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# Diploma Programme



## OYIS Diploma Programme Handbook

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## **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:***

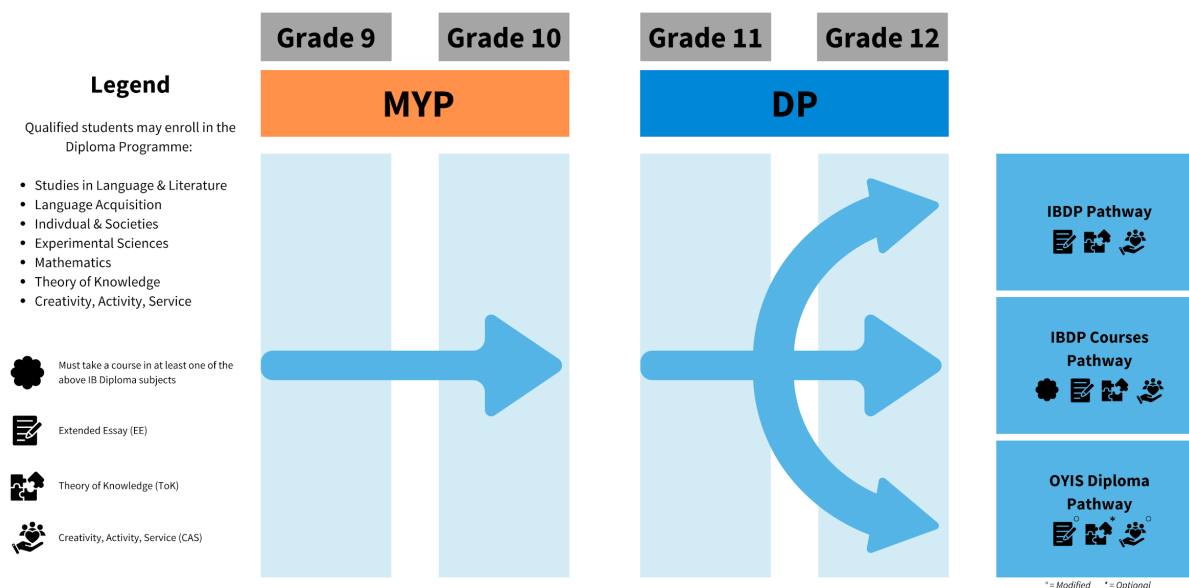
We are committed to empowering our students to become independent and globally-minded. We create an engaging learning environment by providing educational excellence through global mindedness and the core YMCA values of building a healthy spirit, mind, and body.

## Grade 11 and 12 Pathways to Graduation

At OYIS we acknowledge that every student is unique and has their own hopes, aims and goals. It is our aim to develop globally-minded, independent critical thinkers who will make a positive impact in our world after graduation. We are therefore proud to offer a variety of pathways to truly differentiate and empower students on their own learning journeys to accomplish the goals that they set for themselves. There are three pathways to graduation for students at OYIS:

- IBDP Pathway
- IBDP Courses Pathway
- OYIS Diploma Pathway

## OYIS Graduation Pathways



If a student fulfills the following requirements, they will be awarded an OYIS High School Diploma regardless of their selected pathway.

## **Graduation Requirements**

Over eight semesters in Grade 9-12 students must:

- Achieve a minimum end of year grade of 3 in each of their subjects. Students who do not achieve a 3 in their end of year report card will be required to complete and submit additional work during the summer break.
- Complete the Grade 9 Service Activity and CAS in Grade 11 and 12
- Pass the Grade 10 Personal Project with a score of 3 or more
- Attend at least 75% of all classes

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. This decision will be made at the principal's discretion.

## **International Baccalaureate Diploma Programme Pathway**

Students in this pathway will need to meet all the IBDP & OYIS graduation requirements and if successful will be awarded both an IBDP Diploma and an OYIS High School Diploma. If students do not meet the IBDP requirements they will fail and will not be awarded an IBDP Diploma.

## **IBDP Course Pathway**

Students may also take IBDP Courses instead of the full IBDP Diploma. IBDP Course students are not required to study Theory of Knowledge (TOK) or write an Extended Essay, although they can choose to do so if they wish, but are required by OYIS to complete CAS. IBDP Course students may take fewer than six subjects at any level [SL or HL] that they wish. A student could choose to take six subjects at SL and not take TOK nor the EE or a student could elect to take just one IBDP course at HL.

The Courses Pathway is a good option for students who clearly know what they aim to study in university and have done the necessary research to ensure that they don't need the full IBDP to be accepted. It allows for students to obtain an OYIS High School Diploma while also obtaining IBDP course certificates in subjects that may support their university goals. This pathway allows students the time to focus more on the courses that will help them in their specific future goals.

The IB Diploma Course Pathway is designed for students who achieve well academically but cannot or do not want to complete the full IB Diploma Pathway. There is no pass or fail attached to IBDP courses, students are awarded a certificate by the IB with the grade achieved in the IBDP course they complete.

### **OYIS Diploma 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 which is based on the IBDP SL courses.

To ensure rigour, the content of all subjects is closely aligned with IBDP SL course content. However, in some cases OYIS students may also choose to follow the HL course content without completing externally assessed work. Subject assessment and expectations are also modified to promote student and teacher choice in how learning is demonstrated. Students do not have to complete the full suite of SL or HL assessments and all student work is internally assessed by OYIS teachers.

Grade 11 and 12 students can opt to drop one subject per year as long as this decision is clearly aligned with future ambitions. This would mean that a minimum of 5 subjects taken in Grade 11 and 4 subjects in Grade 12.



## **OYIS Graduation Diploma**

An OYIS Graduation Diploma will be awarded to a candidate provided all the following requirements have been met.

- a) The student must complete all classes and achieve an overall combined grade of 20 points.
- b) If a student drops a course the overall combined grade will decrease by 7 points.
- c) There is no grade 1 awarded in any subject
- d) The students must complete Creativity Activity Service
- e) The student completes an Extended Essay or Senior Thesis Project
- f) Completion of the Theory of Knowledge course is optional
- g) The student is in good standing with Academic Honesty
- h) The student attends at least 75% of all classes in Grade 11 and grade 12.
- i) The student may elect to drop one course in Grade 11 and two courses in Grade 12

See the following table for details on the differences in these pathways:

	<b>IBDP Diploma Pathway</b>	<b>IBDP Course Pathway</b>	<b>OYIS Pathway</b>
<b>Overview</b>	A demanding, wide-ranging, highly academic programme, leading to both the full IBDP Diploma and the accredited High School Diploma.	A challenging, broad-based and balanced program, leading to externally assessed certificates and the accredited High School Diploma.	An accessible, rigorous, internally-assessed selection of courses leading to the WASC-accredited High School Diploma.
<b>Who the Pathway is designed for</b>	<p>Academically high achieving students able to balance a demanding workload.</p> <p>Students who are independent, monitoring their own learning, who enjoy a challenging workload, are self-directed learners, and have a passion for academics.</p> <p>Students who need the full IBDP to enter the university or post-secondary institution of their choice.</p>	<p>Students seeking challenges from external courses in some areas.</p> <p>Students who are independent, monitoring their own learning.</p> <p>Students whose post-secondary educational choices may benefit from supplementing their OYIS Pathway courses with specific IBDP courses that match their goals.</p> <p>Students who have specific interests in courses that will match and help them to achieve their future goals.</p>	<p>Students able to meet the school's rigorous expectations in a range of credit-bearing OYIS Pathway courses.</p> <p>Students who are applying to universities that do not require any IBDP courses or students who are planning to attend non-university, post-secondary education.</p> <p>Students who enjoy learning but seek a less academically-oriented pathway where they can balance learning and their own interests related to their future goals.</p>

<b>Key Aspects</b>	<p>Students must take 6 courses: 3 at HL and 3 at SL.</p> <p>Students need to gain at least 24 points overall, 12 points in their HL subjects and 9 points in their SL subjects.</p> <p>Students must successfully complete Creativity, Activity and Service (CAS), Theory of Knowledge, and the Extended Essay.</p>	<p>Students must take at least five courses per semester at OYIS.</p> <p>Students may choose as many or as few IBDP courses as they would like to at either SL or HL.</p> <p>Students on the OYIS Pathway have the option to either take 2-year courses or 1-year courses. If taking two 1-year courses, the student will join the Grade 11 class.</p>	<p>Students must take at least 5 courses per semester at OYIS.</p> <p>IB Coursework (Internal Assessment) is replaced by OYIS project-based work assessment in each OYIS course.</p> <p>Students on the OYIS Pathway have the option to either take 2-year courses or 1-year courses. If taking two 1-year courses, the student will join the Grade 11 class.</p>
<b>Assessment &amp; Exams</b>	<p>All final assessments are externally marked or moderated by the IBO.</p> <p>The externally assessed final examinations cover material from Grade 11 and Grade 12.</p> <p>SL/HL Exams in the Spring of Grade 11 covers Year 1 course content.</p> <p>SL/HL Mock Exams in February of Grade 12 cover two years of course content.</p> <p>Externally assessed SL/HL DP Exams take place in April/May of Year 2.</p>	<p>All final IBDP assessments are externally marked or moderated by the IBO.</p> <p>The externally assessed final examinations cover material from Grade 11 and Grade 12.</p> <p>OYIS assessments are internally developed, cover material from one school year, and are assessed by the grade level teachers.</p> <p>SL/HL Exams in Spring in Grade 11 cover Year 1 course content.</p>	<p>Students complete OYIS end-of-semester exams.</p> <p>OYIS assessments are internally developed and may cover material from one school year or two depending on the circumstances.</p> <p>Assessments are evaluated by the grade level teachers.</p> <p>Students will be assessed based on classwork, project-based learning, and semester exams. See the <a href="#">OYIS Diploma Assessment Outline</a> for further details.</p>

		<p>SL/HL Mock exams in February of Year 2 covers two years of course content.</p> <p>At the conclusion of Grade 12, externally assessed SL/HL DP exams for IBDP courses and internally assessed OYIS exams take place.</p>	<p>Students will complete OYIS exams only.</p> <p>Grade 12 students will sit OYIS assessments during the Mock Exam week and final exams in May.</p>
<b>Diploma</b>	<p>The diploma is awarded by the International Baccalaureate.</p> <p>The High School Diploma is awarded by OYIS.</p>	<p>Individual course certificates are awarded by the International Baccalaureate. There is no pass or fail for IBDP Courses and the Core is not externally assessed so no diploma is awarded.</p> <p>The High School Diploma is awarded by OYIS.</p>	<p>The High School Diploma is awarded by OYIS.</p>
<b>Transcripts</b>	<p>The IBDP course title designation will appear on the transcript.</p> <p>Students whose predicted grades indicate a full IB Diploma will also be awarded the OYIS Diploma.</p>	<p>The IBDP course title designation will appear on the transcript.</p> <p><b>OR</b></p> <p>OYIS Grade 11 and 12 course titles will appear on the transcript.</p> <p>Only courses in which the student earns a mark of 3 or above will count toward students' graduation requirements.</p>	<p>OYIS Grade 11 and 12 course titles will appear on the transcript.</p> <p>Only courses in which the student earns a mark of 3 or above will count toward students' graduation requirements.</p>

## What is the IB Diploma Programme?

The IB Diploma Programme [DP] is an academically challenging and balanced programme of education with final examinations that prepare students, aged 16 to 19, for success at university and life beyond. The programme has gained recognition and respect from the world's leading universities. The programme is designed to promote international-mindedness and the holistic development of students. At its heart the programme is based on the IB Learner Profile and approaches to teaching and learning.



The IB Diploma Programme is a two-year programme where students take 6 subjects, 3 at Standard Level [SL] and 3 at Higher Level [HL]. The subjects are underpinned by the DP Core. The DP core consists of CAS [Creativity, Activity and Service], the Extended Essay [EE] and Theory of Knowledge [TOK]. For most courses, students take written examinations at the end of their second year of the DP. At OYIS the final exams take place in April/May. In many programme areas, students complete externally assessed coursework which also contributes to their final grade.

The DP curriculum comprises six subject groups and a Core:

- Group 1: Language and Literature
- Group 2: Language Acquisition
- Group 3: Individuals and Societies
- Group 4: 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. At OYIS we seek to imbue all of our students with these learner profile traits regardless of their pathway to graduation.

The IB and OYIS do not aim to have students memorise content to pass their exams, instead we value and seek to equip students with the tools to learn, understand how they learn best and apply the knowledge they acquire through high quality Teaching and Learning. Approaches To Learning (ATL) play a huge role in developing 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).

## **Requirements to Earn an IBDP Diploma**

A total of six subjects must be studied, three at SL [150 hours recommended teaching time] and three at HL [240 hours recommended teaching time]. 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 been found guilty of academic misconduct

## **Bilingual IBDP Diploma**

A Bilingual diploma will be awarded to a successful candidate who fulfills one or both of the following criteria:

- Completion of two languages selected from group 1 with the award of a grade 3 or higher in both.
- Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate’s group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

## **Requirements to Enter Grade 11 as a full IBDP student at OYIS**

Students moving from the MYP to the DP must meet the following minimum requirements:

- Students must complete each of their courses with a final score of a 3 or more in each subject and an overall score of 24 or more (3 x 8 courses = 24)
- Achieve a final grade of 3 or above in any subject area they wish to pursue at DP Standard Level.
- Achieve a final grade of 4 or above in any subject they wish to pursue at the DP Higher Level.
- Achieve a final grade of 3 or above in the Personal Project.
- Successfully meet the Service as Action Learning Outcomes by the end of Grade 10.
- 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.

### **If a student does not meet full IBDP entrance requirements**

Students who do not meet the requirements to start Grade 11 as full IBDP students still have the first semester in Grade 11 to demonstrate the maturity, hard work, dedication and determination to meet the requirements needed to be instated in the IBDP course of their choice or be instated as a full IBDP student. OYIS recognises that all students mature and develop at different rates, and seek to celebrate and value our students' ability to grow and overcome challenges.

The timeline below outlines the process for a student who wishes to be instated as a full IBDP student:



<b>June</b>	Receive Grade 10 final report and based on subject grades enter either the OYIS, IBDP Course or full IBDP pathway
<b>August - September</b>	For OYIS pathway students wanting to take a DP course or full IBDP  Students register their desire to take either IBDP courses or the full IBDP with the DPC at the start of the year and attain the necessary grade in their first semester report.
<b>January - February</b>	Students enter the Diploma Course or full IBDP based on semester 1 report grades: <ul style="list-style-type: none"> <li>● 3 or above for a DP SL course</li> <li>● 4 or above for entry to DP HL course</li> </ul>

### Continuation of full IBDP Status

Students who do not meet the criteria below will have an intervention meeting with the DPC. These students may be placed on academic contract until the end of the year and must fulfill the following criteria:

- Academic Achievement
  - Students must have no more than two 2s or three 3s
  - Students must attain a total IB score of 24
- Attendance
  - Students must meet the 90% attendance record in-line with the OYIS DP attendance policy.

### Assessment in the Diploma

Students take written examinations at the end of the two-year programme, which are marked by external IB examiners. These exams, which take place over only a few days, can contribute up to 80% of a student's final grade. Students also complete both internally and externally assessed tasks which are submitted to the IB and contribute the remainder of the student's final grade in their subjects.

The grades awarded for each subject range from 1 (lowest) to 7 (highest) except for Extended Essay and Theory of Knowledge where the grades range from E (lowest) to A (highest). Students can be awarded up to three additional 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 overall, 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

### Generic Grade Descriptors

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

<b>6</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
<b>7</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student consistently demonstrates originality and insight, and always produces work of high quality.

### Diploma Points Matrix for Extended Essay & TOK

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 in the OYIS Diploma Pathway

Both the content and assessment in the OYIS Diploma Pathway is based on a modified version of the IBDP SL content and assessment criteria. The assessment expectations for OYIS Diploma students is also modified and the differences between the OYIS and SL assessment expectations for each subject can be found in the OYIS Diploma Assessment Outline document.

### 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. University Predicted Grades are shared with students and families in Mid-November. OYIS will always be proactive and transparent in using data to communicate potential issues and solutions with both students and parents.

## **Assessment Calendar of Deadlines**

Each year, the DPC and the DP teachers collaborate to finalise the deadlines for both IBDP internal and external assessments. These major assessment deadlines are entered on a cohort specific assessment calendar on Google Calendar and shared with students at the beginning of Grade 11.

## **Academic Integrity**

Being a principled learner is an essential attribute in the IB Learner Profile and in all OYIS pathways. 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.

## Subjects at OYIS - What Can I Study?

Group	Subjects Offered
<b>1: Studies in Language &amp; Literature</b>	<ul style="list-style-type: none"> <li>English Language &amp; Literature [HL/SL/OYIS]</li> <li>Japanese Language &amp; Literature [HL/SL/OYIS]</li> <li>Korean Language &amp; Literature [HL/SL/OYIS]</li> <li>School Supported Self-Taught Literature A [SL]</li> </ul>
<b>2: Language Acquisition</b>	<ul style="list-style-type: none"> <li>English B [HL/SL/OYIS]</li> <li>Japanese B [HL/SL/OYIS]</li> <li>Pamoja Online Courses [All SL]</li> <li>Spanish B / ab initio</li> <li>French ab initio</li> <li>Mandarin ab initio</li> </ul>
<b>3: Individuals &amp; Societies</b>	<ul style="list-style-type: none"> <li>Business Management [HL/SL/OYIS]</li> <li>Global Politics [HL/SL/OYIS]</li> <li>Psychology [HL/SL/OYIS]</li> </ul>
<b>4: Sciences</b>	<ul style="list-style-type: none"> <li>Biology [HL/SL/OYIS]</li> <li>Chemistry [HL/SL/OYIS]</li> <li>Physics [HL/SL/OYIS]</li> </ul>

<b>5: Mathematics</b>	<ul style="list-style-type: none"> <li>● Applications &amp; Interpretation [SL/OYIS]</li> <li>● Analysis &amp; Approaches [HL/SL/OYIS]</li> </ul>
<b>6: The Arts &amp; Electives</b>	<ul style="list-style-type: none"> <li>● Music [HL/SL/OYIS]</li> <li>● Visual Arts [HL/SL/OYIS]</li> </ul>

## IBDP Subject Briefs

The below subject briefs for the subjects offered at OYIS can all be found at <https://www.ibo.org/programmes/diploma-programme/curriculum>

### Group 1 - Language & Literature HL/SL

#### Course description and aims

The Language A: Language and Literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning.

Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The aims of studies in language and literature courses are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation

- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

More information [here](#).

## **Group 1 - Literature A SL (School Supported Self-Taught)**

### **Course description and aims**

The language A: literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The aims of studies in language and literature courses are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures

- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

More information [here](#).

## Group 2 - Language B HL/SL

### Course description and aims

Language acquisition consists of two modern language courses—language ab initio and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.



At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

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

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

More information [here](#).

## Group 2 - Language Ab Initio SL

### Course description and aims

Language acquisition consists of two modern language courses—language ab initio and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language.

Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts.

Students develop the ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

While the themes are common to both language ab initio and language B, the language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

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

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

- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

More information [here](#).

### **Group 3 - Individuals & Societies - Business Management HL/SL**

#### **Course description and aims**

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts: creativity, change, ethics and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and

operations management.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

The aims of the DP business management course are to enable students to:

- develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
- foster an informed understanding of ethical and sustainable business practices
- explore the connections between individuals, businesses and society
- engage with decision-making as a process and a skill.

More information on HL [here](#).

More information on SL [here](#).

### **Group 3 - Individuals & Societies - Global Politics HL/SL**

#### **Course description and aims**

DP global politics is a course for students who want to understand more about how the world they live in works, and what makes it change (or prevents it from changing). The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding of the local, national, international, and global dimensions of political activity and processes by critically engaging with contemporary political issues and challenges.

The course integrates concepts, content and contexts through inquiry:

- Concepts such as power, sovereignty, legitimacy and interdependence are

explored and examined critically throughout the course.

- Content informs inquiries through a variety of global politics topics, encompassing political systems and actors, power interactions, frameworks, treaties and conventions, terminology, and analysis models.
- Contexts diversify, shape and channel inquiries through contemporary real-world examples and cases.

The flexible syllabus allows educators to build the course around their students' contexts and interests, as well as contemporary events and developments in global politics. Thinking, analytical and research skills are fostered through guided and independent inquiries into political issues and challenges, with a special focus on identifying and engaging with diverse perspectives.

The aims of the global politics course at SL and at HL are to enable students to:

- explore and evaluate power in contemporary global politics
- examine how state and non-state actors operate and interact within political systems
- investigate and analyse contemporary political issues and challenges from multiple perspectives
- develop a lifelong commitment to active global citizenship through collaboration and agency.

More information [here](#).

### **Group 3 - Individuals & Societies - Psychology HL/SL**

#### **Course description and aims**

The Diploma Programme (DP) psychology course aims to develop students' knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving

nature of knowledge. They will acquire the ability to seek new information and generate understanding by employing research methodologies. The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy.

The aims of the psychology course are for students to:

- develop knowledge and understanding of psychological concepts, content and contexts including models and theories
- think critically and creatively about behaviour and cognitive processes
- engage with problems facing individuals, groups and societies using psychological understanding and skills.

More information [here](#).

## **Group 4 - Sciences - Biology HL/SL**

### **Course description and aims**

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and

analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Through the overarching theme of the nature of science, the course aims to enable students to:

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- develop the ability to analyse, evaluate and synthesize scientific information and claims
- develop the ability to approach unfamiliar situations with creativity and resilience
- design and model solutions to local and global problems in a scientific context
- develop an appreciation of the possibilities and limitations of science
- develop technology skills in a scientific context
- develop the ability to communicate and collaborate effectively
- develop awareness of the ethical, environmental, economic, cultural and social impact of science.

More information [here](#).

## **Group 4 - Sciences - Chemistry HL/SL**

### **Course description and aims**

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily

concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Through the overarching theme of the nature of science, the course aims to enable students to:

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- develop the ability to analyse, evaluate and synthesize scientific information and claims
- develop the ability to approach unfamiliar situations with creativity and resilience
- design and model solutions to local and global problems in a scientific context
- develop an appreciation of the possibilities and limitations of science
- develop technology skills in a scientific context
- develop the ability to communicate and collaborate effectively
- develop awareness of the ethical, environmental, economic, cultural and social impact of science.

More information [here](#).



## Group 4 - Sciences - Physics HL/SL

### Course description and aims

As one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments.

DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Through the overarching theme of the nature of science, the course aims to enable students to:

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- develop the ability to analyse, evaluate and synthesize scientific information and claims
- develop the ability to approach unfamiliar situations with creativity and resilience
- design and model solutions to local and global problems in a scientific context
- develop an appreciation of the possibilities and limitations of science

- develop technology skills in a scientific context
- develop the ability to communicate and collaborate effectively
- develop awareness of the ethical, environmental, economic, cultural and social impact of science.

More information [here](#).

## Group 5 - Mathematics HL/SL

### Course description and aims

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

The IB DP 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. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach.

Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a

considered approach to various mathematical activities and to explore different mathematical ideas.

The aims of all DP mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- 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
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

More information on Math AA [here](#).

More information on Math AI [here](#).

## Group 6 - The Arts - Visual Arts HL/SL

### Course description and aims

Visual arts are an integral part of our daily lives. They have social, political, ritual, spiritual, decorative and functional values. The theories and practices of visual arts are dynamic and ever-changing, connecting different areas of knowledge and human experience. Visual arts enable us to make sense of the world, to explore our place within it, and to transform our individual and collective ways of being in and with the world.

In this visual arts course students learn how to **create, communicate** and **connect** as artists. Students engage in creative practices and processes working with a variety of art-making forms and creative strategies, and learn art-making as inquiry. Teachers and students can adapt the curriculum to their unique contexts, interests and passions. Together, they are invited to transform the classroom into a contemporary visual arts studio. This becomes a collaborative, inclusive, creative and conceptually rich space where students develop their art through personal lines of inquiry guided by artistic intentions.

The course encourages students to engage with the world through individual and shared experiences, imagination and action, and it fosters creativity, communication, critical thinking and collaboration—skills essential in a variety of rapidly evolving fields and professions. The syllabus supports learning through authentic art-making experiences and student choice, encouraging teachers to support their students in becoming progressively more independent art practitioners.

Teaching and learning of conceptual and material skills and methods allow students to think and work like artists. During the course they develop a personal visual language and learn to communicate artistic intentions to different audiences, connecting with the work of other artists and considering the significance of context(s). Students learn that by making art they are empowered to engage, transform and emerge, both as individuals and as members of a community. These positive and creative approaches will stay with students after they complete the course, enriching any of their future pursuits.

**The aims of the arts subjects are to enable students to:**

- explore the diversity of the arts across time, cultures and contexts
- develop as imaginative and skilled creators and collaborators
- express ideas creatively and with competence
- critically reflect on the process of creating and experiencing the arts
- develop as informed, perceptive and analytical practitioners
- enjoy lifelong engagement with the arts.

**The visual arts course aims to enable students to:**

- appreciate that art-making enhances knowledge, develops understanding and transforms ways of being
- employ curiosity, creativity and dialogue to more openly engage with self, the world and others
- draw on artmaking and artworks for their own, and their communities', well-being and flourishing.

More information [here](#).

## **Group 6 - The Arts - Music**

### **Course description and aims**

The Diploma Programme Music course (for first teaching from 2020) has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing.

The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts.

The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

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.

More information [here](#).

## The IBDP Core

### Creativity, Activity, Service [CAS]

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

#### 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.

### **CAS 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:

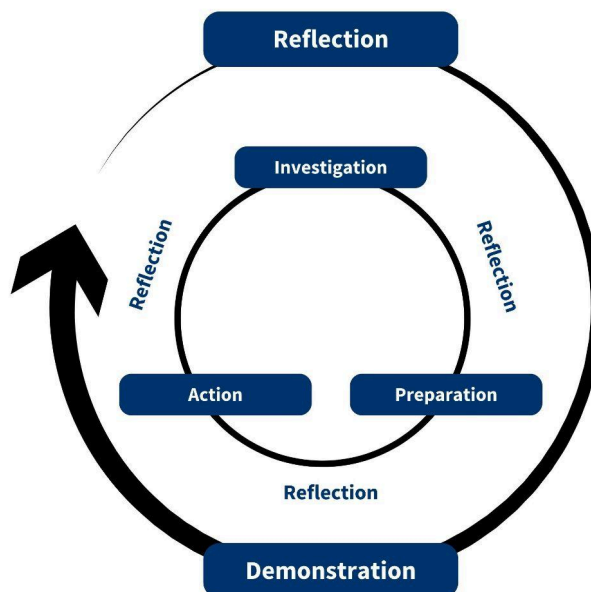
- fit within one or more of the CAS strands

- 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>LO 2</b>	Demonstrate that challenges have been undertaken, developing new skills in the process
<b>LO 3</b>	Demonstrate how to initiate and plan a CAS experience
<b>LO 4</b>	Show commitment to and perseverance in CAS experiences
<b>LO 5</b>	Demonstrate the skills and recognize the benefits of working collaboratively
<b>LO 6</b>	Demonstrate engagement with issues of global significance
<b>LO 7</b>	Recognize and consider the ethics of choices and actions

### **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.

## 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.

Criteria	Clarifications
<b>A: Focus and Method</b>	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>B: Knowledge and Understanding</b>	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.
<b>C: Critical Thinking</b>	This criterion assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.
<b>D: Presentation</b>	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.
<b>E: Engagement</b>	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.

## 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 DP 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 a 950-word exhibition based on three objects to show how ToK can help us understand the world 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>• <i>What counts as knowledge?</i></li> <li>• <i>Are some types of knowledge more useful than others?</i></li> <li>• <i>What features of knowledge have an impact on its reliability?</i></li> <li>• <i>On what grounds might we doubt a claim?</i></li> <li>• <i>What counts as good evidence for a claim?</i></li> <li>• <i>How does the way that we organize or classify knowledge affect what we know?</i></li> <li>• <i>What are the implications of having, or not having, knowledge?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Knowledge and the knower (Core)</i></li> <li>• <i>Knowledge and technology</i></li> <li>• <i>Knowledge and language</i></li> <li>• <i>Knowledge and politics</i></li> <li>• <i>Knowledge and religion</i></li> <li>• <i>Knowledge and indigenous societies</i></li> </ul>

## Expectations

### Student Attendance Expectations

- Full IBDP Pathway students are required to attend at least 90% of all classes in order to be eligible to sit the DP May Final examinations.
- Diploma Courses Pathway students are required to attend at least 85% of all classes that they intend to write DP exams and 75% of OYIS courses.
- OYIS Graduation Pathway students are required to attend at least 75% of all classes in order to be eligible to graduate.
- Students with extended or continuous absences from school will be required to meet with the DP Coordinator in-line with our DP Attendance Policy.

## **Meeting Deadlines**

It is the responsibility of all students to submit all component work (for Internal/External Assessments and related drafts) and subject related assessments by 8AM on the due date listed in the Assessment Google Calendar. Candidates who do not submit a first draft on time will be required to stay after school on the day the assessment is due and will be given up to one hour to complete the draft and formally submit it by email to the subject teacher, DP Coordinator and Principal. If a student misses the final assessment deadline the DP Coordinator will upload the first draft for submission 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. Upon return to school, the student must communicate with the teacher and ask for an opportunity to rewrite the missed exam in a study period or after school 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 DP Coordinator discretion.

## **Major Summative Assessment Expectations**

Students are expected to attend all major summative assessments including the Grade 11 End of Year exams, Grade 12 Mock Exams and Grade 12 IBDP/OYIS Final Exams. Candidates are usually not entitled to retake any major summative assessments. If a student misses a major summative assessment (such as an End of Year or a Mock Exam) due to a medical reason, evidence will need to be submitted to the DP Coordinator. If no such evidence is given, no grade will be awarded. This is in keeping with the final IBDP

Exam procedures. If medical evidence is submitted and accepted, the student may be allowed to sit the exam at the discretion of the DP Coordinator.

## **Behavior Expectations**

Grade 11 and 12 students at OYIS are leaders in the school and they are expected to act in an inclusive and supporting manner towards all OYIS community members. They are expected to show caring and compassion towards their peers and teachers, and other OYIS community members at all times.

- Students are expected to communicate positively and respectfully about each other and with all members of the OYIS community.
- Students are expected to arrive at every class ready to learn and engage positively in their classes and studies.
- Students are expected to collaborate with all members of the class.
- Students are expected to resolve conflict peacefully with teacher or administrator support at school.
- Students are expected to be inclusive in all social and academic groupings.
- Students are expected to treat school property carefully and with respect. Any deliberate destruction of school property will not be tolerated and the student 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**

Students at OYIS are expected to know, understand and follow our Academic Integrity Policy to create their own original work on all assignments. Students are also expected to cite the work of others in an MLA Works Cited page. Students 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.

## **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 is encouraged and helps to support academic achievement and well being:
  - 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
  - Diligence in monitoring student progress and taking 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
  - Help students meet all due dates and school obligations
  - Be supportive and a good listener
  - 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.

## 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 [https://recognition.ibo.org/en-US/?utm\\_source=ib+public+website&utm\\_medium=web&utm\\_campaign=recognition+statements+referral](https://recognition.ibo.org/en-US/?utm_source=ib+public+website&utm_medium=web&utm_campaign=recognition+statements+referral). 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.

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