Dear Students and Parents,

The IB programme provides the opportunity for all pupils to develop both knowledge and skills which will prove to be a foundation for all their future study and other experiences. We live in an age when those seeking to work in the professions and those industries at the front of national and international development will need skills which go beyond the purely academic. The IB programme encourages inquisitive minds and caring young people who will help to create a better and more peaceful world through intercultural understanding and respect.

My vision is to accelerate our progress to become one of the leading international academic institutions in the UK; to empower our students to fulfil their academic and professional passions in higher education, and to increase the lifelong learning opportunities not only for our students but for our community at large. I would also like to strengthen support for a dynamic faculty dedicated to quality teaching.

Our pupils and students are at the heart of all that we do at the KFA. Everything we do at the KFA is so that they may succeed in their lives now and in future. My advice to them is to embrace fully every aspect of their learning and study so that they will be able to fulfil their future dreams. We all want a better, more prosperous and more peaceful world and it is their skills and efforts which will become the world's agents of change to the benefit of them and others. They should also never forget that that each one of them is an ambassador and a representative of the KFA both now and wherever they go on the next stage of their journey. I wish them all success.

Dr Abdulghani Alharbi

Director General
The King Fahad Academy, London
Dear Students and Parents,

An essential duty of a school is to equip each student with key skills that prepares them for the higher education and life in the 21st century.

At the KFA, we recognise this responsibility and have been successfully offering the International Baccalaureate (IB) Diploma Programme since 2008. The IB Diploma Programme is highly regarded by universities and employers throughout the world as the most robust and holistic post-16 curriculum.

We believe it provides academic rigour across a broad and innovative curriculum that encompasses a collaborative approach to learning, thus ensuring a balanced education.

The IB Diploma Programme at the KFA provides opportunities for each student to fulfil themselves academically, culturally, morally, spiritually, emotionally and in sport. The overall experience will help to distinguish them in an increasingly competitive global world; nurture confidence, developing well-rounded individuals who are able to work as a team, whilst demonstrating independent thinking skills and strong leadership qualities.

We are totally committed to providing the best possible learning and teaching environment in the classroom, on the sports field, in science and the performing arts. With a devoted and dedicated faculty and through our Islamic ethos, we are committed to developing the whole student.

I look forward to welcoming you to the unique KFA IB Diploma experience.

Mrs Bayan Mahmood

Head of Upper School
Our Vision is for The King Fahad Academy to be an exemplary professional learning community where children reap the benefits of an international, balanced, faith-based education.

Our Mission is to provide a bilingual, Islamic-based, international education to students from P-12. We are committed to helping each and every child realise their full potential and become responsible and productive citizens who are able to appreciate the multicultural society in which we live. We employ our skills and expertise to develop our students intellectually, emotionally and spiritually through a challenging, balanced curriculum.

Our Philosophy

- A holistic education which includes the development of skills needed for fostering intercultural understanding, compassion and respect.
- The KFA establishes high standards of excellence for its students to achieve and responds appropriately to help those students who have learning challenges.
- Each student has a unique experience which must be taken into consideration during the teaching process.
- The development of a balanced attitude, free of prejudice or extreme inclination in the matter of religion.
- The collaborative effort of parents, teachers and students is essential for an effective education.
The King Fahad Academy's professional learning community values above all the need for all its members to be, in line of IB learner profile:

**Enquirers:** always looking for answers even when there are none, always finding ways to conduct successful and constructive research.

**Reflectors:** taking pride in not only the product or the final outcome but in the process that led to it.

**Critical thinkers:** knowing always that there are multiple sides to every story, statement and “fact”.

**Communicators:** believing that dialogue is the way, and always capable of expressing their view confidently and openly.

**Risk-takers:** showing confidence in approaching the unfamiliar.

**Knowledgeable:** always striving to be aware of what is going on in the world around, seeking knowledge through experience and study; always approaching the body of knowledge as an endless expanse of space where they can roam freely.

**Principled:** applying themselves to the task at hand with a strong sense of moral responsibility, integrity, honesty and justice.

**Well-balanced:** rejecting what is extreme in all that they do; always aware that moderation is a great virtue.

**Caring:** showing responsibility in all that they do (be that towards things, people or abstract notions)

**Open-minded:** aware that opinion and perspective are highly subjective and showing respect to the views, values and belief systems of others.

**Committed:** to their identity, religion and belief system, yet always in positive dialogue with those who do not subscribe to the same values?

[Adapted from: IB Learner Profile]
**Introduction:**

Our experience with the IB at the King Fahad Academy has been exciting, invigorating and worthwhile. Looking back to the history of higher education at the academy, we are even more determined and more convinced that we have made the right choice in adopting the IB programme. The rigorous nature and broadness of the programme ensures that students are well prepared for higher education, better able to take personal responsibility for their learning and acquire essential life skills in an increasingly global community. It is immensely satisfying to note that the IB programme reflects a fundamental approach to education at the King Fahad Academy: commitment to a balanced education.

A possible solution to the changing nature of the world in all facets of life requires a broad curriculum that is better structured to accommodate these changes, hence the adoption of the IB programme at the King Fahad Academy, London.

The King Fahad Academy is extending and developing the Diploma programme on offer by introducing new courses, relevant to students and in line with the needs of our changing world.

Mr Mohammed Baba

**IBDP Coordinator**
**The International Baccalaureate Programme**

The International Baccalaureate Programme is a rigorous, two-year pre-university educational programme that offers students a balanced curriculum giving equal weight to varying disciplines and to experiential and theoretical learning.

Students wishing to take the IBDP need to choose a total of 6 subjects: three at Higher and three at Standard Level. The choice of subjects depends largely on the students’ interest and their chosen career path. However, all students are required to choose one subject from each of the groups 1-5 featured in the diagram below. The only optional subject group is Group 6, the Arts, which can be replaced by another subject from Groups 2, 3 or 4.

Students are required to choose 3 subjects at Higher Level (HL) and 3 subjects at Standard Level (SL). For all HL subjects, students will have a minimum of 240 hours of teacher contact time over the two-year course. For SL subjects, students will have a minimum of 150 hours teacher contact time over the course. In addition to the 6 subjects studied at HL and SL, students are also required to complete the Diploma Core featured at the inner hexagon above. This includes the following course in Theory of Knowledge, writing an extended essay of 4000 words in an academic area of their choice, and engaging in a programme of activities for CAS (Creativity, Activity, Service)

---

1See the KFA Guide to CAS.
**University Entrance with IB Diploma**

<table>
<thead>
<tr>
<th>IB Diploma Points</th>
<th>UCAS Tariff Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>276</td>
</tr>
<tr>
<td>44</td>
<td>270</td>
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<td>24</td>
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**IB DIPLOMA & THE NEW UCAS TARIFF POINTS**

<table>
<thead>
<tr>
<th>HIGHER LEVELS (HL)</th>
<th>STANDARD LEVELS (SL)</th>
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<tr>
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<td>S6 = 24</td>
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<td>S5 = 16</td>
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<tr>
<td>H4 = 24</td>
<td>S4 = 12</td>
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<tr>
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<td>S2 = 0</td>
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<td>S1 = 0</td>
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<table>
<thead>
<tr>
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<th>EE</th>
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<td>B = 10</td>
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<tr>
<td>C = 8</td>
<td>C = 8</td>
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<tr>
<td>D = 6</td>
<td>D = 6</td>
</tr>
<tr>
<td>E = 4</td>
<td>E = 4</td>
</tr>
</tbody>
</table>
IB Subjects Offered at the KFA

Group 1
Studies in language and Language
English A Literature (HL & SL)
Arabic A Literature (HL & SL)

Group 2
Language Acquisition
Arabic B (HL & SL)
Arabic ab initio
French B (SL)
French ab initio
English B (SL)

Group 3
Individuals and Societies
Business Management (HL & SL)
Economics (HL & SL)
Geography (HL & SL)
History (HL & SL)
IT in a Global Society (HL & SL)
Psychology (HL & SL)
Philosophy (HL & SL)
World Religion (HL & SL)

Group 4
Sciences
Biology (HL & SL)
Physics (HL & SL)
Chemistry (HL & SL)
Computer Science (HL & SL)
Sports & Health Science (SL)

Group 5
Mathematics
Maths HL
Maths SL
Mathematical Studies (SL)

Group 6
The Arts
Visual Arts (HL & SL)
Or another subject from groups 2, 3 & 4

Diploma Core Requirement
CAS
TOK
Extended Essay

The top mark for IBDP is 45, while the pass mark is 24, provided that the minimum level for SL subject is 5, while that for HL is 4.
The KFA-IB Diploma: Entry Requirements

The IB Diploma is a rigorous and demanding academic study and requires academic competence in a wide range of disciplines. Equally important and essential for a successful completion of the diploma are key qualities such as self-discipline, organisational skills, time management and high motivation. Students wishing to enrol for the IBDP are reminded that the subjects studied at IB consist of series of internal and external assessments along with critical deadlines in each of the six and core subjects. Successful students demonstrate considerable initiative, study skills, personal interest and time management.

Acceptance for Diploma studies:

- A minimum of 8 subjects at IGCSEs, with A* to C to include Mathematics, English and 6 subjects including the ones you intend to study for the Diploma.
- A minimum of 8 MYP subjects at grade 7 to 4 subjects, to include Mathematics and English and 6 subjects including the ones you intend to study for the Diploma.

External candidates:

1. A minimum of 8 subjects Saudi Secondary School-leaving certificate: A* - C.
2. Competence in English language: 475-500 on the paper TOEFL or 152-173 on the computer-based TOEFL, or 4.5-5.0 on the IELTS; or a pass in KFA Entrance Test in English.

Choice of Subjects:

- To support their choice of subjects, prospective students should checkout subject combinations and university entry requirements for their intended courses. More information should also be obtained from the IB Diploma Coordinator, IB teachers and older IB students.
- Find out more from the KFA website: www.thekfa.org.uk and the International Baccalaureate’s at: www.ibo.org

The Academy is committed to equal opportunity and will provide all interested students with guidance and support in the decision-making process.

Scholarship:

In recognition of academic achievements, we offer some scholarships each year. Eligibility criteria include leadership qualities, academic performance, commitment to set expectations and financial needs.
Group 1:

Studies in Language and Literature:

**English Language A: Literature:**

Language A: Literature involves a variety of texts studied at a high level. Students acquire and develop text analysis skills, essay writing skills and the ability to present and analyse selected texts orally. By the end of the course, students develop crucial analytical and writing skills that are at a high academic level. This immediately places students at a great advantage throughout their undergraduate university course.

**Outline of the Course:-**

Language A: Literature is split into different parts. All of which include a variety of texts from the prescribed book lists and assessments:

**Written Paper One:** Unseen commentary

**Part One:** Assessment based on three (HL) and two (SL) of the works in translation

**Part Two:** Assessment based on detailed study in three (HL) and two (SL) texts from the prescribed list of authors

**Part Three:** Assessment based on literary genres in four (HL) and three (SL) texts from the prescribed list of authors

**Part Four:** Assessment based on three texts (HL and SL)

The key differences between HL and SL are the number of texts to be studied plus the assessment criteria. Both levels enable the student to develop crucial analytical skills in writing and verbally. Also, the texts allow the student to widen their knowledge, appreciation and awareness of a variety of genres, mediums and writers through cultural, social and historical contexts. All of which are crucial foundations to successful academic study at university and the students’ subsequent careers.
**IB Arabic Language A: Literature.**  
**Nature of the subject:**
Arabic is one of the most widely spoken languages in the world, currently spoken by over 300 million. Whilst predominantly spoken by people from the Middle East and North Africa (and immigrants from these countries), the demand for the language is rising due to the growing importance of the Middle East in international affairs as well as the large increase in the Muslim population, whose main language is Arabic.

**Arabic A: Diploma**
This is a two-year course designed for native or near-native speakers of the language. Due to the complexity of the language the person studying this course must have the ability to handle the workload and can express themselves clearly and accurately, and must also enjoy a wide variety of reading as Literature plays a central role in the course.

**Students must choose 1 of the 2 options available; Literature or Language and Literature.**
1. Literature focuses on gaining an understanding of the literary criticism techniques and using those techniques to form their own independent judgements.

2. Language and Literature looks more openly on how the language is used towards its relationship with the critical techniques. Non-literary texts will be explored.

**Literature (Standard Level (SL) and Higher Level (HL))**

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>SL (10 Literary works)</th>
<th>HL (13 Literary works)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1 Works in Translation</td>
<td>A literary study of two works in translation</td>
<td>A literary study of three works in translation</td>
</tr>
<tr>
<td>Part 2 Detailed Study</td>
<td>Close study and analysis of two works, each of a different genre</td>
<td>Close study and analysis of three works, each of a different genre and one of which is poetry</td>
</tr>
<tr>
<td>Part 3 Literary genres</td>
<td>Literary study of three works of the same literary genre</td>
<td>Literary study of four works of the same literary genre</td>
</tr>
<tr>
<td>Part 4 Options</td>
<td>Three works are chosen by the school; the approach to the study of works is chosen from four options</td>
<td>Three works are chosen by the school; the approach to the study of works is chosen from four options</td>
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</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1 Literary analysis</td>
<td>1 hour 30 minutes</td>
<td>2 hours</td>
</tr>
<tr>
<td>Paper 2 Literary essay</td>
<td>1 hour 30 minutes</td>
<td>2 hours</td>
</tr>
<tr>
<td>Written assignment Coursework</td>
<td>1200 – 1500 words</td>
<td>1200 – 1500 words</td>
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<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral commentary</td>
<td>10 minutes: literary commentary</td>
<td>10 minutes: literary commentary based on poetry, followed by a 10-minute interview on one other work studied</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>10-15 minutes: individual presentation</td>
<td>10 – 15 minutes: individual presentation</td>
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</tbody>
</table>
### Language and Literature (Standard Level (SL) and Higher Level (HL)):

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>SL (10 Literary works)</th>
<th>HL (13 Literary works)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>Language in cultural context</td>
<td>Texts are chosen from a variety of sources, genres and media</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Part 2</td>
<td>Language and mass communication</td>
<td>Texts are chosen from a variety of sources, genres and media</td>
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<td></td>
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<td></td>
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<tr>
<td>Part 3</td>
<td>Literature – texts and contexts</td>
<td>Two literary works, one of which is a work in translation</td>
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<tr>
<td>Part 4</td>
<td>Literature – critical study</td>
<td>Two literary works, each chosen from the prescribed book list (PBL) for the language studied</td>
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### External Assessment

<table>
<thead>
<tr>
<th>SL</th>
<th>HL</th>
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<tbody>
<tr>
<td>Paper 1</td>
<td>Textual analysis</td>
</tr>
<tr>
<td>Paper 2</td>
<td>Literary essay</td>
</tr>
<tr>
<td>Written assignment</td>
<td>Coursework</td>
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### Internal Assessment

<table>
<thead>
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<th>SL</th>
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</thead>
<tbody>
<tr>
<td>Oral commentary</td>
<td>5 minutes: literary commentary</td>
</tr>
<tr>
<td>Interactive oral</td>
<td>Group or class oral; individually assessed</td>
</tr>
</tbody>
</table>

### Previous Knowledge:

A keen interest in Arabic with a good grade in IGCSE will be a great help towards a successful completion of this course.
Group 2

Language Acquisition

LANGUAGE B ENGLISH:-

The Language B English course is an additional language-learning course designed for students with some previous background in English as their second language. It is also a very exciting course which focuses on the language used in everyday situations, whether in business, study, leisure or personal experience. It provides the students with a wonderful opportunity to both practise and improve their spoken and written language. Throughout this course, the development of the students’ receptive, productive and interactive skills are constantly addressed.

At the Academy, this group 2 subject can be studied either at Higher level or at Standard level. For students at both levels, the principle focus of this course is language acquisition and the development of language skills and both levels follow an identical language programme, with the higher level students studying an additional requirement of two literature texts.

Outline of the Course:-

Our 2-year programme is based on five themes: Identities, Experiences, Human Ingenuity, Social Organisation and Sharing the Planet.

While focusing on these five themes, the students will study a wide range of written and spoken texts, where they will be encouraged to write creatively i.e.: to produce letters, reports and reviews, as well as formal essays and projects. Their written work will show evidence of an awareness of the varying perspectives of people from other cultures. They will also gain confidence in using source material analytically in order to develop and express their opinions and to subsequently present these through the use of conversation, role-play, interviews, debate and presentations.

Assessment

The main objectives of the course will be social, academic and cultural and the students will be assessed on a range of speaking, reading and writing exercises through both internal and external examinations:

Paper 1: Writing
Students demonstrate their conceptual understanding by responding in written tasks.

Paper 2: Listening and Reading
Students produce responses to demonstrate an understanding of audio and written texts.

Individual Oral:
- A taped oral based on a photographic stimulus for SL and literary extract for HL
- Internal assessment
اللغة العربية – اللغة ب:

هذا البرنامج مصمم للطلاب الذين لديهم معرفة باللغة العربية وقد حصلوا على درجة C أو ما يزيد في امتحان GCSE. و يهدف إلى تطوير القدرة على التواصل بشكل سليم وفعال شفويًا وكتابيًا إضافة إلى تطوير القدرة على الفهم والاستجابة للاتصالات الاجتماعية والمعاملات. تزويد الطلاب بقاعدة لغوية سليمة لإجراء مزيد من الدراسة والعمل والترفيه. و تقديم أفكار عن ثقافة البلدان المتحدثة باللغة العربية كما تتيح الفرصة للتمتع والإبداع.

المنهج الدراسي
محتوى المنهج الدراسي

المحاور المقررة
هناك خمسة محاور مُقررة مُشتركة بين المناهج الدراسية للغةً ب”واللغة” مبتدئ؛ وتُقدِّم المحاور سياقات ذات الصلة لدراسة في جميع مستويات مجموعة اكتساب اللغة في برنامج الدبلوما، وفرصاً للطلاب للتواصل حول المسائل ذات الاهتمام الشخصي أو المحلي أو الوطني أو العالمي.

المحاور الخمسة المقررة هي:
- الهويات
- التجارب
- البراعة البشرية
- التنظيم الاجتماعي
- تشارك الكوكب
المحور

المواضيع الإرشادية

- أساليب الحياة
- الصحة والرفاهية
- المعتقدات والقيم
- الثقافات الفرعية
- اللغة والهوية

المواضيع الاختيارية

- أنشطة أوقات الفراغ
- العادات والسفر
- التغييرات الحياتية البارزة
- العادات والتقاليد
- الهجرة

- أساليب الحياة
- الصحة والرفاهية
- المعتقدات والقيم
- الثقافات الفرعية
- اللغة والهوية

- الترفيه
- التعبيرات الفنية
- التواصل والإعلام
- التكنولوجيا
- الإبداع

- العلاقات الاجتماعية
- المجتمع
- الانخراط الاجتماعي
- التعليم
- العمل العام
- القانون والتنظيم

- البيئة
- حقوق الإنسان
- السلام والنزاعات
- المساواة
- العدالة
- الأخلاق
- البيئة الحضرية والريفية

- الترفيه
- التعبيرات الفنية
- التواصل والإعلام
- التكنولوجيا
- الإبداع

- التنظيم الاجتماعي
- استكشاف طرق تنظيم الجماعات لأنفسها، أو
- كيف تظل، من خلال الأنظمة أو الاهتمامات المشتركة.

- التلاعب والمجتمع
- المعتقدات والقيم
- الثقافات الفرعية
- اللغة والهوية

- التحليل
- النفسي
- التواصل والجمهور
- التكنولوجيا
- الإبداع

- البيئة
- حقوق الإنسان
- السلام والنزاعات
- المساواة
- العدالة
- الأخلاق
- البيئة الحضرية والريفية

التقييم الداخلي

- التقييم الخارجي

- التقييم内外

- ملخص التقييم—المستوى العادي (أول تقييم في عام 2020)

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<th>النسبة المئوية</th>
<th>عنصر التقييم</th>
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<td>التقييم الخارجي 3 (ساعات)</td>
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<td>% 25</td>
<td>الورقة 1 (ساعة و 15 دقيقة)</td>
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<tr>
<td>% 75</td>
<td>المهارات الإنتاجية — الكتابة (30 درجة)</td>
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<td>مهمة كتابية واحدة تتألف من 400 - 250 كلمة تختار من بين ثلاث مهام، تتصد كل واحدة منها</td>
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<tr>
<td>% 50</td>
<td>المهارات التلقائية — أسئلة منفصلة للاستماع والقراءة (65 درجة)</td>
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<tr>
<td>% 25</td>
<td>الفهم بالقراءة (ساعة و 40 دقيقة)</td>
</tr>
<tr>
<td>% 25</td>
<td>الفهم بالإضافة إلى مهارات التفضيل (25 درجة)</td>
</tr>
</tbody>
</table>

- التقييم الداخلي

- ملخص التقييم—المستوى العالي (أول تقييم في عام 2020)
<table>
<thead>
<tr>
<th>النسبة المئوية</th>
<th>التقييم الخارجي: (3 ساعات و 30 دقيقة)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% 75</td>
<td></td>
</tr>
<tr>
<td>% 25</td>
<td></td>
</tr>
<tr>
<td>% 50</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الورقة الأولى: (1 ساعة و 30 دقيقة)</th>
</tr>
</thead>
<tbody>
<tr>
<td>التقييم الإنتاجي — الكتابة (30 علامة)</td>
</tr>
<tr>
<td>مهمة كتابية واحدة تتألف من 600 - 450 كلمة تُختار من بين ثلاث مهامات، تتصل كل واحدة منها بمحور محدد، وتختار أحد أنواع النصوص من بين أنواع النصوص الواردة في تعليمات الاختبار.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الورقة الثانية: (ساعتان)</th>
</tr>
</thead>
<tbody>
<tr>
<td>مهارات التلفيق — أقسام منفصلة للاستماع والقراءة (65 درجة)</td>
</tr>
<tr>
<td>الفهم بالإصغاء (ساعة) - (25 درجة)</td>
</tr>
<tr>
<td>الفهم بالقراءة (ساعة) - (40 درجة)</td>
</tr>
<tr>
<td>تمرينات الفهم حول ثلاث فقرات سمعية وثلاثة نصوص مكتوبة، مستمدة من المحاور الخمسة جميعها.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>التقييم الداخلي:</th>
</tr>
</thead>
<tbody>
<tr>
<td>يُقيم المدرس هذا العنصر داخليًا وتغازله البكالوريا الدولية خارجياً في نهاية المساق الدراسي.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>التقييم الشفهي الفردي:</th>
</tr>
</thead>
<tbody>
<tr>
<td>محادثة مع المدرس، تركز على حافز مرن، يتبعها نقاش يركز على محور إضافي (30 درجة)</td>
</tr>
</tbody>
</table>
French Ab Initio [SL]:

A. **Nature of the subject:**

The French language *ab initio* course is a language learning course for beginners in the Diploma programme, designed to be followed over two years by students who have no previous experience of learning the target language. Language *ab initio* courses are only available at standard level. The focus of the course is on the acquisition of language required for purposes and situations usual in everyday social interaction. The French *ab initio* course aims to develop a variety of linguistic skills, and a basic awareness of the French culture using the language, through the study of a core syllabus and language-specific syllabuses.

B. **Syllabus outline and timeline:**

<table>
<thead>
<tr>
<th>Term 1 The individual</th>
<th>Term 2 Education and work</th>
</tr>
</thead>
<tbody>
<tr>
<td>The self and others</td>
<td>The home</td>
</tr>
<tr>
<td>• personal identification (age, nationality, address)</td>
<td>• types of accommodation</td>
</tr>
<tr>
<td>• family</td>
<td>• life at home, household tasks</td>
</tr>
<tr>
<td>• relationships (peers and friends)</td>
<td>• invitations, celebrations</td>
</tr>
<tr>
<td>• appearance (physical description, clothes, colours)</td>
<td></td>
</tr>
<tr>
<td>• character</td>
<td>Future plans</td>
</tr>
<tr>
<td>• daily routine, time</td>
<td>• careers, professions</td>
</tr>
<tr>
<td></td>
<td>• part-time jobs, work experience</td>
</tr>
<tr>
<td></td>
<td>• future ambitions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3 Town and services / Food and drink</th>
<th>Term 4 Leisure and travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public services and Communication</td>
<td>Hobbies and free time</td>
</tr>
<tr>
<td>• public transport</td>
<td>• the media</td>
</tr>
<tr>
<td>• banks, post office</td>
<td>• sports</td>
</tr>
<tr>
<td>• telephone</td>
<td>• entertainment</td>
</tr>
<tr>
<td>• e-mail, fax, Internet</td>
<td></td>
</tr>
<tr>
<td>Shopping</td>
<td>The area</td>
</tr>
<tr>
<td>• types of shops</td>
<td>• places, features of interest</td>
</tr>
<tr>
<td>• goods</td>
<td>• location, direction</td>
</tr>
<tr>
<td>• customer services</td>
<td>Holidays and Travelling</td>
</tr>
<tr>
<td>• purchases, payment</td>
<td>• means of transport</td>
</tr>
<tr>
<td>Food shopping</td>
<td>• types of destination</td>
</tr>
<tr>
<td>• food stores</td>
<td>• holiday inquiries</td>
</tr>
<tr>
<td>• food names</td>
<td>Accommodation</td>
</tr>
<tr>
<td>• grocery shopping</td>
<td>• facilities</td>
</tr>
<tr>
<td>• quantity, weight</td>
<td>• reservations</td>
</tr>
<tr>
<td>Eating out</td>
<td>• regulations</td>
</tr>
<tr>
<td>• types of restaurants</td>
<td></td>
</tr>
<tr>
<td>• meals in a restaurant</td>
<td></td>
</tr>
<tr>
<td>• reservations, menus, orders</td>
<td></td>
</tr>
<tr>
<td>• foods</td>
<td></td>
</tr>
<tr>
<td>• meals, meal times</td>
<td></td>
</tr>
<tr>
<td>• recipes</td>
<td></td>
</tr>
<tr>
<td>• diets, preferences</td>
<td></td>
</tr>
<tr>
<td>• special dishes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 5 The environment / Health and Emergencies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather</td>
<td>Environmental Concerns</td>
</tr>
<tr>
<td>• current weather conditions</td>
<td>• ecology</td>
</tr>
<tr>
<td>• forecast</td>
<td>• world issues</td>
</tr>
<tr>
<td>• climate</td>
<td>Physical health</td>
</tr>
<tr>
<td>• seasons and seasonal events</td>
<td>• fitness and good health</td>
</tr>
<tr>
<td>Physical geography/the world</td>
<td>• illness, injury, parts of the body</td>
</tr>
<tr>
<td>• countries and continents</td>
<td>• appointments</td>
</tr>
<tr>
<td>• geographical features</td>
<td>• Medicines and prescriptions.</td>
</tr>
<tr>
<td>Environmental Concerns</td>
<td>Physical health</td>
</tr>
<tr>
<td>• ecology</td>
<td>• fitness and good health</td>
</tr>
<tr>
<td>• world issues</td>
<td>• illness, injury, parts of the body</td>
</tr>
<tr>
<td>Physical health</td>
<td>• appointments</td>
</tr>
<tr>
<td>• fitness and good health</td>
<td>• Medicines and prescriptions.</td>
</tr>
<tr>
<td>• body</td>
<td>Emergencies</td>
</tr>
<tr>
<td>• appointments</td>
<td>• theft and loss</td>
</tr>
<tr>
<td>• body</td>
<td>• accidents</td>
</tr>
<tr>
<td>• appointments</td>
<td>• repairs</td>
</tr>
<tr>
<td>• body</td>
<td>• public signs</td>
</tr>
<tr>
<td>• body</td>
<td></td>
</tr>
</tbody>
</table>
C. **Objectives of the course**

Learning a foreign language is much more than learning a few sentences, a certain amount of vocabulary or a few grammatical rules. It means being able to interact in a new cultural context that will enable us to function in a society different from our original one. It not only expands our possibilities for work, entertainment or travel, but it expands our awareness of the world as we know it today — a world that has shrunk due to international flights, the Internet, and a general understanding that cultural diversity is what makes us human.

The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations.

At the end of the language *ab initio* course candidates will be expected to demonstrate ability to:
- communicate information and some basic ideas clearly and effectively, in a limited range of situations;
- understand and use accurately the essential spoken and written forms of the language in a limited range of situations;
- understand and use a limited range of vocabulary in common usage;
- use a register that is generally appropriate to the situation;
- Show an awareness of some elements of the culture(s) related to the language studied.

D. **Previous knowledge:**

As stated earlier, no previous knowledge of French is required to undertake this course.

E. **Assessment:**

The course consists of internal and external assessment components. The following tables give an outline of the assessment

- **External (70%)**

Two written papers externally set and externally assessed:

| Paper 1: Text Handling (40%) | • Text-handling exercises based on four written texts  
| | • A short writing exercise in response to the fourth text | 1h30 |
| Paper 2: Written Production (30%) | Section A: Short writing task  
| | • One writing task from a choice of two  
| | Section B: Extended writing task  
| | • One writing task from a choice of three | 1h30 |

- **Internal (30%)**

| Individual Oral (15%) | Short interview with the teacher based on a text and a specific topic. | 10’ |
| Interactive Oral Activity (15%) | The mark of one interactive oral activity out of three done over the two years of the course. | 10’ |

NB: The two oral activities are to be internally assessed by the teacher but externally moderated by the IBO.
Group 3

Individuals and Societies

Business Management:

**COURSE DETAILS**

The aims of the Business Management syllabus at Higher and Standard Level are to:

- promote the importance of exploring business issues from different cultural perspectives
- encourage a holistic view of the world of business
- enable the student to develop the capacity to think critically about individual and organisational behaviour
- enhance the student’s ability to make informed business decisions
- enable the student to appreciate the nature and significance of change in a local, regional and global context
- promote awareness of social, cultural and ethical factors in the actions of organisations and individuals in those organisations
- Appreciate the social and ethical responsibilities associated with businesses operating in international markets.

Having followed the Business and Management course at Higher Level or Standard Level, candidates should be able to:

- demonstrate knowledge and understanding of business terminology, concepts, principles and theories
- make business decisions by identifying the issue(s), selecting and interpreting data, applying appropriate tools and techniques, and recommending suitable solutions
- analyse and evaluate business decisions using a variety of sources
- evaluate business strategies and/or practices showing evidence of critical thinking
- apply skills and knowledge learned in the subject to hypothetical and real business situations
- communicate business ideas and information effectively and accurately using appropriate formats and tools.

In addition to the above, students at Higher Level should be able to:

- synthesize knowledge to develop a framework for business decision-making.

The curriculum model for Diploma Programme Business and Management is a core curriculum for Higher Level and Standard Level consisting of five topics with common content and learning outcomes. In addition to the core, Higher Level students should be able to complete extension areas of study, in all five topics, adding both depth and breadth to the course.

**Higher Level and Standard Level**

1) Business Organisation and Environment
2) Human Resources
3) Accounts and Finance
4) Marketing
5) Operations Management
Assessment Outline

Higher Level/Standard Level

External Assessment 75% External Assessment 75%
Written Papers – HL - 4½ hours
– SL - 3 hours

Paper 1: – HL -2¼ hours based on a case study
– SL - 1¼ hours based on a case study

Paper 2: – HL - 2¼ hours – structured questions
– SL - 1¾ hours – structured questions

Internal Assessment (Research Project) Internal Assessment (Written Commentary)
Maximum of 2000 words – 25% Maximum of 1500 words – 25%.

CAREER OPPORTUNITIES:

IB Business and Management will enable students to follow a career in a variety of fields, for example: Management, Accountancy, Banking, Economics, Exports, Industrial Relations, Marketing, Public Relations, Retailing and Distribution. At university, Business Studies is one of the UK’s most popular degrees.
**Geography**

The Diploma Programme geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international.

The aims of the geography syllabus at SL and HL are to enable students to:

- develop an understanding of the interrelationships between people, places, spaces and the environment

- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management

- Appreciate the relevance of geography in Analyzing contemporary issues and challenges, and develop a global perspective of diversity and change.

Throughout the course, there is considerable flexibility in the choice of examples and case studies to ensure that Diploma Programme geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location.

**Distinction between SL and HL**

Students at standard level (SL) and higher level (HL) in geography are presented with a syllabus that has a common core and optional themes. HL students also study the higher-level extension. The syllabus requires the development of certain skills, attributes and knowledge.

Although the skills and activity of studying geography are common to both SL and HL students, the HL student is required to acquire a further body of knowledge, to demonstrate critical evaluation, and to synthesize the concepts in the higher-level extension.

**Paper 1 - Core Theme - Patterns and Change [HL and SL Students]**

The core theme provides an overview of the geographic foundation for the key global issues of our times. The purpose is to provide a broad factual and conceptual introduction to each topic and to the United Nations’ Millennium Development Goals (MDGs), those concerning poverty reduction, gender equality, improvements in health and education and environmental sustainability. The progress made towards meeting these goals is also evaluated.
There are four compulsory topics in this core theme:

1. Population in Transition
2. Disparities in Wealth and Development
3. Patterns in Environmental Quality and Sustainability
4. Patterns in Resource Consumption

Paper 2 - Optional Themes
HL students study three options. SL students study two options. The options are:

A. Freshwater - Issues and Conflicts
B. Oceans and their Coastal Margins
C. Extreme Environments
D. Hazards and Disasters - Risk Assessment and Response
E. Leisure, Sport and Tourism
F. The Geography of Food and Health
G. Urban Environment

Paper 3 - HL Extension - Global Interactions

There are seven compulsory topics in the HL extension:
(1) Measuring Global Interactions
(2) Changing Space - The Shrinking World
(3) Economic Interactions and Flows
(4) Environmental Change
(5) Sociocultural Exchanges
(6) Political Outcomes
(7) Global Interactions at the Local Level

Internal Assessment

The fieldwork study involves 20 hours of teaching time for both HL and SL students. The study area chosen can be from the core theme, the optional themes, or the global interactions at the local level topic of the HL extension. It is possible to combine two or more topics or themes.

The fieldwork must be on a local scale and involve the collection of primary information. The chosen topic may be physical or human, or may integrate the two approaches. The internal assessment is completed as one 2500-word report.

Geography and prior learning

The geography course requires no specific prior learning. No background in terms of specific subjects studied for national or international qualifications is expected or required.
### Assessment in IB Geography:

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Format of Assessment</th>
<th>Time (hours)</th>
<th>Weighting of Final Grade (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>External</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 1</td>
<td>Syllabus content: Core theme&lt;br&gt;A. Assessment objectives 1–4&lt;br&gt;B. Section A: Students answer all short-answer questions. Some include data. (45 marks)&lt;br&gt;C. Section B: Students answer one extended response question. (15 marks) (60 marks)&lt;br&gt;D. 1 hour 30 mins</td>
<td>1 hour 30 mins</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>Syllabus content: Three optional themes&lt;br&gt;A. Assessment objectives 1–4&lt;br&gt;B. Students answer three structured questions based on stimulus material, each selected from a different theme. For each theme there is a choice of two questions. (20 marks per question)&lt;br&gt;C. Some stimulus material is included in the resources booklet. (60 marks)&lt;br&gt;D. 2 hours</td>
<td>2 hours</td>
<td>35%</td>
</tr>
<tr>
<td>Paper 3</td>
<td>Three extended response questions (HL ONLY)&lt;br&gt;Syllabus content: Higher level extension&lt;br&gt;A. Assessment objectives 1–4&lt;br&gt;B. Students answer one of three essay questions. (25 marks)&lt;br&gt;C. 1 hour</td>
<td>1 hour</td>
<td>20%</td>
</tr>
<tr>
<td>Internal</td>
<td>Study report</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.&lt;br&gt;Syllabus content: Any topic from the syllabus&lt;br&gt;A. Assessment objectives 1–4&lt;br&gt;B. Written report based on fieldwork. Maximum 2,500</td>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>

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**Information Technology in a Global Society:**

**Nature of the subject:**

The IB Diploma Programme information technology in a global society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.
The nature of the subject is defined using fundamental ITGS terms. For the ITGS syllabus the following definitions apply.

- **Information technology** (IT) is the study, design, development, implementation, support or maintenance of computer-based information systems.
- **Social and ethical significance** refers to the effects that the development, implementation and use of information technology has on individuals and societies. Social impacts and ethical considerations are not mutually exclusive and are therefore categorized as a single entity. However, in general:
  - Social impacts tend to refer to the effects of IT on human life
  - Ethical considerations tend to refer to the responsibility and accountability involved in the design and implementation of IT.
- **An information system** is a collection of people, information technologies, data, processes and policies organized to accomplish specific functions and solve specific problems.

**Core syllabus content:**

**SL/HL core**

The topics that must be studied, including some practical work, are:

- **Strand 1:** Social and ethical significance, some topics covered are:
  - Security
  - The digital divide and equality of access
  - Surveillance
  - Globalization and cultural diversity
  - People and machines

- **Strand 2:** Application to specified scenarios, the topics covered are:
  - Business and employment, Education and training, Environment, Health, Home and leisure, Politics and government

- **Strand 3:** IT systems, the topics covered are:
  - Hardware, Software, Networks, Internet, Personal and public communication, Multimedia, Databases, Spreadsheet

**HL extension**

The topics that must be studied, including some practical work, are:

- **Strand 1:** Social and ethical considerations linked to the two HL extension topics and the issues raised by the annually issued case study.
- **Strand 2:** Scenarios based on real-life situations must be used when addressing specified IT developments
- **Strand 3:** IT systems in organizations, Robotics, artificial intelligence and expert systems
**Previous knowledge:**

**ITGS SL**

Experience shows that students will be able to study ITGS at SL successfully with no background in, or previous knowledge of, IT. However, a C or above in i/GCSE ICT would be an advantage.

**ITGS HL**

The study of ITGS at higher level (HL) demands a higher level of analytical skills and the ability to understand and apply knowledge to real world scenarios. Although no previous knowledge of IT is required, some exposure to IT is desirable and a grade C or above in English and Mathematics at GCSE level.

**Assessments**

<table>
<thead>
<tr>
<th></th>
<th>Standard level</th>
<th>Higher level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weighting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal assessment</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>External assessment</td>
<td>45% 25%</td>
<td>40% 20% 20%</td>
</tr>
<tr>
<td><strong>Details</strong></td>
<td>Project: The development of an original IT product for a specified client.</td>
<td>Project: The development of an original IT product for a specified client.</td>
</tr>
<tr>
<td></td>
<td>Paper 1 is a written examination paper <em>(1 hour 45 minutes)</em></td>
<td>Paper 1 - written exam <em>(2 hours 15 minutes)</em></td>
</tr>
<tr>
<td></td>
<td>Paper 2 is a written examination paper with an unseen article. <em>(1 hour 15 minutes)</em></td>
<td>Paper 2 - written exam with an unseen article <em>(1 hour 15 minutes)</em></td>
</tr>
<tr>
<td></td>
<td>Paper 3 - Written exam based on a pre-seen case study <em>(1 hour 15 minutes)</em></td>
<td>Paper 3 - Written exam based on a pre-seen case study <em>(1 hour 15 minutes)</em></td>
</tr>
</tbody>
</table>
**IB History Route 1: Nature of the subject:**

The great classical Roman philosopher Cicero remarked, “To remain ignorant of things that happened before you were born is to remain a child”. History is one of the most engaging and indeed essential areas of knowledge. Through it we understand how events and individuals in the past have ultimately shaped our world today and its current trajectory. The IB history route 1 course with its emphasis on Islamic history is robust with wide-ranging topics such as: Early Arabia and the emergence of Islam; Caliphs, Medieval Kings, Caliphates and dynasties of Europe, Medieval War and Warfare, The Crusades and the Ottoman Empire.

The aim of the course is to gain familiarity with the concept of historiography, how the subject of history is approached as well as to develop a critical approach to history appreciating that it is a valid source of knowledge but nevertheless one that is constructed and requires interpretation. Thus, the course also seeks to aim building the essentials of historical interpretation of historical sources and their relevance.

The general nature of work involves analysis of historical sources (mainly textual material) through group discussions, tests, engagements with interactive materials and theoretical concepts to augment and reinforce the key ideas and skills. In addition to incorporating TOK knowledge issues, the student will be able to appreciate the limitations and indeed merits of historical interpretation and the historical methodology.

**History: HL & SL**

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Section 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arabia and Early Islam:</strong></td>
<td><strong>Islamic governance:</strong></td>
</tr>
<tr>
<td>1. Early Pre-Islamic Arabia (<em>jahiliyya</em>).</td>
<td>1. Introducing the theory of the Caliphate (Islamic ruling and governance).</td>
</tr>
<tr>
<td>3. The Prophet Muhammad’s life in Mecca and Medina.</td>
<td>3. The Second Civil War – Ali vs. Mu’awiya.</td>
</tr>
<tr>
<td></td>
<td>- `Abd al-Malik</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dynasties and Caliphates (successes and failures):</td>
<td>1. War and Warfare in the Medieval world:</td>
</tr>
<tr>
<td>- The Umayyad Caliphate (in Spain).</td>
<td>- Causes/effects of war.</td>
</tr>
<tr>
<td>- The Abbasid Caliphate.</td>
<td>- Tactics of war.</td>
</tr>
<tr>
<td>- The Seljuk Caliphate.</td>
<td>- Weapons.</td>
</tr>
<tr>
<td>- The Mamluk Caliphate.</td>
<td>- Importance/relevance.</td>
</tr>
<tr>
<td>- The Ottoman Caliphate.</td>
<td>2. Battles and wars:</td>
</tr>
<tr>
<td></td>
<td>- Battle of the camel.</td>
</tr>
<tr>
<td></td>
<td>- <em>Ridda</em> Wars (apostasy wars).</td>
</tr>
<tr>
<td></td>
<td>- Hittin.</td>
</tr>
</tbody>
</table>

1. Rulers/Caliphs/kings: |
Section 5

Fatimid Caliphate:
- Beliefs/doctrines.
- Key Caliphs.
- Achievements.
- Rise.
- Decline.
- Legacy.

The Ottoman Caliphate:
- Expansionism.
- Key Sultans.
- Achievements.
- Rise.
- Decline.
- Legacy.

Muslim-Christian Relations in Andalusia (Muslim Spain):
- Life.
- Culture.
- Architecture.
- Convivencia.
- Philosophy.
- Theology.
- Law.
- Scientific advancement.
- Translation project.
- Effect on Europe.

Assessment:

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Format of Assessment</th>
<th>Time (hours)</th>
<th>Weighting of Final Grade (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>External</td>
<td></td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>Paper 1</td>
<td>Route 1: answer/structured questions from 2 topics</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Paper 2</td>
<td>Route 1: two extended-response questions chosen from 5 topics.</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Paper 3</td>
<td>Three extended response questions (HL ONLY)</td>
<td>2.5</td>
<td>35</td>
</tr>
<tr>
<td>Internal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study report</td>
<td>Historical investigation on any area of the syllabus.</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
Psychology is the scientific study of all aspects of behaviour and mental processes. It involves exploring how the brain affects our behaviour, how our memory is organised, how role models and culture influence us, why people develop mental illnesses, and interventions for stress and obesity, among many other issues. Because of its breadth, virtually everyone can find something in psychology that is of interest to them. Psychology has links to the natural sciences, the social sciences and the arts, and leads to a variety of career opportunities. Professional psychologists work in the areas of clinical psychology, educational psychology, neuropsychology, forensic psychology, counselling psychology, health psychology, occupational psychology, sports psychology and academia, teaching and research. There is no single approach that would describe or explain mental processes and behaviour on its own, as human beings are complex animals, with highly developed brains, cognitive abilities, social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach, whilst recognising that behaviour is not a static phenomenon, but adaptive. As the world, societies and challenges facing societies change, so does behaviour.

**Syllabus Core:**
At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour:

- The Biological Approach to understanding behaviour (the brain and behaviour; hormones and behaviour; genetics and behaviour (SL and HL) and the role of animal research in understanding human behaviour (HL only)
- The Cognitive Approach to understanding behaviour (cognitive processing; reliability of cognitive processes; emotion and cognition (SL and HL) and cognitive processing in the digital world (HL only).
- The Sociocultural Approach to understanding behaviour (the individual and the group; cultural origins of behaviour and cognition; cultural influences on individual attitudes, identity and behaviours (SL and HL) and the influence of globalisation on individual attitudes, identities and behaviour (HL only).

**Syllabus Options:**
In addition to the core, students are required to study one (SL) or two options (HL) covering areas of applied psychology:

- abnormal psychology
- developmental psychology
- health psychology
- psychology of human relationships.

Whereas the core provides a general overview, the options allow students to study a specialised area of psychology to apply their learning. What is learned in the core forms the foundation for the learning in the options. The options provide the opportunity to integrate learning in an applied context.

**Approaches to Research:**
The study of psychology is evidence based and has evolved through a variety of different research approaches, both qualitative and quantitative. As students are exposed to research it is important that they understand the advantages and limitations of different approaches in order to critically evaluate the contribution of research studies to the understanding of human behaviour. Asking questions, challenging assumptions and critically assessing the methods used by researchers are integral skills in the study of psychology.
An understanding of approaches to research is also important for the internal assessment task in order to design, conduct, analyse, draw conclusions and evaluate an experiment. This applies to both SL and HL students. Only HL students will be directly assessed on their understanding of approaches to research in paper 3.

**Internal Assessment:**
The internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests without the time limitations and other constraints that are associated with written examinations.

The internal assessment requirements at SL and at HL are the same. Students will investigate a published study, theory or model relevant to their learning in psychology by conducting an experimental investigation and reporting the findings.

**Summary of Topics and Assessment:**

<table>
<thead>
<tr>
<th>Exam Paper 1</th>
<th>The Core: The Biological, Cognitive and Sociocultural Approaches</th>
<th>SL – 2 hours</th>
<th>SL – 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>HL - 2 hours</td>
<td>HL – 35%</td>
</tr>
<tr>
<td>Exam Paper 2</td>
<td>The Syllabus Options: Abnormal Psychology and/or Health Psychology</td>
<td>SL – 1 hour</td>
<td>SL - 25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HL – 2 hours</td>
<td>HL – 25%</td>
</tr>
<tr>
<td>Exam Paper 3</td>
<td>Approaches to Research</td>
<td>SL – N/A</td>
<td>SL – N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HL – 1 hour</td>
<td>HL – 20%</td>
</tr>
<tr>
<td>Internal Assessment</td>
<td>The Simple Experimental Study</td>
<td>N/A</td>
<td>SL – 25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HL – 20%</td>
</tr>
</tbody>
</table>
**Group 4: The Sciences**

**Aim of group 4**

Through studying Biology, Physics or Chemistry students should be aware of how scientists work and communicate with each other. While the scientific method may take a variety of forms, it is the emphases on a practical approach through experimental work that characterizes these subjects.

The new science subject groups have had some key updates effective from September 2014 after being reviewed in a seven-year cycle. This is to ensure that each curriculum is fit for purpose in a changing world and incorporates the latest educational research as well as lessons learned through evaluation of the existing curriculum.

The aims of group 4 enable students, through the overarching theme of the Nature of Science to:

1. **Appreciate** scientific study and creativity within a global context.
2. **Acquire** a body of knowledge, methods and techniques that characterizes science and technology.
3. **Apply** and use a body of knowledge, methods and techniques that characterizes science and technology.
4. **Develop** an ability to analyze, evaluate and synthesize scientific information.
5. **Develop** a critical awareness of the need for, and the value of effective collaboration and communication during scientific activities.
6. **Develop** experimental and investigative scientific skills including the use of current technologies.
7. **Develop** and **apply** 21st century communication skills in the study of science.
8. Become **critically aware, as global citizens**, of the ethical implications of using science and technology.
9. **Develop** an appreciation of the possibilities and limitations of science and technology.
10. **Develop an understanding** of the relationships between scientific disciplines and their influences on other areas of knowledge.

While the skills and activities of group 4 science subjects are common to students of SL and HL, students of HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

Each subject now has 4 options, offering students a choice of one. There are strong links to MYP such as: Inquiry based learning, International mindedness, Approaches to learning and the Nature of science.
**Biology: Nature of the subject**

Biology has been described as the study of life and living organisms. It is an exciting, challenging but approachable science. The subject matter ranges from cells, organs and organisms, to populations, ecosystems and the interdependence of organisms on each other and on the environment. The diversity makes biology both an endless source of fascination and a considerable challenge. The aim is to encourage students to create an understanding of the structure and functioning of organisms at all levels, including the chemical processes occurring within cells.

Practical work and internal assessment involve many experiments, investigations and fieldwork designed to reinforce the concepts taught, skills acquisition and to inculcate an appreciation of the benefits and limitations of scientific methodology. Throughout the course, emphasis will be given to the ethical implications of the choice of living organisms and the environment.

**A brief outline of syllabus content:**

<table>
<thead>
<tr>
<th>Cell Biology</th>
<th>Molecular Biology</th>
<th>Genetics</th>
<th>Ecology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction to cells</td>
<td>• Molecules to metabolism</td>
<td>• Genes</td>
<td>• Community ecology</td>
</tr>
<tr>
<td>• Ultrastructure of cells</td>
<td>• Water</td>
<td>• Chromosomes</td>
<td>• Species, communities</td>
</tr>
<tr>
<td>• Membrane structure</td>
<td>• Carbohydrate and lipids</td>
<td>• Meiosis</td>
<td>and ecosystems</td>
</tr>
<tr>
<td>• Membrane transport</td>
<td>• Proteins</td>
<td>• Inheritance</td>
<td>• Energy flow</td>
</tr>
<tr>
<td>• The origin of cells</td>
<td>• Enzymes</td>
<td>• Genetic modification</td>
<td>• Carbon Cycling</td>
</tr>
<tr>
<td>• Cell division</td>
<td>• Structure of DNA and RNA</td>
<td>and biotechnology</td>
<td>• Climate Change</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evolution and biodiversity</th>
<th>Human Physiology</th>
<th>Topic for Additional Higher Level</th>
<th>Options (1 to be taught)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence for evolution</td>
<td>• Digestion and absorption</td>
<td>• <strong>Nucleic Acids</strong></td>
<td>• Neurobiology and behaviour</td>
</tr>
<tr>
<td>• Natural selection</td>
<td>• The blood system</td>
<td>• <strong>Metabolism, Cell Respiration</strong></td>
<td>• Biotechnology and bioinformatics</td>
</tr>
<tr>
<td>• Classification and biodiversity</td>
<td>• Defence against infectious disease</td>
<td>and photosynthesis</td>
<td>• Ecology and conservation</td>
</tr>
<tr>
<td>• Cladistics</td>
<td>• Gas exchange</td>
<td><strong>Plant Biology</strong></td>
<td>• Human physiology</td>
</tr>
<tr>
<td></td>
<td>• Neurons and synapses</td>
<td><strong>Genetics and evolution</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hormones, homeostasis and reproduction</td>
<td><strong>Animal physiology</strong></td>
<td></td>
</tr>
</tbody>
</table>

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[31]
**Previous Knowledge:**

A keen interest in biology with a good grade in GCSE or IGCSE will be a great help towards a successful completion of this course. For those aspiring to read biology beyond the diploma, a course in chemistry at higher level provides a good combination.

**Assessment format:**

The course consists of internal and external assessment components. Assessment objectives of Biology ensures that students can fulfil the following assessment objectives

1. **Demonstrate knowledge and understanding of** facts, concepts, terminology, methods, techniques and communication of scientific information.
2. **Application of facts, concepts, methods and techniques.**
3. **Formulate, analyse and evaluate** hypothesis, research questions, prediction, data handling and scientific explanations.
4. **Demonstration of** research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

**Internal Assessment:**

The approach of internal assessment used by IB is criteria related. This approach to assessment assesses students’ work by their performance in relation to identified levels of attainment, and not in relation to work of other students. Work produced for internal assessment is marked by teachers and externally moderated by the IB. This is worth 20% at both higher and standard levels. It is based on continuous assessment of practical work and on the Group 4 Project, involving all the students.

**External Assessment:**

There are three papers for the HL and SL external assessment.

<table>
<thead>
<tr>
<th>Subject level</th>
<th>Component</th>
<th>Overall weighting of objectives (%)</th>
<th>Approximate weighting of objectives (%)</th>
<th>Duration (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL</td>
<td>Paper 1</td>
<td>20</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>HL</td>
<td>Paper 1</td>
<td>20</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>SL</td>
<td>Paper 2</td>
<td>40</td>
<td>20</td>
<td>1³</td>
</tr>
<tr>
<td>HL</td>
<td>Paper 2</td>
<td>40</td>
<td>18</td>
<td>2³</td>
</tr>
<tr>
<td>SL</td>
<td>Paper 3</td>
<td>20</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>HL</td>
<td>Paper 3</td>
<td>20</td>
<td>12</td>
<td>1³</td>
</tr>
<tr>
<td>SL Internal Assessment</td>
<td>20</td>
<td>Covers objectives 1,2, 3 and 4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>HL Internal Assessment</td>
<td>20</td>
<td>Covers objectives 1,2, 3 and 4</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**Preliminary Reading:**

An interest in magazines such as the New Scientist, Scientific American and the National Geographic would provide a good reading and an excellent preparation for the course.

Similarly, books written by naturalists such as David Attenborough, David Bellamy and Stephen Jay Gould would also provide a good insight into biology at this level.
Chemistry:

Core Topics covered in Chemistry – Standard Level (SL) & Higher Level (HL)

- Quantitative Chemistry (SL only)
- Measurement and Data Processing
- Atomic Structure
- Periodicity
- Bonding
- Energetics
- Kinetics
- Equilibrium
- Acids, Bases and Salts
- Reduction and Oxidation
- Organic Chemistry

Optional Topics covered in Chemistry – Standard Level (SL) & Higher Level (HL)

(Student have a choice to select any one topic from A to D)

A. Materials
B. Biochemistry
C. Energy
D. Medicinal chemistry

IB Chemistry allows students to study the techniques scientist use in conducting investigations and communicating with others around the world. In repeating classic investigations performed by historical members of this international global community, students demonstrate an understanding of scientific principles, learn to apply these principles, learn to construct, analyse and evaluate hypotheses, develop interpersonal skills with peers, and improve manipulative skills necessary to carry out scientific investigation with precisions and safety. Scientific knowledge is interdisciplinary in nature and design. Knowledge is shared among members of the international scientific community through publications and symposiums. Through research and investigation, students fulfil the aims of improving critical scientific reasoning skills and learning investigative techniques needed for rational inductive and deductive reasoning.

Student learning is manifest through internal and external evaluations. In addition to learning the theory that is assessed through external examination by the IBO, students are required to complete investigations and Group 4 project for internal evaluation by the teacher. Each student must keep a Portfolio of Investigations that is written to support the students’ practical scheme of work. An in-depth investigation (Group 4 project) must be initiated and conducted by the student with the aid of the instructor. Such projects may lead students to complete extended essay or work with the local community in CAS projects.

Students will conduct classic labs emphasizing the importance of international collaboration in the scientific process. The library facilities on campus are expanding to Australian publications in addition to the European ones. Internet facilities are available throughout the campus which allows students to research global literature support findings and data acquired in the lab. Students will learn to record their results using the International System of Measurement and verify their findings with published values in the international community.
Classroom Policies and Parent Information for IB Chemistry

1. Preparation:
   It is your responsibility to attend each class fully prepared. This includes bringing to class a pencil/pen, eraser, calculator, notes and lab notebook.

2. Attendance:
   You are expected to attend every class. If you have been absent, you are responsible for obtaining missing notes and homework from a classmate. Missed tests will be made up on your own time, after deciding with your teacher. If you are absent on the day of an exam and do not bring a note, you will not be allowed to rewrite the exam; thus, you will receive a zero. **92% of the attendance** is compulsory during the course.

3. Punctuality:
   If tardiness is frequent and becomes a problem, recommendations will be made to the School Heads which may ends up in disciplinary action. Missing the deadline of Internal Assignment may end up in losing the percentage from final grading.

4. Homework:
   IB chemistry is a demanding course. To be successful, you must be willing to do daily homework and review. If you are having trouble with any of the topics, I am frequently available to meet with you for extra help.

5. Classroom Conduct:
   You will conduct yourself in an exemplary manner always by respecting the rights of all students, staff, and guests. BE RESPECTFUL, BE RESPONSIBLE, BE PRODUCTIVE AND BE SAFE. You will accept personal responsibility for your behaviour and your academic standing. Appropriate language is expected always. During laboratory experiments, safety of all students is of utmost importance. Any unsafe behaviour will not be tolerated, and the student will be asked to leave and receive a mark of zero.

6. Academic Honesty:
   The IB program has a zero-tolerance policy towards cheating/plagiarism. This will result in a loss of IB diploma and removal from the course.

### Assessment Specifications

<table>
<thead>
<tr>
<th>Assessment Specifications</th>
<th>Higher Level</th>
<th>Standard Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weighting</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Paper 1 (MCQ)</td>
<td>20 %</td>
<td>Core</td>
</tr>
<tr>
<td>Paper 2 (Short &amp; Extended)</td>
<td>36 %</td>
<td>Core</td>
</tr>
<tr>
<td>Paper 3 (Short Answer)</td>
<td>24 %</td>
<td>Options</td>
</tr>
<tr>
<td>Internal Assessment</td>
<td>20 %</td>
<td>Practical</td>
</tr>
</tbody>
</table>
Physics:

Physics is a subject of enormous breadth. In physics, students will seek explanations of the universe itself. Physics will take you from the very smallest particles to the vast distances between galaxies. It gives basic explanations of how stars evolve; the planets move and the wave-particle dual nature of subatomic particles. Physics enables us to alter our surroundings- to build bridges, launch satellites and make delicate instruments for microsurgery. It has given us the internet and advances in sports equipment and medical imaging. It may also provide the answers to the big issues facing the world in the 21st century, such as the shortage of world energy resources and climate change.

Physics consists of two aspects: a body of information containing the rules that governs the universe we live in, and that supports us to appreciate our surroundings; and Physics as the basis for the many human activities such as: engineering, astronomy, software design and medical applications. These have enabled us to alter and construct the material world to suit our needs and to pursue our wish to discover the unknown.

The Course

Physics deals with the nature and structure of matter and tries to provide order in the universe around us. The IB physics course consists of the following areas: measurements and uncertainties, mechanics, thermal physics, waves, electromagnetism, gravitational and electrostatic fields, energy production, atomic physics and radioactivity, quantum and nuclear physics. Option topics include astrophysics, relativity, engineering physics and imaging.

Previous knowledge

For Higher Level and Standard Level sciences, previous knowledge is essential. For KL a minimum of Grade B at IGCSE (or equivalent) in the relevant IGCSE science is preferred. At SL at least, a grade C at IGCSE (or equivalent) is preferred.

Career link- university courses

Architect, astronomer, doctor, civil engineer, optician, electronic engineer, software designer, cosmologist, nuclear engineer, acoustic and sound engineer, design engineer, marine engineer, medical physicist, clinical engineer, veterinary surgeon, airspace controller, civil service, metallurgy, crystallography, material science, climate change scientist, scientist journalist, meteorologist, oceanographer, defence engineer, manufacturing, aerospace and aviation, seismologist, environmental control officer, physics teacher.
## Assessment:

<table>
<thead>
<tr>
<th></th>
<th>Higher Level Assessment</th>
<th>Standard Level Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper One</strong></td>
<td>20% 1 hour MC questions</td>
<td><strong>Paper One</strong> 20% 0.75 hours MC questions</td>
</tr>
<tr>
<td><strong>Paper Two</strong></td>
<td>36% 2.25 hours Written Paper</td>
<td><strong>Paper Two</strong> 40% 1.25 hours Written Paper</td>
</tr>
<tr>
<td><strong>Paper Three</strong></td>
<td>24% 1.25 hours One Option</td>
<td><strong>Paper Three</strong> 20% 1.00 hours One Option</td>
</tr>
<tr>
<td><strong>Internal Assessment</strong></td>
<td>20% 60 hours Practical work</td>
<td><strong>Internal Assessment</strong> 20% 40 hours Practical work</td>
</tr>
</tbody>
</table>

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36
**COMPUTER SCIENCE:**

**Nature of the subject:**

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

The Diploma Programme computer science course is engaging, accessible, inspiring and rigorous.

**Computational thinking** involves the ability to:

- Think procedurally, logically, concurrently, abstractly, recursively and think ahead
- Utilize an experimental and inquiry-based approach to problem-solving
- Develop algorithms and express them clearly

During the course the student will develop computational solutions. This will involve the ability to:

- Identify a problem or unanswered question
- Design, prototype and test a proposed solution
- Liaise with clients to evaluate the success of the proposed solution and make recommendations.

**Core syllabus content**

**SL/HL core**

The topics that must be studied, including some practical work, are:

- Topic 1: System fundamentals
- Topic 2: Computer organization
- Topic 3: Networks
- Topic 4: Computational thinking, problem-solving and programming (Object-oriented programming in Java)

**HL extension**

The topics that must be studied, including some practical work, are:

- Topic 5: Abstract data structures
- Topic 6: Resource management
- Topic 7: Control
Previous knowledge:

**Computer Science SL**

Experience shows that students will be able to study computer science at SL successfully with no background in, or previous knowledge of, computer science. Their approach to study, characterized by specific IB learner profile attributes—inquirers, thinkers and communicators—will be significant here. Students who have undertaken the IB Middle Years Programme (MYP) or studied a similar course prior to commencing the IB Diploma Programme would also be well prepared.

**Computer science HL**

The study of computer science at higher level (HL) demands a higher level of problem-solving skills and the ability to understand and manipulate abstract concepts. Although no previous knowledge of computer science is required, some exposure to programming is desirable and a grade C or above in Mathematics at GCSE level.

**Assessments**

<table>
<thead>
<tr>
<th></th>
<th>Standard level</th>
<th>Higher level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weighting</strong></td>
<td><strong>Details</strong></td>
<td><strong>Weighting</strong></td>
</tr>
<tr>
<td>Internal assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td><strong>Solution:</strong> The development of a computational solution.</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td><strong>Group 4 project:</strong> To be assessed using the criterion Personal skills.</td>
<td></td>
</tr>
<tr>
<td>External assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45%</td>
<td><strong>Paper 1</strong> is an examination paper (1 hour 30 minutes)</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 2</strong> is an examination paper linked to the option studied. (1 hour)</td>
<td>20%</td>
</tr>
<tr>
<td>25%</td>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>
Sciences: **Sports, exercise and health science – Standard level**

(I) **Course: description and aims**

The IB DP course in sports, exercise and health science standard level (SL) involves the study of the science that underpins physical performance.

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context. The aims of the sports, exercise and health science SL course are to:

- provide stimulating and challenging opportunities for scientific study and creativity within a global context
- provide a body of knowledge, methods and techniques that characterize science and technology
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- engender an awareness of the need for and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- develop and apply the students’ information and communication technology skills in the study of science
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with science and scientists
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

II. **Curriculum overview**

<table>
<thead>
<tr>
<th>Component</th>
<th>Recommended Teaching Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core</strong></td>
<td>80</td>
</tr>
<tr>
<td><strong>Topic 1: Anatomy</strong></td>
<td></td>
</tr>
<tr>
<td>• The skeletal system</td>
<td>7</td>
</tr>
<tr>
<td>• The muscular system</td>
<td></td>
</tr>
<tr>
<td><strong>Topic 2: Exercise physiology</strong></td>
<td></td>
</tr>
<tr>
<td>• Structure and function of the ventilator system</td>
<td>17</td>
</tr>
<tr>
<td>• Structure and function of the cardiovascular system</td>
<td></td>
</tr>
<tr>
<td><strong>Topic 3: Energy systems</strong></td>
<td></td>
</tr>
<tr>
<td>• Nutrition</td>
<td>13</td>
</tr>
<tr>
<td>• Carbohydrate and fat metabolism</td>
<td></td>
</tr>
<tr>
<td>• Nutrition and energy systems</td>
<td></td>
</tr>
<tr>
<td><strong>Topic 4: Movement analysis</strong></td>
<td>15</td>
</tr>
</tbody>
</table>
• Neuromuscular function
• Joint and movement type
• Fundamentals of biomechanics

Topic 5: Skill in sport
• The characteristic and classification of skill
• Information processing
• Principles of skill learning

Topic 6: Measurement and evaluation of human performance
• Statistical analysis
• Study design
• Components of fitness
• Principles of training programme design

<table>
<thead>
<tr>
<th>Component</th>
<th>Recommended Teaching Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Options</td>
<td>30</td>
</tr>
<tr>
<td>Students are required to study any two of four options.</td>
<td></td>
</tr>
<tr>
<td>A. Optimizing physiological performance</td>
<td>15</td>
</tr>
<tr>
<td>B. Psychology of sport</td>
<td>15</td>
</tr>
<tr>
<td>C. Physical activity and health</td>
<td>15</td>
</tr>
<tr>
<td>D. Nutrition for sport, exercise and health</td>
<td>15</td>
</tr>
<tr>
<td>Internal Assessment</td>
<td>40</td>
</tr>
</tbody>
</table>

III. Assessment model

Demonstrate an understanding of:
• Scientific facts and concepts
• Scientific methods and techniques
• Scientific terminology
• Methods of presenting scientific information.

Apply and use:
• Scientific facts and concepts
• Scientific methods and techniques
• Scientific terminology to communicate effectively
• Appropriate methods to present scientific information

Construct, analyse and evaluate:
• Hypotheses, research questions and predictions
• Scientific methods and techniques
• Scientific explanations.

Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.
**Assessment at a glance**

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Format of Assessment</th>
<th>Time (Hours)</th>
<th>Weighting of Final Grade (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 1</td>
<td>30 multiple-choice questions on the core syllabus.</td>
<td>.75</td>
<td>20</td>
</tr>
<tr>
<td>Paper 2</td>
<td>A: Students answer one data-based question and several short-answer questions on the core. B: Students answer one of three extended-response questions on the core.</td>
<td>1.25</td>
<td>32</td>
</tr>
<tr>
<td>Paper 3</td>
<td>Several short-answer questions (all compulsory) in each of the two options Studied.</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td><strong>Internal</strong></td>
<td></td>
<td>40</td>
<td>24</td>
</tr>
<tr>
<td>Investigations</td>
<td>A mixture of short- and Long-term investigations.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Group 4 project</strong></td>
<td>Interdisciplinary project. Assessed for personal skills only.</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**IV. Sample questions:**

1. At rest, the arterio-venous oxygen difference is approximately 5 mL of oxygen per 100 mL (dL) of blood. What happens to this figure when someone participates in moderately intense exercise?
2. Outline the general characteristics that are common to muscle tissue.
3. Caffeine is one nutritional ergogenic aid that may be used by athletes during competition.

**Identify two other nutritional ergogenic aids:**

- Discuss the possible contributions of caffeine to an athlete’s training and competition performance.
- Define the term glycaemic index.
- Explain the relevance of GI with regards to the performance of endurance athletes during and after competition.
Mathematical Studies

Course Description: -

Mathematics is a tool we use to understand and interpret our world. It is the language used to describe patterns and solve quantitative problems in fields ranging from art and graphic design to science and engineering. It also develops creativity and higher order thinking skills. Because the level of mathematical thinking and problem solving needed in the workplace and in the world, continues to increase, those who understand mathematics will have opportunities others do not. Mathematical competence opens doors to productive futures, and the IB Math Studies program is one of the courses where students gain such competence. Mathematical Studies, available as a standard level (SL) subject only, caters to students with varied backgrounds and abilities. Students embarking on this course need to be equipped with fundamental skills and a rudimentary knowledge of basic processes.

The nature of mathematical studies is such that it concentrates on mathematics which can be applied to contexts related as far as possible to other curriculum subjects, to common general world occurrences and to topics that relate to home, work and leisure situations. The Internal Assessment project provides an opportunity for the student to undertake an investigation of a mathematical nature in the context of another subject in the curriculum, a hobby or interest of his/her choice using skills learned before and during the mathematical studies course.

Mathematical Studies SL - Total 150 hrs.:-

The course consists of the study of eight topics. All topics are compulsory, and students must study all the sub-topics in each of the topics as listed.

Syllabus content

- Topic 1 - Number and Algebra 20 hrs
- Topic 2 - Descriptive statistics 12 hrs
- Topic 3 - Sets, logic and probability 20 hrs
- Topic 4 - Statistical Application 17 hrs
- Topic 5 - Geometry and trigonometry 18 hrs
- Topic 6 - Mathematical models 20 hrs
- Topic 7 - Introductory differential calculus 18 hrs

Project - 25 hrs: -

The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.
**Textbook:**


**Assessment (25 hours)**

Mathematical Studies SL is graded through an external and internal assessment. The external assessment, worth 80% of the final mark, is composed of a Paper 1 and a Paper 2. The internal Assessment is marked by the course instructor and is worth the remaining 20% of final mark.

**Paper 1**

- This paper is worth 90 marks, representing 40% of the final mark.
- Consists of 15 compulsory short-response questions based on the entire syllabus.
- Exam duration: 1 hr 30 min.

**Paper 2**

- This paper is worth 90 marks, representing 40% of the final mark.
- Consists of 5 compulsory extended-response questions based on the entire syllabus.
- Exam duration: 1 hr 30 min.
Mathematics SL:

**Course description:** Mathematics [SL] is for students who already possess knowledge of basic mathematical concepts and who are equipped with the skills needed to apply simple mathematical techniques correctly. Mathematics SL prepares students for future studies in fields such as engineering, medicine, chemistry or business studies. The intention is to introduce students to these mathematical concepts in an understandable and coherent manner, rather than insisting on mathematical rigour. Whenever possible students should apply the mathematical knowledge they have acquired to solve realistic problems, set in an appropriate context.

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

- Develop an appreciation of the multicultural and historical perspectives of mathematics
- Develop an enjoyment of mathematics
- Communicate mathematically clearly and confidently
- Develop problem solving skills
- Develop mathematical knowledge and skills and use these in real life

**Topics covered:**

- Algebra
- Functions and Equations
- Circular functions and Trigonometry
- Bivariate analysis
- Vectors
- Statistics and Probability
- Calculus

**Assessment:**

**Internal Assessment** 20%

**Portfolio**
The students will need to carry out an exploration task which allows the students to explore a variety of topics, identify problems and use mathematics to find solutions.

**External Assessment** 80%

**Written examinations**

**Paper 1:** A mixture of short –response and extended response questions based overall Syllabus; the use of calculators is prohibited: (40%)

**Paper 2:** A mixtures of short response and extended response questions based overall Syllabus; Graphic calculators are required: (40%).
Mathematics HL:

Course description:

The course is a rigorous two-year program designed for students with a good mathematical background and who have done well in their IGCSE Mathematics. Most of these students will be expecting to include mathematics as a major component of their university studies, within courses such as mathematics, physics, engineering, medicine and technology.

The core components of the higher-level course are algebra, functions and equations, circular function and trigonometry, matrices, vectors, statistics and probability and calculus. Our students will be covering the option series and differential equations.

The nature of the course focuses on developing the important mathematical concepts to help students comprehend rationally and thoroughly. There is a much greater emphasis on proof than in any of the other mathematics courses and students are encouraged to apply their knowledge to solving problems in a variety of ways and in real life applications. Graphical calculators, autograph and other relevant computer software will be used to assist in this aim.

The portfolio, counts to 20% of the final grade and consists of two pieces of work. This is based on different areas of the syllabus, representing an investigation and a modeling task.

The students will be involved in practicing a variety of mathematical symbols, which are accepted internationally. All the mathematical symbols and notations will be covered extensively. Students will be exposed to the historical mathematics, which was contributed to internationally. Examples of teachable historical mathematics are the Babylonian contribution of place value, Pascal’s triangle and the Chinese role to negative numbers and the decimal system.

Topics covered:

- Algebra
- Functions and Equations
- Circular functions and Trigonometry
- Bi - Variate Analysis
- Vectors
- Complex Numbers
- Mathematical Induction
- Statistics and Probability
- Calculus
- Series and differential equations
**Assessment:**

**Internal Assessment:**

Portfolio 20%

The students will need to carry out an exploration task which allows the students to explore a variety of topics, identify problems and use mathematics to find solutions.

**External Assessment**

**Paper 1 30%**

2 hours, 20 questions based on the common core giving a total of 120 marks. (Non-Calculator)

**Paper 2 30%**

2 hours, 5 extended questions on the core syllabus giving a total of 120 marks. (Calculator)

**Paper 3 20%**

1 hour, a small number of questions based on the chosen option giving a total of 60 marks. (Calculator)
Group 6: The Arts

Nature of the subject

The Visual Arts course is constructed to give students the chance to practice a wide range of ideas and processes before focusing on an area that they are interested in and feel confident to develop their own cultural identity.

The aim of the course is to engage students productively in their own creative practice, as well as to help them develop their own skills and talents. They should also develop confidence in the use of all materials and gain a professional approach to working methods. Resources are available for work in painting, drawing, mixed media/textiles, architectural/technical drawing.

The course will be studio based and supported by visits to most important galleries and exhibitions in London. Moreover, the meeting with practicing artists and tutors will guarantee that students develop their critical understanding. Through all these the students will also acquire ambition, confidence and success.

As the course progresses students will develop a personal view on the creation and function of art. A practical and analytical approach to the work of artists from different cultures and periods is included in the studio program.

The importance of personal investigation and ideas development in the student’s research workbook will be stressed. Students will build a portfolio of work in different sizes and media, selecting pieces from this for their final exhibition.

Research Workbooks demonstrate:

- How personal research leads to an understanding of topics and concepts being investigated;
- Analyse the meanings and aesthetic qualities of different art forms leading to a strong visual vocabulary;
- Show awareness of the cultural, historical and social dimensions of themes of more than one culture;
- Explore the visual aspects of art from their own and other cultures.

Studio Work demonstrates:

- Purposeful exploration and enquiry into a range of visual ideas;
- Bring together ideas that are personal and draw upon social and cultural themes;
- Solve formal and technical problems as part of their studio practice;
- Exhibit technical skills and appropriate use of media
- To produce works of art with imagination, flair and creativity sometimes taking risks in the process.
**Previous Knowledge:**

Students should ideally have some background in art. At least a C grade in GCSE or the equivalent is a reasonable entry requirement. Other students who have shown they are confident at handling a range of arts media and have the potential to develop ideas through a range of research strategies are also suitable for the course. Although the course is designed to offer students with previous artistic experience the opportunity to develop their skills, it is acceptable in certain circumstances for some students with little previous background in art but exceptional potential (for example through their ideas) to trial the course and with support achieve a worthy outcome.

**Preliminary Reading:**

An interest in magazines such as the Art Review, Art in America and the Art Forum would provide a good reading and an excellent preparation for the course.

**Visual Arts: HL & SL**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thematic introduction to concepts and processes, based on studio resources.</td>
<td></td>
</tr>
<tr>
<td>• Observation and recording on a range of scales, using a variety of materials.</td>
<td></td>
</tr>
<tr>
<td>• Experimenting with traditional and innovative use of materials in two and three dimensions including painting, drawing, mixed media/textiles,</td>
<td></td>
</tr>
<tr>
<td>Architectural / technical drawing.</td>
<td></td>
</tr>
<tr>
<td>• Developing strategies for critical engagement with the work of artists.</td>
<td></td>
</tr>
<tr>
<td>• Developing an overview of art from different periods and cultures.</td>
<td></td>
</tr>
<tr>
<td>• Extending ideas in their own directions.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The local landscape, townscape environment - atmosphere and sense of place recording through drawing, painting and photography.</td>
<td></td>
</tr>
<tr>
<td>• Human form and character. (Working from the life model/ in two and three dimensions/Historical and cultural perspectives on representation of human form)</td>
<td></td>
</tr>
<tr>
<td>• Individual direction discussed and established for studio practice developed from work completed over summer break and in year one.</td>
<td></td>
</tr>
<tr>
<td>• Selection of subject for critical investigation linked with studio practice, practical and written analytical approach.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Realization of individual ideas.</td>
</tr>
<tr>
<td>• Completion of relevant research project.</td>
</tr>
<tr>
<td>• Collaborative approach to development and promotion of exhibition.</td>
</tr>
</tbody>
</table>
Assessment:

Part 1: Comparative Study (20%)

A - Analysis of Formal Qualities
   To what extent does the work demonstrate: effective identification and analysis of the formal qualities of the selected artworks, objects and artifacts?

B - Interpretation of Function and Purpose
   To what extent does the work demonstrate: informed and appropriate interpretation of the function and purpose of the selected artworks, objects and artifacts within the cultural context in which they were created?

C - Evaluation of Cultural Significance
   To what extent does the work demonstrate: informed understanding of the cultural significance of the selected artworks, objects and artifacts within the specific context in which they were created?

D - Making Comparisons and Connections
   To what extent does the work demonstrate: effective identification and critical analysis of the connections, similarities and differences between the selected artworks, objects and artifacts?

E - Presentation and Subject-Specific Language
   To what extent does the student ensure that information is conveyed clearly and coherently in a visually appropriate and legible manner, supported by the consistent use of appropriate subject-specific language?
The King Fahad Academy is committed to an educational ethos that is underpinned by intellectual and academic rigour as well as international mindedness. The former refers to the application of uniform principles, integrity and no double-standards in addition to maintaining no interference in the teaching of facts and information. The latter refers to valuing the world as the richest and broadest context for learning and offering opportunities to learn, reflect on and engage with the conceptual understandings of other cultures and belief systems. A strong indication of this commitment to academic rigour and international mindedness is the adoption of a way of understanding of what we know and how we know it. This is the subject of the Theory of Knowledge.

2. What is the Theory of Knowledge?

The Theory of Knowledge (TOK) is the IBO’s version of a critical thinking course where students and teachers learn to understand the nature, origin, basis, purpose and reliability of knowledge that affects our beliefs and judgments. It forms the core of the IBDP Matrix of learning (fig.1) along with the Creative Action Service (CAS) and the Extended Essay (EE) [refer to the KFA CAS and EE handbooks for each of them]. The TOK course contributes to a maximum of 3 points (essay + presentation for which see below). It also has strong overlaps with the IB Learner profile which is a set of qualities the IB programme seeks to build in its learners and educators (fig.2):

Sometimes, TOK is referred to as ‘critical thinking’, ‘epistemology’ or ‘philosophy of knowledge’ as well as other terms. In any case, the aims and contents are often the same.
3. What is the aim behind Theory of Knowledge?

TOK aims to enable both teacher and student to acquire the following:

1. Reflecting critically on diverse ways of knowing and on areas of knowledge;

2. Investigating the role (function) and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, it prompts students to:

- be aware of themselves as thinkers: i.e. to encourage them to become more acquainted with the complexity of knowledge;

- Recognize the need to act responsibly: especially in an increasingly interconnected but uncertain world.

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of pertinent questions. The most central of these is ‘How do we know?’

It is a stated aim of TOK that students should become aware of the interpretative nature of knowledge, including personal ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected.

TOK also has an important role to play in providing coherence for the student as it transcends and links academic subject areas, thus demonstrating the ways in which they can apply their knowledge with greater awareness and credibility (adapted from http://www.ibo.org/diploma/curriculum/core/knowledge/).

4. How is the Theory of Knowledge course structured?

Although TOK has undergone considerable revision in both structure and content and the present configuration of the course has three components and all are mandatory. The components are as follows:

<table>
<thead>
<tr>
<th>Classroom Course Content</th>
<th>TOK Essay</th>
<th>TOK Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the material facilitated by the teacher in the classroom for all TOK learners.</td>
<td>This is a written essay of approximately 1600 words on six prescribed essay titles sent from the IBO on various issues related to primary aspects of knowledge as well as wider applications to real-life situations.</td>
<td>A presentation of a chosen area related to a knowledge question (KQ) for approximately 10 minutes with post-presentation interaction with the examiner and audience in the form of Question &amp; Answer.</td>
</tr>
</tbody>
</table>
TOK, at present, delineates the sources of our knowledge as being eight which are: **Perception, Language, Emotion, Reason, Memory, Intuition, Faith and Imagination**. In other words, we obtain knowledge of ourselves, others and the world around us through these instruments or **Ways of Knowing (WoK)**:

These instruments, or ways in which we obtain knowledge, if evaluated critically, have certain limitations that *problematis* knowledge, i.e. they impact on the relevance, reliability and appropriateness of our knowledge acquisition and application to certain subjects known as **Areas of Knowledge (AoK)**. This therefore, requires exploration, discussion and investigation and it is this exploration that forms the content guide for the IB **TOK** course. The AoK at present are eight and they are the following:

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Natural Sciences</th>
<th>Human Sciences</th>
<th>The Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Ethics</td>
<td>Religious Knowledge</td>
<td>Indigenous Knowledge Systems</td>
</tr>
</tbody>
</table>

A key way that students make connections between their individual subject disciplines is through the study of the DP theory of knowledge (TOK) course. The TOK course plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, and to make connections between different areas of knowledge. In this way, students become more aware of their own perspectives and those of the various groups whose knowledge they share. TOK supports the development of interdisciplinary understanding by providing a forum for discussion of questions about the nature of knowledge and the similarities and differences in the ways that knowledge is gained in different disciplines. Links to TOK are identified in all DP subject guides, and all DP teachers are encouraged to help students to identify TOK knowledge questions in their subject lessons. [IBO: Connected Curriculum].

TOK Essay and TOK presentation constitute the two modes of external Assessment in the final two years of TOK studies. Both components are tutor assessed and externally moderated by IB examiners.
Creativity, Activity, Service (CAS)

All IB students are required to take part in our Creativity, Activity, Service programme, which offers a wide variety of non-academic activities.

The CAS programme is a requirement for the IB Diploma. Students must keep regular records of activities undertaken, and to write a short evaluation at the end of each project. There is a member of staff responsible for co-ordinating the CAS Programme throughout the school.

The CAS programme offers the opportunity for students to put themselves in new situations. If a student chooses to teach English to primary school children, to help ESL students, to work in a community building group, or to grasp the principles of a new language, they will learn more than that activity alone. Students will be given opportunity to record their CAS reflection through multimedia as well as the more traditional methods of writing and logging.

The programme includes activities such as:

Creativity
- Art club
- Design club
- Music; learning a new instrument; playing in a group
- Creative writing – poetry club
- Newsletters (internal)
- Drama club

Activity
- Varied sports programme e.g. basketball, volleyball
- Swimming
- Football coaching
- Sponsored walks e.g. for Cancer Research
- Dancing
- Horse riding

Service
- Helping at a special school (for children with physical and mental disabilities)
- Primary school (Reading, PE, IT etc.)
- E mail contact with schools in Third World
- Funding raising for international disasters
- Participation in local community events
- Global schools network
- International Day at KFA
- Helping at old people lunch club for the elderly
- MUN (Model united Nation)
- Hunger
- Homelessness
- Safety
- Environment
- Gardening

Emphasis and ethos of the CAS programme is to facilitate experience ion learning as opposed to chalking up the hours!
**The Extended Essay:**

A required component of the full Diploma Programme, the extended essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. It is given much importance by students, teachers and universities, because it provides practical preparation for the kinds of undergraduate research required at tertiary level. From the choice of a suitable research question, to the completion of the extended essay, students must produce their piece within the constraints of time, essay length and available resources. This component provides an opportunity to engage in an in-depth study of a topic of interest within a chosen subject.

Emphasis is placed on the research process, on the appropriate formulation of a research question, on personal engagement in the exploration of the topic, and on communication of ideas and development of argument. It develops the capacity to analyse, synthesize and evaluate knowledge, with a personal choice of topic from within any subject area. Students are supported and encouraged throughout the research and writing with advice and guidance from a supervisor.
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