The International School of Amsterdam

Upper School

2018-2019

IB Diploma Course Descriptions

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Introduction

This guide is intended for students and parents as an outline of the courses and programmes offered at ISA in grades 11 and 12. The descriptions provided are relatively brief, but more details can be obtained from the International Baccalaureate (IB) Diploma Programme (DP) Coordinator, teachers, and heads of departments.

As you review this document and consider courses for the DP years, we recommend that you reflect on some of the core values that underpin the IB, values that are captured in its mission statement:

> The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
>
> To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
>
> These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

We believe that students who graduate from ISA are well prepared for lifelong learning, and that the IB programmes and our school help them develop the skills necessary to learn how to learn. ISA teachers' focus is on teaching for genuine understanding, challenging students' assumptions about the nature of knowledge and requiring them to construct sound, informed perspectives on a wide range of subjects.

This document includes information and text that have been taken from published IB Diploma course guides.

Please let us know if you have any questions about the information included in this guide.

Matthew E. Sipple
Head of ISA Upper School

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ISA High School Diploma Requirements
In order to be awarded an ISA High School Diploma, a student must have earned a minimum of 25 grade 9-12 course credits, including:

- 4 credits in English
- 2 credits in an additional language (in the same language)
- 3 credits in Individuals and societies
- 3 credits in Sciences (4 recommended)
- 3 credits in Mathematics (4 recommended)
- 2 credits in the Arts
- 3 credits in Physical and Health Education (at ISA, PHE is a full credit course in grades 9 and 10; it is a 0.5 credit course in grades 11 and 12)
- 5 additional credits of the student's choice

… and have satisfactorily completed the requirements of Creativity, activity and service in grades 11 and 12.

Special circumstances:

- Students who do not possess a level of English sufficient to permit full scheduling of courses, or students who have not completed the graduation requirements by the end of grade 12 may, on the judgment of the administration, receive a certificate of attendance in place of an ISA High School Diploma.
- Individual cases will be reviewed by the administration and school counsellors.

Any final decision regarding re-enrolment of the student will be made by the Director upon the advice of the Head of Upper School.

ISA's course offerings in grades 11 and 12 are based on a wide range of IB Diploma subjects, enriched by physical education for all students. Students who elect not to follow the full IB Diploma Programme are able to choose from among the school's IB Diploma course offerings to build a challenging academic programme and are described as IB Diploma Course Candidates.

Grade 11 and 12 students choose one of the following programme combinations:

ISA High School Diploma
+
IB Diploma

ISA High School Diploma
+
IBDP Courses

The IB Diploma years: Grades 11 and 12
The International School of Amsterdam embraces the International Baccalaureate programmes in all phases of its curriculum. In grades 11 and 12, all students choose from among a wide range of courses in order to pursue an ISA Diploma. In addition to this, some students choose to pursue IB Course certificates, while others choose to pursue the full IB Diploma.

As represented in the below diagram, the IB Diploma Programme stipulates that students study six subjects over a two-year period. These six subjects must include:

1. Studies in language and literature (student's mother tongue/strongest language)
2. Language acquisition (a second modern language) or an additional course from Group 1
3. Individuals and societies (economics, geography, global politics, history, ITGS)
4. Sciences (nature of science, physics, chemistry or biology)
5. Mathematics
6. The arts (visual art, theatre studies, film or music) or an additional course from one of the previous groups, with the exception of mathematics

For IB Diploma candidates, three or more courses must be studied at the higher level (HL) and three at the standard level (SL). Whereas, students pursuing IB Course certificates may take any combination of HL and SL courses available.

All IB Diploma candidates complete an extended essay under the supervision of an advisor on a topic of their choice between the end of April of grade 11 and November of grade 12. They also take part in an interdisciplinary course titled *theory of knowledge (TOK)* and they participate in creativity, activity, service (CAS), a programme promoting activity and service in the community.

Descriptions of these elements of the programme can be found at the end of this booklet.

University admission
Colleges and universities normally prefer students who have earned more than the minimum graduation requirements for a high school diploma; this is especially the case for admission to competitive institutions.

The IB Diploma Programme or a strong IB Diploma Courses programme are among the very best credentials for university admittance in many countries. It is important that students meet regularly with school counsellors to ensure they are in an appropriate programme and that they are performing to the best of their ability in order to ensure they are on track to meet their long-terms goals.

Limits on course selection
ISA offers a wide range of courses for students in grades 11 and 12, but it is important to recognise that not every combination of courses can be available for all students. If two classes meet at the same time, students naturally have to choose which is their higher priority. Fortunately, we are able to accommodate our most popular, and most practical, combination of courses. To understand the various possible combinations of courses, refer to the *2018-2019 Grade 11 Course Silos* on the Grade 11 Course Selection form.

The **minimum class size** at ISA is eight students. Classes with projected enrolments of fewer than eight students may not be offered.

Language classes that do not reach the minimum enrolment are often offered as tutored language classes or through the School-supported self-taught (SSST) language programme.

Some students participating in tutored language courses (including those in the SSST) qualify for a tuition rebate. The relevant policy is reproduced in its entirety here:

> **IB Diploma Level Rebate for Second Language Tuition:**
> Policy 3.21, approved by Board of Governors April 11, 2011
>
> IB Diploma candidates (students in grades 11 and 12) who need to follow a tutored language as their second language in order to obtain the IB Diploma are given an 8% rebate on tuition fees for each year of the two-year Diploma programme in order to help cover the costs involved in engaging a tutor.

The following conditions apply:

1. The rebate is for a second, not a third, language;
2. The rebate is not given if the candidate has a language offered by ISA in which s/he is competent enough to use toward the Diploma but does not wish to present that language;
3. The rebate is only granted to Diploma candidates, not to Diploma Course candidates;
4. For students with no language strong enough to continue at the Diploma level, the school offers the option of taking an *ab initio* language as part of its curriculum. No rebate will be made for *ab initio* classes in languages other than those that have been formally approved as part of the school's curriculum;
5. The rebate does not apply to any grade levels other than the two-years in which a student is studying for the IB Diploma.

Course changes
Course changes are possible until the October break of a student's grade 11 year. Level adjustments, i.e. changing SL/HL within the same course, must be approved by the end of semester one of the student's grade 11 year. Please note that any changes are only possible within the parameters of the course silo structure.

Group 1
Language A: language and literature - standard or higher level

The language A courses are designed for students who have experience using the language under study in an academic context. ISA offers the language A: language and literature course at both the standard and higher levels, in Dutch and English. When sufficient enrolment exists, the school considers expanding this offering to other languages (see "Limits on course selection" earlier in this document).

The primary purpose of language and literature is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course. The course aims to develop in students, skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices.

The syllabus outline for language and literature comprises four parts:

Part 1: Language in cultural context
Part 2: Language and mass communication
Part 3: Literature—texts and contexts
Part 4: Literature—critical study

Texts for parts 1 and 2 of the course are chosen from a variety of sources, genres and media. The texts that students analyse and write include: blog, op-ed, editorial, letter, appeal, review, travel writing, manifesto, advertisement, parody, pastiche, brochure, memoir, manifesto, and many more.

The study and composition of texts in the parts of the course focused upon language allow students to pursue questions relevant to their lives and world:

- Do social media and digital platforms shape language, thought, and action?
- To what extent do men and women communicate differently?
- How can an understanding of the purposes and means of advertising and propaganda help audiences avoid being manipulated?
- In what ways can language and media be used to promote social change?

The literary texts for parts 3 and 4 of the course represent a range of genres, time periods, and authorial backgrounds. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live.

Assessment
Formal assessment in language and literature is concentrated upon literary and non-literary textual analysis through a range of academic and creative writing forms as well as oral discussion, presentation, and commentary. Aside from one additional assessment, one different assessment, and achievement expectations on most of the assessment rubrics, the standard and higher level versions of the course are similarly assessed.

The language and literature programme, like the literature programme, requires intellectual engagement and commitment. Each requires substantial reading, viewing, and writing. While the nature of the reading and tasks may differ, including a higher number of oral presentations in language and literature, both are rigorous programmes that have comparable demands.

Language A: literature - standard or higher level
The language A courses are designed for students who have experience using the language under study in an academic context. ISA offers the language A: literature course at both the standard and higher levels, in Japanese and English. When sufficient enrolment exists, the school considers expanding this offering to other languages (see "Further notes regarding course selection" II).

The primary purpose of literature is to encourage students to engage in significant ways with various literary forms. The focus of the course is to understand the conventions of a particular genre, how the authors have constructed meaning, and to comprehend that literature is ultimately about life and the world. Powerful literature has the capacity to transform individual lives and beyond, and students will encounter influential authors who seek to share their perceptions, insights, and "truths" about reality.

The course aims to develop in students the skill of close reading and analysis of multiple forms of literature and then skillfully, and with passion, write and speak about the novels, memoirs, dramas, and poetry that form the foundation of the course.

The syllabus outline for literature comprises four parts:

Part 1: Works in translation
Part 2: Detailed study
Part 3: Literary genres
Part 4: Options

Texts for part 1 include works from Argentina, the former Soviet Union, and Europe. The works for part 2 include poetry, a play, and either a novel or memoir. Texts for part 3, the genre study, focus on plays while part 4 includes poetry, a novel, and a memoir.

The study and composition of texts in the four parts of the course focus on inviting students to appreciate authors' choices in their artistry and to critically examine these choices and the texts. Although the course does not examine cultural context as thoroughly as the language and literature course, this is essential to the works in translation, and fostering intercultural understanding is a significant purpose throughout the entire course.

Assessment
Formal assessment in literature is concentrated upon literary analysis through a range of academic forms as well as oral discussion, presentation, and commentary. The standard level course reads eight works and two poet studies; the higher level course reads eleven works and two poet studies. Aside from additional texts and an oral that has two parts versus one, achievement expectations on most of the assessment rubrics, the standard and higher level of the course are similarly evaluated.

The literature programme, like the language and literature programme, requires intellectual engagement and commitment. Each requires substantial reading and writing. While the nature of the reading and tasks may differ, including a higher number of oral presentations in language and literature, both are rigorous programmes that have comparable demands. However, it is essential that those who choose the literature programme are passionate about reading.

School Supported Self-Taught and other tutored languages
ISA offers DP language A courses in Dutch, English, and Japanese. When student enrolment allows, we aspire to offer language A courses in other languages as well. However, it is important to recognize that ISA policy sets a minimum number of students in a class at eight, and that we cannot combine multiple grade levels in the same DP language classes.

To serve students whose mother tongue languages are not part of the school's core programme, we offer the school supported self- taught (SSST) programme. Students in this programme work with an ISA teacher once every four days on the mechanics and requirements of the DP literature course. Our mother tongue and tutored language coordinator also helps families arrange tutored instruction in the language itself and its literature. **Please note that, due to IB requirements, SSST literature is offered at standard level only**.

Language B tutoring
Though ISA Upper School students have a wide range of options in the school's language B programme, from time to time a student's background or future aspirations warrant the delivery of a tutored language B course. Here again, our mother tongue and tutored language coordinator works with families to help arrange privately tutored classes delivered to small groups or on a one-on-one basis. Ideally, language tutors meet students during the regular school day; however, when this is not possible, the student may take her/his language lesson at another time, often after school.

Relationship between tutor, family and school
Our mother tongue coordinator works with families to find suitable tutors, but tutors are not ISA employees, and families themselves pay all tutoring fees. From time to time, ISA teachers do act as private tutors; for reasons of oversight and clarity, the school has specific policies in place related to these arrangements.

Please be advised that, in certain instances, IB Diploma Programme students' families qualify for a tuition rebate to offset some of the expense of DP language tutoring. The full policy related to this rebate is provided earlier in this document.

Tutored courses and reports
ISA awards course credit for all privately tutored language courses arranged and approved by the school. In light of the unique relationship between tutors, families, and the school, these courses are reported using a pass/fail system on ISA reports and transcripts. However, this unique relationship also permits tutors to report to students and families directly with additional information related to student learning and academic performance. In DP courses, we submit tutors' predicted grades to the IB and to universities using the IB's 1-7 scale.

Group 2
Language acquisition – standard or higher level

The language acquisition courses are additional language-learning courses designed for students with a degree of knowledge and experience in the target language. Both high-performing standard level (SL) students and students learning a language B at higher level (HL) should be able to follow university courses in other disciplines in the language B that is studied. ISA offers language acquisition courses-- at both levels-- in Dutch, French, English and Spanish.

The main focus of the course is on language acquisition and development of language skills. It will provide the opportunities for enjoyment, creativity and intellectual stimulation through knowledge of an additional language. Language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the culture(s) concerned. The material will be chosen to enable students to develop mastery of language skills and intercultural understanding. It is not intended solely for the study of specific subject matter or content, but will enable the students to understand and use the language they have studied in a range of contexts and for a variety of purposes. The course will also foster an awareness and appreciation of the different perspectives of people from other cultures and the role of language in relation to other areas of knowledge.

All standard and higher level students are required to study **three core topics**:

- ***Communication and media***: How people interact, transmit and gather data for the purposes of information and entertainment.
- ***Global issues***: Current matters and future scenarios that have an impact at a regional, national and/or international level, bearing in mind that they need to be addressed from the perspective of the target language's culture(s).
- ***Social relationships***: How people interrelate and behave—as members of a community, individually and in groups.

In addition, at both standard and higher level, **two** of the following **five** options are selected:

- ***Cultural diversity***: The ethnic, gender, racial, ideological and socio-economic varieties within a community of the target language.
- ***Customs and traditions***: The current and past practices, representations, expressions and knowledge that belong to a community of the target language.
- ***Health***: Physical, mental and social well-being, as well as matters related to illnesses.
- ***Leisure***: The variety of activities performed for enjoyment.

- ***Science and technology***: The relationship between science and technology, and their impact on a community of the target language.

At HL, students also have to read **two works of literature**. These works may be from any genre or may both be of the same genre. They do not need to be linked in any way (by author, theme or period).

Students will be assessed on their reading, writing, listening and speaking skills.

IB Language *ab initio* - standard level only
The language *ab initio* course is for students with little or no experience with a language; by the IB's definition, this means that *ab initio* courses are for students in phases 1 or 2 of the six phases for language acquisition.

The course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. It develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them with opportunities to respond and interact appropriately in a defined range of everyday situations.

The **main aims** of the course are to:

- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes;
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures;
- develop students' awareness of the role of language in relation to other areas of knowledge;
- develop students' awareness of the relationship between the languages and cultures with which they are familiar;
- provide students with a basis for further study, work and leisure through the use of an additional language;
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Three areas of study—language, texts and themes—provide the basis of the two-year language *ab initio* course. These three fundamental areas are interconnected and should be studied concurrently. Interactive, productive and receptive skills are developed through study in these three areas and are of equal importance.

Course Structure and Content
The language ab initio course is organised into three themes:

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

Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Themes and topics

Individual and society	Leisure and work	Urban and rural environment
Appearance and character	Employment	Global Issues
Daily routines	Entertainment	Environmental concerns
Education	Holidays	Neighbourhood
Food and drink	Media	Physical geography
Physical health	Transport	Town and services
Relationships	Technology	Weather
Shopping	Sport	

Students will be assessed on their reading, writing, listening and speaking skills.

Group 3
Individuals and societies

Individuals and societies embraces the way people interact with each other and the world around them, how societies have grown and how they differ. Studies of the past, local situations and of global perspectives foster an appreciation of change and continuity as well as of similarity and difference. To achieve this understanding, students are taught to consider theories, ideas and happenings from the points of view of different individuals, nations and cultures in the world. Although complete knowledge is impossible, students can search for understanding through a wide range of different aspects. Their search may inspire a lifelong interest in the promotion of international understanding.

Students evaluate the major theories, concepts and research findings of the respective disciplines and learn each discipline's methodology. An essential characteristic of the disciplines in group 3 is that their subject matter is contestable and that their study requires students to tolerate some uncertainty.

DP Economics – standard or higher level

"The reality is that we are all economists. We all deal with scarcity as we make choices and calculate how to ration various items and resources that we consume, produce and utilize." - Kurt Bills

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants and achieving macroeconomic objectives. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. Students will be introduced to several economic models in the course.

The IB Diploma Programme economics course emphasises the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting governments and countries as a whole. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues.

In grade 12 the course encourages students to develop a more international perspective, fostering a concern for global issues, and raising students' awareness of their own responsibilities at a local, national and international level.

The course will focus on the following central themes:

- the extent to which governments should intervene in the allocation of resources
- the threat to sustainability as a result of the current patterns of resource allocation
- the extent to which the goal of economic efficiency may conflict with the goal of equity
- the distinction between economic growth and economic development.

The Diploma Programme economics course is for any student as the course requires no specific prior learning. However, students interested in pursuing further academic studies in the field should research the requirements of specific university programmes as these might require a minimum level of mathematics. Students who have less affinity with the use of linear equations and manipulation of percentages and index numbers may opt for standard level (SL) economics rather than higher level (HL) economics.

This course is divided into the following sections:

1. Microeconomics (G11)
2. Macroeconomics (G11/G12)
3. International economics (G12)
4. Development economics (G12)

Assessment in this course:

Standard Level

- Paper 1 - Extended response paper
- Paper 2 - Data response paper
- Internal assessment portfolio of 3 commentaries in which economic theory is applied to a current news extract

Higher Level

- Paper 1 - Extended response paper
- Paper 2 - Data response paper
- Paper 3 - Quantitative extension
- Internal assessment portfolio of 3 commentaries in which economic theory is applied to a current news extract

Weighting:

- Internal assessment HL and SL: 20%
- External assessment HL and SL: 80%

Higher and standard level distinctions in this course:

SL and HL students of economics are presented with a common syllabus, with an HL extension in some topics. Theory of the Firm and Market Structures is the only HL exclusive topic. The syllabus for both SL and HL students requires the development of similar skills and techniques including the ability to analyse, synthesise and evaluate real-world examples. The HL students will also develop quantitative skills in order to explain and analyse economic relationships. (International Baccalaureate). These skills will be assessed through the HL only Paper 3.

DP Geography – standard or higher level

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. The Diploma Programme geography course is focussed around four important concepts: processes, places, power and possibilities.

This class is for anyone who has an interest in and concern for the world around them and the issues facing the planet. Students who study geography are learning about issues that affect them and the world on a daily basis.

This course might be appealing to you if you are interested in understanding:

- The places and communities in which we live and work
- Our natural environments and the pressures they face
- The interconnectedness of the world and our communities within it
- How and why the world is changing, globally and locally
- How our individual and societal actions contribute to those changes

Geography teaches numerous and varied skills: data collection, manipulation, presentation and analysis, essay writing, reading maps, annotating and being able to give formal oral presentations.

This course is divided into the following units

Part 1: Optional Themes (SL/HL)

- Urban Environments
- The Geography of Food and Health
- Leisure, Sport and Tourism (HL only)

Part 2: Geographic Perspectives - global change (SL/HL)

- Population distribution
- Global climate
- Global resource consumption and security

Part 3: HL extension— (HL only)

- Power, places and networks
- Human development and diversity
- Global risks and resilience

Assessment
Class assignments are varied: questions from the textbook; practice past paper questions - short answer and essay; individual and pair presentations; quizzes and tests.

Higher and standard level distinctions
Standard level students study two optional themes; higher level students study three optional themes, providing further breadth. Higher level students study the higher level extension—global interactions, and examine, evaluate and synthesise the prescribed concepts, which by their nature are complex, contestable, interlinked and require holistic treatment.

DP Global politics – standard or higher level

Global politics is an exciting and engaging subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

Global politics explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives.

The course is suitable for those who have an interest in the issues affecting the world today. Students will need to have good presentation and essay writing skills.

Furthermore, the subject focuses on:

- an understanding of key political concepts and contemporary political issues in a range of contexts.
- the development of an understanding of the local, national, international and global dimensions of political activities.
- critical engagement with a variety of perspectives and approaches in global politics.
- the appreciation of the complex and interconnected nature of many political issues, and the capacity to interpret competing and contestable claims regarding those issues.

This course is divided into the following units:

1. Core unit: Power, sovereignty and international relations
2. Human rights
3. Development
4. Peace and conflict

Higher level content:
Students examine 6 global political challenges through case studies: environment, poverty, health, identity, borders, and security.

Assessment
Engagement activity (internal assessment): A researched report a political issue of personal interest engaged outside classroom.

Paper 1 - Exam - students answer questions based on source material.
Paper 2 - Exam - students answer essay style questions:

- Higher level - 3 questions out of 8 possible questions
- Standard level - 2 questions out of 8 possible questions

Higher level presentations (internal assessment): Research and present for 10 minutes on a political issues through a case study approach in two of the six global political challenges.

DP History – standard or higher level

History is a contested, evidence-based discipline that involves engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance.

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB Diploma Programme history course is a 20th-century world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history and emphasises the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

The aims of the course are to:

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

This course is divided into the following units:
Compulsory (SL/HL):

- Authoritarian states (20th century)
- Causes and effects of 20th-century wars
- The move to global war (military expansion from 1931 to 1941)

Compulsory (HL only):

- HL regional extension: History of Europe (late 19th and 20th century)

Optional (SL/HL):

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

Assessment
Questions from textbooks and reading packets, practice past-paper questions, essays, tests, and individual and pair presentations.

- Paper 1: Source-analysis paper based on 5 historical documents
- Paper 2: Two essays
- Paper 3: Three essays
- Internal assessment paper (written historical investigation): 2,200 words

Higher and standard level distinctions
Because the skills and activity of studying history are common to both standard and higher level students, all students are presented with a common syllabus, with a regional higher level extension covering some topics specific just to Europe. The higher level student is therefore required to acquire a further body of knowledge—including the ability to examine, analyse, synthesise and evaluate that knowledge… which by its nature is complex, contestable and interlinked with the standard level topics. This extended knowledge is specifically assessed at higher level in paper 3, providing further depth.

DP Information technology in a global society – standard or higher level

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 digitised 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.

This course is suitable for any student who is interested in the changing world of technology and the impacts it has on our society. A familiarity with IT terminology, concepts and tools would be an advantage.

The IT skills project makes this a unique course. Students must use their IT skills and the design cycle to create a bespoke IT solution for a client such as a website, a video, a database, an app, an iBook or a desktop publishing (DTP) solution.

The aims of the ITGS course are to:

- enable students to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organisations and societies at the local and global level.
- develop students' understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders.
- enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects.
- encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user.
- discuss the social and ethical implications of IT policies and developments
- evaluate, formulate and justify possible strategic courses of action related to the annually issued case study.

ITGS looks at the impacts of technology on stakeholders in the following units:

1.1 Reliability and integrity
1.2 Security
1.3 Privacy and anonymity
1.4 Intellectual property
1.5 Authenticity
1.6 The digital divide and equality of access
1.7 Surveillance
1.8 Globalisation and cultural diversity
1.9 Policies
1.10 Standards and protocols
1.11 People and machines
1.12 Digital citizenship

Higher and standard level distinctions
Extra components in higher level:

- Paper 3: Case study
- Robotics, expert systems, artificial intelligence and IT in organisations

Group 4
Sciences

By studying science subjects students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP sciences courses are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire, apply and use a body of knowledge, methods and techniques that characterise science and technology
3. develop an ability to analyse, evaluate and synthesise scientific information
4. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
5. develop experimental and investigative scientific skills including the use of current technologies
6. develop and apply 21st century communication skills in the study of science
7. become critically aware, as global citizens, of the ethical implications of using science and technology
8. develop an appreciation of the possibilities and limitations of science and technology
9. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

The International School of Amsterdam offers the following Group 4 (Sciences) courses for the IB Diploma:

Biology, standard or higher level	Chemistry, standard or higher level
Physics, standard or higher level	Nature of science, standard level

Mathematical and language skills
Mathematical and language competence are requirements for all these courses. In particular:

- **Biology**: Use of statistics, spreadsheets and many types of graphs. Strong literacy skills as there is a great deal of new vocabulary and students are expected to describe complex processes very specifically.
- **Chemistry**: Confidence with algebraic skills, scientific notation and with ratios and proportions. Ability to memorise and reproduce precise explanations.

- **Physics**: Confidence with algebraic skills and line graphs. Maths studies is not suitable for physics higher level.
- **Nature of science**: Good mathematical and language ability.

Assessment model
It is the intention of this course that students are able to fulfil the following assessment objectives:

1. Demonstrate knowledge and understanding of:
   - facts, concepts, and terminology
   - methodologies and techniques
   - communicating scientific information

2. Apply:
   - facts, concepts, and terminology
   - methodologies and techniques
   - methods of communicating scientific information

3. Formulate, analyse and evaluate:
   - hypotheses, research questions and predictions
   - methodologies and techniques
   - primary and secondary data
   - scientific explanations.

4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Final assessment overview
In the three specialist science courses, students will be assessed through three exam papers and a personal investigation. The personal investigation is a scientific investigation planned, conducted and evaluated by the student and is assessed by their teacher. This occurs during 10 hours of class time and homework time at the beginning of grade 12 and counts for 20% of the final grade. Students studying more than one science will undertake a separate personal investigation for each discipline.

In May of their final year, students will write three exam papers which will count for 80% of the final grade. The exam papers consist of multiple choice, knowledge recall and analysis type questions.

Nature of science assessment is similar but consists of two final exam papers and an individual investigation taking 15 hours and counts for 30% of the final grade.

The group 4 project
The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes. At ISA, the group 4 project is carried out over two school days towards the end of grade 11, with all students involved.

DP Nature of science - standard level

The DP nature of science course is a rigorous pre-university course of study that meets the needs of able secondary school students **not** intending to continue scientific study in further education.

This two-year course is offered at standard level only and may not be taken in conjunction with another Group 4 subject. This is a pilot (trial) course and is only offered at 20 schools worldwide. As a course in development, we are working closely with the International Baccalaureate to ensure that the course incorporates the latest developments in science education and the highest academic standards.

The aim of the course is to help students develop an advanced understanding of the methods of science in helping to understand the world around them. It seeks to explain how scientific knowledge develops through human endeavour and to encourage scientific literacy in non-scientists. The major understandings of the course are taught through the following contexts:

Part A: Concepts
- Energy and particles

Part B: The quest for understanding
- The universe
- Nature of our planet
- Evolution

Part C: The impact of science
- Energy and physical resources
- Transport
- Communications
- Food security
- Medicine

Part D: Challenges and the future
- Man's impact on the environment/planet

Requirements: There are no minimum requirements for this course. It is designed to best suit students with broad interests across the traditional scientific disciplines and with generally strong mathematical and linguistic ability.
The following link provides a useful online resource has been developed by Berkeley, University of California: http://undsci.berkeley.edu/article/intro_01

Students considering taking this course may well wish to examine it before making their final decision.

DP Biology - standard or higher level

Course description and aims

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

Curriculum model overview

All students study the following topics:

- Cell biology
- Molecular biology
- Genetics
- Ecology
- Evolution and biodiversity
- Human physiology
- Ecology and conservation

Higher level students also study these topics:

- Nucleic acids
- Metabolism, cell respiration and photosynthesis
- Plant biology
- Genetics and evolution
- Animal physiology

DP Chemistry- standard or higher level

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science, engineering and environmental science.

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

Curriculum model overview
All students study the following topics:

- Stoichiometric relationships
- Atomic structure
- Periodicity
- Chemical bonding and structure
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and data processing

In addition, one topic from the following list is taught:

- Materials
- Biochemistry
- Energy
- Medicinal chemistry

Higher level students also study these topics with greater depth and sophistication:

- Atomic structure
- The periodic table—the transition metals
- Chemical bonding and structure

- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and analysis

DP Physics - standard or higher level

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

Curriculum model overview
All students study the following topics:

- Measurements and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

In addition, one topic from the following list is taught:

- Relativity
- Engineering physics
- Imaging
- Astrophysics

Higher level students also study these topics:

- Wave phenomena
- Fields
- Electromagnetic induction
- Quantum and nuclear physics

Group 5
Mathematics

Given its prevalence in our daily lives and professions, mathematics is a compulsory subject within the Diploma Programme. However, since individual students have different needs, interests and abilities, mathematics is offered in three different courses:

- Mathematics higher level
- Mathematics standard level
- Mathematical studies standard level

Each course is designed to meet the needs of a particular group of students, therefore, great care should be taken to select the course that is most appropriate for each individual student.

In making this selection, students should be advised to take account of the following types of factors:

- The recommendation from their grade 10 teachers
- Their own abilities in mathematics and the type of mathematics in which they can be successful
- Their own interest in mathematics, and those particular areas of the subject that may hold the most interest for them
- Their other choices of subjects within the framework of the Diploma Programme
- Their academic plans, in particular the subjects they wish to study in future
- Their choice of career

A graphical display calculator is compulsory for all mathematics courses. The recommended model is the Texas Instruments TI-84+ calculator.

DP Mathematics – higher level

This course caters to students with a strong background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

The course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic features justification and proof of results.

Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. ISA therefore recommends that this course is best suited to those students who have taken MYP mathematics extended (or equivalent) in grade 10 and achieved an overall grade of at least a 5, but preferably a 6 or 7.

The programme consists of the study of seven core topics and one option topic.

Core topics

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus

Option topics

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

Assessment
At the end of this two-year course, students will be externally assessed by way of three examinations; paper 1 (non-calculator) and paper 2 (calculator), both comprising short and extended response questions from the core syllabus and paper 3 (calculator) comprising extended questions from the option.

In addition, there is an internally assessed component, the exploration, which allows students the opportunity for developing independence in their mathematical learning and to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. Papers 1 and 2 are weighted 30% each while paper 3 and the exploration is weighted 20% to determine student's overall grade in the course.

DP Mathematics - standard level

This course caters to students who already possess good knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

This course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, without insisting on all of the mathematical rigour required by the higher level course. Although this course does not have the depth found in the mathematics higher level course, it is still a very challenging course and would be suitable for students who have followed the MYP mathematics extended (or equivalent) in grade 10, or students who have achieved at least a grade 5, but preferably a grade 6 or 7, in the MYP mathematics grade 10.

The programme consists of the study of six compulsory topics:

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus

Assessment
The students are assessed through externally marked written examinations, including paper 1 and paper 2. Paper 1 in a non-calculator exam and paper 2 requires a graphing display calculator (GDC). Each of these papers are 90 minutes in length, including short-response and extended-response questions based on the entire syllabus. In addition, an internal assessment mathematical exploration is also required. This project is an individual piece of written work that involves investigating an area of mathematics. Each of the papers are weighted 40% and the project is weighted 20% to determine student's overall grade in the course.

DP Mathematical studies – standard level

This course caters to students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation for mathematics in students who do not anticipate a need for mathematics in their future studies. It is therefore recommended that students should be aware of the general requirements of their university choices before making the decision to choose mathematical studies standard level.

Students taking this course need to be equipped with fundamental skills including basic algebra as well as a rudimentary knowledge of basic processes. The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics.

The course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, often using statistical analysis to interpret real-life occurrences, as well as topics that relate to homework, and leisure.

The programme consists of the study of eight compulsory topics:

- Numbers and algebra
- Descriptive statistics
- Logic
- Sets and probability
- Statistical applications
- Geometry and trigonometry
- Mathematical models
- Introduction to differential calculus

Assessment

The students are assessed through externally marked written examinations, including paper 1 and paper 2, which both require the use of a graphical display calculator. Each of these papers are 90 minutes in length, including short-response and extended-response questions based on the entire syllabus. In addition, an internal assessment project is also required. This project is based on an individual piece of work involving the collection of information or the generalisation of measurements, and the analysis and evaluation of the information or measurements. Each of the papers are weighted 40% and the project is weighted 20% to determine student's overall grade in the course.

Group 6
The Arts

Learning through the arts requires a high level of cognitive activity that is both intellectual and emotional. For students to communicate artistically they must locate themselves within a cultural context, or contexts, from which to discover and develop appropriate techniques.

Through the arts people acquire understandings, which are unique in human development. Study of the arts allows students to discover ways in which to interpret and comment critically on the human condition. Furthermore, the inspiration engendered by artistic activity can become a driving force in other studies and throughout life.

Engagement in the arts promotes a sense of identity and makes a unique contribution to the development of each student. Study of the arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world.

DP Film – standard or higher level

The IB Diploma film course explores film as an art form, focusing on cinema history, film as a text, and film production. The two-year programme aims to develop students' skills so that they become adept in both interpreting as well as making films. The course engenders in students a deep appreciation for, and understanding of, the cinematic arts, and helps provide students with a much richer experience when watching or producing films.

Course Overview

There are four components of the course:

- **Part 1: Textual analysis:** Students choose an extract from a prescribed film and craft a written commentary analyzing the myriad cinematic and sociocultural aspects of scene (1,750 words).
- **Part 2: Comparative film study:** Students research an aspect of film and conduct a recorded multimedia comparison of two films (10 minutes).
- **Part 3: Production portfolio:** Students undertake a variety of filmmaking exercises in three film production roles, with at least one completed film included in the portfolio (9 minutes maximum; 3 minutes maximum per film production role, including one completed film).
- **Part 4: Collaborative film project (HL only):** In the collaborative film project, students work collaboratively in a core production team to plan and create an original completed film. Students submit: a project report (2,000 words maximum); a completed film (7 minutes maximum).

Frequently Asked Questions

Do I need prior knowledge of the subject to take the course?
No. If you love films and want to explore their art and creation in a substantive way, this course will allow you to develop your understanding, regardless of prior experience.

I'm interested in studying film when I graduate. Will this class prepare me for film school?
If you would like to pursue film at university, the class will enable you to develop your portfolio and build your academic understanding of the medium.

Do I need my own film equipment to complete the production assignments?
You are welcome to use any cameras you might have, but the class has equipment for your use.

DP Music - standard or higher level

Making music is one of the important activities that makes us human. The DP music course invites exciting, self-guided exploration and in-depth study. All students will have the chance to engage in the world of music as performers, creators and listeners of music. If you are passionate about music and committed to self-improvement, then DP music is for you.

Curriculum model overview
There are four broad categories of work in music students are engaged throughout the two-year programme. These categories are directly aligned with the assessments that students will submit at the end of year two.

- **Performing** - Students can participate either as a solo performer on any instrument or as part of a performing group (i.e., choir or instrumental ensemble). In class, students regularly share their work as musicians and receive helpful feedback from their peers and the teacher.
- **Creating** - Students engage in composing original music, creating new pieces using music technology, improvising alone and with others and arranging music.
- **Analysing** - Through careful examination of music from many eras, students develop their perceptive skills. Musical analysis focuses on musical elements such as rhythm, melody, form, timbre, harmony and texture.
- **Cultural Investigation** - Students learn about the similarities and differences of music from different places.

Assessment model
(Students in standard level (SL) choose either to submit a performance or to create a portfolio; Students in higher level (HL) undergo all four assessments)

1. **Performance portfolio** - students compile a 15-minute performance portfolio for SL and a 20-minute performance portfolio for HL.
2. **Creating** - students submit 2 original compositions for SL and 3 for HL.
3. **Listening Paper** - students sit for an exam at the end of their second year that assesses their analytical skills.
4. **Musical Links Investigation** - students submit a 2000 word paper that compares music from two genres.

Previous study of music is helpful, but not required for standard level. For higher level, students are recommended to have successfully completed either the MYP music course or to have studied music with a private instructor. The DP music course is highly rigorous and requires a love of music, an excitement for learning by taking risks and a dedication to continued improvement.

This course could be the beginning to an informed and lifelong love of music. Additionally, this course will give students experience with the creative/reflective processes that are highly valued in many fields and disciplines.

DP Theatre – standard or higher level

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasises working both individually and collaboratively as part of an ensemble. Students learn to apply research and theory to inform and to contextualise their work.

Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting an appreciation of the diversity of theatre.

Curriculum model overview

- **Theatre in Context:** Examining the theoretical, cultural, and personal that inform theatre-making, and their influences on all performance and production elements that arise from these contexts.
- **Theatre Processes:** Exploration of the skills, techniques, and processes involved in theatre-making. Students reflect on creative processes, as well as skill-acquisition in their own work and the work of others.
- **Presenting Theatre:** This involves the staging and presentation of live theatre, as well as the presentation of ideas and discoveries made through presentation. These are both presented live and in portfolio formats.

Assessment Model
There are 3 tasks at standard level (SL) and 4 at higher level (HL), all of which are done during the course. Three of four assessments are video-recorded for submission to the IB.

- **Solo theatre piece** (HL only)**:** Create and present a solo theatre piece based on an aspect(s) of theatre theory.
- **Director's notebook:** Develop ideas regarding how a play text could be staged for an audience.
- **Research presentation:** Deliver an individual presentation that outlines and physically demonstrates research into a convention of a theatre tradition.
- **Collaborative project:** Collaboratively create and present an original piece of theatre for and to a specific targeted audience.

FAQ

Do I need to do the after-school production to be in the course? No, you do not. However, you can always learn more when participating in the process and performance of theatre.

Do I sit the May exams for DP Theatre? No, all assessments are done within the two-year course and are finished by mid-April.

Is this an easy DP course? No, DP theatre is no easier than any other DP course. It is interactive and ensemble-based.

Will diversifying my academic CV help me with university application? Yes. Many universities seek students with exposure to multiple disciplines and skill sets. The arts are an important area of knowledge with many applications.

Do I need previous theatre experience to enrol in this course? No. You do not need prior theatre experience. However, if you are considering HL, you should probably have earned at least a 4 in the 10 MYP drama.

What will I be able to take away from this course? Many things. Hopefully, after two years of investigating the purpose and history of theatre, you will have garnered a better understanding of the nature of the arts and the role they play within our understanding of the world. Ultimately, theatre allows for scaffolding creative thinking and development of yourself within an ensemble.

DP Visual arts – standard or higher level

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others.

We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

Curriculum model overview

- Visual arts methods – Artists and why they make art
- Visual arts in context – Ways of making art
- Communicating visual arts – Ways of presenting art

Assessment model
There are 3 assessments in DP visual arts**:**

Part 1: **Comparative study** – critical and contextual written investigation
Part 2: **Process portfolio** – exploration of visual arts processes
Part 3: **Exhibition** –thematic curation of final artworks (internal assessment)

The visual arts course at both standard and higher level requires no previous experience. Students' individual abilities to be creative and imaginative and to communicate in artistic form will be developed and extended through the theoretical and practical content of the visual arts course. Students who take visual arts should be independent, self-motivated, risk taking and generally have a love of the visual arts.

Arts graduates are increasing across all academic areas at higher education level because the students develop creativity and problem solving skills that are applicable to all areas. The transferable skills are vast and increasingly recognized across industry as desirable commodities.

The course is completed by the beginning of April, therefore, there is no requirement to sit for May exams.

IB Diploma Core
Theory of knowledge

The theory of knowledge (TOK) programme is central to the educational philosophy of the International Baccalaureate. It challenges students to reflect critically on the role that knowledge plays in a global society and encourages students to become aware of the complexity of knowledge and of themselves as critical thinkers. Finally, and perhaps most importantly, it encourages students to recognize the need to act responsibly in an increasingly interconnected world.

In essence, the TOK course examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore knowledge questions. A knowledge claim is the assertion that "I/we know X" or "I/we know how to Y", or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between shared knowledge and personal knowledge is made throughout the entire TOK course.

The most central of questions in TOK is: 'How do we know that a given assertion or knowledge claim is indeed well grounded?' The TOK programme investigates this central question in many different, yet interrelated, contexts. Engaging with students in a critical examination of knowledge, teachers will foster an appreciation of the quest for knowledge, in particular its importance, its complexities, and its human implications. Full IB Diploma candidates are required to take this course. Course candidates may opt for a certificate if they so desire.

Curriculum overview
Sources of knowledge or the ways of knowing: How do I know?
While there are arguably many ways of knowing, the TOK course identifies eight specific ways of knowing (WOKs):

- Language
- Sense perception
- Emotion
- Reason
- Imagination
- Faith
- Intuition
- Memory

Students will explore four of these ways of knowing in depth. The WOKs have two roles in TOK:

- they underlie the methodology of the areas of knowledge
- they provide a basis for personal knowledge.

Discussion of WOKs will naturally occur in a TOK course when exploring how areas of knowledge operate.

Systems of knowledge or the areas of knowledge: What do I know?
Areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge:

- Mathematics
- The natural sciences
- The human sciences
- The arts
- History
- Ethics
- Religious knowledge systems
- Indigenous knowledge systems

Students will explore six of these AOK in depth. To do so, students will use the knowledge framework.

The knowledge framework is a device used in TOK to explore the areas of knowledge. It identifies the key characteristics of each area of knowledge by depicting each area as a complex system of five interacting components. This enables students to effectively compare and contrast different areas of knowledge and allows the possibility of a deeper exploration of the relationship between areas of knowledge and ways of knowing.

Assessment outline:
The assessment model in theory of knowledge (TOK) comprises two components:

- External assessment (40 points): Essay on a Prescribed Title (1200–1600 words)
- Internal assessment (20 points): The Presentation (10 minutes per candidate)

Extended essay
The extended essay (EE) is an independent piece of formal academic writing of up to 4,000 words. Students are expected to spend approximately 40 hours of research and writing time on this essay. Students writing their EE are assisted in their work by an academic advisor who must be a member of ISA's faculty.

It is important to note that the EE is an extended and independent research project. It is thus very important that students be self-motivated whilst working on this project. Students begin working on the EE in the second semester of grade 11 and finish in the first quarter of the first semester in grade 12.

The EE is designed to offer diploma candidates the opportunity to investigate a topic of their choice in a subject of their interest. In working on the EE, students are responsible for researching and developing a "major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen". (EE Guide 2013)

The EE helps students develop independent approaches to learning essential to their further university studies. In working on their EE, students develop the ability to initiate, plan, and persevere on an extended research project. They fine-tune their abilities to inquire and manage information. They further develop their ability to understand and apply key concepts in a chosen subject of interest. They explore ways to communicate new understanding in a formal manner. Finally, they refine their social skills and learn to work with an academic mentor.

Diploma candidates are required to submit an EE for their full diploma. Course candidates may elect to present an EE for certification.

Creativity, activity, service
Creativity, activity, service (CAS) is one of the central elements of the IB Diploma programme. The aim of CAS is to encourage the development of new skills on many levels: for example, creative skills, physical skills and social skills. It should inspire a sense of responsibility towards all members of the community and the development of attitudes and traits that will be respected by others, such as determination and commitment, initiative and empathy. Although there are three elements to CAS, it is important not to consider them as mutually exclusive: CAS is about the education of the whole person and the three elements are interwoven.

- The International School of Amsterdam stipulates as part of its graduation requirement that all students involve themselves in the CAS programme.
- Full IB Diploma candidates, in addition to completing the six academic subjects, the theory of knowledge course and the Extended Essay, are required by the International Baccalaureate Organisation to participate in the CAS programme and meet the learning outcomes of CAS.

CAS is an experiential learning programme involving students in new roles where they learn by doing real-life tasks and reflecting on these experiences over the course of at least 18 months in grades 11 and 12. Students should have a varied, balanced programme of regular, ongoing activities.

Creativity: ***arts, and other experiences that involve creative thinking***
This aspect of CAS is interpreted as imaginatively as possible. This could involve doing dance, theatre, music and art. Where possible, students should be involved in group activities, however, individual commitment to learning an art form is

permitted as long as the requirements for CAS are followed i.e. goals are set and the student reflects on his or her progress. It is important for the students to have a tangible outcome for their creative involvement.

Activity: ***physical exertion contributing to a healthy lifestyle***
This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside the curriculum. Where possible, students should be involved in group activities, however, individual commitment is permitted as long the requirements for CAS are followed i.e. goals are set and the student reflects on his or her progress.

Service: ***an unpaid and voluntary exchange that has learning benefit for the student***
Service involves interaction and building links with individuals or groups in the community. The community may be the school, local, national or international groups. Service activities should not only involve doing things **for** others but **with** others, developing a real commitment with them. The relationship should show respect for the dignity and self-respect of others.

Students are required to have a CAS project. This is a CAS experience where you must show you work towards achieving at least 3 Learning Objectives (Initiative & Planning, Collaborative Skills and Strength & Growth). Your project has to be longer than one month. Although it can have one strand (Creativity, Activity or Service), preferably you will have at least two of these.

Students are also required to do service with an international focus (e.g. WaterAid, Habitat for Humanity, Tanzania Girls programme) and face-to-face service within the local community outside of ISA (e.g. Soup Kitchen, Serve the City, work in a retirement home, reading with the disabled).

Additional ISA offerings

Physical Education
In physical education, students have the opportunity to invent, create, transform and improve skills through a range of physical activities. Students are encouraged to develop a sense of responsibility for their own well-being and for their physical and social environment.

The nature of physical and health education helps students to become aware of health issues and prepares them for a physically, emotionally and socially healthy life. Physical and health education leads to a better understanding of the relationship between individuals, community, climate, equipment and surfaces and enables students to make well-informed decisions.

At ISA, physical education is a required subject for all Upper School students. With this in mind, the programme is designed to give all students the opportunity to get in touch with many activities from a wide range of both individual and team-oriented sports. Students choose their group based on interest and friendship. The students also take some responsibility for the activities they want to do and for partly delivering the programme. The students are guided in creating, delivering and executing this programme. A pass/fail grade, based on participation and effort, is given for reporting purposes.

There are two outdoor blocks (one in the Fall and one in the Spring) where students do activities like football, softball, frisbee, hockey, track and field, boot camp and some fun, non-mainstream activities.

There are two indoor blocks (late Fall and Winter) where students do activities like volleyball, basketball, badminton and some fun, non-mainstream sport activities. The students can do rock climbing and bouldering, dance, yoga and create their own work out in ISA's fitness room.

Course Aims
The goal of the programme is to encourage and enable students to:

- develop individual motor skills, necessary to participate in a wide variety of physical activities
- develop an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle
- develop the motivation to participate fully in all aspects of physical education where each student is challenged to work towards their limits
- work on a level suited to their individual abilities
- develop effective communication strategies, verbal and non-verbal

- develop the skills and understanding necessary to participate successfully in a variety of physical activities, for example, learning, practicing, refining, adapting, thinking, interacting
- develop an understanding of international perspectives on physical activity, sport and health education
- develop a lifelong interest in and enjoyment of physical activities as a participant showing personal engagement, initiative, enthusiasm and commitment

Learning support
The Upper School learning support programme partners with students, faculty and parents, to support those who have identified learning needs which extend beyond a typical classroom setting.

Learning support teachers introduce strategies that assist students in achieving their potential. Such strategies may address study skills, efficient time management, systems of organization, differentiated content review and social and emotional wellness. With faculty, learning support teachers consult and collaborate, share interventions and scaffold curriculum.

An Individual Learning Plan (ILP) is developed for each student with specific learning needs to outline the child's strengths, challenges, effective teaching strategies and accommodations. Interventions may be provided to students through a variety of methods including learning support class, monitoring of academic needs and progress, support within classrooms and overseeing accommodations. Students with diagnosed learning needs may also be eligible to receive accommodations for in-class work, internal and external assessments, and standardised examinations through organisations such as the International Baccalaureate Organization, College Board and ACT.

English as an additional language (EAL) in the DP
Due to the English language demands of the IB Diploma Programme, ISA requires that all students in the DP must be at an 'independent learner' level of English language acquisition.

However, we do recognise that the rigorous academic language demands placed on students can present unique challenges to English language learners. As such, the EAL Department offers some support to individual non-English mother tongue students on an 'as needed' basis when student schedules allow for it.