizing the same rubric, students can self-assess according to the profile and participate in discussions regarding their progress in cultivating these characteristics. 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 its graduates regardless of DP candidacy. Our belief is that these traits are not only beneficial, but necessary for an individual 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 Integrity 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.

THEORY OF KNOWLEDGE

Course Description

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the DP to which schools are required to devote at least 100 hours of class time. In TOK, students reflect on the knowledge, beliefs, and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought provoking—as well as empowering—for students. The course centers on the exploration of knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?” These questions become much more accessible when considered with reference to specific examples within the TOK course.

Content Outline

The TOK curriculum is made up of three deeply interconnected parts.

- **The core theme**—Knowledge and the knower: This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.
- **Optional themes:** This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world today and play a key role in shaping people’s perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.
- **Areas of knowledge:** The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.

To help teachers and students explore these three parts of the TOK curriculum, guidance and suggested knowledge questions are provided. These suggested knowledge questions are organized into a framework of four elements: scope, perspectives, methods and tools, and ethics. This "knowledge framework" encourages a deep exploration of each theme and AOK. Having these common elements run throughout the different parts of the curriculum also helps to unify the course and helps students to make effective connections and comparisons across the different themes and areas of knowledge.

IB Assessment

There are **two assessment tasks** in the TOK course.

- The **TOK exhibition** assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.
- The **TOK essay engages** students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

In connection with **Theory of Knowledge**, the Modern Greek course helps students become more aware of others’ viewpoints and develop a stronger understanding of their individual perspective, such as their position in time and place.



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 allows students to better understand the different ways in which people perceive and represent the world.

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/supervisor 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 complete and submit their final essay by the November 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 supervisor. This practice helps to detect possible flaws or plagiarism as well as provides students the chance to deeply reflect and grow.

Content Outline

Basic Criteria of the Extended Essay

- Student chosen topic and self-designed research question.
- 3500 - 4000 words
- MLA format, including text citation and works cited page.
- Consistent student led meetings with assigned supervisor.
- Compliance with all due dates.
- Completion of Viva Voce.
- EE digital copy uploaded to <https://www.turnitin.com/> and report submitted (see Academic Integrity Policy section of this booklet for a further explanation of this practice)
- All IB forms are completed and 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 supervisor 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 maybe 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 established
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
Weightlifting
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 2025-2026 COURSE OFFERINGS

Course offerings are reviewed annually and based on sufficient student demand. For the 2025-2026 school year, AISC is offering the following subjects:

Group 1	Studies in Language & Literature	* English A: Language and Literature * Language A: Literature SSST (School Supported Self Taught) * Modern Greek A: Language and Literature
Group 2	Language Acquisition	* Spanish B * French B * French Ab-Initio
Group 3	Individuals and Societies	* History * Business Management
Group 4	Sciences	* Biology * Chemistry * Physics * Environmental Systems and Societies
Group 5	Mathematics	* Mathematics: analysis and approaches * Mathematics: applications and interpretation
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 programme. 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 (150 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, 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

Language A: Literature SSST (School Supported Self Taught) SL

“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

The Language A: Literature SSST (School Supported Self Taught) SL course is an intensive, academic study of literature and therefore student behavior, attitudes and personal involvement should reflect a high level of thinking, commitment, and determination to succeed. The Language A: Literature SSST SL course is for students who have another language (mother or strongest tongue). It is a largely self-directed course completed under the guidance of the AISC’s Literature School Supported Self-taught Coordinator and subject tutor.

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, styles and translations;
8. Develop an international perspective, through the study of literature from other cultures and languages;
9. Create a broadened, international perspective through studying Works in Translation;
10. Learn to analyze texts effectively and persuasively, specifically Paper One;
11. Promote an international awareness and to develop attitudes of tolerance, respect, and empathy;
12. 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

The aim of the new IB Language A: Literature course is to develop in students an understanding of the techniques involved in literary criticism, to develop students' ability to form independent literary judgments, support their ideas with evidence and appreciate how cultural contexts influence texts. Students will develop their communication and visual literacy skills along with their knowledge of the critical approaches to literature and literary conventions.

The course is divided into three areas of exploration and each of these parts leads into each other creating interactions between readers, writers and texts, texts across space and time, and the interconnections between texts.

Part 1. Readers, writers, and texts

Aims to introduce students to the notion and purpose of literature and the ways in which texts can be read, interpreted, and responded to.

Part 2. Time and space

Draws attention to the fact that texts are not isolated entities but are connected to space and time.

Part 3. Intertextuality:

Connects texts by focusing on the connections between and among diverse texts, traditions, creators, and ideas.

Six conceptual questions guide each Part of the course:

Part 1:

Readers, writers, and texts

- Why and how do we study literature?
- How are we affected by texts in various ways?
- In what ways is meaning discovered, constructed, and expressed?
- How does language use vary amongst text types?
- How does the structure or style of a text affect meaning?
- How do texts offer insights and challenges?

Part 2:

Time and space

- How important is cultural context to the production and reception of a text?
- How do we approach texts from different times and cultures to our own?
- To what extent do texts offer insight into another culture?
- How does the meaning and impact of a work change over time?
- How do texts engage with local and global issues?
- How does language represent social distinctions and identities?

Part 3:

Intertextuality: connecting texts

- How do texts adhere to and deviate from conventions associated with genre or text type?
- How do conventions evolve over time?
- In what ways can diverse texts share points of similarity?
- How valid is the notion of a 'classic' work?
- How can texts offer multiple perspectives of a single issue, topic or theme?
- In what ways can comparison and interpretation be transformative?

IB Assessment

Students will be assessed on their knowledge and understanding of works, analysis of literary features, presentation of ideas and use of language outlined as follows:

Paper 1: Paper 1 is an externally assessed component which gives the chance to the candidate to apply the skills acquired and developed throughout the course to an unseen text. It is a paper that requires the candidate to have consolidated their interpretation, analysis, and evaluation skills and to transfer those skills to an unseen text.

The exam paper consists of two extracts or texts from different literary forms, each accompanied by a guiding question. They will have to choose one of them and develop a response that demonstrates an awareness of how meaning is created. The guiding question will suggest a point of entry into the extracts or texts that allows them to focus on a stylistic or technical element. They are free to pursue a different line of inquiry. The candidates should bear in mind that what is expected in this component is not an exhaustive discussion of all the aspects of the extracts or texts, but rather a reading of it that focuses on one of its prominent stylistic features.

Paper 2: Paper 2 is an externally assessed component requiring an essay in response to a given question concerning a comparative critical discussion of two works studied during the course.

There will be four questions presented in the paper 2 exam, one of which should be chosen for the essay.

The candidates must refer to two works they have studied and focus closely on the topic in the question. They should compare and contrast the two works in the light of the question, analysing their formal and stylistic features as well as the way these features contribute to the creation of meaning in the texts. They will need to think carefully about which of the works they have studied can be best explored in relation to the question and which of the questions will enable them to best demonstrate their understanding of the works they have studied.

Individual Oral: Involves students discussing orally two works on the basis of a common global issue. One of the works must be a text in translation and students pre-prepare the oral on works and global issues of their choice.

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 & English A: Language & Literature

Modern Greek A: Language and 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 course, directed to students with a strong background in Greek. The course aims to develop social, aesthetic, and cultural literacy, while developing and refining the students' receptive, productive, and interactive skills. The acquisition of a wide range of vocabulary and analytical skills is central to the course. Exploring a wide variety of concepts, students are introduced to a rich variety of literary, non-literary, and visual texts, and they are taught to recognize and analyze aspects of the texts' style and register. Students are encouraged to critically examine how different contexts, perspectives, or value systems influence not only our understanding of the world, but also our use of language. Investigating the nature of language itself, students understand how language shapes and is influenced by identity and culture. This course is offered at either the standard or higher level. Higher level students have extra instructional hours per cycle to meet the analytical demands of the higher-level units. Students are required to read four literary books at the standard level and six at the higher level.

English A: Language and Literature course description

Students will focus on literary texts and a range of non-literary texts in a variety of media and forms, from different periods styles and cultures, while developing an understanding of relationships between texts. Students are to come up with their own interpretations, as well as study those of others, improving upon their communication and analysis skills. Most importantly, the focus is to relate literature to our reality: how the reader and writer create meaning, reflect experience, affect, and are affected by the world at large. These two years aim to foster in students' sensitivity and a lifelong interest and appreciation for the subject.

Content Outline

The course is divided into three inherently overlapping **areas of exploration**:

Readers, writers, and texts

This part of the course aims to introduce students to the notion and purpose of literature and the ways in which texts can be read, interpreted, and responded to.

Time and space

This area of exploration draws attention to the fact that texts are not isolated entities; they are connected to space and time.

Intertextuality

This area of exploration focuses on the connections between and among diverse texts, traditions, creators, and ideas.

Each area of exploration is accompanied by six questions, linked to the **seven course concepts**, that provide a guide to the learning in each part of the course. Although these concepts are not explicitly assessed in any component, they foreground aspects of linguistic and literary study that are the focus of attention and inquiry in the course. The concepts are identity, culture, creativity, communication, perspective, transformation, and representation.

IB Assessment

External Assessment:

Paper 1: Students use their analytical skills to analyze one (Standard Level) or two (Higher Level) non – literary texts.

Paper 2: Students respond to one question and use two literary works to comparatively answer the question.

HL Essay (HL only): Students submit an essay on one non-literary text or a collection of non-literary texts by the same author, or a literary text or work studied during the course. The essay must be 1,200-1,500 words in length.

Internal Assessment:

Interactive Oral: Students select an extract from one non-literary text and one from a literary work, to prepare a 10-minute oral response to the following prompt: “Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.”

In connection with **Theory of Knowledge**, the Modern Greek course helps students become more aware of others’ viewpoints and develop a stronger understanding of their individual perspective, such as their position in time and place.



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 allows students to better understand the different ways in which people perceive and represent the world.

GROUP 2 Subjects: Languages

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. To grasp and comprehend the target language, students need to engage with it by employing the language they already know, allowing them to experience and understand it on a sensory level. 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.

Language B students are encouraged to go from 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 viewpoints and form their own argumentation on various topics of general interest.

Theory of Knowledge - 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.

Content Outline

The curriculum is organized around **five** prescribed themes with which the students engage through written, audio, visual and audio-visual texts.

Identities	Explore the nature of the self and what it is to be human.	Lifestyles Health and well-being Beliefs and values Subcultures Language and identity
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives	Leisure activities Holidays and travel Life stories Rites of passage Customs and traditions Migration
Human Ingenuity	Explore the ways in which human creativity and innovation affect our world.	Entertainment Artistic expressions Communication and media Technology Scientific innovation
Social Organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests	Social relationships Community Social engagement Education The working world Law and order
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	The environment Human rights Peace and conflict Equality Globalization Ethics Urban and rural environment

The assessment outlines for language B SL and HL are identical; it is the nature of the assessment that differs, and this is what distinguishes SL assessments from those of HL.

For language B HL paper 1, the tasks set will require more complex language and structures and demand higher-order thinking skills. Additionally, for HL, a higher word range is provided in order to accommodate the more complex responses required.

For the individual oral internal assessment, the stimulus at language B SL is a visual image that is clearly relevant to one (or more) of the themes of the course.

The stimulus at language B HL is an excerpt from one of the two literary works studied.

IB Assessment

The IB Language B program uses both external and internal assessments. The external assessment is marked by IB examiners whereas teachers mark the internal assessed work which is later moderated externally.

The students are assessed by their performance in relation to the IB criteria rather than in relation to the levels achieved by other students.

A. External Assessment 75%

The external assessment is compulsory for both SL and HL students and consists of:

a) Paper 1: Productive Skills - 25%

SL: One writing task from a choice of three, 250-400 words length - 1 hour 15 minutes

HL: One writing task from a choice of three, 450-600 words length - 1 hour 30 minutes

b) Paper 2: Receptive skills - Listening & Reading (separate sections) 50%

SL: Listening – 45 minutes / Reading comprehension - 1 hour

HL: Listening – 1 hour / Reading comprehension - 1 hour

B. Internal Assessment 25%

It is compulsory for both SL and HL students. Students demonstrate their ability to apply interactive skills (listening and speaking skills)

SL: one oral assessment of 12-15 minutes + 15 minutes of preparation.

HL: Oral assessment based on an extract of one of the two literary works studied during the course. 12-15 minutes + 20 minutes of preparation.

Learner Profile: Thinkers

AISC Students are true Thinkers. They demonstrate and attempt to approach problems from multiple perspectives and viewpoints, 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.

Language Ab-initio SL

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 German or French ab initio program.

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.

Content Outline

Ab Initio themes

The program is organized around five prescribed themes, each containing four prescribed topics. The themes are as follows:

- Identities
- Experiences
- Human Ingenuity
- Social Organization
- Sharing the planet

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 (1 hour): 25%

Productive skills—writing (30 marks)

Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.

Paper 2 (1 hour 45 minutes): 50%

Receptive skills—separate sections for listening and reading (65 marks).

Listening comprehension (45 minutes) (25 marks).

Reading comprehension (1 hour) (40 marks).

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment

Individual oral assessment: 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)

GROUP 3 Subjects: Individuals and Societies

History of Europe

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)

These quotes capture the essence of what it means to not only study, but also to analyze history at the IB level. History is 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, demonstrable evidence.

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.

Learning and assessment at the IB level is based on content knowledge gained by gathering evidence through skills such as reading comprehension and 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

Paper 1 (HL + SL):

The Move to Global War – Causes of WW 2

Paper 2 (HL + SL):

The Cold War: Superpower tensions and rivalries (20th century)

Authoritarian Regimes

Paper 3 (HL):

International Relations, 1919 – 1941

The Soviet Union, 1924 – 2001

Inter-war domestic developments in European states (1918 – 1939)

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. In addition, 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.

Business Management

Course Description

The IB Business Management course aims to develop students' knowledge and understanding of business theories, tools, and techniques, combined with skills to analyze and evaluate business activities at various levels (local to global).

It aims:

- Encourage a holistic view of the business world.
- Foster critical and strategic thinking about individual and organizational behavior.
- Promote multicultural perspectives on business issues.
- Help students appreciate the importance of change in diverse contexts.
- Emphasize ethical, environmental, and social dimensions of business.
- Cultivate an understanding of innovation in business.

The revised curriculum (first assessment 2024) has a modern focus. It emphasizes the four interdisciplinary key concepts: Creativity, Change, Ethics and Sustainability.

Content Outline

Both SL and HL. Follow five core units (with HL including additional depth):

1. Business Organization and Environment

Covers topics like types of organizations, objectives, stakeholders, external environment, growth & evolution and (HL-only) planning tools.

2. Human Resource Management

Includes functions of HR, structure, leadership, motivation, (HL-only) organizational culture and employee relations.

3. Finance & Accounts

Encompasses courses of finance, cost and revenue, break-even analysis, final accounts (HL), financial ratios, cash flow, investment appraisal (HL) and budgets (HL).

4. Marketing

Focuses on marketing planning, the 4Ps (with extended 7Ps for HL), sales forecasting (HL), market research, international marketing (HL), and e-commerce.

5. Operations Management

Topics include production methods, (HL-only) lean production, quality management, production planning, R&D, crisis management, contingency planning, location, and management information systems.

IB Assessment

External Assessments (Exams):

Standard Level (SL)

- Paper 1: Structured questions based on a pre-released statement/case - 35%
- Paper 2: Quantitative and analytical tasks using unseen stimulus material - 35%

Higher Level (HL)

- Paper 1: Same as SL – based on pre-release case - 25%
- Paper 2: Similar format to SL with quantitative focus - 30%
- Paper 3: HL-only paper. It focuses on social enterprise, where students must identify a human need and propose a strategic plan - 25%

Internal Assessment (IA):

For both SL and HL, the IA is a business research project focusing on a real business issue using a conceptual lens (based on one of the four key concepts).

SL IA - 30% of final grade

HL IA - 20% of final grade

Environmental Systems and Societies

Course Description

Through studying environmental systems and societies (ES&S) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

The teaching approach is such that students are allowed to evaluate the scientific, ethical, and socio-political aspects of issues.

ES&S is an interdisciplinary course offered in the Diploma Programme. Because it is an interdisciplinary course, students can study this course and have it counted as either an Individuals and Societies course (group 3) or a Sciences course (group 4), or both. This gives students the opportunity to study (an) additional subject(s) from any group.

Students will be able to study this course successfully with no specific previous knowledge of Science or Geography. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of scientific methods, a course that shares these aims would be good preparation.

During the course, students will study eight different topics. An important aspect of the ES&S course is hands-on work in the laboratory and/or out in the field.

Content Outline

Component	Recommended teaching hours
Core content	120
1. Foundations of environmental systems and societies	16
2. Ecosystems and ecology	25
3. Biodiversity and conservation	13
4. Water and aquatic food production systems and societies	15
5. Soil systems and terrestrial food production systems and societies	12
6. Atmospheric systems and societies	10
7. Climate change and energy production	13
8. Human systems and resource use	16
Practical scheme of work	30
Practical activities	20
Individual investigation	10

Six questions identify the approach that will be reflected in open - ended exam questions. Most of the questions are relevant to eight different topics.

- A. Which strengths and weaknesses of the systems approach and of the use of models have been revealed through this topic?
- B. To what extent have the solutions emerging from this topic been directed at **preventing** environmental impacts, **limiting** the extent of the environmental impacts, or **restoring** systems in which environmental impacts have already occurred?
- C. What value systems are at play in the causes and approaches to resolving the issues addressed in this topic?
- D. How does your personal value system compare with the others you have encountered in the context of issues raised in this topic?
- E. How are the issues addressed in this topic relevant to sustainability or sustainable development?
- F. In which ways might the solutions explored in this topic alter your predictions for the state of human societies and the biosphere decades from now?

IB Assessment

Externally assessed

Paper 1: Case Study - 25% (SL), 30% (HL)

Paper 2: Short answers and structured essays - 50% (SL and HL)

Internally assessed

Individual investigation: Written report of a research question designed and implemented by the student - 25% (SL), 20% (HL)

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

The Collaborative Sciences Project (CSP)

The collaborative sciences project (CSP) gives Diploma Programme (DP) students the opportunity to work together in an interdisciplinary team. They work towards a common goal related to a real-world issue, pursued through the lens of the scientific method.

Throughout the project, the emphasis is on the experience of collaborative problem-solving, the focus being the process rather than the product.

Real-world issues are inherently complex. The CSP explores a specific issue, giving students the opportunity to recognize some of the interrelated systems, mechanisms and processes connected to the issue they are investigating. These interconnected factors may include the environmental, social, and ethical implications of science and technology.

Working collaboratively in a team requires a certain level of self-awareness and empathy with other team members. It also requires a high level of motivation and two-way communication. The opportunity to reflect on these factors, in terms of what went well, and lessons learned, will be invaluable for future collaborations and the personal growth of each individual student. The CSP is a focused opportunity for students to develop a range of International Baccalaureate (IB) learner profile attributes.

International mindedness is inherent to the CSP experience because it links to local manifestations of global issues. Some CSP experiences may lead students to create or engage with national or international projects.

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

Topic A: Unity and Diversity – Molecules, Cells, Organisms and Ecosystems

Water (SL/HL)

Nucleid acids (SL/HL)

Origins of Cells (SHL)

Cell Structure (SL/HL)

Viruses (HL)

Diversity of organisms (SL/HL)

Classification and cladistics (HL)

Evolution and speciation (SL/HL)

Conservation of biodiversity (SL/HL)

Topic B: Form and Function - Molecules, Cells, Organisms, Ecosystems

Carbohydrates and lipids (SL/HL)
 Proteins (SL/HL)
 Membranes and membrane transport (SL/HL)
 Organelles and compartmentalization (SL/HL)
 Cell specialization (SL/HL)
 Gas exchange (SL/HL)
 Transport (SL/HL)
 Muscle and motility (HL)
 Adaptation to environment (SL/HL)
 Ecological niches (SL/HL)

Topic C: Interaction and interdependence—Molecules, Cells, Organisms, Ecosystems

Enzymes and metabolism (SL/HL)
 Cell respiration (SL/HL)
 Photosynthesis (SL/HL)
 Chemical signalling (HL)
 Neural signalling (SL/HL)
 Integration of body systems (SL/HL)
 Defence against disease (SL/HL)
 Populations and communities (SL/HL)
 Transfers of energy and matter (SL/HL)

Topic D: Continuity and change—Molecules, Cells, Organisms, Ecosystems

DNA replication (SL/HL)
 Protein synthesis (SL/HL)
 Mutation and gene editing (SL/HL)
 Cell and nuclear division (SL/HL)
 Gene expression (HL)
 Water potential (SL/HL)
 Reproduction (SL/HL)
 Inheritance (SL/HL)
 Homeostasis (SL/HL)
 Natural selection (SL/HL)
 Stability and change (SL/HL)
 Climate change (SL/HL)

IB Assessment

Students will be assessed using traditional methods (homework assignments, quizzes, tests) and IB style tests and databased 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 Scientific 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:

Finally, 80% of the IB grade is composed of the final May exam at the end of the second year. The exam is made up of 2 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.

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 to 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

Structure 1. Models of the particulate nature of matter

Structure 2. Models of bonding and structure

Structure 3. Classification of matter

Reactivity 1. What drives chemical reactions?

Reactivity 2. How much, how fast and how far?

Reactivity 3. What are the mechanisms of chemical change?

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

Group IV Project (Class of 2024), The Collaborative Science Project (Class of 2025)

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 on 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

A. Space, time, and motion

- A.1 Kinematics (SL/HL)
- A.2 Forces and momentum (SL/HL)
- A.3 Work, energy, and power (SL/HL)
- A.4 Rigid body mechanics (HL)
- A.5 Galilean and special relativity (HL)

B. The particulate nature of matter

- B.1 Thermal energy transfers (SL/HL)
- B.2 Greenhouse effect (SL/HL)

- B.3 Gas laws (SL/HL)
- B.4 Thermodynamics (HL)
- B.5 Current and circuits (SL/HL)

C. Wave behaviour

- C.1 Simple harmonic motion (SL/HL)
- C.2 Wave model (SL/HL)
- C.3 Wave phenomena (SL/HL)
- C. 4 Standing waves and resonance (SL/HL)
- C. 5 Doppler effect (SL/HL)

D. Fields

- D.1 Gravitational fields (SL/HL)
- D.2 Electric and magnetic fields (SL/HL)
- D.3 Motion in electromagnetic fields (SL/HL)
- D. 4 Induction (HL)

E. Nuclear and quantum physics

- E.1 Structure of the atom (SL/HL)
- E.2 Quantum physics (HL)
- E.3 Radioactive decay (SL/HL)
- E.4 Fission (SL/HL)
- E.4 Fusion and stars (SL/HL)

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 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

Mathematics: Applications & Interpretation SL/HL

Course Description

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

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.

This structure of the syllabus gives prominence and focus to the aspects of teaching and learning, including conceptual understandings, content, and enrichment.

There are five topics and within these topics there are sub-topics.

The five topics are:

Number and Algebra

Numbers, Approximation, Estimation, Percentage error, Scientific notation, Arithmetic and Geometric Sequences and Series, Financial Applications, Laws of Exponents and Logarithms, Simultaneous equations, and Polynomial equations.

Additional HL content: Complex Numbers, Polar Coordinates, Sinusoidal functions, Modelling with Matrices

Functions

Functions, Linear, Quadratic, Cubic, Exponential, Sinusoidal models, Direct and inverse variations

Additional HL content: Composite functions, Transformations of functions, Logarithmic models, Piecewise models

Geometry and Trigonometry

Straight lines, Right and non-right-angled Trigonometry, Circle Geometry, Voronoi diagrams.

Additional HL content: Unit Circle, Trigonometric identities and Trigonometric equations, Matrices, Vectors, Kinematics, Graph Theory.

Probability and Statistics

Descriptive Statistics, Bivariate data, Linear Regression, χ^2 independence test, t-test
Probability of simple and conditional events, Binomial Distribution, Normal Distribution.

Additional HL content: Non-linear regression, Coefficient of Determination, Central Limit Theorem, Poisson distribution, Markov Chains.

Calculus

Limits, Differentiation, and Integration of functions in the form $y = ax^n + \dots$, where $n \in \mathbb{Z}, n \neq -1$, Applications of differentiation and Integration.

Additional HL content: Derivatives of other functions, differentiation and integration rules Applications in Kinematics, Differential Equations and Euler's method.

IB Assessment

Throughout the two-year program, students work independently and collaboratively in 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 help students become familiar with the allocation of points on each of the examination papers.

Assessment models in the course include 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.

Mathematics: Analysis and Approaches SL /HL

Course Description

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture, and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand – held technology is important regardless of choice of course. However, Mathematics: Analysis and Approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Content Outline

Mathematics: Analysis and Approaches		
	SL Hours	Additional HL Hours
Topic 1: Algebra	19	20
Topic 2: Functions	21	11
Topic 3: Geometry & Trigonometry	25	26
Topic 4: Statistics & Probability	27	6
Topic 5: Calculus	28	27
Toolkit & Math Exploration	30	0
Total hours	150	240
Paper 1	40%;90 mins; 80 marks No Technology Short and Long response entire syllabus	30%;120 mins; 110 marks No Technology Short and Long response entire syllabus
Paper 2	40%; 90 mins; 80 marks Technology required. Short and Long response entire syllabus	30%; 120 mins;110 marks Technology required. Short and Long response entire syllabus
Paper 3	N/A	20%; 60 mins; 55 marks Technology required 2 Long response problem solving
Internal Assessment	20% Math Exploration	20% Math Exploration

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.

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

Course 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 artmaking 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 artwork 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 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 - Class of 2026

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 elements and principles of design such as color, tone, form, unity etc. The student will be constantly working on 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 – Class of 2026

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

Content Outline - Class of 2027

The revamped Visual Arts syllabus is refining the course to focus on art - making as inquiry and simplifying the structure. These are the key principles of the new course:

- Centralized around inquiry, encouraging students to create, connect, and communicate through art.
- Written and visual submissions are more balanced, with reduced exhibition demands and clearer SL/HL differentiation.

IB Assessment – Class of 2027

Art-Making Inquiry Portfolio - Externally Assessed

SL - 40% of the grade

HL - 30% of the grade

Visual and written evidence of creative inquiry through curated screens (max 15 screens and 3,000 words)

Connections Study - Externally Assessed

SL ONLY - 20% of the grade

Analyze one of your resolved artworks in relation to your own context and at least two other artists (maximum 10 screens, 2,500 words)

Artist Project - Externally Assessed

HL ONLY – 30% of the grade

Creation and contextualization of a new work inspired by inquiry, supported by multi-screen PDF documentation (maximum 12 screens, 2,500 words) and a short video (up to 3 minutes) with accompanying text.

Resolved Artworks - Internal Assessment

SL - 40% of the grade

HL - 40% of the grade

- Submit five resolved artworks with rationale
- HL: Include photos of three non – selected works and situate each piece with contextual texts.

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

What is the course about?

The IB Music course encourages inquiry into creative practices and performance processes. Music study develops listening, creative and analytical skills, as well as encouraging cultural understanding and international mindedness. In this way, music is a catalyst for expanding critical thinking - a crucial life skill. Throughout the course, students are encouraged to explore music in varied and sometimes unfamiliar contexts and are challenged to engage practically with music as researchers, performers, and creators.

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.

Who is the course likely to suit?

Students who have studied Grade 10 Pre-IB Music at AISC or at GCSE level are well-prepared for the course. The course will suit students who want to go on and study Music in higher education as well as those who are seeking to broaden their musical and artistic perspectives. SL Music is adequate as a standalone music qualification for general higher education entry, but those wishing to go on and study music as a specialist subject at University or Conservatoire should look to complement their SL academic studies with a practical qualification on their primary instrument/voice equivalent to the level of ABRSM Grade 8.

Content Outline

The course consists of three, intrinsically linked aspects:

- Exploring music in context
- Experimenting with music
- Presenting music

Each of these components are studied in terms of the student as researcher, performer, and creator.

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.

IB Assessment

Externally assessed

Exploring music in context (SL: 30%, HL: 20%)

Students select samples of their work for a portfolio submission (max. **2400 words**). Students submit:

- Written work demonstrating engagement with, and understanding of, diverse musical material.
- Practical exercises:
 - Creating: one creating exercise (max **32 bars**)
 - Performing: one performed adaptation of music from a local or global context for the student's own instrument (max. **2 minutes**)

Presenting music (SL:40%, HL: 30%)

- a. Presenting as a researcher
 - programme note (max. **600 words**)
- b. Presenting as a creator
 - composition and/or improvisation (max. **6 minutes**)
- c. Presenting as a performer
 - solo and/or ensemble (max. **12 minutes**)

Internally assessed**Experimenting with music (SL: 30%, HL: 20%)**

- a. A written experimentation report that supports the experimentation (max. **1500 words**)
- b. Practical musical evidence of the experimentation process
 - three related excerpts of creating (total max. **5 minutes**)
 - three related excerpts of performing (total max. **5 minutes**)

The contemporary music – maker (HL: 30%)

Multimedia presentation (max. **15 minutes**), evidencing:

- a. The project proposal
- b. The process and evaluation
- c. The realized project, or curated selections of it

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

Core Curriculum Areas

Students investigate four key areas:

- **Staging Play Texts** - Transforming written texts into live performances, exploring how production elements translate playwright intent.
- **Exploring World Theatre Traditions** - Researching and practically embodying performance conventions from global traditions
- **Collaboratively Creating Original Theatre** - As an ensemble, developing original theater pieces inspired by a starting point.
- **Performing Theatre Theory (HL only)** – Researching a theatre theorist and applying their theory practically in performance.

IB Assessment

The **solo theatre piece**, **research presentation** and **collaborative project** are externally assessed by IB examiners while the **production proposal** is internally assessed and externally moderated. Submissions, including written and filmed materials are sent digitally for review.

Throughout the course, students develop the skills to present and justify their artistic choices. Assessments focus on original performances or the defense of unique theatrical concepts.

The IB Theatre programme aims to develop reflective, creative artists who contribute meaningfully to their communities. Emphasis is placed on personal choice of materials, techniques, and models of expression, enabling students to create theatre that conveys clear social, cultural, and personal perspectives.

Higher Level (240 hours)	Standard Level (180 hours)
Solo Theatre Piece – 35%	
Production Proposal – 20%	Production Proposal – 30%
Research Presentation – 20%	Research Presentation – 30%
Collaborative Project – 25%	Collaborative Project – 40%

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
teaching the IB online

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.

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.

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 E.

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.
- Language Ab Initio is 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: Mathematics SL
Group 6: Visual Arts HL

Student 2: Course selection for a student who is interested in the arts & literature.

Group 1: English HL
Group 2: Greek A HL
Group 3: Digital Society SL

Group 4: Biology SL
Group 5: Mathematics SL
Group 6: Music OR Visual Art OR Theatre 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 OR B.
Management HL

Group 4: Environmental Systems and
Societies SL
Group 5: Mathematics SL
Group 6: Digital Society 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: Mathematics SL
Group 6: Theatre SL

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: Computer Science 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 requirements stated in articles of the General regulations: Diploma Programme. These conditions for achieving the IB Diploma 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 exceptionality 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.

IB Complaints Procedure

Rules for IB World Schools = Article 6: Internal complaints procedure

6.1 The school must have in place written procedures for how it will deal with complaints and students' requests for appeals against **IB programme decisions taken by the school**, ensure that details of these procedures are made widely available and accessible to all students, and operate in accordance with such procedures.

6.2 The school must inform parents or legal guardians about the school's procedures for addressing complaints and students' requests for appeals of IB programme decisions taken by the school." (Rules for IB World Schools 4).

AISC Internal complaints procedure

1. The student and/or legal guardian should share their complaint directly with the IBDP Coordinator via email, and/or request a meeting with the IBDP Coordinator to discuss the situation that the student/guardian considers to be unfair.
2. The IBDP Coordinator will include the Principal and Assistant Principal on any communication with the family.
3. If a meeting is held, minutes should be taken; if necessary, this can be done by a third party. These should be shared with the family afterwards via email.
4. If the issue remains unresolved, the student and/or legal guardian can bring the matter to the Director's attention via email.
5. The Director will inform the relevant Leadership Team members that the matter has been escalated. The Director will investigate further to determine whether procedure was followed, and whether the decision made was in line with IB rules and regulations, and with AISC policy. The Director will communicate their findings to the family within five working days. The Director's decision is final.
6. Should the matter still remain unresolved to the family's satisfaction; they may bring the matter to the Board of Governor's attention. The Board will inform the Director and that the matter has been brought to their attention. They will review the case to confirm that the decision and investigations were carried out ethically. The Board will inform the family within five working days.

Definitions and limitations

"IB programme decisions" refer specifically to decisions made by AISC or its leadership team that impact a student's completion of, or engagement with, the IBDP and/or IB courses.

These include, but are not limited to:

- Decisions relating to a candidate's subject or graduation pathways placement;
- Involuntary withdrawal of a candidate's IB registration(s) for academic malpractice or for other reasons;
- The application of AISC's Academic Integrity Policy to a particular case;
- The selection of courses/subjects available at AISC;
- Declaring a student to be not in good standing and thus not eligible to write or complete a DP exam.

IB programme decisions do not include decisions related to students' AISC report cards, American High School Diploma, or transcripts, or to problems arising between students and individual teachers. Complaints regarding such issues will be dealt with via AISC's Constructive Communication Principles found in the school's [Family Handbook](#).

If a student wants to appeal a grade awarded by the IB after the issue of results, there is a separate appeals process outlined in General Regulations: Diploma Programme. A request to appeal a grade awarded by the IB should be made to the school's IBDP Coordinator.

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.

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 programme, 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) Rubric

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-</p>	<p>Level 4 The student consistently and palpably demonstrates open-mindedness by</p>

<p>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>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>
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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 extracurricular 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 regard 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) Descriptors

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 Integrity Policy, Grade 6-12

AISC distributes **The Academic Integrity Policy** to Grade 6-12 students each year. An Academic Integrity Agreement Form must be signed by the students and their parents at the beginning of each academic year.

Please note: IB Students not returning Academic Integrity Agreement Form they are not 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 Integrity 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:

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. 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. The AISC Academic Honesty is renamed to Academic Integrity Policy and revised on January 2024 to be fully in line with the IB Academic Integrity Policy (© International Baccalaureate). The new revised policy will be adopted at AISC from Fall 2024.

AISC ACADEMIC INTEGRITY POLICY / GRADES 6-12 AGREEMENT

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 Programme.

PARENTAL SUPPORT: In addition to support of 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 are an important factor in encouraging academic integrity 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 Integrity 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 Integrity Policy.
4. If I am unsure about whether something constitutes plagiarism, I will consult my teacher before I turn in the assignment.
5. I have given correct information on this form.
6. I have asked my parents to read this, and I have discussed this policy with my parents.
7. 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.htm>.

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	SL: 30%
Language A: Language & Literature	Individual oral	SL: 30% HL: 20%
Language B	Individual oral	25%
Language Ab Initio SL	Individual oral	25%
History	Historical investigation	SL: 25% HL: 20%
Business Management	Research Project	SL: 30% HL: 20%
Environmental Systems and Societies	Individual investigation	SL: 25% HL: 20%
Biology	Independent investigation	20%
Physics	Independent investigation	20%
Chemistry	Independent investigation	20%
Mathematics: analysis and approaches	Mathematical exploration	20%
Mathematics: applications and interpretation	Mathematical exploration	20%
Music HL/SL	Experimenting with music	HL: 20%, SL: 30%
Music HL – only	The contemporary music – maker	HL: 30%
Visual Arts	Exhibition (Class of 2026)	40%
	Resolved artworks (Class of 2027)	40%
Theatre	Production Proposal	SL: 30% HL: 20%

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.

Conditions for achieving the diploma

A candidate can only receive an IB Diploma if the following conditions are met:

- CAS requirements are met.
- The candidate has achieved at least 24 total points.
- A grade has been awarded in all subjects, TOK and the EE.
- A grade of at least a 2 has been awarded in all subjects.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has at least 12 points on HL subjects. (For candidates who register for four HL subjects, the three highest grades count).
- Candidates have at least 9 points on SL subjects. (Candidates who register for two SL subjects must be awarded at least 5 points at SL).

Bilingual diplomas

In addition to the usual diploma, a "bilingual diploma" can be awarded to a candidate who completes two languages selected from group 1 with a grade 3 or higher in both.

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	