

**ib** Diploma Programme

# Student & Parent Guide



## Table of Contents

<b>IB / OYIS Mission Statements</b>	<b>4</b>
<b>What is the IB Diploma Programme?</b>	<b>5</b>
The DP Programme at OYIS	6
What is a DP Education?	7
<b>Assessment in the Diploma</b>	<b>8</b>
Assessment Criteria	8
IB Course	9
Assessment Reporting	9
Requirements to Earn a Diploma	9
Academic Integrity	10
Assessment Calendar of Deadlines	11
Learning Tools: Managebac	11
<b>Subject Selection</b>	<b>11</b>
DP Application Process	11
<b>Diploma Subjects - What Can I Study?</b>	<b>12</b>
Group 1	13
DP グループ1: 言語と文学 (Japanese A Language and Literature)	15
DP English A Language and Literature	19
DP School-supported self-taught Language A: Literature	20
Group 2	22
DP Japanese B Language Acquisition	22
DP Japanese Ab Initio (SL only)	24
DP English B Language Acquisition	26
Group 3	30
DP Business Management	30
DP Psychology	32
Group 4: Experimental Sciences	35
DP Biology	36
DP Chemistry	38
DP Physics	40
Group 5	41
DP Mathematics: Analysis and Approaches	41
DP Mathematics: Application and Interpretation	44
Group 6	46

DP Music	46
DP Visual Arts	51
<b>The Diploma Core</b>	<b>54</b>
Creativity, Activity, Service	54
Extended Essay	57
Theory of Knowledge	59
<b>Expectations</b>	<b>62</b>
Student Expectations	62
Student Attendance Expectations	62
Parent / Caregiver Expectations	63
<b>The IB Learner Profile</b>	<b>64</b>
<b>Post-Secondary Options (College/University)</b>	<b>64</b>
<b>University Recognition</b>	<b>64</b>
<b>DP Student Code of Conduct</b>	<b>65</b>
Attendance	66
Meeting Deadlines	66
Academic Integrity	67
<b>OYIS High School Graduation Pathway Requirements</b>	<b>68</b>
Purpose	68
Philosophical Framework	68
OYIS Graduation Pathway	69
OYIS Graduation Pathways Outline	71
IB Diploma Pathway Passing Requirements	72
IB Course Pathway Passing Requirements	73
OYIS Graduation Pathway Passing Requirements (Supported and Modified Pathway)	74
Graduation Requirements (Grade 9-10)	75
<b>Works Cited</b>	<b>76</b>



## IB / OYIS Mission Statements

### ***International Baccalaureate 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.

### ***Our School Mission Statement:***

At Osaka YMCA International School, students actively develop knowledge, skills and international mindedness through student-centered, inquiry-based education. Our programs are designed to empower students to achieve personal success while compassionately contributing to their local communities and a more peaceful world.

**Our School Vision Statement:**

We are committed to empowering our students to become independent and globally-minded. We create an engaging learning environment by providing educational excellence through global mindedness and the core YMCA values of building a healthy spirit, mind, and body.

## What is the IB Diploma Programme?

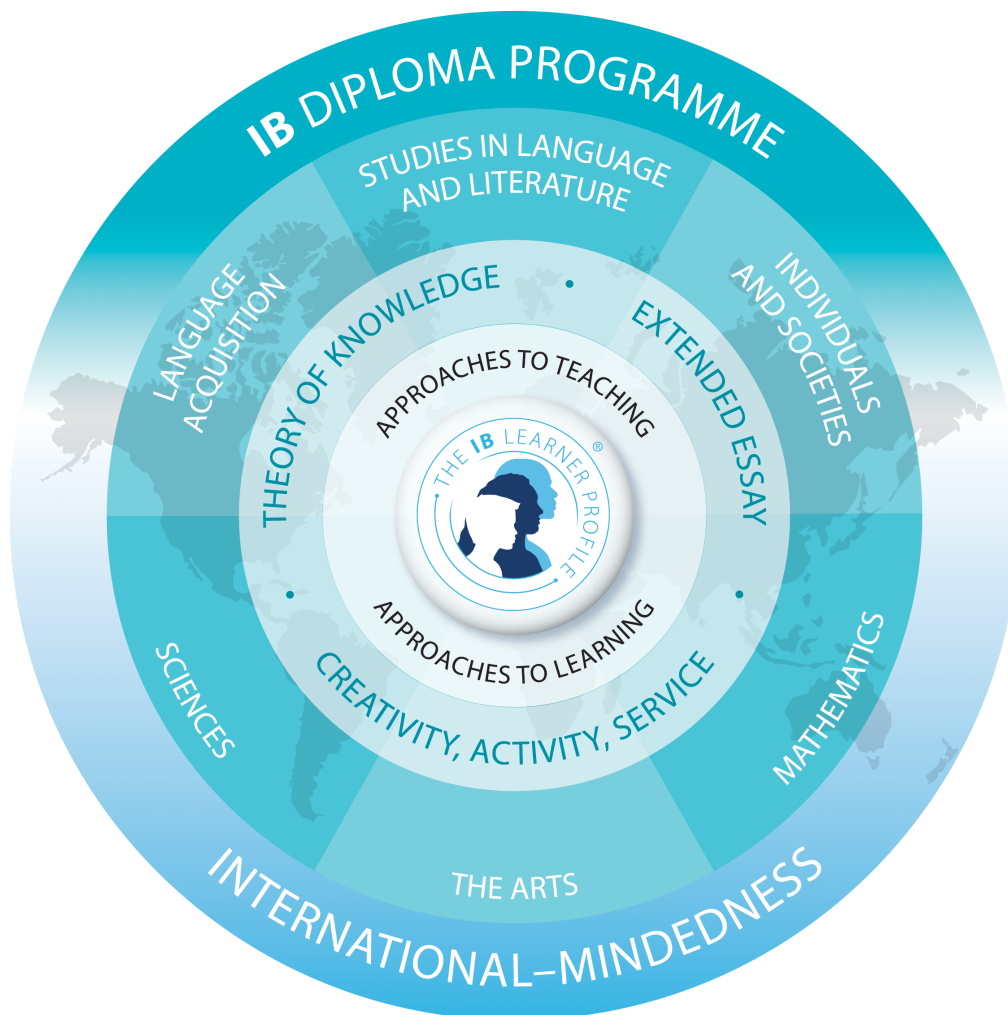
The IB Diploma Programme is the world's largest and most-respected pre-university course.



## The DP Programme at OYIS

*At OYIS our Diploma Programme is one where every student is supported, has a voice, and makes an impact.*

In our Diploma Programme, students are supported in their learning in a number of different ways. First, we have an excellent support team of teachers who collaborate with each other and identify student learning needs and challenges. This group meets weekly to make plans and collaborate with teachers to help support all student learning needs. We also have outstanding teachers who differentiate instruction to help and challenge all students. Our teachers meet weekly to plan effective instruction. We also have a Social and Emotional Counseling team who meet with students to discuss and plan a personalized support program. The role of the Diploma Coordinator is also to support students to make informed academic decisions and to provide academic counseling and support. Together at our OYIS, our team of professionals collaborate with each other and students to support and develop teaching and learning in our school.



## What is a DP Education?

The IB Diploma Programme is an academically-challenging and balanced programme of education, with final examinations that prepare students aged 16 to 19 for success at university and in life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities. (IBO, 2019)

The DP curriculum comprises six subject groups and a Core:

- Group 1: Studies in Language and Literature
- Group 2: Language Acquisition
- Group 3: Individuals and Societies
- Group 4: Experimental Sciences
- Group 5: Mathematics
- Group 6: The Arts
- The Core:
  - Creativity, Activity and Service (CAS)
  - Theory of Knowledge (TOK)
  - Extended Essay (EE)

Central to the philosophy of the IBDP, in addition to the three DP Core elements mentioned above, are the IB Learner Profile and the approaches to learning and approaches to teaching. The ten attributes of the IB Learner Profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the three programmes and, therefore, the culture and ethos of all IB World Schools. IB students strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. The IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

The approaches to learning (ATL), which the IB programmes aim to develop, are cognitive, meta-cognitive and affective skills which are crucial for effective learning as well as in preparing students effectively for life beyond school. There are five ATL categories: thinking skills, communication skills, social skills, self-management skills, and research skills. By developing ATL skills and the attributes of the learner profile, DP students can become “self-regulated learners” (Kaplan 1998).

The IB promotes a broadly constructivist and student-centred approach to teaching which is based on connectedness and concurrency of learning. There are six key pedagogical principles that underpin all IB programmes. Teaching is: based on inquiry; focused on conceptual understanding; developed in local and global contexts; focused on effective teamwork and

collaboration; differentiated to meet the needs of all learners; informed by assessment (formative and summative).

*(Taken from the IBO Website, What is a DP Education?)*

## Assessment in the Diploma

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three bonus points for their combined results on TOK and the EE (see the points' matrix below). The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme. Students must also meet the requirements of CAS. The highest total that a DP student can be awarded is 45 points. Assessment is criterion-related, which means student performance is measured against specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students taking the same examinations.

## Assessment Criteria

Grade	Descriptor
1	<b>Minimal</b> achievement in terms of the objectives.
2	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
3	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
4	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
5	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .



## IB Course

Students may also take IB Course instead of the IB Diploma. IB Course students are not required to study Theory of Knowledge (ToK) or write an Extended Essay but are required by OYIS to complete CAS. IB Course students may take fewer than six subjects and none are required to be studied at Higher Level. IB Course is a pre-university qualification but students should understand many institutions prefer the IB Diploma.

### IB Bonus Points' Matrix (based on Extended Essay and Theory of Knowledge grades)

TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

## Assessment Reporting

OYIS uses Managebac to generate report cards. Report cards are used to measure student learning throughout the Diploma Programme. At OYIS we have two reporting periods each year; the first reporting period occurs at the conclusion of semester one in February and the second reporting period is in June at the conclusion of semester two.

## Requirements to Earn a Diploma

A total of six subjects must be studied, with a combination of SL and HL. Students must also complete the DP core, which consists of CAS, TOK and EE.

The overall maximum points from subject grades and TOK/EE bonus points is  $45 = (6 \times 7) + 3$ . The minimum threshold for the award of the diploma is 24 points.

Students must also meet these requirements to be awarded the IB Diploma:

- The candidate has gained 12 points or more in the HL subjects
- The candidate has gained 9 points or more in the SL subjects
- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.

- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has not received a penalty for academic misconduct

In addition, students who have completed these conditions and taken two language A subjects may be eligible for a bilingual diploma.

A bilingual diploma will be awarded to a successful candidate who fulfills the following criteria

- Completion of two languages selected from group 1 with the award of a grade 3 or higher in both.

## Academic Integrity

Being a principled learner is an essential attribute in the IB Learner Profile. Principled learners will strive at all times to demonstrate academic integrity in all class behaviors and submitted work. This reflects both students' desire to demonstrate their own integrity and honesty, as well as their respect for the work of others.

Academic integrity is an integral part of the Diploma Programme, and will be carefully and systematically taught and monitored during the program, as in the PYP and MYP divisions of OYIS. Students must follow standard practices in citing their use of others' work, whether that work is quoted directly or paraphrased. They must also ensure that work submitted in class and to the IB is always an authentic representation of their original thinking and abilities. This practice is not limited to student writing, but also encompasses art and graphics, tables and charts, and audio-visual presentations and recordings. Students should also avoid relying on parents or tutors in their academic work, as such assistance can make it difficult for their teachers to accurately evaluate and respond to their needs.

IB Diploma Programme candidates demonstrate integrity in their actions as well as their official submitted assessments. Thus, students will also refrain from engaging in behaviors that violate their teachers' trust and the stipulations of the OYIS MYP/DP Academic Integrity Policy. These include recycling old work and submitting it for reassessment in another course, sharing test questions or answers with classmates, memorizing passages from textbooks or past papers to use on examinations, falsifying lab data, entering examination rooms with unauthorized materials, and any other activity that involves deception or misrepresentation of their learning.

For more information on academic integrity at OYIS, Please refer to the school's Academic Integrity Policy.

## Assessment Calendar of Deadlines

Each year, the DPC and the DP teachers will collaborate to write a DP Assessment Calendar of Deadlines. For your reference, attached is a sample [DP Calendar of Deadlines](#).

## Learning Tools: Managebac

All DP unit planners will be located on ManageBac. Students will also submit all summative assessments on [ManageBac](#). ManageBac will also be used to generate student reports.

## Subject Selection

Students and parents will be required to participate in a DP Subject Information Evening. Attendance is mandatory for all prospective DP students. It is also strongly recommended that their parents/caregivers attend. Afterwards, students will complete a course selection form and have it signed by parents/caregivers to submit their course selections. The DPC and the course teachers will review the student course selections. Then the DPC will conduct meetings with students and the University Advisor when necessary to discuss any course selection issues.

### **To study the full IB Diploma at OYIS, you need to select:**

- 1 subject at least from each of Groups 1, 3, 4 and 5
- Either another language from Group 1 or a language from Group 2
- Either Group 6 Visual Art, Music or any other subject from groups 2, 3, 4.
- The 'Core elements' of Theory of Knowledge, Extended Essay and Creativity, Action, Service

CAS is compulsory for all Grade 11 and 12 students.

### **From the subjects you chose, you must study:**

- At least 3 at Higher Level
- 3 at Standard Level

## DP Application Expectations

### Full Diploma Candidates

- To transition from MYP to DP, students must receive a 3 or higher (pass) on their courses and the Personal Project.
- Students applying from other curricular systems must have successfully completed their grade 10 expectations

- Admission to the full Diploma Programme requires an interview with the Diploma Coordinator/Guidance Counselor
- Admission into the Diploma Programme is contingent upon acceptance of the Diploma Programme Guidebook student contract.

## DP Course Placement

Placement in courses will be at the discretion of the Diploma Coordinator. In principle the following criteria will be used to determine eligibility:

- Overall assessment of achievement levels including, assessment criteria, ATL learning skills, and other assessment details from the classroom teachers
- For HL courses, students need to score a 5 or above in the corresponding class (i.e. HL Chemistry, they need a 5 in MYP Science; Business Management and Global Politics will require a 5 in Individuals and Societies). Students who fail to meet this requirement will need to have the approval of the DP Coordinator.
- For SL courses, students need a 3 or higher (pass)
- In some cases students may gain provisional admission to classes.

## Continuation of Diploma Status

In order to remain a full Diploma candidate students must fulfill the following criteria:

- Academic Achievement
  - Students must attain a 3 or greater in all classes (December and June Year 1)
  - Students must attain a total IB score of 18

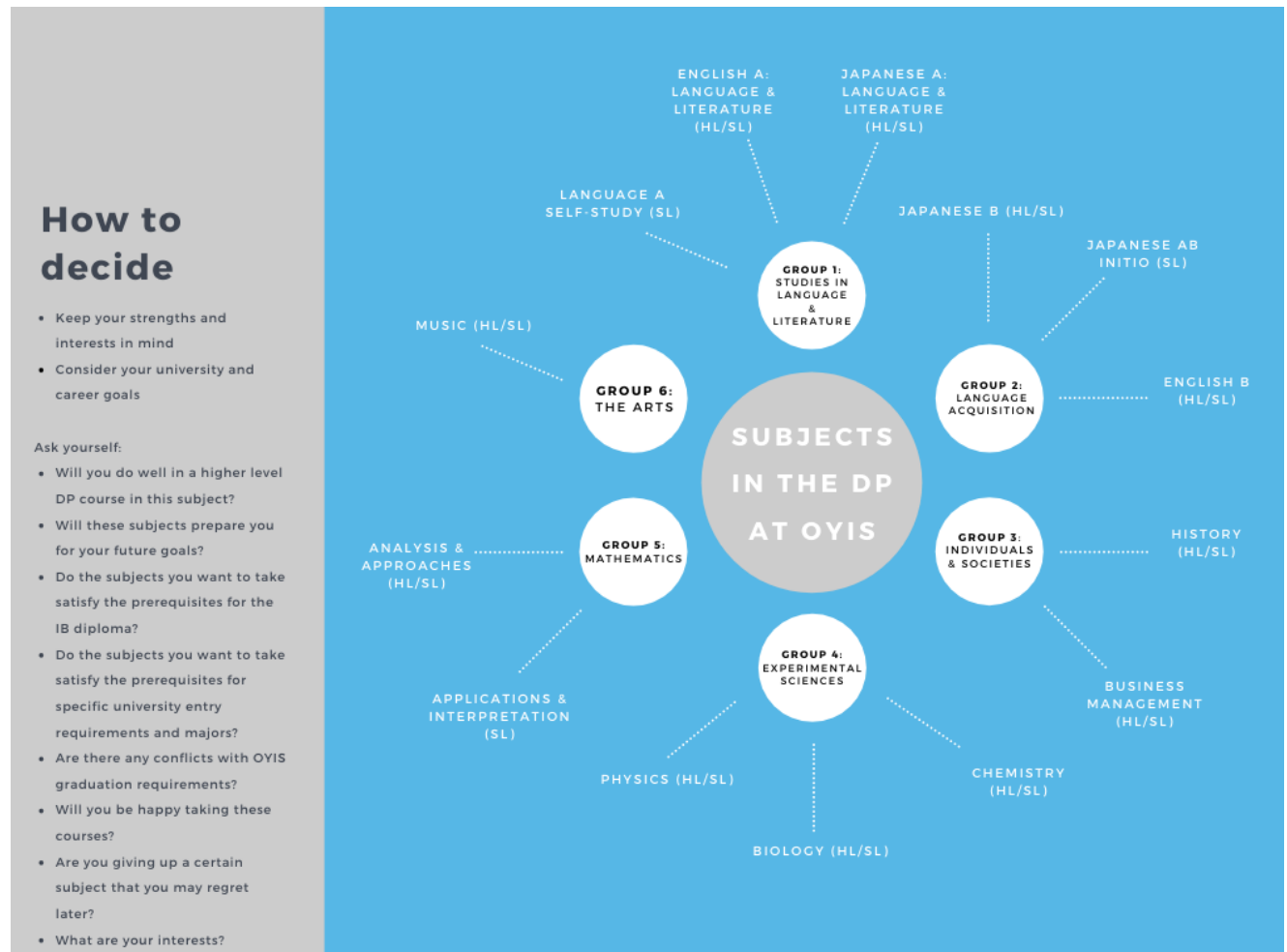
Regular Attendance - students with extensive absences beyond 10% will require a personal meeting with the Principal

## DP Application Process

1. All students will complete the provisional DP course selection surveys, indicating their DP course selections.
2. The DPC meets with DP teachers, University Advisor and the Administration to discuss and review initial course selections.
3. The DPC meets with individual students to discuss course selections. In these meetings, the DPC will discuss the candidate's subject selections and explain which alternative course pathways may be required.
4. Official DP course selection forms are sent out. These must be signed by both students and parents/caregivers and returned to the DPC.

5. The DPC, DP teachers, and Administration meet and review each student's choices.
6. The DPC meets with individual students and families to review Diploma Programme requirements and to discuss DP course selection options.
7. Applicants are notified of their approved DP courses by the DPC.

## Diploma Subjects - What Can I Study?



## Group 1

### Language and Literature

In both Japanese A and English A, IB Language and Literature is a two-year course in which students explore the power and possibilities of language in all its variety. As both creators and consumers, they examine the ways in which texts are deliberately constructed. Texts studied will be balanced between non-literary (journalism, film, photography, advertising, social media, etc.) and literary (poetry, prose fiction, drama, creative nonfiction) selections, with most of the latter appearing on the [IB Prescribed Reading List](#). Students will encounter texts in translation as well as those from Japan or English-speaking countries.

Through units of study centered around key concepts such as communication, identity, perspective, and representation, the course investigates how language develops in specific cultural contexts and the ways in which it shapes both individual and group identity, as well as examining the evolution of mass media and the roles it plays in contemporary cultural discourse. Students engage in close readings and analysis to inquire into the relationship between literature and global issues ranging from gender and ethnicity to power and identity, taking into account contextual factors that influence authors' creations.

The course is offered at standard (SL) and higher (HL) levels. Students opting for the HL course will study more texts, and some of these will be linguistically and conceptually challenging. All students will create portfolios containing their own written tasks, both creative and analytic, for a variety of purposes and audiences. They will also apply the texts they study to a variety of IB assessments:

- A 15-minute oral discussion
- A 1,500-word essay (HL only)
- Two written examinations (taken at the end of the course)

The information below is taken from the *IB Language A: Language and Literature* guide.

Assessment component weighting			
SL		HL	
External assessment (3 hours)		External assessment (4 hours)	
<b>Paper 1: Guided textual analysis</b> <i>1 hour 15 minutes</i> The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one	35%	<b>Paper 1: Guided textual analysis</b> <i>2 hours 15 minutes</i> The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of	35%

passage and write an analysis of it. (20 marks)		each of the passages. (40 marks)	
<p><b>Paper 2: Comparative essay</b></p> <p><i>1 hour 45 minutes</i></p> <p>The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)</p>	<b>35%</b>	<p><b>Paper 2: Comparative essay</b></p> <p><i>1 hour 45 minutes</i></p> <p>The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)</p>	<b>25%</b>
		<p><b>HL essay</b></p> <p>Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. The essay must be 1,200-1,500 words in length. (20 marks)</p>	<b>20%</b>
<b>Internal Assessment</b>			
<p><b>Internal assessment: Individual oral</b></p> <p><i>15 minutes</i></p> <p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<b>30%</b>	<p><b>Internal assessment: Individual oral</b></p> <p><i>15 minutes</i></p> <p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<b>20%</b>

## DP グループ1: 言語と文学 (Japanese A Language and Literature)

日本語と英語の両方で、IB「言語と文学」は2年間のコースで、生徒は多種多様な言語の力と可能性を探求します。創作者として、また使用者として、テキストがどのように意図的に構築されているかを調べます。学習するテキストは、非文学的なもの（ジャーナリズム、映画、写真、広告、ソーシャルメディアなど）と文学的なもの（詩、散文小説、ドラマ、クリエイティブ・ノンフィクションなど）のバランスがとれており、後者のほとんどは[IB指定のリーディング・リスト](#)に掲載されています。生徒は、日本や英語圏の国々の翻訳文にも出会います。

コミュニケーション、アイデンティティ、視点、表現などの重要概念を中心とした学習ユニットを通して、言語が特定の文化的文脈の中でどのように発展し、それが個人と集団のアイデンティティを形成する方法を調査するとともに、マスメディアの進化と、現代の文化論におけるマスメディアの役割を調査します。生徒は、作者の作品に影響を与える文脈的要因を考慮に入れながら、ジェンダーや民族性から権力やアイデンティティに至るまで、文学と世界的な問題との関係を探究するために、精読や分析に取り組みます。

このコースは、標準レベル(SL)と上級レベル(HL)で提供されます。HLコースを選択した生徒は、より多くのテキストを学習し、その中には言語的にも概念的にも難しいものもあります。すべての生徒は、様々な目的や対象者に向けて、創造的で分析的な、自身の書いた課題を含むポートフォリオを作成します。また、学習したテキストを様々なIB評価に応用していきます。

- 15分間の個人口述
- 1500語(日本語の場合は3000字)の小論文(HLのみ)
- 筆記試験2回(コース終了時に実施)

以下の情報は、IB言語A「言語と文学のガイド」より引用しています。

評価要素			
標準レベル (SL)		上級レベル (HL)	
外部評価 (3時間)		外部評価 (4時間)	
試験問題1: 設問つきテキスト分析 (1時間15分)	35%	試験問題1: 設問つきテキスト分析 (2時間15分)	35%
試験問題は2つのテキストタイプを代表する2つの非文学テキストから成り、それぞれに1問ずつ設問があります。生徒は課題文の1つを選択し、分析を書きます。(20点)		試験問題は2つのテキストタイプを代表する2つの非文学テキストから成り、それぞれに1問ずつ設問があります。それぞれについて分析を書きます。(40点)	



<p>試験問題2:比較小論文(1時間45分)</p> <p>試験問題は、4つの一般的な質問で構成されます。このうちの1問につきコースで学習した2つの文学作品に基づいて比較小論文を書きます。(30点)</p>	<p>35%</p>	<p>試験問題2:比較小論文(1時間45分)</p> <p>試験問題は、4つの一般的な質問で構成されます。このうちの1問について、コースで学習した2つの文学作品に基づいて比較小論文を書きます。(30点)</p>	<p>25%</p>
		<p>HL小論文</p> <p>1つの非文学作品体系またはコースで学習した1つの文学作品について小論文を書きます。小論文は、1200語から1500語(日本語の場合は2400字から3000字)です。(20点)</p>	<p>20%</p>
<p>内部評価</p>			
<p>内部評価:個人口述(15分)</p> <p>この要素は個人口述から成り、内部評価は学校内の教師が行い、コース修了時にIBが外部モデレーションを行います。</p> <p>非文学作品体系1つと、文学作品1つからの抜粋を元に、生徒はあらかじめ用意した回答を10分間で発表し、その後教師から5分間、次のテーマに基づいた質問があります。</p> <p>自分で選んだグローバルな問題が、学習した1つの作品と1つの作品体系の内容と形式を通してどのように表現されているか分析しなさい。(40点)</p>	<p>30%</p>	<p>内部評価:個人口述(15分)</p> <p>この要素は個人口述から成り、内部評価は学校内の教師が行い、コース修了時にIBが外部モデレーションを行います。</p> <p>非文学作品体系1つと、文学作品1つからの抜粋を元に、生徒はあらかじめ用意した回答を10分間で発表し、その後教師から5分間、次のテーマに基づいた質問があります。</p> <p>自分で選んだグローバルな問題が、学習した1つの作品と1つの作品体系の内容と形式を通してどのように表現されているか分析しなさい。(40点)</p>	<p>20%</p>

上記の日本語コースでは、「読者、作者、テキスト」「時間と空間」「テキスト間相互関連性:テキストをつなげる」といった3つの探究領域において、SLでは最低4つの文学作品を読み、HLでは最低6つの文学作品を読みます。それぞれの探究領域において、文学作品と非文学テキストの両方を読みます。以下の作品を収録し、生徒が遭遇する可能性のある難易度や教科のレベルを実感できるようにしています。

In the above Japanese course, students will read a minimum of four literary works in SL and a minimum of six literary works in HL in the three areas of inquiry: readers, authors, and texts; time and space; and intertextual interconnections: connecting texts. In each area of inquiry, students read both literary and non-literary texts. The following works are included to give students a sense of the level of difficulty and subject matter they may encounter.

- 散文小説
  - 短編小説: 芥川龍之介、川端康成、太宰治、吉本ばなな、村上春樹
  - 小説: 夏目漱石、森鷗外、宮部みゆき、川端康成、志賀直哉、小川洋子、辻仁成、田山花袋、中島敦、井原西鶴
- 詩: 萩原朔太郎、高村光太郎、北原白秋、石垣りん、与謝野晶子、島崎藤村、谷川俊太郎、俵万智、与謝野晶子、吉野弘
- 散文ノンフィクション: 福沢諭吉、井上ひさし、菊池寛、小林秀雄、正岡子規、松尾芭蕉、吉本隆明、大岡信、清少納言、柳田國男
- 戯曲: 木下順二、三遊亭円朝、つかこうへい、世阿弥、安部公房、近松門左衛門、井上ひさし、泉鏡花、野田秀樹、山本有三
- 翻訳作品:
  - アルベール・カミュ、シャーロット・ブロンテ、チャールズ・ディケンズ、サミュエル・オレノド・バルザック、イワン・ツルゲーネフ、フョードル・ドストエフスキー、アーネスト・ヘミングウェイ、マーク・トウェインによる散文小説
  - 庄子、ウィリアム・シェイクスピアの詩
  - アーサー・ミラー、ヘンリック・イブセンの戯曲
- **Prose fiction:**
  - Short stories: Ryunosuke Akutagawa, Yasunari Kawabata, Osamu Dazai, Banana Yoshimoto, Haruki Murakami
  - Novels: Soseki Natsume, Ogai Mori, Miyuki Miyabe, Yasunari Kawabata, Naoya Shiga, Yoko Ogawa, Hitonari Tsuji, Katai Tayama, Atsushi Nakajima, Saikaku Ihara
- **Poetry:** Sakutarō Hagiwara, Kotarō Takamura, Hakushū Kitahara, Rin Ishigaki, Akiko Yosano, Toson Fujimura, Shuntarō Tanikawa, Machi Tawara, Akiko Yosano, Hiroshi Yoshino
- **Prose non-fiction:** Yukichi Fukuzawa, Hisashi Inoue, Kan Kikuchi, Hideo Kobayashi, Shiki Masaoka, Bashō Matsuo, Takaaki Yoshimoto, Makoto Ooka, Seishonagon, Kunio Yanagita
- **Drama:** Junji Kinoshita, Encho Sanyutei, Kohei Tsuka, Zeami, Kobo Abe, Chikamatsu Monzaemon, Hisashi Inoue, Kyōka Izumi, Hideki Noda, Yuzo Yamamoto
- **Works in translation:**
  - Prose fiction by Albert Camus, Charlotte Bronte, Charles Dickens, Honore de Balzac, Ivan Turgenev, Fyodor Dostoevsky, Ernest Hemingway, Mark Twain
  - Poetry by Zhuang Zhou, William Shakespeare
  - Drama by Arthur Miller, Henrik Ibsen

非文学の作品についても、多くの場合、生徒は選択肢を与えられます。以下の非文学的なテキストと選定は、彼らが学習する可能性のあるテキストの種類と出典の一般的なアイデアを与えるものです。

For their non-literary bodies of work, students will also be given choices in many cases. The following non-literary texts and selections should give a general idea of the text types and sources they might study:

- 映画:
  - 「風立ちぬ」宮崎駿
  - 「羅生門」黒澤明
  - 「君の名は」椎名誠
- キャンペーンによる印刷広告や公共サービスの告知:
  - 「命の水、だけど命がけの水。」ウォーターエイド
  - 「日本の心で、命を救う。ジャパンハート」ジャパンハート
  - 「聞こえてくるのは、歓声ですか。銃声ですか。」セーブ・ザ・チルドレン
  - 「まだなにも決まってははいない。」ナイキ
- 出版物の社説やニュース記事:
  - 朝日新聞デジタル
  - FNN Prime Online
  - 読売新聞ヨミダス
- ブログ、ラジオ放送、漫画などで構成される様々な他のテキストタイプ
- **Films** such as:
  - *The Wind Rises* by Hayao Miyazaki
  - *Rashomon* by Akira Kurosawa
  - *Your Name.* by Makoto Shinkai
- **Print advertisements and public service announcements** from campaigns such as:
  - WaterAid “Water of Life-but also Water of Danger”
  - Japan Heart “Saving lives with the heart of Japan”
  - Save the Children “Is it the cheers you hear? Is it the sound of gunshots?”
  - Nike “Nothing is set in stone yet.”
- **Editorials and news articles** from publications such as:
  - Asahi Shimbun Digital
  - FNN Prime Online
  - The Yomiuri Shimbun Yomidas
- Various text types consisting of blogs, radio broadcasts, cartoons, etc.

## DP English A Language and Literature

In the English Language and Literature course described above, students will read literary texts from four genres: prose fiction, poetry, prose non-fiction and drama. The specific texts studied will vary from year to year, and in many units students will be given a choice of 2-4 titles in the

same genre. This permits them to select texts that suit their reading level as well as their specific interests. The following authors are included to give a sense of the level of difficulty and subject matter students may encounter:

上記の英語コースでは、散文小説、詩、散文ノンフィクション、戯曲の4つのジャンルから文学的な文章を読みます。具体的なテキストは年度によって異なりますが、多くの単元では同じジャンルから2冊から4冊まで選ぶことができます。これにより、生徒は自分の読解レベルや特定の興味に合わせてテキストを選択することができます。以下の作品を収録し、生徒が遭遇する可能性のある難易度や教科のレベルを実感できるようにしています。

- **Prose fiction**(散文小説):
  - **Short stories**(短編小説): Chimamanda Adichie, Tim O'Brien, Alice Munro, George Saunders, Angela Carter
  - **Novels**(小説): Cormac McCarthy, Edith Wharton, Margaret Atwood, Vladimir Nabokov, Junot Diaz, Ursula LeGuin, David Malouf, Kazuo Ishiguro, Maxine Hong-Kingston
- **Poetry**(詩): Carol Ann Duffy, William Butler Yeats, Joy Harjo, Ocean Vuong, Geoffrey Chaucer, Rita Dove, Seamus Heaney, Audre Lord, Judith Wright, Derek Walcott
- **Prose non-fiction**(散文ノンフィクション): Annie Dillard, Martin Luther King, Jr., Joan Didion, George Orwell, David Foster Wallace, Michael Ondaatje, Maya Angelou, Jamaica Kincaid, Shirley Hazzard
- **Drama**(戯曲): Athol Fugard, Caryl Churchill, William Shakespeare, August Wilson, Arthur Miller, Judith Thompson, George Bernard Shaw, Harold Pinter, Wole Soyinka, Peter Shaffer
- **Works in translation**(翻訳作品):
  - Prose fiction by Haruki Murakami, Marjane Satrapi, Han Kang, Nawal El Saadawi, Gabriel García Márquez
  - Poetry by Wisława Szymborska, Pablo Neruda, Charles Baudelaire
  - Drama by Henrik Ibsen, Anton Chekov, Euripedes

For their non-literary bodies of work, students will also be given choices in many cases. The following non-literary texts and selections should give a general idea of the text types and sources they might study:

非文学の作品についても、多くの場合、生徒は選択肢を与えられます。以下の非文学的なテキストと選定は、彼らが学習する可能性のあるテキストの種類と出典の一般的なアイデアを与えるものです。

- **Films** such as:
  - (映画)
  - *Ex Machina* by Alex Garland
  - *Parasite* by Bong Joon-ho
  - *Winter's Bone* by Debra Granik
  - *Women on the Verge of a Nervous Breakdown* by Pedro Almodóvar

- **Print advertisements and public service announcements** from campaigns such as: (キャンペーンによる印刷広告や公共サービスの告知)
  - Lego’s “Rebuild the World”
  - The WHO’s COVID-19 awareness campaign
  - United Colors of Benetton’s Oliviero Toscani ads
  - Dove’s “Real Beauty”
  
- **Editorials and news articles** from publications such as: (出版物の社説やニュース記事)
  - *The BBC*
  - *The New York Times*
  - *The Guardian*
  
- A range of other text types comprising **photography, music videos, podcasts**, etc. 写真、ミュージックビデオ、ポッドキャストなどで構成される様々な他のテキストタイプ

## DP School-supported self-taught Language A: Literature

Self-taught Language A: Literature supports students wishing to study the literature of their home country when they come from a non-English or Japanese-speaking background. The course requires the cooperation and collaboration of a student, their parents, the DP coordinator, the language A supervisor, and an independent tutor located and compensated by the student and their family. In terms of structure and assessments, the course resembles the Language and Literature courses described above; however, *all* texts studied are literary. The student should enlist the help of their tutor and the language A supervisor in selecting texts from the [IB Prescribed Reading List](#) that meet specific course requirements for genre and time and place of origin.

The self-taught course is offered only at standard level (SL). It is a challenging course requiring significant independence on the part of the student, who will be given the same amount of unsupervised in-school time to study their texts as students taking Language A: Language and Literature (Japanese or English) with a teacher. Self-taught students will meet with the DP coordinator and language A supervisor regularly to ensure that they are observing deadlines and approaching the texts with the appropriate degree of analytical rigor to ensure success on their end-of-course assessments.

Depending on the language of study, some self-taught students may be able to work in a small cohort with others studying the same language and texts with the same tutor; however, OYIS’s ability to facilitate such an arrangement will depend on demand in a given year, and will thus vary from year to year. Students wishing to pursue the school-supported self-taught should

contact the DP coordinator for additional details regarding the options and resources available for their class year.

The assessments for the self-taught course are nearly identical to the SL Language & Literature course:

- A 15-minute oral discussion
- Two written examinations (taken at the end of the course)

*The information below is taken from the IB Language A: Language and Literature guide.*

<b>School-supported Self-taught Lang. A: Literature Assessment component weighting</b>	
<b>External assessment (3 hours)</b>	
<p><b>Paper 1: Guided textual analysis</b> 1 hour 15 minutes</p> <p>The paper consists of two unfamiliar literary passages, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)</p>	<b>35%</b>
<p><b>Paper 2: Comparative essay</b> 1 hour 45 minutes</p> <p>The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)</p>	<b>35%</b>
<b>Internal Assessment</b>	
<p><b>Internal assessment: Individual oral</b> 15 minutes</p> <p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Supported by extracts from two literary works, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<b>30%</b>

## Group 2

### DP Japanese B Language Acquisition

The general outline for Japanese B is the same as for English B, as described below. In this section, I will explain in Japanese excerpts from the passage describing the distinction between SL and HL from the IB DP Language B guide.

言語Bは、ある程度の期間その言語の学習経験がある生徒のために設計されています。生徒は言語、テーマ、テキストの学習を通じて、コミュニケーション能力をさらに高めます。言語がどのように作用するかという「概念理解」の学習もこのコースの重要な要素です。このコースにはStandard level (SL) とHigher level (HL) の2つのレベルが設定されています。

SL/HLの両レベルにおいて、生徒は読み慣れたトピックの読み物・読み慣れないトピックの読み物の両方を用いて、コミュニケーション能力の向上を図ります。さまざまなトピックを通じて、状況やできごとの描写、比較、問題の解説、自分の意見の表明と補足などの方法を学んでいきます。生徒はこのコースで、受容的(receptive)、生産的(productive)、相互作用の(interactive)能力を習得しますが、SLとHLでは、それぞれの能力において期待される成果に違いがあります。また、HLの生徒は2つの文学作品を読みます。それぞれのレベルにおいて、期待される成果は以下のとおりです。

### 言語B SL

#### ・受容的能力 (Receptive skills)

- 関心があるトピックの個人的、専門的なテキストおよび、マスメディアの文章を聞き取ったり、読んだりして理解する。
- できごとの記述、感情や願望の記述を理解する。
- 比較することを理解し、明示的な内容について議論する。
- 未知の単語やフレーズの意味を文脈を通して推測する。

#### ・生産的能力 (Productive skills)

- 様々な目的で文章を書き、興味のあるテーマについて口頭発表をする。
- 記述的な文章や手紙を書く。
- 比較をする。物語を語る。詳細な説明をする。抽象的なトピックや文化的なトピックについて自分の考えや意見を表明する。

#### ・相互作用的能力 (Interactive skills)

- 会話や議論を開始し、それを維持する。
- さまざまなトピックについて、意見や感情を表現したり応答したりする。
- コース内容や、日本文化に関連したトピックについて、スピーチをしたり、理解したりする。
- 意味を話し合ったり、コミュニケーションを促したりするような方法を用いる。

### 言語B HL

HLの生徒は、コミュニケーションのためにより幅広く、複雑な言語を使用し、理解することが期待されています。語彙や文法についての知識を深めるだけでなく、コース内容や日本文化に関連するトピックについてのさまざまな議論を行ない、分析・評価するために必要な「概念理解」についても理解を深めることが期待されています。

#### ・受容的能力 (Receptive skills)

- 個人的・専門的なテキストや、マスメディアによるさまざまな文章を理解し、評価する。
- 文学作品の、テーマやプロット、登場人物といった基本的要素を理解する。
- 議論を分析し、主要な主張と補完的な主張を区別する。

- 意味を推測するために、さまざまな方法を用いる。

・生産的能力 (Productive skills)

- 口述および筆記によって、さまざまなトピックに関する自分の考えや意見を表明する。説明や例示によって、議論を構築し補完する。
- 記述、語り、比較、説明、説得、正当化、評価といった幅広いコミュニケーションのニーズを満たすために、目的や長さのある口述や筆記をする。

・相互作用的能力 (Interactive skills)

- 会話や議論のスタイルや力点を調整しながら、会話や議論を開始し、維持し、終了する。
- コース内容や、日本文化に関連するさまざまなトピックについての会話や議論を維持するために、さまざまな方法を用いる。
- 意味を話し合ったり、コミュニケーションを促したりする方法に長けている。

(From the Language B guide 2020, pp. 6-7)

評価

SL 評価内容	配分
<b>SL 外部評価 (3 時間)</b> 試験 1 (1 時間 15 分) 生産的能力—筆記 (30 点) 筆記課題 500–800 字: 試験問題で提示される 3つの異なるテーマから 1つを選び、提示されるテキストタイプで筆記する。 試験 2 (1 時間 45 分) 受容的能力—リスニングおよび読解問題 (65 点) リスニング (45 分) (25 点) 読解 (1 時間) (40 点) 5つのテーマに関連した 3つの音声コンテンツと 3つの読解テキストのリスニングおよび読解をする。	<b>75%</b> <b>25%</b>           <b>50%</b>   25% 25%
<b>SL 内部評価</b> この課題は、コース終了時に校内の教師によって採点され、IBIによって調整される。 口頭試験 テーマに関連のある写真や絵などについての教師との会話、議論、さらに他のテーマによる追加の議論を行なう。(30 点)	<b>25%</b>

(From the Language B guide 2020, p. 29)

HL 評価内容	配分
<b>HL 外部評価 (3 時間 30 分)</b>	<b>75%</b> <b>25%</b>



<p>試験 1 (1 時間 30 分)          生産的能力—筆記 (30 点)          筆記課題 900–1200 字: 試験問題で提示される 3つの異なるテーマから 1つを選び、提示されるテキストタイプで筆記する。          試験 2 (2 時間)          受容的能力—リスニングおよび読解問題 (65 点)          リスニング (1 時間) (25 点)          読解 (1 時間) (40 点)          5つのテーマに関連した 3つの音声コンテンツと 3つの読解テキストのリスニングおよび読解をする。</p>	<p><b>50%</b>  25% 25%</p>
<p><b>HL 内部評価</b>          この課題は、コース終了時に校内の教師によって採点され、IBによって調整される。          口頭試験          授業中に扱った文学作品の抜粋を用いて、教師と会話し議論する。また、シラバスのテーマを 1つかそれ以上用いて議論をする。(30 点)</p>	<p><b>25%</b></p>

(From the Language B guide 2020, p. 30)

## DP Japanese Ab Initio (SL only)

### Placement

This course is designed for students who have had limited or no exposure to the Japanese language. Generally students who are new to Japan enroll in this course. The Diploma Coordinator needs to be able to determine that this course will be a significant challenge to the student before registration in this course is accepted.

### Language acquisition aims

The following aims are common to both language B and language ab initio.

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop awareness of the importance of language in relation to other areas of knowledge.

6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
  7. Provide students with a basis for further study, work and leisure through the use of an additional language.
  8. Foster curiosity, creativity and a lifelong enjoyment of language learning.
- (From the Language B Ab Initio Guide 2020, page 11).*

### Language Acquisition Assessment Objectives

The following assessment objectives are common to both language B and language ab initio. The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language acquisition courses.

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

*(From the Language B Ab Initio Guide 2020, page 12).*

## Syllabus

Unit 1 - 私と家族 Identities - My Family and Myself: - *Personal attributes, personal relationships, daily routine, education.*

Unit 2 - 仕事と趣味 Social Organization - Work and Hobbies: *The workplace, entertainment, technology*

Unit 3 - ごみを減らそう Sharing the Planet - Reduce Waste: *Global issues, the environment, media*

Unit 4 - 旅行 Experiences - Travel: *Leisure, transport, physical geography*

Unit 5 - 年中行事 Experiences - Annual events: *Holidays, festivals and celebrations, climate*

Unit 6 - 健康 Identity - Good Health: *Physical well-being, eating and drinking, technology*

## Assessment

SL Assessment component	Weighting
<b>External assessment (2 hours 45 minutes)</b> <b>Paper 1 (1 hour)</b> Productive skills—writing (30 marks) Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination	<b>75%</b> <b>25%</b>

instructions.	<b>50%</b>
<p><b>Paper 2 (1 hour 45 minutes)</b> Receptive skills—separate sections for listening and reading (65 marks)</p> <p><b>Listening comprehension (45 minutes) (25 marks)</b></p> <p><b>Reading comprehension (1 hour) (40 marks)</b> Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>25%</p> <p>25%</p>
<p><b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral assessment</b> A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p>	<b>25%</b>

*(From the Language B Ab Initio Guide 2020, page 26).*

## DP English B Language Acquisition

Language B is designed for students who have studied the language for an extended period of time (MYP phase 3-5 students). In the course, students learn receptive and productive communication skills, and interaction skills. The course has a strong emphasis on inference skills and reading comprehension, especially using context to understand words and phrases in texts.

In the course, students read two works of literature and explore the language used by the writer and the culture in which the works take place. In the course, students learn to interact and narrate their environment in familiar and unfamiliar situations. Students learn to describe situations, narrate events, make comparisons, explain problems, and express and support their personal opinions on a range of topics relating to the learning experiences in the course. In the course, students are exposed to a range of texts exploring issues from around the world. It is through this exposure to current events that students develop international mindedness and respect and empathy for cultural diversity.

*(From the Language B Guide 2020, pp. 6-7).*

### Language acquisition aims

The following aims are common to both language B and language ab initio.

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.

2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

*(From the Language b Guide 2020, page 13).*

### **Language Acquisition Assessment Objectives**

The following assessment objectives are common to both language B and language ab initio. The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language acquisition courses.

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

*(From the Language b Guide 2020, page 14).*

### **Differences between HL and SL**

In HL students are assessed on two works of literature while in SL the students are assessed on one work. The criteria for HL assesses more complex language production, reception and interaction skills. The exam lengths for HL are longer than for SL.

## **Syllabus**

Unit 1 - **Human Ingenuity**: *Entertainment, Communication and media, Technology, Scientific innovation*

Unit 2 - **Experiences:** *Migration, Multiculturalism, Extreme Sports*

Unit 3 - **Social Organization:** *Social relationships, Minorities and Education, Marriage Equality,*

Unit 4 - **Social Organization:** *Access to education, Social relationships, Social engagement*

Unit 5 - **Identities:** *Citizens of the World, Health and Identity, Beliefs and Identity, Third Culture Kids*

Unit 6 - **Sharing the Planet:** *Citizens of the world, Climate change, Power to the people, Globalization*

## Assessment

SL Assessment component	Weighting
<p><b>SL External assessment (3 hours)</b>            Paper 1 (1 hour 15 minutes)            Productive skills—writing (30 marks)            One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.            Paper 2 (1 hour 45 minutes)            Receptive skills—separate sections for listening and reading (65 marks)            Listening comprehension (45 minutes) (25 marks)            Reading comprehension (1 hour) (40 marks)            Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p><b>75%</b> <b>25%</b></p> <p><b>50%</b></p> <p>25%</p> <p>25%</p>
<p><b>SL Internal assessment</b>            This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.            Individual oral assessment            A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<p><b>25%</b></p>

(From the Language B Guide 2020, page 29).

HL Assessment component	Weighting
<p><b>HL External assessment (3 hours 30 minutes)</b>  <b>Paper 1</b> (1 hour 30 minutes)            Productive skills—writing (30 marks)            One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.  <b>Paper 2</b> (2 hours)            Receptive skills—separate sections for listening and reading (65</p>	<p><b>75%</b> <b>25%</b></p> <p><b>50%</b></p>

marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	25% 25%
<b>HL Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. <b>Individual oral assessment</b> A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	<b>25%</b>

*(From the Language B Guide 2020, page 30).*

## Group 3

### DP Business Management

Business Management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources.

The ideals of international cooperation and responsible citizenship are at the heart of DP business management. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. Students should be able to make

sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world. The business management course will contribute to students' development as critical and effective participants in local and world affairs.

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

- encourage a holistic view of the world of business;
- empower students to think critically and strategically about individual and organizational behaviour;
- promote the importance of exploring business issues from different cultural perspectives;
- enable the student to appreciate the nature and significance of change in a local, regional and global context;
- promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations;
- develop an understanding of the importance of innovation in a business environment.

By the end of the course, students are expected to reach the following assessment objectives:

1) Demonstrate knowledge and understanding of:

- the business management tools, techniques and theories specified in the syllabus content;
- the six concepts that underpin the subject;
- real world business problems issues and decisions;
- the HL extension topics (HL only).

2) Demonstrate application and analysis of:

- knowledge and skills to a variety of real world and fictional business situations;
- business decisions by explaining the issues at stake, selecting and interpreting data, and applying appropriate tools, techniques, theories and concepts;
- the HL extension topics (HL only).

3) Demonstrate synthesis and evaluation of:

- business strategies and practices, showing evidence of critical thinking;
- business decisions, formulating recommendations;
- the HL extension topics (HL only).

4) Demonstrate a variety of appropriate skills to:

- produce well-structured written material using business terminology;
- select and use quantitative and qualitative business tools, techniques and methods;
- select and use business material, from a range of primary and secondary sources;
- the HL extension topics (HL only).

## Syllabus

The HL course differs from the SL course in terms of depth and breadth, the nature of the internal assessment and the nature of the examination questions. All students study the following syllabus:

- Unit 1: Business organization and environment
- Unit 2: Human resource management
- Unit 3: Finance and accounts
- Unit 4: Marketing
- Unit 5: Operations management

These units are covered in a variety of ways. Contextualized learning is critical and students acquire understanding through the use of case studies and research. Students' own ability to carry out research is a key skill for success.

## Assessment

HL	SL
<p><b>Paper 1 35%</b> Students answer questions based on a case study issued in advance, with additional unseen material for sections B and C.</p> <p>Syllabus content: Units 1–5 including HL extension topics (60 marks)</p>	<p><b>Paper 1 30%</b> Students answer questions based on a case study issued in advance, with additional unseen material for section B.</p> <p>Syllabus content: Units 1–5 (40 marks)</p>
<p><b>Paper 2 40%</b> Structured questions based on stimulus material plus an essay based primarily on two concepts that underpin the course.</p> <p>Syllabus content: Units 1–5 including HL extension topics (70 marks)</p>	<p><b>Paper 2 45%</b> Structured questions based on stimulus material plus an essay based primarily on two concepts that underpin the course</p> <p>Syllabus content: Units 1–5 (50 marks)</p>
<p><b>IA 25%</b></p> <p><b>Research project</b> Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2000 words. (25 marks)</p>	<p><b>IA 25%</b></p> <p><b>Written commentary</b> Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words. (25 marks)</p>



## DP Psychology

DP Psychology is the rigorous and systematic study of internal processes and behavior. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain internal processes and behavior on its own as human beings are complex animals with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behavior and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behavior is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behavior.

According to the IB (*IBO, 2019*), the aims of DP Psychology are:

- develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior.
- apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior to at least one applied area of study
- understand diverse methods of inquiry
- understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- ensure that ethical practices are upheld in all psychological inquiry and discussion
- develop an awareness of how psychological research can be applied to address real-world problems and promote positive change

## Syllabus

In DP Psychology, teachers will cover the three prescribed approaches (biological, cognitive, and sociocultural) and select two optional themes to study with HL and one optional theme to study for SL students. HL students will also have to complete 3 additional extensions (Animal Studies, Globalization and Behavior, and Technology and Cognition). Both HL and SL students will write the internal assessment report, individually, based on the replication study they complete in groups.

Syllabus Component	Recommended Teaching Hours	
	SL	HL
<b>Core</b>	90	120
1. Biological approaches		

2. Cognitive approaches 3. Sociocultural approaches 4. Approaches to research	20	60
<b>Optional Themes</b> 1. Abnormal Psychology 2. Developmental Psychology 3. Health Psychology 4. Psychology of Human Relationships	20	40
<b>Internal Assessment</b> Experimental Study	20	20
<b>Total Teaching Hours</b>	150	240

## Assessment

In DP Psychology, students will complete different types of assessment.

- **Paper 1:** In section A, students will write 3 short-answer questions (SAQ) responding to prompts regarding the 3 main approaches (biological, cognitive, and sociocultural) to IB Psychology supported by one key study (for each question). For section B, students will write one longer essay (ERQ), utilizing two or more studies, choosing one of the 3 main approaches (biological, cognitive, and sociocultural) to IB Psychology. This paper has a time limit of 2 hours.
- **Paper 2:** Students will answer one (SL) or two (HL) essay questions (ERQs) responding to a question regarding the optional themes we've covered, utilizing two or more studies. This paper has a time limit of 1 hour.
- **Paper 3 (HL only):** Students will identify all of the key components of a study in response to a stimulus piece. This paper has a time limit of 1 hour.
- **Internal Assessment:** Students will complete a 1,800-2,200-word report based on an experimental study they conduct. This task requires students to design and conduct an experiment and then write a report with 4 distinct sections (Introduction, Exploration, Analysis, and Evaluation).

Type of Assessment	Format of Assessment	Time (Hours)		Weighting	
		SL	HL	SL	HL
External		3	5	75	80

Paper 1	Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. HL only: essays will reference one additional HL Extension topic.	2	2	50	40
Paper 2	SL: one question from a choice of three on one option. HL: two questions; one each from a choice of three on two options.	1	2	25	20
Paper 3	Three short answer questions on approaches to research.	N/A	1	N/A	20
<b>Internal</b>					
Experimental Study	A report on an experimental study undertaken by the student.	20	20	25	20

## DP Global Politics

## Group 4: Experimental Sciences

### Introduction

Group 4, or the Experimental Sciences, comprises the three core experimental sciences; Biology, Chemistry and Physics. Students pick one or two of these subjects to study over the course of two years.

The common aim for students in all these disciplines is:

- to develop an appreciation for the natural world that they reside and to explore and question the making of this world through experimentation;
- to demonstrate an understanding of scientific facts, concepts and methods;
- to apply these understandings to solving unique problems or constructing and evaluating investigations that answer questions about the working world around them;
- to gain an appreciation for the 'Nature of Science' or specifically what makes the natural sciences different from other fields of study.

(IBO 2016)

## SL and HL

Students choose between taking their Group 4 course at Standard (SL) or Higher Level (HL). The skills, activities and internal assessment (see below) of the natural science subjects is common among both SL and HL students. Both sets of students will share a common core of learned topics; however, at HL, students will learn some topics in a much greater depth. Total teaching hours vary from 150 total hours for SL to 240 total hours for HL students. For both of these levels, nearly a third these hours are set aside for practical, hands-on scientific experimentation. When contemplating a choice between SL and HL, students should ask themselves, “Am I passionate about the subject?” and “What requirements might be needed to achieve my future goals at university?”

## Assessment

Student achievement in all the natural science subjects, regardless of SL or HL status, will be determined by three *externally assessed* examinations and one *internally assessed* research project. The three externally assessed examinations will occur in May of their second year of the Diploma Programme and focus on their understanding of the core and optional topics of their particular subject of study. Additionally, these examinations will ask the students to demonstrate their knowledge of analyzing and evaluating data in order to draw valid conclusions. The internally assessed research project will be to generate a novel research question; generate a method to answer that question, collect and evaluate data concerning this question, and then finally draw conclusions about their question.

Component	Overall Weight % SL / HL	Duration (hrs) SL / HL
Paper 1	20 / 20	N/A / 1
Paper 2	40 / 36	1 / 2
Paper 3	20 / 24	1 / 1

<b>Internal Assessment</b>	20 / 20	10 / 10
----------------------------	---------	---------

*(IBO, 2016)*

## DP Biology

Biology is the scientific study of life and the processes that support it. Our planet is home to a vast, interconnected web of living organisms, unified by common biological processes and needs as they grow, seek nutrition and energy, defend themselves, and reproduce. We will explore these fundamental principles of life at multiple scales, from the interactions of living things with each other and the environment, to the physiology of individual organisms and the structure of the basic building block of all life, the cell, and ultimately all the way down to the molecular chemistry itself that occurs within each cell and is shared across all known forms of life.

We will also consider the central unifying concept of Biology, evolution through natural selection, which seeks to explain the universality of biological processes through a common origin of all life on Earth. Students will appreciate that this theory is a surprisingly straight-forward and inevitable result of known biological processes, well-supported by several independent threads of evidence, and underlies every aspect of our modern understanding of biology.

Students will also learn about emerging biological technologies and complete a variety of practical work in the laboratory.

In order to be successful in this course, student must:

- be interested in biology;
- be ready for the challenge of studying a large amount of technical information relating to biological processes, including a wide range of chemical and physical interactions;
- read a significant amount of scientific texts;
- be capable of excellent self-management and the maintenance of a rigorous study routine throughout the course.

At this level, Biology is highly connected to both Chemistry and Physics, as we uncover the intricate and detailed nature of life itself.

## Syllabus

Component	Recommended teaching hours	
	SL	HL
Core  1. Cell biology 2. Molecular biology 3. Genetics 4. Ecology 5. Evolution and biodiversity 6. Human physiology	95	
Additional higher level (AHL)  9. Nucleic acids 10. Metabolism, cell respiration and photosynthesis 11. Plant Biology 12. Genetics and evolution 13. Animal physiology	60	
Option  1. Neurobiology and behaviour 2. Biotechnology and bioinformatics 3. Ecology and conservation 4. Human physiology	15	25
Practical scheme of work  - Practical activities - Individual investigation (internal assessment – IA) - Group 4 project	40	60

Total teaching hours 150 (SL) and 240 (HL)

## DP Chemistry

Through the lens of the IB learner profiles we will explore topics ranging from chemical disposal and its effects on the environment to chemical structures of different medications. The students

will engage and explore the subject through theoretical content, utilizing the ATLs in relation to various assessments, readings, and projects.

Essential to the class, students will be required to perform hours of hands-on learning by performing, creating, collaborating, reflecting and pushing themselves to question the depth of chemistry through hours of experimentation in our chemistry lab. The course is rigorous and requires dedication, but it will also prepare students to inquire about the natural world and encourage them to reflect on their future endeavors after school.

We will be inquiring into topics such as chemical kinetics, thermodynamics, modern techniques to identify chemicals, and the importance of chemistry in our daily lives. Additionally, the students will be introduced to biochemistry and the relationships between chemistry and biology.

**In order to be successful**

In order to be successful in this course, students must:

- Appreciate working in the science lab frequently and conducting long intensive experiments
- Implementing various lab techniques
- Have an interest in the foundation of the sciences
- Enjoy solving puzzles and recognizing patterns

Component	Recommended teaching hours	
	SL	HL

<b>Core</b>  1. Stoichiometric relationships 2. Atomic structure 3. Periodicity 4. Chemical Bonding and structure 5. Energetics/thermochemistry 6. Chemical Kinetics 7. Equilibrium 8. Acids and Bases 9. Redox processes 10. Organic chemistry 11. Measurement and data processing	95	
<b>Additional higher level (AHL)</b> 1. Atomic structure 2. The periodic table-the transition metals 3. Chemical bonding and structure 4. Energetics/thermochemistry 5. Chemical kinetics 6. Equilibrium 7. Acids and bases 8. Redox processes 9. Organic chemistry 10. Measurement and analysis	60	
<b>Option</b>  1. Materials 2. Biochemistry 3. Energy 4. Medicinal chemistry	15	25
<b>Practical scheme of work</b>  - Practical activities - Individual investigation (internal assessment – IA) - Group 4 project	40	60

(IBO 2016)

## DP Physics

“Physics is a tortured assembly of contrary qualities: of scepticism and rationality, of freedom and revolution, of passion and aesthetics, and of soaring imagination and trained common sense.”



Leon M Lederman (Nobel Prize for Physics, 1988)

Physics is the most fundamental of the natural sciences. At its core, it seeks to establish laws that explain the patterns of the universe. From the biggest super-clustered galaxies to the smallest particles of subatomic existence, physics seeks to explain why the universe works the way it does. Students will study classical physics topics such as mechanics, thermodynamics, waves, electricity and magnetism as well as more modern topics such as atomic, nuclear, particle and quantum physics. Additionally, the students will choose one optional topic to study. Possible areas of study for these topics include astrophysics, relativity or optical physics.

**In order to be successful:**

- Students should be passionate about exploring the universal laws that govern our existence.
- They should embody characteristics of perseverance and resilience.
- Students who want to be successful should embrace a challenge.
- Although a specific level of mathematics is not required to be successful and enjoy physics, students should have a good understanding of basic algebra and graphing.

## Syllabus

Component	Recommended teaching hours	
	SL	HL
<b>Core</b> 1. Measurements and uncertainties 2. Mechanics 3. Thermal physics 4. Waves 5. Electricity and magnetism 6. Circular motion and gravitation 7. Atomic, nuclear and particle physics 8. Energy production	95	
<b>Additional higher level (AHL)</b> 9. Wave phenomena 10. Fields 11. Electromagnetic induction 12. Quantum and nuclear physics		60

<b>Option</b>  1. Relativity 2. Engineering physics 3. Imaging 4. Astrophysics	15	25
<b>Practical scheme of work</b>  - Practical activities - Individual investigation (internal assessment – IA) - Group 4 project	40	60

(IBO 2016)

Total teaching hours 150 (SL) and 240 (HL)

## Group 5

### DP Mathematics: Analysis and Approaches

The Diploma Programme Mathematics Analysis and Approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (e.g. functions trigonometry, and calculus), as well as topics that lend themselves to investigation, conjecture and proof. This course utilizes technology as fluency in math software is relevant in a digital age. It is important to note that Mathematics: Analysis and Approaches has a strong emphasis on the ability to construct, communicate, and justify mathematical arguments (proofs).

(IBO, 2020.)

Students should take Mathematics Analysis and Approaches if:

1. They genuinely enjoy mathematics and appreciate mathematical problem solving regardless of context.
2. They have strong Algebra and Mathematical reasoning skills.
3. They are considering a career which requires a solid math background, such as engineering, economics, or physics.
4. They generally score well on Criterion A, Knowledge and Understanding, and Criterion B, Pattern and Reasoning, Examinations
5. They are not intimidated by the rigor of mathematics nor the fast pace of a combined teaching model.

### Aims of the course

- Develop a curiosity and enjoyment of Mathematics, and its appreciate its elegance and power
- Develop logical and creative thinking, patience, and persistence in problem to instill confidence in using mathematics
- Employ and refine their powers of abstraction and generalization
- Develop the ability to critically reflect upon their own work and the work of others

In order to be successful, students should have strong algebraic skills and a willingness to persevere in problem solving. They should have scored historically well on Criterion A and Criterion B assessments throughout the MYP and thrive in a combined teaching model that will move at a quicker pace than a standalone SL class.

### Syllabus

Component	Recommended Teaching Hours	
	SL	HL
<ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Functions</li> <li>• Geometry and Trigonometry</li> <li>• Statistics and Probability</li> <li>• Calculus</li> </ul>	19 21 25 27 28	39 32 51 33 55
Development of investigational, problem-solving and modeling skills and the exploration of an area of mathematics	30	30
<b>Total teaching hours</b>	150	240

(IBO, 2020.)

### Assessment

Type of Assessment	Format of Assessment	Time (Hours)		Weighting	
		SL	HL	SL	HL
<b>External</b>					

Paper 1	No technology allowed. <b>Section A:</b> compulsory short-response questions based on the syllabus <b>Section B:</b> compulsory extended-response questions based on the syllabus	1.5	2	40	30
Paper 2	Essay paper based on the 12 world history topics	1.5	2	40	30
Paper 3	Essay paper based on one of the four regional options		1		20
<b>Internal</b>					
Exploration		15	15	20	20

(IBO, 2020.)

**Distinction between SL and HL:** Students who choose Mathematics: Analysis and Approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: Analysis and Approaches at higher level will have very strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems. (IBO, 2020.) Students who pursue Mathematics: Analysis and Approaches HL should have taken math extended in Grade 10, and it is recommended that they have an overall score of at least 6.

**Assessment:** Students at the **SL** level will be externally assessed on two examinations, one *without* the use of a calculator (Paper 1), both on short response and extended response questions and one *with* the use of a calculator (Paper 2), both on short response and extended response questions. They will also complete a math exploration (Math IA), which will require students to engage in research of a topic from the course syllabus. Students at the **HL** level will be externally assessed on three examinations: one *without* the use of a calculator (Paper 1), both on short response and extended response questions; one *with* the use of a calculator (Paper 2), both on short response and extended response questions; and one composed of two extended response problem solving questions, which allow the use of a calculator (Paper 3). Math HL students will also complete a math exploration (Math IA), which will require them to engage in research of a topic from the course syllabus.

*Students should research the math requirements necessary for entry into the programs of their choice before deciding on what course to pursue in the diploma programme.*

## DP Mathematics: Application and Interpretation

The Diploma Programme Mathematics: Applications and Interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields and a data rich world. As such, it emphasizes math in context by focusing on topics that are often used in applications and mathematical modeling. The course makes extensive use of technology, so knowledge of the TI-Nspire is necessary for success. Mathematics: Application and Interpretation will develop mathematical thinking, through the lens of practical problem solving. (IBO, 2020.)

### **Aims of the course**

- Communicate mathematics clearly, concisely, and confidently in a variety of contexts
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- Appreciate how developments in technology and mathematics influence each other

In order to be successful, students should understand how to use the Graphic Display calculator and demonstrate good organizational skills. They should be comfortable interpreting word problems and communicating the solutions to these problems effectively.

Students should take Mathematics: Application and Interpretation if:

1. They enjoy applying mathematics to real life scenarios (word problems), mathematical modeling, and using critical thinking skills to find solutions to open-ended problems.
2. They have good mathematical interpretation skills. In other words, they can analyze a given scenario, case study, or word problem, and apply the necessary steps to solve that problem.
3. They have an appreciation for the language of mathematics, and understand mathematical terminology, symbols, and notation.
4. They enjoy, and are not intimidated by, the use of technology in mathematics and commit to learning to be comfortable with, and consistently practicing, problems that require the TI-Nspire.
5. They are interested in career fields that do not have a strong math component, such as the arts or humanities.

## Syllabus

Component	Recommended Teaching Hours
	SL
<ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Functions</li> <li>• Geometry and Trigonometry</li> <li>• Statistics and Probability</li> <li>• Calculus</li> </ul>	16 31 18 36 19
Development of investigational, problem-solving and modeling skills and the exploration of an area of mathematics	30
<b>Total teaching hours</b>	150

## Assessment

Type of Assessment	Format of Assessment	Time (Hours)	Weighting
		SL	SL
<b>External</b>			
Paper 1	Technology allowed. Compulsory short-response questions based on the syllabus	1.5	40
Paper 2	Technology allowed. Compulsory extended-response questions based on the syllabus	1.5	40
<b>Internal</b>			
Exploration		15	20

**Assessment:** Students at the **SL** level will be externally assessed on two examinations, *both* of which require the use of a calculator. One examination (Paper 1) will assess student knowledge of the syllabus over a series of short response questions. The other (Paper 2) will assess student knowledge of the syllabus over a series of extended response questions. They will also complete a math exploration (Math IA), which will require students to engage in research of a topic from the course syllabus.

*Students should research the math requirements necessary for entry into the programs of their choice before deciding on what course to pursue in the diploma programme.*

## Group 6

### DP Music

The Diploma Programme Music course is designed to prepare the 21<sup>st</sup> century music student for a world in which global musical cultures and industries are rapidly changing. The course is based on the knowledge, skills and processes that strengthened approach to student creativity through practical, informed, and purposeful explorations of diverse musical forms, practices, and contexts. The course ensures a holistic approach to music as an art form, through the roles of **performer**, **creator** and **researcher** offering ample opportunities for diverse and rich learning experience.

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

- explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
- acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- evaluate and develop critical perspectives on their own music and the work of others.

### Curriculum

The music course seeks to be inclusive of students with wide-ranging personal and cultural musical backgrounds. As such, students and teachers have the agency to personalise unique approaches to musical forms, genres and pieces. The exploration of diverse musical material is focused through the lenses of four areas of inquiry.

- Music for sociocultural and political expression
- Music for listening and performance
- Music for dramatic impact, movement and entertainment
- Music technology in the digital age

Engagement with these areas of inquiry takes place across three contexts—**personal, local and global**.

These contexts invite students to:

- move beyond familiar musical material (personal context)
- experience music from the culture or community around them (local context)
- engage with previously unfamiliar music (global context).

Such flexibility doesn't only offer a choice in learning, teaching and assessment—it is also about forging deep, life-long connections between students' passions and interests and the wider world of music and music-making. All musical encounters are experienced in the roles of researcher, creator and performer, and are related through teaching and assessment to the processes of exploring, experimenting and presenting music. Academic rigour is assured through the requirement for students to critically analyse the music with which they engage, drawing information and conclusions which they then apply to their own practical music making through creating and performing.

Students will:

- engage with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making
- connect theoretical studies to practical work to gain a deeper understanding of the music they engage with
- communicate and present music as researchers, creators and performers.

## Syllabus

Component	Teaching Hours	
	SL	HL
<p><b>Exploring music in context</b></p> <p>When exploring music in context, students will learn how to engage with a <b>diverse</b> range of music that will broaden their musical horizons and provide stimuli to expand their own music-making. Students will demonstrate <b>diversity</b> and <b>breadth</b> in their exploration by engaging with music from the areas of inquiry in <b>personal, local and global contexts</b>.</p>	45	45
<p><b>Experimenting with music</b></p>	45	45



<p>When experimenting with music, students connect theoretical studies to practical work and gain a deeper understanding of the music they engage with. Through this theoretical and practical work as researchers, creators and performers, students will learn to experiment with a range of <b>musical material</b> and stimuli from the areas of inquiry across local and global contexts.</p>		
<p><b>Presenting music</b></p> <p>When presenting music, students learn to practise and prepare finished pieces that will be performed or presented to an audience. In working towards completed musical works, students expand their musical identity, demonstrate their level of musicianship, and learn to share and communicate their music as researchers, creators and performers.</p>	60	60
<p><b>The contemporary music maker (HL only)</b></p> <p>Music at higher level (HL) builds on the learning of musical competencies and challenges students to engage with the musical processes in settings of contemporary music-making. For the HL component, students plan and collaboratively create a project that draws on the competencies, skills and processes in all of the musical roles of the music course, and is inspired by real- life practices of music-making.</p>	N/A	90
<p><b>Total Teaching Hours</b></p>	<b>150</b>	<b>240</b>

## Assessment

Students at SL and HL submit the following common assessment tasks:

- An exploration portfolio: Written work demonstrating engagement with, and understanding of, diverse musical material, along with practical exercises in creating and performing;

- An experimentation report: Written work in the form of a rationale and commentary that supports practical musical evidence of experimentation in creating and performing A musical presentation;
- Finished works in creating and performing, supported by programme notes;
- In addition, HL students will submit the following project. A collaborative project: A continuous multimedia presentation documenting a real-life project, containing evidence of the project proposal, the process and evaluation, and the realized project, or curated selections of it.

Outline	External /Internal	SL	HL
<p><b>Exploring music in context</b> Students select samples of their work for a portfolio submission (maximum <b>2,400 words</b>). Students submit:</p> <ul style="list-style-type: none"> <li>a. written work demonstrating engagement with, and understanding of, <b>diverse</b> musical material</li> <li>b. practical exercises: <ul style="list-style-type: none"> <li>• <b>creating</b>: one creating exercise (score maximum <b>32 bars</b> and/or audio <b>1 minute</b> as appropriate to <b>style</b>)</li> <li>• <b>performing</b>: one <b>performed adaptation</b> of music from a <b>local</b> or <b>global context</b> for the student’s own <b>instrument</b> (maximum <b>2 minutes</b>)</li> </ul> </li> <li>c. supporting audio material (not assessed)</li> </ul>	External	30%	20%
<p><b>Experimenting with music</b> Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a <b>rationale</b> and <b>commentary</b> for each process. Students submit:</p> <ul style="list-style-type: none"> <li>a. a written experimentation report that supports the experimentation (maximum <b>1,500 words</b>)</li> <li>b. practical musical evidence of the experimentation process <ul style="list-style-type: none"> <li>■ three related <b>excerpts</b> of creating (total maximum <b>5 minutes</b>)</li> <li>■ three related excerpts of performing (total maximum <b>5 minutes</b>)</li> </ul> </li> </ul> <p><b>Presenting music</b> Students submit a collection of works demonstrating</p>	Internal	30%	20%

<p>engagement with diverse musical material from four areas of inquiry. The submission contains:</p> <p>a. Presenting as a researcher</p> <p>*programme notes (maximum <b>600 words</b>)</p> <p>b. Presenting as a creator</p> <ul style="list-style-type: none"> <li>• composition and/or <b>improvisation</b> (maximum <b>6 minutes</b>)</li> </ul> <p>c. Presenting as a performer</p> <ul style="list-style-type: none"> <li>• solo and/or <b>ensemble</b> (maximum <b>12 minutes</b>)</li> <li>• excerpts, where applicable (maximum <b>2 minutes</b>)</li> </ul>	External	40%	30%
<p><b>The Contemporary Music-Maker (HL Only)</b></p> <p>Students submit a continuous <b>multimedia presentation</b> documenting their <b>real-life project</b>. Students submit multimedia presentation (maximum <b>15 minutes</b>), evidencing:</p> <p>a. the project proposal</p> <p>b. the process and evaluation</p> <p>c. the realized project, or curated selections of it.</p>	Internal		30%

By the end of the course students will have:

- broadened their musical horizons through engagement with diverse musical material;
- analysed a wide range of music;
- engaged with music technology as a compulsory part of the course;
- gained confidence in the essential processes associated with music-making;
- developed as holistic musicians with experience as creators and performers.

## DP Visual Arts

### Aims of the course

The aims of the Visual Arts course at SL & HL are to enable students to:

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

- Develop perceptual and analytical skills.

## Syllabus

**Unit 1 - Life Drawing:** *Space & Composition, One-point & Two-point perspective, Proportion & Variance*

**Unit 2 - Graphic Design:** *Elements of Color & Tone, Color theory, Hues & tonal values*

**Unit 3 - Sculpture:** *3D Space & Composition*

**Unit 4 - Oil Color and Acrylic:** *Composition, Still-life, Landscapes, Portraiture, Abstraction*

**Unit 5 - Watercolor:** *Composition, Still-life, Landscapes, Portraiture*

**Unit 6 - Printmaking:** *Embossing, Pressing, Drying*

**Unit 7 - Photography and Digital Media:** *Subject selection, Framing & Position, Lighting & Shadow*

**Unit 8 - Ceramics:** *Slab construction, Tile making, Extrusion, Pinching and coiling, Slip casting*

**Unit 9 - Jewelry:** *Repurposing, Twisting & Bending, Braiding, Weaving*

### Assessment Objectives

Having followed the visual arts course at SL or HL, students will be expected to:

#### Assessment objective 1: demonstrate knowledge and understanding of specified content

- o Identify various contexts in which the visual arts can be created and presented
- o Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
- o Recognize the skills, techniques, media, forms and processes associated with the visual arts
- o Present work, using appropriate visual arts language, as appropriate to intentions

#### Assessment objective 2: demonstrate application and analysis of knowledge and understanding

- o Express concepts, ideas and meaning through visual communication
- o Analyze artworks from a variety of different contexts
- o Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making

#### Assessment objective 3: demonstrate synthesis and evaluation

- o Critically analyze and discuss artworks created by themselves and others and articulate an informed personal response
- o Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
- o Demonstrate the use of critical reflection to highlight success and failure in
  - order to progress work

- Evaluate how and why art-making evolves and justify the choices made in their own visual practice

**Assessment objective 4: select, use and apply a variety of appropriate skills and techniques**

- Experiment with different media, materials and techniques in art-making
- Make appropriate choices in the selection of images, media, materials and techniques in art-making
- Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
- Produce a body of resolved and unresolved artworks as appropriate to intentions

**Assessment**

Outline	External /Internal	SL	HL
<p><b>Comparative study:</b> Students analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. Students compare at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 screens.</p>	External	20%	20%
<p><b>Process portfolio:</b> Students submit carefully selected materials, which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. Students submit 9–18 screens. The submitted work should be in at least two different art-making forms.</p>	External	40%	40%
<p><b>Exhibition:</b> Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. Students submit 4–7 pieces with exhibition text for each, along with a curatorial</p>	Internal	40%	40%

rationale (400 words maximum).			
--------------------------------	--	--	--

**Students will be required to prepare and submit a mock Portfolio and Exhibition prior to each semester exam.**

**Each mock will be held once every semester and the Portfolio and Exhibition will contain:**

- a curatorial rationale (maximum 400 words for SL; 700 for HL)
  - exhibition text (maximum 500 characters)
  - 4 - 7 photographic prints exemplifying studio work for SL; 8 - 11 for HL
  - 13- 25 scanned pages from the Visual Arts Portfolio for both SL & HL
- o Evaluations are done by the teacher
  - o Assignments are awarded a grade based on the IB criteria scale

## The Diploma Core

### Creativity, Activity, Service

#### Description and aims

Creativity, Activity, Service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP). CAS is organized around the three strands of creativity, activity and service defined as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences

- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

A **CAS experience** is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A **CAS project** is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

### Programme overview

The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's DP course requirements.

CAS students have guidance at the school level through a variety of resources including the school's CAS handbook, information sessions and meetings. In addition, students have three formal interviews with the school's CAS coordinator/adviser.

Typically, students' service experiences involve the following stages.

- Investigation, preparation and action that meets an identified need.
- Reflection on significant experiences throughout to inform problem-solving and choices.
- Demonstration allowing for sharing of what has taken place.



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

A school's CAS programme is evaluated as part of the school's regular programme evaluation and self-study process that assesses the overall implementation of the DP.

### Learning outcomes

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once through their CAS programme.

<b>LO 1</b>	Identify own strengths and develop areas for growth
<b>Descriptor</b>	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.



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

**Sample projects**

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.

- Creativity, activity and service: Students rehearse and perform a dance production for a community retirement home.

**All OYIS students must complete CAS in order to graduate, regardless of which pathway they are on.**

## Extended Essay

The Extended Essay (EE) is compulsory for all students taking the Diploma Programme. A student must achieve a D grade or higher to be awarded the Diploma. The EE is externally assessed and, in combination with the grade for Theory of Knowledge (ToK), contributes up to 3 points to the total score for the IB Diploma. The EE process helps prepare students for success at university and in other pathways beyond the Diploma Programme.

When choosing a subject for the Extended Essay, students must consult the list of available Diploma Programme subjects and seek approval from the Diploma Coordinator and Extended Essay Coordinator. The EE is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school. It is presented as a formal piece of sustained academic writing containing no more than 4,000 words. It is also accompanied by a reflection form of no more than 500 words.

The Extended Essay is the result of approximately 40-50 hours of work by the student. Students are supported by a supervision process recommended to be 3–5 hours which includes three mandatory reflection sessions. The EE concludes with a third and final mandatory reflection session which is called the viva voce.

Criteria	Clarifications
A: Focus and Method	This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.
B: Knowledge and Understanding	This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.
C: Critical Thinking	This criterion assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.

D: Presentation	This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.
E: Engagement	This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate's reflections as detailed on the RPPF, with the supervisory comments and extended essay itself as context. Only the first 500 words are accessible.

## The Extended Essay Word Count

The upper limit is 4000 words. This upper limit includes:

- the introduction
- the body
- the conclusion
- quotations
- footnotes or endnotes that are not references

The word count does not include:

- acknowledgments
- the table of contents
- charts, diagrams, annotated illustrations
- tables
- citations (in parentheses AND in footnotes/endnotes)
- equations, formulas and calculations
- the references / bibliography
- appendices
- the reflections on planning and progress form

Essays in excess of 4,000 words are subject to penalties and examiners are not required to read material in excess of the word limit.

## Structure of the essay

- The title page
- A table of contents
- An introduction

- The body of the essay
- Illustrations (if applicable)
- The conclusion
- Reference list / Bibliography  
(Note: the examiner is not required to read footnotes and endnotes. Their use should, therefore, be avoided altogether.)
- Appendices (if applicable)
- Note: the examiner is not required to read appendices so all information of direct relevance must be included in the main body.

## Theory of Knowledge

In the Theory of Knowledge (ToK) course, students examine the ways in which humans acquire, evaluate and create knowledge in each of the academic disciplines, as well as the ways in which those processes shift over time. This examination is approached through the identification of the implicit and explicit claims about knowledge that students and experts make in each academic discipline, and the knowledge questions that arise from these claims.

The content of ToK is multi-disciplinary by nature, so students compare and contrast the definitions of knowledge and methodologies of knowledge acquisition they encounter in their various subject areas. Through the dissection of various real-life situations that challenge our perceptions of knowledge in the arts, the natural and human sciences, history and mathematics, students come to recognize the complexity with which we construct knowledge, and the manifold ways that our distinct cultures, values and worldviews interact with that process.

IB Diploma Programme students are asked to know many things, so a reflective consideration of *how* and *why* they know the things they do can solidify their sense of purpose in their overall IB coursework. Equally important is their contemplation of the limitations of their knowledge, and of the broader human pursuit of knowing and understanding the world. Critical thinking and meta-cognitive reflection lie at the heart of the course, and students who apply themselves successfully to its topics should acquire a new self-awareness that extends beyond the academic into their personal lives as thinkers and knowers.

## Assessment

*The following information is from the Theory of Knowledge, first assessment 2022 Subject Guide.*

Type of Assessment	Format of Assessment	Hours	Weighting
--------------------	----------------------	-------	-----------

External	Theory of knowledge essay	10	2/3 or 67%
Students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.			
Internal	Theory of knowledge exhibition	8	1/3 or 33%
Students are required to create an exhibition of three objects with accompanying commentaries that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.			

## Theory of Knowledge Essay

The essay forms the majority of a student's mark in TOK. Students are expected to write a 1,600 word formal essay on a prescribed topic. Topics are generally released in September of IB year 2. Sample topics include...

- ❖ How important are the opinions of experts in the search for knowledge? Answer with reference to the arts and one other area of knowledge.
- ❖ Is the division of the natural sciences and mathematics into separate areas of knowledge artificial?
- ❖ When historians and natural scientists say that they have explained something, are they using the word "explain" in the same way?
- ❖ Are there fewer ethical constraints on the pursuit of knowledge in the arts than in the human sciences?
- ❖ How do our expectations impact our interpretations? Discuss with reference to history and one other area of knowledge.
- ❖ To what extent do you agree with the claim that "knowledge is of no value unless you put it into practice" (Anton Chekhov)? Answer with reference to two areas of knowledge.

Students are expected to explore the prescribed topic they choose from several perspectives including different ways of knowing and areas of knowledge. The TOK essay is not a research paper, but it will require outside sources with proper citations.

## Theory of Knowledge Exhibition

The exhibition makes up the remainder of a student's mark in TOK. Students are expected to create an exhibition of three objects of how TOK can be used to understand objects and situations all around us. Students will create their exhibition on one of the 35 TOK IA prompts and one of the TOK core or optional themes.

TOK IA Prompts (excerpted)	TOK Core and Optional Themes
<ul style="list-style-type: none"> <li>❖ What counts as knowledge?</li> <li>❖ Are some types of knowledge more useful than others?</li> <li>❖ What features of knowledge have an impact on its reliability?</li> <li>❖ On what grounds might we doubt a claim?</li> <li>❖ What counts as good evidence for a claim?</li> <li>❖ How does the way that we organize or classify knowledge affect what we know?</li> <li>❖ What are the implications of having, or not having, knowledge?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Knowledge and the knower (Core)</li> <li>❖ Knowledge and technology</li> <li>❖ Knowledge and language</li> <li>❖ Knowledge and politics</li> <li>❖ Knowledge and religion</li> <li>❖ Knowledge and indigenous societies</li> </ul>

Students must justify the inclusion of the three objects according to their selected prompts and themes.

The exhibition also includes a 950 word commentary on each of the three objects with proper citations and references.

## Expectations

### Student Expectations

The IB DP, like all IB programmes, is not just about what you learn – it also about who you become as you learn. The IB has set out the characteristics of a student who will be successful in their programmes in the 'IB Learner Profile' <http://www.ibo.org/programmes/profile/>

Must familiarize themselves with rules and regulations:

- Regarding academic integrity in the DP
- Regarding the Extended Essay research and writing process
- Submit work before all established deadlines on the DP Calendar of Deadlines
- Proactively collaborate with CAS and EE supervisors to create a meeting schedule
- Attend all meetings with CAS and EE supervisors
- Complete all requisite documentation requested by the DPC and/or the school

## Student Attendance Expectations

- Students are expected to attend DP classes every day
- HL Courses require 240 hours of study over a two-year period. Students must attend classes to meet these minimum hour requirements.
- SL Courses require 150 hours of study over a two-year period. Students must attend classes to meet these minimum hour requirements.
- Students who **miss five classes** from one subject in a school year, without a legitimate note from a doctor, will be placed on the **Stage 1 Warning List**. These students will be required to meet with the University Guidance Counselor to plan better attendance.
- Students who **miss ten classes** from one subject in a school year, without a legitimate note from a doctor, will be placed on **Stage 2 Warning List**. These students will be required to meet with the Diploma Programme Coordinator and the University Guidance Counselor to plan better attendance.
- Students who **miss 15 classes** from one subject in a school year, without a legitimate note from a doctor, will be placed on **Stage 3 Warning List**. These students will be required to meet with the OYIS Secondary Principal, the OYIS Secondary Vice-Principal and the Diploma Programme Coordinator to evaluate their place in the Diploma Programme. Students with continued attendance problems will be withdrawn from the full Diploma pathway. Students with continued attendance problems may be required to repeat the school year.
- For more information about attendance in the Diploma Programme, please refer to our [DP Attendance Policy](#).

## Parent / Caregiver Expectations

Earning a full IB Diploma is a major accomplishment. Students will be challenged throughout the two years of the programme. It is expected that they will go through periods of difficulty. Support from the family will be important to ensure that students are able to achieve their best potential result. It is for this reason that we seek support and understanding from primary caregivers. The following conditions must be met in order to remain as full diploma students:

- Attendance
- Academic Achievement
- Participation / Engagement

The following conditions are encouraged and have been proven to support achievement within the diploma programme:

- Development of regular routines and patterns of behaviour
- Regular space to study and complete work
- Caregiver engagement and understanding of the diploma
  - Class assessment

- Core engagement
  - be diligent in monitoring his/her progress take note of any significant changes
  - contact the teachers as soon as possible if there is a question or concern regarding the student's progress in classes
  - be supportive of student due dates and school obligations
  - be supportive and help with documenting CAS activities
  - be understanding and supportive of the challenges of a high school student in an advanced level of study.

We recognize that the DP can be a challenging time for you and your child. We are in this together to support. Research has shown that engaged and supportive families are an essential contributor to success in the diploma.

## The IB Learner Profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century

As IB learners we strive to be:

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk-takers
- balanced
- reflective





## Post-Secondary Options (College/University)

The International Baccalaureate Diploma Programme is widely recognised and highly valued for university entry throughout the world. Generally, IB Diploma Programme students have higher rates of acceptance to competitive schools and have shown higher academic achievement at the university level, than non-IBDP students. Admissions criteria and entry standards/processes will vary greatly based on the individual country, University, and/or program. Students and families are highly encouraged to research universities and work with university representatives in order to familiarise themselves with institutional requirements. In addition students will work closely with their school counselor in order to facilitate meeting post-secondary transition needs. (IBO, 2020)

## University Recognition

The IB Diploma is given formal equivalency to national examinations in most parts of the world. To check up-to-date details for your own country, refer to <http://www.ibo.org/country/> Some countries require that the IB Diploma is ‘notarised’ or ‘legalised’ in their consulate in Geneva, Switzerland (where the IB headquarters are based). In this case, the IB offers a legalization service at a small additional cost.

The Diploma Programme is recognized by universities around the world. The table below shows a rough guide to Diploma Programme university recognition in major university destination countries.

Countries	University Recognition of the DP
United States	The USA has more than 950 IB Diploma schools. Over 1,600 universities recognize the DP. Many universities will require SAT testing. Many US colleges also accept IB Course students. Students wishing to study in the US must make direct contact with the university.
Canada	Over 300 IB World Schools. Over 150 universities recognize the DP. The DP is widely accepted in Canadian universities.
Australia	The DP is recognized by all major universities in Australia. Some universities may accept IB Course students.
Europe	The DP is widely accepted in Europe. Please make sure to

	read the entrance requirements for each university carefully. Applications for the UK are generally made through <a href="#">UCAS</a> .
Japan	More than 300 Japanese universities have policies for IB Diploma graduate applicants.
South Korea	The DP is recognized by some universities in South Korea. Read the entrance requirements for each university carefully.
South-East Asia	The DP is accepted by most universities in South-East Asia. Students wishing to study in Singapore are likely to require the full IB Diploma.

## DP Student Code of Conduct

### Rationale

This code of conduct is a requirement for all students who are enrolled in the full Diploma Programme pathway, the Diploma Programme Courses pathway, and the OYIS Graduation pathway. This code of conduct is intended to provide all candidates and students with a strong understanding of the requirements for completing the DP and for graduation. This code of conduct is also intended to provide all candidates and students with a safe learning environment free from discrimination of any kind.

### Attendance

- **Full Diploma Pathway** students are required to attend at least **90% of all classes** in order to be eligible to sit the DP May Final examinations. In grade 11, this means that students must attend **132/148 classes for DP Courses**. In grade 12, this means that students must attend 118/132 classes.
- **Diploma Courses Pathway** students are required to attend at least **85% of all classes that they intend to write DP exams** and 75% of all other courses. In grade 11, this means that students must attend **126/148 classes for DP Courses** they will write and **111/148** for courses that they will not write. In grade 12, this means that students must attend **112/132 classes for DP Courses** they will write and 99/132 for courses that they will not write.
- **OYIS Graduation Pathway** students are required to attend at least **75% of all classes** in order to be eligible to graduate. In grade 11, this works out to attending **111/148 days and classes** scheduled. In grade 12, this means that students must attend 99/132 of all courses.

## Meeting Deadlines

It is the responsibility of the candidate to submit IB Component work (for Internal/External Assessments and related drafts) before 8AM on the due date listed in the DP Assessment Calendar in the google calendar. Candidates who do not submit work on time will be removed from class the next school day and will be given **four hours** to complete their work. After four hours, the Diploma Coordinator will collect the assignment and submit that copy to the IB. Candidates who miss **two deadlines** will be put on academic probation and may have their graduation pathway changed to DP Course or the OYIS Graduation Diploma.

### In Class Assessments

It is the responsibility of each candidate to attend school on the day of an in-class formative or summative assessment. Teachers spend a lot of time carefully planning and writing formative and summative assessments for their classes. When a candidate misses an examination, the teacher has to make a new exam which is time-consuming. Upon return to school, the DP candidate must communicate with the teacher and ask for an opportunity to rewrite the missed exam in a study period that same day. Please note that DP candidates who miss three or more in-class assessments in a school year may not be given an opportunity to rewrite and may receive a grade of zero, subject to teacher and Diploma Coordinator discretion.

### Major Summative Assessment Expectations

DP Candidates are expected to attend all major Summative assessments including the Grade 11 January exams, the Grade 11 June exams, the Grade 12 Mock Exams, and the Grade 12 DP Final Exams. Candidates are usually not entitled to retake any major summative assessments. Appeals can be made to the Diploma Programme Coordinator. If a student misses a major summative assessment (such as an end-of-semester or a mock exam) due to a medical reason, evidence will need to be submitted to the Diploma Programme Coordinator. If no such evidence is given, no grade will be awarded. If medical evidence is submitted and accepted, the student will be awarded an N/A. In exceptional circumstances, a different summative exam may be given for a student who was absent.'

### Behavior Expectations

DP Candidates at OYIS are leaders in the school and they are expected to act in an inclusive and supporting manner towards all OYIS community members. DP candidates are expected to show caring and compassion towards their peers and teachers, and other OYIS community members at all times.

- Candidates are expected to communicate positively and respectfully about each other
- Candidates are expected to communicate respectfully with all members of the OYIS community
- Candidates are expected to collaborate with all members of the class
- Candidates are expected to resolve conflict peacefully with teacher or administrator support at school

- Candidates are expected to be inclusive in all social and academic groupings
- Candidates are expected to treat school property carefully and with respect. Any deliberate destruction of school property will not be tolerated and the candidate will be expected to pay for repairs

Please note that students who repeatedly fail to meet these expectations, after teacher and administrator interventions, may be removed from the school.

## Academic Integrity

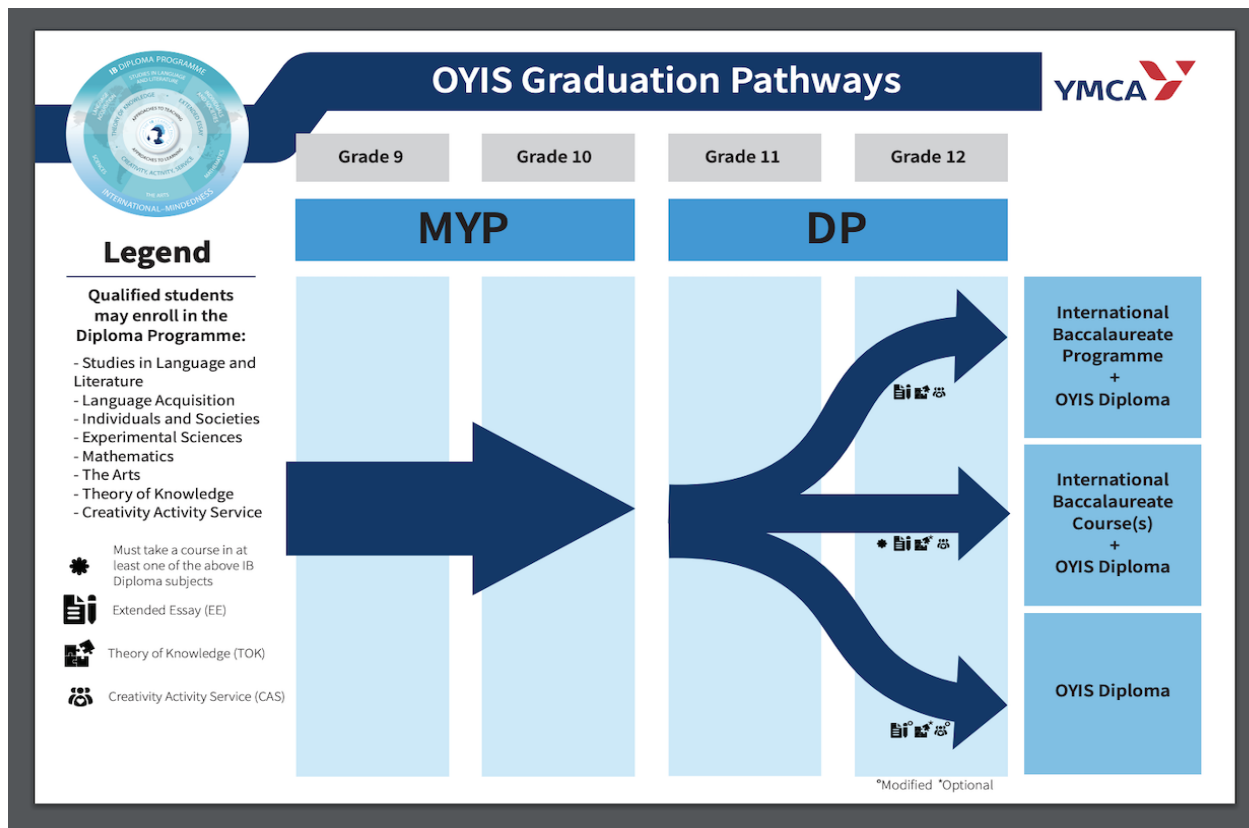
Candidates at OYIS are expected to create their own original work on all assignments. Candidates are also expected to cite the work of others in an MLA 9 Works Cited page. Candidates must ensure that all work that is submitted to teachers has correct in-text citations and all ideas of others are cited correctly. Failure to cite the work of others is academic plagiarism and will result in a three tier system of consequences.

- **First Offense:** Candidate meets with teacher to discuss plagiarism. Assignment is redone. Meeting with Academic Integrity Officer is scheduled. Parents will be notified.
- **Second Offense:** Candidate meets with Academic Integrity Officer and Diploma Coordinator. Assignment is redone. Candidate is ineligible for academic awards. Parents will be notified.
- **Third Offense:** Candidate meets with Secondary Principal and parents. Assignment is redone but may not be submitted to the IB. The candidate is placed on Academic Probation. The candidate may face further disciplinary action.

# OYIS High School Graduation Pathway Requirements

## Purpose

In order for Osaka YMCA International School to issue a graduation certificate, it is important for the graduation candidate to fulfill the requirements and expectations outlined in this document. Once the graduation candidate has successfully completed the criteria listed in this document, that individual's candidacy for graduation will be forwarded to the Graduation Committee who will then process the issuing of the OYIS Graduation Diploma. All OYIS graduating seniors who meet the graduation requirements will receive an OYIS High School Diploma accredited by the Western Association of Schools and Colleges (WASC). Students who do not meet the requirements will not be issued an OYIS Graduation Diploma, and may be required to complete an additional study to fulfill the requirements.



## Philosophical Framework

### IB Diploma Pathway

The IB Diploma Pathway is designed for students who excel academically and intend to complete all components of the programme including the Extended Essay, Creativity, Activity Service (CAS), and Theory of Knowledge. IB Diploma Pathway students complete all internal and external assessments for the IB. These students also write all final exams during the May Exam period. In this pathway, students who complete their IB Diploma and meet all of the requirements for graduation including good attendance, successful completion of CAS, good standing in terms of academic integrity, and the successful completion of their coursework, will be awarded an OYIS High School diploma, in addition to their IBDP Diploma.

### **IB Diploma Course Pathway**

The IB Course Pathway is designed for students who achieve well academically but cannot complete the full IB Diploma Pathway due to academic struggles in one or two courses. This pathway is designed for these students to complete the IBDP course(s) they can, while also being supported by the school. Some support options include student choice of course levels (HL or SL), student choice of courses (Theory of Knowledge or Approaches to Learning and Health) and student choice of research project (The Extended Essay or the Senior Thesis Project). In this pathway, students who complete their IB Diploma courses and meet all of the requirements for graduation including good attendance, successful completion of CAS, good standing in academic integrity, and the successful completion of their coursework will be awarded an OYIS High School diploma, in addition to their IBDP Courses.

## **OYIS Graduation Pathway**

The OYIS Graduation Pathway is an inclusive, student centered programme aimed to support students in completing Grade 11 and 12 to earn the OYIS High School Diploma. The OYIS Graduation Pathway focuses on the strengths of the student as a learner and provides opportunities for success through either adjusted assessment in each course or modified curriculum based on the IB diploma courses offered. By identifying barriers to learning for students, the OYIS Graduation Pathway prepares students for their future academic or vocational aspirations and supports students in building necessary social and academic skills. Students will also complete an independent research project "[The Senior Thesis Project](#)" based on a self-directed inquiry in an area of interest or passion. This will serve as the capstone project for the OYIS Graduation Pathway.

*It should be noted that the OYIS Graduation Pathway is in essence an Individualised Education Plan for students who have specific barriers to inclusion. It is not a tailored alternative pathway for specialised university entrance. Instead, it is a realistic pathway for tertiary, post secondary education and/or vocational goals based on the needs of the student. Central to the OYIS*

*Graduation Pathway is the recognition that the social and emotional needs of the student are prioritized.*

There are two options within the OYIS Graduation Pathway:

Pathway 1 - Supported Pathway	Pathway 2 - Modified Pathway
<ul style="list-style-type: none"> <li>● A rigorous curriculum which offers challenging differentiated or modified assessment to show a student's understanding.</li> <li>● Based on identified support needs of the student, an individualized education plan (IEP) may be developed.</li> <li>● Students take a minimum of five Diploma classes in Grade 11.</li> <li>● Students take a minimum of four Diploma classes in Grade 12.</li> <li>● Students take the Health and Wellness course.</li> <li>● Students take the Senior Thesis Project.</li> <li>● All DP classes the students take in Grade 11 and 12 have adjusted assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● A student centered approach that aims to provide students with disabilities or extenuating circumstances the necessary knowledge and skills to lead a productive life</li> <li>● Provides flexible timeframes and uses adapted pedagogical methods and materials while providing targeted support based on the student's IEP (<i>if a modified day is needed, the student may need an additional year to complete requirements</i>)</li> <li>● Requires parent consent and transition planning with Student Support Coordinator, MYP/DP Coordinator in Grade 10</li> <li>● In Grade 11, students take a minimum of five Diploma classes</li> <li>● In Grade 12, students take a minimum of four Diploma classes</li> <li>● All DP classes the students take in Grade 11 and 12 have modified curriculum and modified assessments based on the student's IEP.</li> <li>● Students take the <i>Health and Wellness</i> course</li> <li>● Students take the Senior Thesis Project.</li> </ul>

**Individual Education Plans (IEP)**

A student may qualify for an IEP due to academic, behavioral, social/emotional, or medical needs. The IEP consist of the following:

- the student's strengths and challenges
- learning goals

- supports and strategies to help the student access the curriculum
- graduation pathway (Grade 10 and above)

The IEP is created in collaboration by the IEP team which includes the student, the family, teachers of the student, student support team members, MYP/DP coordinators and administrators. A transition meeting is held in semester 2 of grade 10 to begin planning for the student's graduation pathway taking the student's interests, strengths, and learning challenges in consideration. The IEP outlines accommodations and course modifications in place to support the student. It provides flexibility while maintaining a rigorous pathway based on the needs of the student.

## OYIS Graduation Pathways Outline

<b>DP Courses</b>	<b>IB Diploma Pathway</b>	<b>IB Diploma Course Pathway</b>	<b>OYIS Graduation Pathway</b>
<b>Group 1</b> English LAL Japanese LAL Literature Self-Study SL	1 course required	optional	optional
<b>Group 2</b> English B Japanese B Ab Initio SL	1 course required or 2 Group 1 courses taken	2 language courses required  (can be from either group 1 or 2)	2 language courses required  (can be from either group 1 or 2)
<b>Group 3</b> Business Management Global Politics	1 course required	1 course required	G11: 1 course required  G12: optional
<b>Group 4</b> Biology Chemistry Physics	1 course required	1 course required	G11: 1 course required  G12: optional
<b>Group 5</b> Mathematics Analysis and Approaches, Mathematics Applications and	1 course required	G11: 1 course required  G12: optional	G11: 1 course required (Foundation Math option)  G12: (Foundation



<i>Interpretations</i>			<i>Math II optional)</i>
<b>Group 6 Music</b> <i>(Students who do not take Music, must select a second course from Group 3 or 4)</i>	<i>Optional</i>	<i>Optional</i>	<i>Optional</i> <b>G12 Students must select 2 courses from Groups 3-6</b>
<i>Theory of Knowledge</i>	<i>Required</i>	<i>Choice: TOK or Health and Wellness Course</i>	<i>Health and Wellness Course</i>
<i>Creativity Action Service</i>	<i>Required</i>	<i>Required</i>	<i>Required</i>
<i>Extended Essay</i>	<i>Required</i>	<i>Choice: EE or Senior Thesis Project</i>	Senior Thesis Project

**CAS**

CAS is central to the mission and vision of OYIS. All pathways promote active contribution of students to the school community through participation in the CAS programme.

**Grade 10 Graduation Pathway Planning**

Students and families engage in conversations with the MYP/DP coordinators, graduation counselor and student support coordinator during the second semester of grade 10 to discuss graduation pathway options. Post graduate plans, student interests, and identified student learning needs are considered to determine the best graduation pathway for each student.

**Grade 11 and 12 Minimum Passing Requirements:**

- Students must achieve a passing grade (3+) in at least 4 of 6 courses.
- Students may not achieve a score of 2 or lower in more than two courses.
- Students must attend **at least 75% of classes and days (135 days)** out of 180) in grade 11 and grade 12 to pass each grade.
- Students must be in good standing in terms of Academic Integrity to pass each grade.
- All students must be in good financial standing with OYIS in order to sit their final exams.

IB Diploma Pathway Passing Requirements		
Required Courses	Achievement Level	Score

<b>Minimum 6 courses (at least 3 at HL)</b> <b>External exams</b> <ul style="list-style-type: none"> <li>Student writes 6 external exams</li> </ul>	1-7 score (per course)	/42
<b>Extended Essay</b>	1-2 Bonus Points	1-2
<b>TOK</b>	1-2 Bonus Points	1-2
<b>Bonus Points</b>	Up to 3, based on the EE and TOK grades (A-E). An E in either the EE or TOK will result in no Diploma being awarded.	/3
<b>CAS</b>	Completed / Not Completed	/0
Point requirement for OYIS Graduation	Minimum 20 points	/45
<b>Point requirement for Diploma</b>	<b>Minimum 24 points</b>	<b>/45</b>

IB Course Pathway Passing Requirements		
Required Courses	Achievement Level	Score
<b>Minimum 5 courses</b> <b>External exams</b> <ul style="list-style-type: none"> <li>Full DP course with appropriate support. Score of 3 needed to pass an external exam</li> </ul> <b>Non Exam</b> <ul style="list-style-type: none"> <li>Assessed with adjustments and internal exams</li> </ul> <b>AP course (option)</b> <b>Online, independent study</b> <b>SAT preparation and exam</b>	1-7 score (per course)	/35
<b>Extended Essay or Grade 12 Senior Thesis Project</b>	1-7	/7

<b>TOK (Adjusted Assessment) or Health and Wellness</b>	<b>Pass / Fail</b>	<b>/1</b>
<b>CAS</b>	<b>Completed / Not Completed</b>	<b>/2</b>
<b>Point requirement for graduation</b>	<b>Minimum 24 points</b>	<b>/45</b>

<b>OYIS Graduation Pathway Passing Requirements (Supported and Modified Pathway)</b>		
<b>Grade 11</b>		
<b>Required Courses</b>	<b>Achievement Level</b>	<b>Score</b>
<b>G11: Minimum 5 courses</b> <b>Course requirements:</b> <ul style="list-style-type: none"> <li>• Two languages (English Required)</li> <li>• Math Grade 11</li> <li>• Groups 3 - 6: Choose 2</li> </ul>	<b>1-7 score (per course)</b>	<b>/35</b>
<b>Health and Wellness</b>	<b>Pass / Fail</b>	<b>/1</b>
<b>Senior Thesis Project</b>	<b>On track / Not on track</b>	<b>/1</b>
<b>Grade 11 Completion Requirements</b> <ul style="list-style-type: none"> <li>• 5 courses (x7) = 35</li> <li>• On track with CAS = 1</li> <li>• Pass Health and Wellness = 1</li> <li>• On track Senior Thesis Project = 1</li> </ul>	<b>17 points</b>	<b>/37</b>
<b>Grade 12</b>		
<b>Required Courses</b>	<b>Achievement Level</b>	<b>Score</b>
<b>G12: Minimum 4 courses</b> <b>Course requirements:</b> <ul style="list-style-type: none"> <li>• <b>Two languages</b> (English Required)</li> </ul>	<b>1-7 score (per course)</b>	<b>/28</b>

<ul style="list-style-type: none"> <li>• <b>Groups 3 - 6: Choose 2 courses</b></li> </ul>		
<b>Senior Thesis Project</b>	<b>1-7</b>	<b>/7</b>
<b>Health and Wellness course / TOK</b>	<b>Pass / Fail</b>	<b>/1</b>
<b>Grade 12 Entry Completion Requirements</b> <b>18 points required to earn the OYIS High School Diploma</b> <ul style="list-style-type: none"> <li>• 4 courses (x7) = /28</li> <li>• Pass CAS = /1</li> <li>• Pass Health and Wellness = /1</li> <li>• Pass Senior Thesis = /7</li> </ul>	<b>18 points</b>	<b>/37</b>

## Graduation Requirements (Grade 9-10)

### Grade 9

Required courses: English, Japanese, Individuals and Societies, Science, Mathematics , PHE, Design.

*Electives courses:* Art or Music

OYIS Requirements:

- Students must complete each of their courses with a final score of a 3+ in each subject / an overall score of 24+ (3 x 8 courses = 24)
- Students must complete a service activity.
- Students can complete courses with inclusive access arrangements or reasonable adjustments without academic penalty or having an impact on advancement to the next grade level.

### Grade 10

Required courses: English, Japanese, Individuals and Societies, Science, Mathematics Extended or Mathematics Standard), PHE, Design.

*Elective courses:* Art or Music

OYIS Requirements:

- Students must complete each of their courses with a final score of a 3+ in each subject / an overall score of 24+ (3 x 8 courses = 24)
- Students must pass the Personal Project with a score of 3+
- In order to be eligible to apply for the Diploma Programme at OYIS and be on the OYIS Courses pathway, students must attend **at least 75%** (135 days in grade 10) of all classes in Grade 10.

- Students can complete courses with inclusive access arrangements or reasonable adjustments without academic penalty or having an impact on advancement to the next grade level.

## Works Cited

Hattie, J. Visible Learning. Routledge, 2009.

International Baccalaureate Organization (IBO). "Academic honesty in the IB educational context". IBO, 2014. PDF.

International Baccalaureate Organization (IBO). "Approaches to Teaching and Learning in the Diploma Programme". IBO, 2014. PDF.

International Baccalaureate Organization (IBO). "Biology guide". IBO, 2015. PDF.

International Baccalaureate Organization (IBO). "Business management guide". IBO, 2015.

PDF. International Baccalaureate Organization (IBO). "Candidates with assessment access requirements". IBO, 2014. PDF.

International Baccalaureate Organization (IBO). "Chemistry guide". IBO, 2015. PDF.

International Baccalaureate Organization (IBO). "Creativity, activity, service guide". IBO, 2015.

PDF. International Baccalaureate Organization (IBO). "Diploma Programme assessment: principles and practice". IBO, 2004. PDF.

International Baccalaureate Organization (IBO). "Extended essay guide". IBO, 2018. PDF.

International Baccalaureate Organization (IBO). "Handbook of procedures for the Diploma Programme". IBO, 2015. PDF.

International Baccalaureate Organization (IBO). "History guide". IBO, 2015. PDF.

International Baccalaureate Organization (IBO). "Language ab initio guide". IBO, 2018. PDF.

International Baccalaureate Organization (IBO). "Language A: language and literature guide". IBO, 2019. PDF.

International Baccalaureate Organization (IBO). "Language B guide". IBO, 2018. PDF.

International Baccalaureate Organization (IBO). "Learning diversity and inclusion in IB programmes". IBO, 2016. PDF.

International Baccalaureate Organization (IBO). "Mathematics SL guide". IBO, 2016. PDF.

International Baccalaureate Organization (IBO). "Mathematics HL guide". IBO, 2016. PDF.

International Baccalaureate Organization (IBO). "Meeting student learning diversity in the classroom". IBO, 2013. PDF.

International Baccalaureate Organization (IBO). "Pedagogical Support in the Extended Essay". IBO, 2013. Web. September 11, 2016.

International Baccalaureate Organization (IBO). "Physics guide". IBO, 2014. PDF.

International Baccalaureate Organization (IBO). "Simplifying the diploma requirements and failing conditions". IBO, 2014. PDF.

International Baccalaureate Organization (IBO). "Theory of knowledge guide". IBO, 2018. PDF

International Baccalaureate Organization (IBO). "University Admission". IBO, 2020.

International School of London. (2018). IB Diploma Programme Guide. Retrieved September 10, 2020, from

<https://resources.finalsite.net/images/v1578398140/islschoolsorg/wkyzemmj1xaacsua5ha/ISLLondonIBDiplomaHandbookDIGITAL.pdf>

International School of the Hague. (2018). Guide for IBDP and IBCP Students 2018-2020.

Retrieved September 18, 2020, from

[https://www.ishtehague.nl/uploaded/Documents/Secondary\\_School/DP/IBDP\\_and\\_IBCP\\_guide/IBDP\\_and\\_IBCP\\_Guides.pdf](https://www.ishtehague.nl/uploaded/Documents/Secondary_School/DP/IBDP_and_IBCP_guide/IBDP_and_IBCP_Guides.pdf)

Westbourne School. (2020, November 09). The Ultimate Guide to the IB Diploma. Retrieved

from <https://www.westbourneschool.com/ultimate-guide-ib-diploma>