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Dear Potential IB Diploma student and parents/guardians.

I am delighted to have this opportunity of welcoming you to the Diploma Years Handbook. I am also looking forward to meeting you in person as you begin to negotiate the application process to become an IB Diploma student at LIS. IB Diploma was first established at LIS in 2005 and, since then, our students have graduated with diplomas that have enabled them to access university undergraduate courses around the world. We are committed to maintaining a caring and friendly environment, but it is important for students and their families to know at the outset that the diploma is an academically challenging course that can only successfully be achieved by hard work and dedication.

LIS has a talented and committed diploma teaching team who are all dedicated to ensuring that diploma students achieve of their best. In addition to our qualified and experienced teachers, the team includes Mr Tony Martin (secondary principal), Mrs Jo Cole (CAS Coordinator), Ms Maggie Giles (TOK Coordinator), Mrs Carli Kyles (University/College Counsellor), Mr Pedro Urcola (year 12 home room teacher), and Ms Martina Moetz (Enrollment Manager)

The purpose of this booklet is to provide the information necessary for making informed and realistic choices. In addition to the academic subjects, you will read about the three Core components of the programme: the Extended Essay (EE), Creativity, Action and Service (CAS) and Theory of Knowledge. (TOK) The EE helps students to develop the necessary research skills required at university whilst the TOK course is designed to develop a coherent approach to learning which transcends and unifies the various academic areas. CAS challenges students to become more rounded and caring individuals.

Also contained in this booklet are details about the LIS Diploma, and the IB Certificates program, the latter being a useful alternative to the full diploma. You will also read about the requirements for admission into the IB Diploma programme, whether a student is from an IB Middle Years Programme (MYP) or otherwise.

Finally, I trust and hope that you will find this handbook useful and informative. If you have any queries about the content, or questions about the programme, please feel free to contact me at the school or by writing to, brancic@lisluanda.com.

Sincerely

Bora Rancic
Diploma Coordinator
2009/10

Introduction

Mission

The LIS Mission Statement is at the heart of all programmes of study at Luanda International School.

LIS Mission Statement

Luanda International School offers a balanced, academically challenging, English language education to the international community of Luanda, designed to develop individuals who are both independent learners and international citizens.



IBO World School

LIS maintains an international perspective and thus does not align its curriculum with any national system. Instead we have chosen to become an IBO World School, implementing the International Baccalaureate Programme from Early Years (3 year olds) through to Years 12/13 (17/18 year olds). IBO guidelines, including the IBO Learner Profile, provide the basis for the structure of our all through curriculum: The Primary years Programme (PYP), The Middle Years Programme (MYP) and the Diploma Programme.

The Diploma Programme

This programme, first established in 1968, has come to be recognised as the pre-eminent international curriculum, providing access to universities and colleges across the world. The school's first graduates qualified in 2007 and – since then – our alumni have secured undergraduate places in universities and colleges around the world.

We are accredited to deliver the Diploma Programme by the International Baccalaureate Organisation (IBO) and in the 2009/10 academic year, in partnership with the IBO, we are undertaking a five year review, the results of which should be available in August 2010. We are also fully accredited by The Council of International Schools (CIS) and by The New England Association of Schools and Colleges. (NEASC)

The IBO Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable -They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators -They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled -They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded -They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring -They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

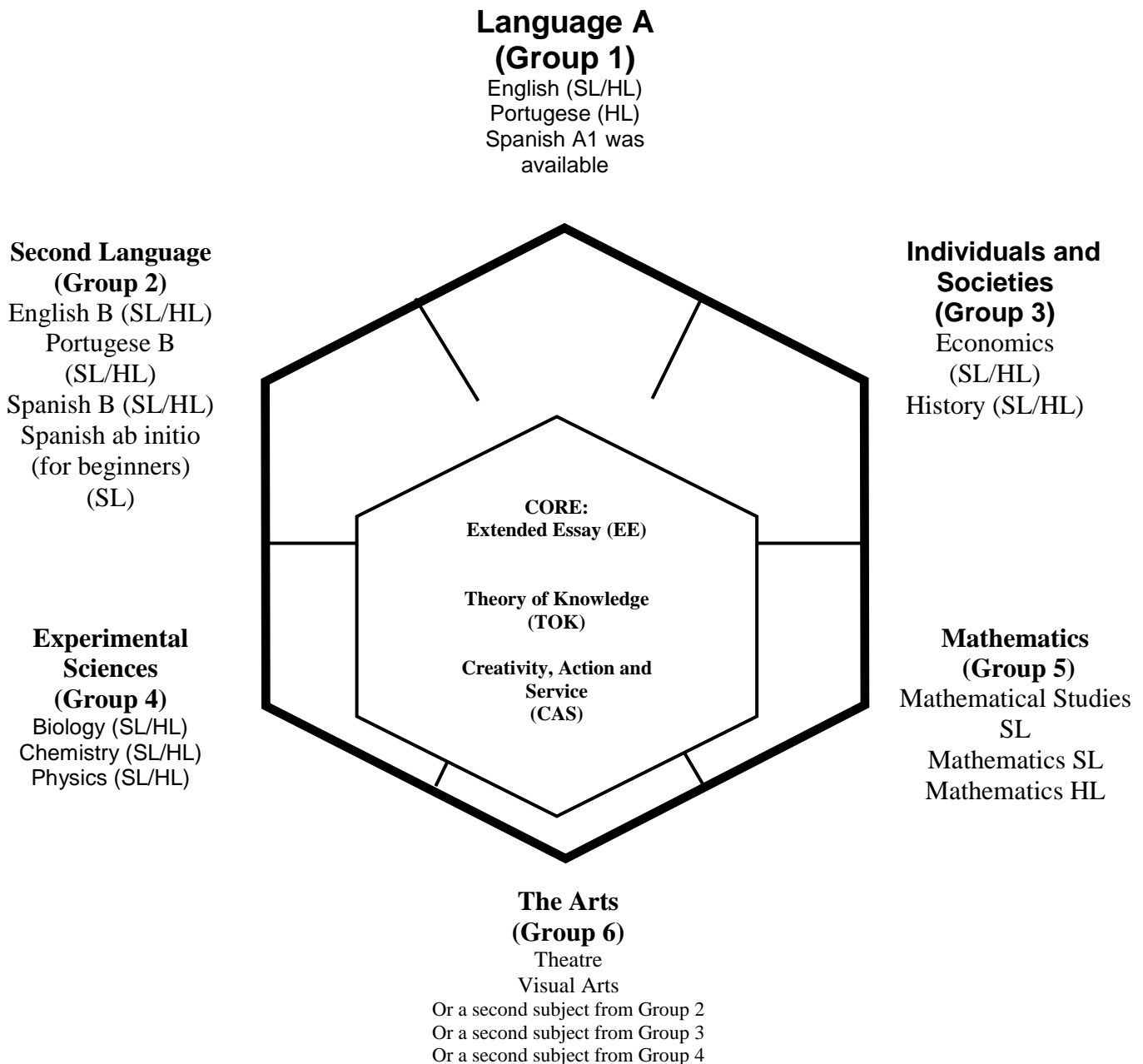
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Programme Structure

All subject courses are two-year courses requiring a minimum of 150 course hours for standard level during the two years. The IB higher level option requires a minimum of 240 course hours during the two-year period. Course hours do not include time outside of the structured course, such as study time or homework time.

Students are required to take one course from each of the six subject groups, and three courses should be at higher level and three at standard level although, in special circumstances, a student may take four higher levels and two standard levels. Availability of options within each group is subject to demand and the ability of the school to offer the course. See the individual course pages for details.

Students are also required to successfully pass the Theory of Knowledge course, the Extended Essay and to complete 150 hours of Creativity, Action and Service.



Diplomas

The LIS Diploma and The IB Diploma

LIS is accredited by the Council of International Schools (CIS), the New England Association of Schools and Colleges (NEASC) and the International Baccalaureate Organisation (IBO) to deliver the all through IBO curriculum.

All students in the diploma years work towards the LIS Diploma and will achieve this by either satisfying the requirements of the IB Diploma, or of IB Certificates.

The IB Diploma

The IB diploma is an academically challenging and rigorous two year pre-university course that is designed for motivated students aged 16 – 19. Students are encouraged to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, develop the ability to communicate with and understand people from other countries and cultures and to become independent, self-motivated learners. Diploma students take six subjects – normally three at Higher Level and three at Standard Level – as well as completing a 4000 word extended essay (EE), a course in Theory of Knowledge (TOK) and a number of Creativity, Action and Service (CAS) projects.

Assessment

The grading system is criterion-based which means that the results are determined by performance against set standards, not by each student's position in the overall rank order. Each subject is graded on a scale from one point (the lowest) to seven points (the highest) as shown in the table below:

Grading Scale Diploma Programme

Grade Awarded	Basic Descriptor
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

Each diploma student takes six subjects and, in addition, there is a maximum of three points available for combined performance in TOK and the EE. Thus, the maximum possible score is 45 points. The minimum score needed to gain the diploma is 24 points, provided that certain conditions are met. These conditions, which relate to the distribution of points across the different subjects, are published in the IBO document: *General Regulations; Diploma Programme, For students and their legal guardians*. This important document is given to all parents/legal guardians at the beginning of every academic year, and can also be found on the IB website at www.ibo.org

The Certificate Programme

Studying individual certificates is an alternative to the full diploma and requires students to take two languages, one mathematics course and two other subjects. Attending TOK and completing the CAS requirements are also necessary. Students will be advised to take the certificate program as appropriate – normally either at the beginning of year 12 or of year 13.

Subjects offered at LIS

DP Subjects Offered at LIS for 2009/10: (students choose six subjects, 3 at Higher Level and 3 at Standard Level)

Group 1 (First Languages)

English A1, Portuguese A1, Norwegian A1 (self-taught)

Group 2 (Second Languages)

English B, Spanish B, Portuguese B, Spanish ab initio (for students who are beginners)

Group 3 (Individuals & Societies)

Economics

History

Group 4 (Experimental Sciences)

Biology

Chemistry

Physics

Group 5 (Mathematics)

Mathematics Higher Level

Mathematics Standard Level

Mathematical Studies (Standard Level)

Group 6 (The Arts)

Theatre

Visual Arts

Or a second language taken from Group 1

Or a second course taken from Group 3

Or a second science taken from Group 4

Theory of Knowledge (TOK)

All students take TOK

Admission To Year 12

Admission to the IB Diploma

Students from MYP schools are expected to have:

- Gained the MYP Certificate or
- Reached the standards required for the MYP Certificate
- Gained level 5 for the subjects that will be taken at Higher Level

Students from non-MYP schools are expected to have:

- Reached the standards required for the MYP Certificate and
- Gained the equivalent of level 5 for subjects that will be taken at Higher Level

Admission to the IB Certificates Programme

(students must take a minimum of five subjects including: two languages, maths and two other subjects)

Students from MYP schools are expected to have:

- Achieved a level four in the subjects they choose to study

Students from non-MYP schools are expected to have:

- Reached the standard required for level four in the subjects they choose to study

LIS Graduation Requirements

The requirements are based on students successfully completing either a range of diploma subjects or certificate subjects, and this assessment will be made by, at the latest, the start of the final exam session in May. More specifically, the following is required;

- Successful completion of at least 5 IB SL (i.e. some courses might be HL) certificate courses including the required attendance and full submission of all work. A mean of level 3 must be achieved
- The above courses to include two languages and a mathematics course
- Formal completion of all CAS requirements
- Attendance and completion of the TOK course

Core - The Extended Essay (EE)

Extended Essay (EE): Overview

All diploma students must complete the extended essay which offers the opportunity of investigating a topic of special interest, and of becoming acquainted with the kind of independent research and writing / presentation skills expected at the university level. Students are required to undertake original research and to write an extended essay of 4,000 words (maximum). In order to support students towards this goal they will attend a day long orientation course in the second term of the first year, and they will be allocated an EE supervisor who will meet with them as appropriate to guide them toward successful completion of the research. The students will also attend a *viva voce* (concluding interview) with the supervisor which will give them the opportunity of reflecting on the research and writing process.

Students are expected to:

- plan and pursue a research project with intellectual initiative and insight
- formulate a precise research question
- gather and interpret material from sources appropriate to the research question
- structure a reasoned argument in response to the research question on the basis of the material gathered
- present their research in a format appropriate to the subject, acknowledging sources using the Modern Language Association's (MLA) guidelines

Extended Essay / Research Project

The extended essay / research project is assessed against 11 criteria:

- research question (2 points)
- introduction (2 points)
- investigation (4 points)
- knowledge and understanding of the topic studied (4 points)
- reasoned argument (4 points)
- application of analytical and evaluative skills appropriate to the subject (4 points)
- use of language appropriate to the subject (4 points)
- conclusion (2 points)
- formal presentation (4 points)
- abstract (2 points)
- holistic judgment (4 points)

36 pts total possible for the Extended Essay

The points score is then converted into a letter grade as follows;

E: 0 - 8

D: 9 - 16

C: 17 - 24

B: 25 - 29

A: 30 - 36

EE and TOK bonus points are available as per the matrix below.

		Theory of knowledge				
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E
Extended essay	Excellent A	3	3	2	2	1
	Good B	3	2	1	1	0
	Satisfactory C	2	1	1	0	0
	Mediocre D	2	1	0	0	0
	Elementary E	1	0	0	0	Failing Condition

A student must earn a D or better in both the Extended Essay and Theory of Knowledge to be eligible for the IB diploma.

Core - Creativity, Action and Service (CAS)

CAS: Overview

The nature of creativity, action, service:

“...if you believe in something, you must not just think or talk or write, but must act.”

Peterson (2003)

Creativity, action, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student’s Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

Creativity: arts and other experiences that involve creative thinking

Action: physical exertion contributing to a healthy lifestyle and complementing academic work elsewhere in the Diploma Programme

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic rigors of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self discovery. Each individual student has a different starting point, and therefore different goals and needs but, for many, CAS activities include experiences that are profound and life changing.

For student development to occur, CAS should involve:

- real, purposeful activities, with significant outcomes
- personal challenge; tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

The Aims of CAS: to

- * Challenge students in the three areas of CAS to undertake activities that are new and novel to them
- * Provide opportunities for service in the host country and abroad
- * Allow students to find real-life applications of what they are learning about in their academic courses
- * Facilitate the growth of a student’s skills
- * Foster an adventurous outlook and encourage students to take the initiative

How do I know if I've been successful in my CAS?

The International Baccalaureate Organization states that by the end of CAS, you should have met the following criteria through ongoing activities over the *entire* course (18 months) of the two-year Diploma Program. You must show written evidence of each of these learning outcomes:

The 8 learning outcomes:

1) Increased your awareness of strengths and areas for growth

2) Undertaken new challenges

A new challenge may involve learning a new activity as well as improving your ability in an activity you are already involved in.

3) Planned and initiated activities

Take the initiative! Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects. For example, ongoing school activities in the local community, as well as in small student led activities.

4) Worked collaboratively with others

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

5) Shown perseverance and commitment in your activities

At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities. The majority of your CAS activities should not be “stand alone” events but should rather be long-term (at least two months) in duration and be ongoing through your participation in the Diploma Program.

6) Engaged with issues of global importance

You might choose to be involved in international projects but there are many global issues that can be acted upon locally or nationally.

7) Considered the ethical implications of your actions

Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

8) Developed new skills

As with new challenges, new skills may be shown in activities that you have not previously undertaken, or in increased expertise in an established area.

All eight outcomes must be present to complete the CAS requirements. Some may be demonstrated many times, in a variety of activities, but completion requires that there is some evidence for every outcome.

The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), or approximately 150 hours in total, balanced equally between creativity, action and service. However, a student's emphasis should not be on hour counting, but rather on engaging with the goal-setting and reflection that is central to a CAS program.

What do the three main components of CAS involve?

Creativity Component

This could involve doing dance, theatre, music and art, for example. You should try to be involved in group activities, and especially in new roles, wherever possible. Individual learning to acquire a specific skill set in the arts is allowed so long as you have a tangible goal and that you regularly reflect on your progression towards this goal. Examples include:

- Model United Nations
- Debating Club
- Student Yearbook
- Photography
- Art
- Developing Computer skills e.g. web design
- School drama and musical productions
- Undertaking a First Aid course
- Undertaking a Life Saving course
- Choir
- Learning to play a musical instrument
- Learning and using a foreign language e.g. Survival Portuguese

Action Component

Action refers to “physical activity.” As a well rounded individual, a commitment to pursuing physical fitness is essential in balancing academic pursuits. This aspect of CAS can include participation in expeditions, individual and team sports and physical activities outside of course work. In other words, you cannot receive “a mark” for it. It can also include physical activity involved in carrying out creative and service projects. The spirit of CAS encourages you to seek activities in the “action” component that require collaboration with others. Examples include:

- Participating in a school sports team or a team in the local community
- Outdoor pursuits
- Yoga
- Dance
- Fitness training with an appropriate supervisor
- Cycling with an appropriate supervisor
- Expeditions for International Award

Service Component

Service involves interaction, such as the building of links with individuals or groups in the community. The overall philosophy of CAS demands that service be continual and ongoing. Your choice of service activities should not be “one off” affairs but should rather be ones that span months to show commitment. Examples include:

- Teaching assistant in the Primary School
- Helping younger students with their English
- Peer tutoring
- Providing service for people outside the Luanda International School community
- Joining a fund-raising committee
- Working on sponsored events inside or outside school
- Actively participating in Amnesty International (within or outside the school)
- Joining and working with environmental organizations
- Raising funds for charities by doing school fund raising activities
- Organizing book, food or clothing drives for local orphanages

Final CAS Essay

At the completion of the CAS programme, you are required to write an essay which should be a summary of your CAS experience. The essay should be approximately 1000 words in length.

The following guiding questions are designed to focus your essay:

- List the activities you did in each area of CAS
- Discuss how the CAS programme has helped your personal development (give specific anecdotal examples).
- How has CAS improved your understanding, skills and values?
- How have others benefited from your involvement in CAS?
- Were there any particular experiences that particularly affected you or that you have learnt from?
- What challenges or setbacks did you encounter and how did you deal with them?
- What leadership positions did you hold?
- How did you actively nurture the success of the goals of your activity in each of the areas?
- Is there anything that you would have done differently and why?

CAS Opportunities at LIS

CAS is about student initiated projects and student led activities. However, there are some activities that already take place in school that you can count for CAS. These include:

- MAG Golf
- English teaching to the local school community
- Private reading to primary students
- Theatre production
- P.E. Assistant and helping out on PYP soccer days and other sporting events
- Santa Bakita Orphanage
- Student council
- Sport teams
- Debating society/Model United Nation

Core - Theory of Knowledge

TOK: Overview

All students following the IB Diploma course in years 12 and 13 take the Theory of Knowledge course, which is one of the core components of the IB diploma. The course occupies 2 x 50 minute periods per week. The taught elements of the course finish at the end of term 1 of year 13, after which students are expected to work on the assessed elements of the course: the essay and the presentation. The course finishes in March of year 13.

The course is coordinated by the ToK coordinator, whilst different topics within the course are taught as modules by different teachers with experience and expertise within the relevant areas.

Full details of course requirements can be found in the TOK guide, published by the IBO.

Aims and Objectives of the course (from the IBO guide)

The aims of the TOK course are to:

- develop a fascination with the richness of knowledge as a human endeavour, and an understanding of the empowerment that follows from reflecting upon it
- develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed by communities and individuals
- encourage students to reflect on their experiences as learners, in everyday life and in the Diploma Programme, and to make connections between academic disciplines and between thoughts, feelings and actions
- encourage an interest in the diversity of ways of thinking and ways of living of individuals and communities, and an awareness of personal and ideological assumptions, including participants' own
- encourage consideration of the responsibilities originating from the relationship between knowledge, the community and the individual as citizen of the world.

Having followed the TOK course, students should be able to:

- 1 analyse critically knowledge claims, their underlying assumptions and their implications
- 2 generate questions, explanations, conjectures, hypotheses, alternative ideas and possible solutions in response to knowledge issues concerning areas of knowledge, ways of knowing and students' own experience as learners
- 3 demonstrate an understanding of different perspectives on knowledge issues
- 4 draw links and make effective comparisons between different approaches to knowledge issues that derive from areas of knowledge, ways of knowing, theoretical positions and cultural values
- 5 demonstrate an ability to give a personal, self-aware response to a knowledge issue
- 6 formulate and communicate ideas clearly with due regard for accuracy and academic honesty

Course outline

Year 12

Timescale	Topic	Assignments
Term 1 weeks 1-2	Introduction	Reading
weeks 3 - 6	Ways of Knowing	Perception
weeks 7 - 10		Emotion
weeks 11 – 14		Reason
weeks 15 – 16		Language
Term 2 weeks 1 - 2		Assignment 1 -mini essay
Term 2 weeks 3 - 4	What is truth?	Reading
weeks 5 - 8	Ethics	Reading
weeks 9 - 11	Politics	Assignment 2 - mini essay
Term 3 weeks 1 - 2	Propaganda and persuasion	Reading
weeks 3 - 5	Religion	Reading
weeks 6 - 7	Debate	Preparation for debate
weeks 8 - 10	Practice presentations	Work on practice presentations

Year 13

Timescale	Topic
Term 1 weeks 1 - 3	Areas of knowledge
weeks 4 - 6	
weeks 7 - 9	
weeks 10 - 12	
weeks 13 - 15	
week 16	Introduction to Essay
Term 2 weeks 1 - 4	Work on essays/ preliminary planning for presentation
week 5	Essay deadline
weeks 6 - 9	Work on presentations
Week 10	Presentations
11 th March	End of course

GROUP ONE - English A1

Course overview: English A1 Higher Level

General Overview:

To fulfill the requirements for the International Baccalaureate (IB) Diploma, all students must study a Group 1 subject, that is, a Language A1. The Language A1 programme is a literature course studied in the first language of the student or the language in which the student is most competent. This will normally be the language of the environment to which the student has been exposed from an early age or for an extended period. Language A1 is offered at both Higher Level (HL) and Standard Level. (SL)

The Language A1 programme is primarily a pre-university course in literature. It is aimed at students who intend to pursue the study of literature, or related studies, at university, as well as at students whose formal study of literature will not continue beyond this level. The former would normally follow the Higher Level (HL) programme and the latter the Standard Level (SL). Literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art which requires the clear expression of ideas both orally and in writing.

The Language A1 programme encourages students to see literary works as products of art and their authors as craftsmen and women whose methods of production can be analysed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the programme. The flexibility of the programme allows teachers to choose challenging works from their own sources to suit the particular needs and interests of their students. It also allows teachers to participate significantly, through the internally assessed oral component, in the overall assessment of their students.

World Literature

In view of the international nature of the IBO, the Language A1 programme does not limit the study of literature to the achievements of one culture or the cultures covered by any one language. The study of World Literature is important to IB students because of its global perspective. It can play a strong role in promoting a world spirit through the unique opportunities it offers for the appreciation of the various ways in which cultures influence and shape the experiences of life common to all humanity.

The World Literature element of the Language A1 programme does not aim to cover the history of literature or the so-called great works of humanity. It does not aim to equip students with a mastery of other cultures. It is envisaged as having the potential to enrich the international awareness of IB students and to develop in them the attitudes of tolerance, empathy and a genuine respect for perspectives different from their own.

The aims of the Language A1 programme at both Higher and Standard Levels are to:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in students an enjoyment of, and lifelong interest in, literature.

Higher Level Objectives

Having followed the Language A1 programme at Higher Level (HL) candidates will be expected to demonstrate:

- an ability to engage in independent literary criticism in a manner which reveals a personal response to literature
- an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- a command of the language appropriate for the study of literature and a discriminating appreciation of the need for an effective choice of register and style in both written and oral communication
- a sound approach to literature through consideration of the works studied
- a thorough knowledge both of the individual works studied and of the relationships between groups of works studied
- an appreciation of the similarities and differences between literary works from different ages and/or cultures
- an ability to engage in independent textual commentary on both familiar and unfamiliar pieces of writing
- a wide-ranging appreciation of structure, technique and style as employed by authors, and of their effects on the reader
- an ability to structure ideas and arguments, both orally and in writing, in a logical, sustained and persuasive way, and to support them with precise and relevant examples

The Higher Level Syllabus

The Higher Level (HL) syllabus is divided into four compulsory parts. The students will study 15 works of literature altogether from a variety of different genres, authors and formats.

Part 1 World Literature - 3 works

- * Three World Literature works studied as a group.
- * Each work chosen from the IB Prescribed World Literature List (PWL) only.
- * All works linked by one or more aspects such as culture, genre, theme, period, style, type of literary study, methodology.
- * Each work originally written in a language different from the Language A1 studied.
- * Each work written by a different author.

Part 2 Detailed Study - 4 works

- * Four Language A1 works studied in detail.
- * Each work chosen from a different genre category on the IB Prescribed Book List (PBL) for the Language A1 studied.
- * Each work written by a different author.

Part 3 Groups of Works - 4 works

- * Three Language A1 works and one World Literature work studied as a group.
- * All four works chosen from the same genre category.
- * All three Language A1 works chosen from the PBL for the Language A1 studied.
- * World Literature work chosen freely and linked at least by genre to Language A1 works.
- * Each work written by a different author.

Part 4 School's Free Choice - 4 works

- * Three Language A1 works and one World Literature work studied as a group.
- * All four works chosen freely.
- * World Literature work linked to Language A1 works by one or more aspects such as culture, genre, theme, period, style, type of literary study, methodology.
- * Each work written by a different author.

Language A1 grade descriptors (HL)

At the end of the diploma course, the students will be given a level from 1 to 7. 7 refers to excellent performance while 1 is very poor performance. Below is a description of what each level equates to.

Grade 7 Excellent performance

Demonstrates: excellent knowledge and understanding of works and tasks; very strong and detailed appreciation of the effects of technique and style; very strong evidence of independent and/or original perspectives on the works studied, where appropriate; consistently focused, carefully developed and persuasive presentation of ideas or argument; use of language that is varied, clear, concise, precise and convincingly adapted to tasks.

Grade 6 Very good performance

Demonstrates: very good knowledge and understanding of works and tasks; strong and detailed appreciation of the effects of technique and style; strong evidence of a personal engagement with the works studied, where appropriate; clearly focused, well-developed and purposeful presentation of ideas or argument; use of language that is varied, clear, concise and effectively adapted to tasks.

Grade 5 Good performance

Demonstrates: sound knowledge and understanding of works and tasks; good appreciation of the effects of technique and style; good evidence of a relevant personal response to the works studied, where appropriate; clearly focused and effective presentation of ideas or argument; use of language that is clear, concise and appropriately adapted to tasks.

Grade 4 Satisfactory performance

Demonstrates: adequate knowledge and understanding of works and tasks; adequate awareness of the effects of technique and style; adequate evidence of a relevant personal response to the works studied, where appropriate; generally focused and satisfactory development/presentation of ideas or argument; use of language that is generally clear, accurate, fluent and appropriate to tasks.

Grade 3 Mediocre performance

Demonstrates: some knowledge but superficial understanding of works and tasks; some awareness of the effects of technique and style; some evidence of a relevant personal response to the works studied, where appropriate; some evidence of a focus but ideas are neither appropriately developed nor presented; use of language that is limited in clarity, accuracy, fluency and appropriateness to tasks.

Grade 2 Poor performance

Demonstrates: basic knowledge and/or understanding of works and tasks; basic awareness of the elements of technique and style; basic structure to the presentation of ideas; use of language that is lacking in clarity, accuracy and coherence.

Grade 1 Very poor performance Demonstrates: rudimentary knowledge and/or understanding of works and tasks; presentation without clarity or relevance; use of language that is barely intelligible.

Assessment for Higher Level:

The assessment for Higher Level is divided into three main parts; the examination, World Literature Assignments and Oral Commentaries.

1. Examination

a. Paper 1 – Unseen Commentary – 2 hours – 25%

One commentary on one unseen text

b. Paper 2 - Essay – 2 hours – 25%

One question to be answered using the part three texts. This is usually a study of drama.

2. World Literature Assignments (to be completed in class and sent off to the IBO) – 20%

a. Comparative Study of at least two texts from Part one– 10%

b. 3 different tasks (using different texts to the above assignment) – 10%

1 .Comparative study (one part 1 text and one other work studied)

2. Imaginative or Creative Assignment (1 World Lit text or 1 World Lit and 1 other work)

3. Detailed Study (only one A1 work)

3. Oral Component – 30%

1. Unseen Individual Oral commentary based on extracts from part two texts. Taped and sent off to the IBO– 15%

2. Individual Oral Presentation based on one of the part four texts. The choice of text is down to the student. Marked internally but moderated by IBO. **15 %**

ENGLISH A1 (HL/SL) YEAR 12/13 2008-2010 COURSE OUTLINE

SECTION	DATES	TEXTS	ASSESSMENT	Ass. DATES
FOUR – School’s Free Choice	Sept, Oct, Nov, Dec. ‘08	<i>Things Fall Apart</i> – Novel. <i>Poetry</i> – Sylvia Plath <i>Medea</i> – Play (W.L.) <i>Student Poetry Anthology</i> (H.L. only)	Oral presentation – 12 mins. Presentation on topic of choice, based on one text or some texts from the section. 3 mins discussion. 15 mins. total. Recorded on tape. Internally Assessed. 15%	Final Oral – Jan/ Feb. ‘09
ONE – World Literature	Jan, Feb, Mar., Apr. ‘09	<i>Waiting for Godot</i> - Play <i>The Outsider</i> – Novel <i>One Day in the Life of Ivan Denisovich</i> – Novel	World Literature Essay One – a comparative essay. Choose topic and compare two of these texts in an essay 1000 – 1500 words in length. Externally assessed 20% (S.L.) 10% (H.L.) H.L. Essay Two – a range of options. Ext. assessed. 10%.	ONE – to be completed by Dec. ‘09 TWO – to be completed by Jan. ‘10
THREE – Genre (Plays)	May, Sept, Oct, Nov, Dec, ‘09	<i>Master Harold and the boys</i> <i>The Glass Menagerie</i> <i>The Visit</i> (W.L.) <i>Dancing at Lughnasa</i> (H.L. only)	EXAM – a comparative essay written under examination conditions, based on two or three of the texts. 1.5 hours (S.L.) 2 hours (H.L.) Ext. assessed – 25%	Final Exam - May 2010 Paper Two
TWO – detailed study	Jan, Feb, Mar. ‘10	<i>Othello</i> – play <i>Heart of Darkness</i> – novel	Oral commentary – on any extract from one of the texts – 20 mins. Prep. time, 15 mins. commentary. Ext. assessed – 15%	Feb. ‘10
Commentary Skills	Sept. ‘08 – April ‘10	<i>Various sample poems and prose texts.</i>	Exam commentary essay on poem or prose text. 25%	Final Exam – May 2010. Paper One.

GROUP ONE - English A1

Course overview: English A1 Standard Level

General Overview:

To fulfill the requirements for the International Baccalaureate (IB) Diploma, all students must study a Group 1 subject, that is, a Language A1. The Language A1 programme is a literature course studied in the first language of the student or the language in which the student is most competent. This will normally be the language of the environment to which the student has been exposed from an early age or for an extended period. Language A1 is offered at both Higher Level (HL) and Standard Level (SL).

The Language A1 programme is primarily a pre-university course in literature. It is aimed at students who intend to pursue literature, or related studies, at university, as well as at students whose formal study of literature will not continue beyond this level. The former would normally follow the Higher Level (HL) programme and the latter the Standard Level (SL). Literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art which requires the clear expression of ideas, both orally and in writing.

The Language A1 programme encourages students to see literary works as products of art and their authors as craftsmen and women whose methods of production can be analysed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the programme. The flexibility of the programme allows teachers to choose challenging works from their own sources to suit the particular needs and interests of their students. It also allows teachers to participate significantly, through the internally assessed oral component, in the overall assessment of their students.

World Literature

In view of the international nature of the IBO, the Language A1 programme does not limit the study of literature to the achievements of one culture or the cultures covered by any one language. The study of World Literature is important to IB students because of its global perspective. It can play a strong role in promoting a world spirit through the unique opportunities it offers for the appreciation of the various ways in which cultures influence and shape the experiences of life common to all humanity.

The World Literature element of the Language A1 programme does not aim to cover the history of literature or the so-called great works of humanity. It does not aim to equip students with a mastery of other cultures. It is envisaged as having the potential to enrich the international awareness of IB students and to develop in them the attitudes of tolerance, empathy and a genuine respect for perspectives different from their own.

The aims of the Language A1 programme at both Higher and Standard Levels are to:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written texts
- promote in students an enjoyment of, and lifelong interest in, literature

Standard Level Objectives

Having followed the Language A1 programme at Standard Level (SL) candidates will be expected to demonstrate:

- an ability to approach works in an independent manner which reveals a personal response to literature
- an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- a command of the language appropriate for the study of literature and an appreciation of the need for an effective choice of register and style in both written and oral communication
- a sound approach to literature through consideration of the works studied
- a thorough knowledge both of the individual works studied and of the relationships between groups of works studied
- an appreciation of the similarities and differences between literary works from different ages and/or cultures
- an ability to comment on the language, content, structure, meaning and significance of both familiar and unfamiliar pieces of writing
- an awareness of the effects of structure, technique and style as employed by authors
- an ability to structure ideas and arguments, both orally and in writing, in a sustained and logical way, and to support them with precise and relevant examples

The standard level syllabus

The Standard Level (SL) syllabus is divided into four compulsory parts. The students will study 11 works of literature altogether from a variety of different genres, authors and formats.

Part 1 World Literature - 3 works

- * Three World Literature works studied as a group.
- * Each work chosen from the IB Prescribed World Literature list (PWL) only.
- * All works linked by one or more aspects such as culture, genre, theme, period, style, type of literary study, methodology.
- * Each work originally written in a language different from the Language A1 studied.
- * Each work written by a different author.

Part 2 Detailed Study - 2 works

- * Two Language A1 works studied in detail.
- * Each work chosen from a different genre category on the IB Prescribed Book List (PBL) for the Language A1 studied.
- * Each work written by a different author.

Part 3 Groups of Works - 3 works

- * Two Language A1 works and one World Literature work studied as a group.
- * All three works chosen from the same genre category.
- * Both Language A1 works chosen from the PBL for the Language A1 studied.
- * World Literature work chosen freely and linked at least by genre to Language A1 works.
- * Each work written by a different author.

Part 4 School's Free Choice - 3 works

- * Two Language A1 works and one World Literature work studied as a group or three Language A1 works studied as a group.
- * All three works chosen freely.
- * World Literature work linked to Language A1 works by one or more aspects such as culture, genre, theme, period, style, type of literary study, methodology.
- * Each work written by a different author.

Assessment for Standard Level:

The assessment for Standard Level is divided into three main parts; the examination, World Literature assignment and Oral commentaries.

1. Examination

- a. Paper 1 – Unseen Commentary – 1 1/2 hours – 25%
One commentary on one unseen text with guiding questions given.
- b. Paper 2 - Essay – 1 1/2 hours – 25%
One question to be answered using the part three texts studied. This is usually three plays.

2. World Literature Assignment (to be completed and sent off to the IBO) – 20%

- A. Comparative Study of at least two texts: – 20%

3. Oral Component – 30%

1. Unseen Individual Oral commentary based on extracts from texts studied in part two. 15%
2. Individual Oral Presentation based on a part four text. The choice of text is down to the student. Marked internally but moderated by IBO. 15 %

Language A1 grade descriptors (SL)

At the end of the diploma course the students will be given a level between 1 and 7. 7 refers to excellent performance while 1 is very poor performance. Below is a description about what each level equates to.

Grade 7 Excellent performance

Demonstrates: excellent knowledge and understanding of works and tasks; sound appreciation of the effects of technique and style; very strong evidence of independent and/or original perspectives on the works studied, where appropriate; consistently focused, carefully

developed and persuasive presentation of ideas or argument; use of language that is varied, clear, concise, precise and convincingly adapted to tasks.

Grade 6 Very good performance

Demonstrates: very good knowledge and understanding of works and tasks; adequate appreciation of the effects of technique and style; strong evidence of a personal engagement with the works studied, where appropriate; clearly focused, well-developed and purposeful presentation of ideas or argument; use of language that is varied, clear, concise and effectively adapted to tasks.

Grade 5 Good performance

Demonstrates: sound knowledge and understanding of works and tasks; some appreciation of the effects of technique and style; good evidence of a relevant personal response to the works studied, where appropriate; clearly focused and effective presentation of ideas or argument; use of language that is clear, concise and appropriately adapted to tasks.

Grade 4 Satisfactory performance

Demonstrates: adequate knowledge and understanding of works and tasks; adequate awareness of the elements of technique and style; adequate evidence of a relevant personal response to the works studied, where appropriate; generally focused and satisfactory development/presentation of ideas or argument; use of language that is generally clear, accurate, fluent and appropriate to tasks.

Grade 3 Mediocre performance

Demonstrates: some knowledge but superficial understanding of works and tasks; some awareness of the elements of technique and style; some evidence of a relevant personal response to the works studied, where appropriate; some evidence of a focus but ideas are neither appropriately developed nor presented; use of language that is limited in clarity, accuracy, fluency and appropriateness to tasks.

Grade 2 Poor performance

Demonstrates: basic knowledge and/or understanding of works and tasks; basic awareness of the elements of technique and style; basic structure to the presentation of ideas; use of language that is lacking in clarity, accuracy and coherence.

Grade 1 Very poor performance

Demonstrates: rudimentary knowledge and/or understanding of works and tasks; presentation without clarity or relevance; use of language that is barely intelligible.

ENGLISH A1 (HL/SL) YEAR 12/13 2008-2010 COURSE OUTLINE

SECTION	DATES	TEXTS	ASSESSMENT	Ass. DATES
FOUR – School’s Free Choice	Sept, Oct, Nov, Dec. ‘08	<i>Things Fall Apart</i> – Novel. <i>Poetry</i> – Sylvia Plath <i>Medea</i> – Play (W.L.) <i>Student Poetry Anthology</i> (H.L. only)	Oral presentation – 12 mins. Presentation on topic of choice, based on one text or some texts from the section. 3 mins discussion. 15 mins. total. Recorded on tape. Internally Assessed. 15%	Final Oral – Jan/ Feb. ‘09
ONE – World Literature	Jan, Feb, Mar., Apr. ‘09	<i>Waiting for Godot</i> - Play <i>The Outsider</i> – Novel <i>One Day in the Life of Ivan Denisovich</i> – Novel	World Literature Essay One – a comparative essay. Choose topic and compare two of these texts in an essay 1000 – 1500 words in length. Externally assessed 20% (S.L.) 10% (H.L.) H.L. Essay Two – a range of options. Ext. assessed. 10%.	ONE – to be completed by Dec. ‘09 TWO – to be completed by Jan. ‘10
THREE – Genre (Plays)	May, Sept, Oct, Nov, Dec, ‘09	<i>Master Harold and the boys</i> <i>The Glass Menagerie</i> <i>The Visit</i> (W.L.) <i>Dancing at Lughnasa</i> (H.L. only)	EXAM – a comparative essay written under examination conditions, based on two or three of the texts. 1.5 hours (S.L.) 2 hours (H.L.) Ext. assessed – 25%	Final Exam - May 2010 Paper Two
TWO – detailed study	Jan, Feb, Mar. ‘10	<i>Othello</i> – play <i>Heart of Darkness</i> – novel	Oral commentary – on any extract from one of the texts – 20 mins. Prep. time, 15 mins. commentary. Ext. assessed – 15%	Feb. ‘10
Commentary Skills	Sept. ‘08 – April ‘10	<i>Various sample poems and prose texts.</i>	EXAM commentary essay on poem or prose text. 25%	Final Exam – May 2010. Paper One.

GROUP ONE - Portuguese A1

Course Overview Portuguese: A1

The Language A1 programme is a literature course studied in the “first language” of the student or the language in which the student is most competent. It encourages students to see literary works as products of art and their authors as craftsmen and women whose methods of production can be analyzed in a variety of ways, and on a number of levels.

The flexibility of the programme allows teachers to choose challenging works from their own sources to suit the particular needs and interests of the students. It also allows teachers to participate significantly, through the internally assessed oral component, in the overall assessment of their students.

Aims: to

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students’ powers of expression, both in oral and written communication, and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students’ perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in students an enjoyment of, and lifelong interest in, literature.

Assessment breakdown:

External Assessment; 70%

Written Paper Component 50%

Two written papers, externally set and externally assessed.

Paper 1 Commentary 2 hours 25%

Written commentary based on poetry or another text to which the techniques of literary criticism can be applied.

Two unseen texts for commentary; no guiding questions.

One commentary to be written on one of the texts.

Paper 2 Essay 2 hours 25%

Two essay questions on each genre available for study in Part 3.

Groups of Works, and four essay questions of a general nature.

One question only to be answered, based on the Part 3 works studied and, if relevant, a Part 2 work of the same genre.

World Literature (WL) Assignment 20%

Two assignments written during the course and externally assessed. Each 1000-1500 words.

Assignment 1

Comparative study of at least two Part 1 works **10%**

Assignment 2

Based on work(s) not used in Assignment 1 **10%**

Assignment 2a: Comparative Study (1 WL work and 1 Language A1 work)

Assignment 2b: Imaginative or Creative Assignment (1 WL work, or 1 WL and 1 Language A1 work)

Assignment 2c: Detailed Study (1 WL work only)

Internal Assessment 30%

Oral Component

Two compulsory oral activities to be internally assessed by the teacher and externally moderated by the IBO.

Individual Oral Commentary 15 minutes 15%

Commentary on an extract, chosen by the teacher, from one of the Part 2 works studied.

Extract accompanied by guiding questions.

Individual Oral Presentation 10- 15 minutes 15%

Presentation of a topic, chosen by the candidate, based on Part 4 work(s)

List of literary works:

- Part 1:** O Estrangeiro (A. Camus)
À Espera de Godot (S. Beckett)
Um Dia na Vida de Ivan Denisovich (A. Soljenitsine)
- Part 2:** Capitães da Areia (J. Amado)
Poesia ortónima e heterónima (F. Pessoa)
Contos (Eça de Queirós)
Farsa de Inês Pereira (G. Vicente)
- Part 3:** Frei Luís de Sousa (Almeida Garrett)
Auto da Barca do Inferno (G. Vicente)
Felizmente Há Luar! (L. Sttau Monteiro)
Casa da Boneca (H. Ibsen)
- Part 4:** Nós Matámos o Cão Tinhoso (L. B. Honwana)
Luanda (Luandino Vieira)
Quem Me Dera Ser Onda (Manuel Rui)
O Assobiador (Ondjaki)

GROUP 2 - English B

Course Overview: English B

The International Baccalaureate Diploma English Language B is a foreign language learning course designed for students with some previous experience in English. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills are developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts.¹

At both higher and standard level, the language B student learns and assimilates basic language structures and learns to use the language in a range of situations and purposes for which, and in which, the language is used. These situations extend to the domains of work, social relationships and may include the discussion of abstract ideas. The range of texts and material that is used and the specific audiences who are addressed determine the type of language needed for these different situations and purposes.²

The language B syllabus comprises three parts: language, texts and cultural awareness. These parts are approached in an integrated way and the language skills are studied through a range of texts and materials enabling the student to develop an awareness of cultures. Assessment in both Higher and Standard Level is through an external written component (reading, written response and written production) and an internal oral component (individual oral and interactive oral).³

Topics

The language B syllabus comprises of three parts: language, texts and cultural awareness. These three parts are approached in an integrated way.

Language: The teaching of language structures is approached in the context of the learning activities. If appropriate, the isolated and structured teaching of specific language structures is used.

Texts: Language B skills are developed through a wide range of texts (novels, newspaper/magazine articles, advertisements etc).

Cultural awareness: The study of cultural aspects are a means of developing language skills, studying a range of communication purposes, developing an understanding of conventions and register, and to develop a sensitivity to various cultural aspects and attitudes presented.⁴ Some possible topics (while remaining flexible to student proficiency and needs) are:

- a) international issues
- b) media
- c) racism and discrimination
- d) family
- e) culture

¹ IB Diploma Programme guide: Language B, February 2002

² IB Diploma Programme guide: Language B, February 2002

³ IB Diploma Programme guide: Language B, February 2002

⁴ IB Diploma Programme guide: Language B, February 2002

Below is an example of some of the genres covered in Language B as well as some of the tasks that are assessed.

Unit	Writing form/task addressed
Letter writing	Written interaction – informal letter to teacher Factual description – exploring themselves, goals and how to achieve goals
Novel – ‘The Outsider’	Explanation – factual – newspaper report Comprehension Oral exercises – comprehension and explanatory, class presentation – student leading discussion
Short Stories	Description – set of instructions (factual) Comprehension Oral exercises – comprehension and explanatory, class presentation – student leading discussion
Novel – ‘Of Mice and Men’	Written interaction – informal letter to family, diary Description – evocative – imitating the author Narration – factual – statement to the police Analytical response – exploring theme
Social issues -- racism	Comprehension Oral exercises – comprehension and explanatory, class presentation – student leading discussion
Shakespeare – ‘Romeo and Juliet’	Letter writing News report Comprehension Oral exercises – comprehension and explanatory, class presentation – student leading discussion

Assessment

HL and SL

External assessment: Written Component – 70%

Paper 1: Text Handling (40%) – The focus of this assessment task is to assess the students’ ability in reading and handling information from the text. Paper one is divided into two sections: reading and written responses. Paper one includes multiple text forms, and at higher level is literary in nature.

Paper 2: Written Production (30%) – The written production assesses the students’ ability to communicate for a range of purposes, and enables them to make use of their cultural awareness and text readings.

Internal assessment: Oral Component – 30%

The language B oral assessment comprises both listening and speaking, and takes place during the final year of the course. This assessment type is based on oral work, including an element of response to spoken language, is assessed by the teacher but externally moderated by the IBO. The Oral Component consists of two activities:

Individual Oral (15%)

The individual oral consists of three parts: an interview in two parts and a general discussion.

Interactive Oral Activities (15%)

These activities may be based on a range of texts and/or be related to the cultures studied. During these activities, there should be a balance of speaking and listening.

Teaching time:

HL – 240 hours

SL – 150 hours

Higher level

At the end of the language B course higher level candidates are expected to demonstrate an ability to:

- communicate clearly and effectively in a wide range of situations
- understand and use accurately oral and written forms of the language that are essential for effective communication in a range of styles and situations
- understand and use a wide range of vocabulary
- select a register and style that are appropriate to the situation
- express ideas with general clarity and fluency
- structure arguments in a clear, coherent and convincing way
- understand and analyse moderately complex written and spoken material
- assess subtleties of the language in a wide range of forms, styles and registers
- show an awareness of, and sensitivity to, the culture(s) related to the language studied.

Standard Level

At the end of the language B course standard level candidates are expected to demonstrate an ability to:

- communicate clearly and effectively in a range of situations
- understand and use accurately oral and written forms of the language that are commonly encountered in a range of situations
- understand and use a range of vocabulary in common usage
- select a register that is generally appropriate to the situation
- express ideas with general clarity and some fluency
- structure arguments in a generally clear, coherent and convincing way
- understand and respond appropriately to written and spoken material of average difficulty
- assess some subtleties of the language in a range of forms, styles and registers
- show an awareness of, and sensitivity to, some elements of the culture(s) related to the language studied.

Course Overview:

YEAR 12

Unit	Objectives and Communicative Purposes	Focus	Text types	Interactive Oral	Possible topics
Unit 1	<p>Description</p> <p>To be able to persuade others of one's point of view in a variety of text types</p>	<p>Text types – their variety</p> <p>Evocative writing / Rhetorical techniques</p>	<p>Speeches</p> <p>Sci-fi short story</p> <p>Poetry</p> <p>Newspaper articles</p> <p>Brochures</p>	<p>Presentation, debate a topic</p>	<p>Topical issues: <i>Money is destroying professional football</i></p> <p>Environmental: <i>Domestic cats should be destroyed</i></p> <p>Letter of complaint: <i>We should not be doing poetry at Language B</i></p> <p>Technology & the speed of change: <i>Technology is turning teenagers into housebound loners</i></p>
Unit 2	<p>Exploration</p> <p>To be able to explore an issue through a variety of media</p>	<p>Promotional</p> <p>Poetic</p> <p>Factual</p> <p>Imaginative</p>	<p>Novel (<i>The Curious Incident of the Dog in the Night-time / Sophie's World</i>)</p> <p>Informative articles on Autism / Aspergers / Philosophy</p> <p>Book Reviews</p> <p>Poems about</p>	<p>Text analysis – novel</p>	<p>Autism</p> <p>Modern literature</p> <p>Culture</p>

			Autism Film – <i>Rainman; I am Sam</i>		
Unit 3	Narration To be able to make a presentation	Factual Imaginative	News reports Film – <i>Blood Diamond</i> Novel – <i>Things Fall Apart</i>	Presenting report	Cultural Issues – Africa & the colonial experience Current affairs Crime Culture Literature
Unit 4	Written interaction To be able to write a range of different types of letters	Informal Formal	Letter/emails to family or friends; text messaging; social networking Business letter or job application/ cover letters & CVs	Discussion of work experience & plans for the future	Issues raised by social networking and the internet Personal relationships Education and aspirations Employment and world of work
Unit 5	Spoken interaction To be able to create and perform a dialogue, role play or interview	Transcribed Reported	Dialogue transcription, drama or screen play Newspaper profile or research interview	Role play interview	Community and culture Literature Media
Unit 6	Explanation To be able to defend an opinion in	Factual	Report of situation or event or analysis of type of	Defending an opinion in a debate/discussion, making presentation or	Social, global, political, ethical issues

	debate or role play or make a speech/presentation	Argumentative	technology/issue Proposal for change or prediction based on current situation	speech, role play (TOK)	History
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Year 13 Course Outline for Language B English

Week commencing:	Topic Area
2009	
August/September	Language of persuasion- Speeches, Advertising, Debates
	Language of persuasion- Speeches, Advertising, Debates
	Language of persuasion- Speeches, Advertising, Debates
	Language of information- Biographical accounts, brochures, letters
October	Language of information- Biographical accounts, brochures, letters
	Language of information- Biographical accounts, brochures, letters
	World Issues 2- Poetry, Research reports, debates
	World Issues 2- Poetry, Research reports, debates
	World Issues 2- Poetry, Research reports, debates
November	World Issues 2- Poetry, Research reports, debates
	World Issues 2- Poetry, Research reports, debates
	World Issues 2- Poetry, Research reports, debates
	Narrative and entertainment- Short story, Playscript, Lyrics, Poetry
December	Narrative and entertainment- Short story, Playscript, Lyrics, Poetry
	Narrative and entertainment- Short story, Playscript, Lyrics, Poetry
	Narrative and entertainment- Short story, Playscript, Lyrics, Poetry
2010	
January	
	Mock Preparation- Orals
	Mock Preparation-Orals
	Mock Preparation- Written
	Mock Preparation- Written
February	Mocks
	Mocks

	Final Oral Preparation
	Final Oral Preparation
March	Final Oral Preparation
	Final Oral Preparation
	Revision
	Revision
April	Revision
	Revision
May 7	IB Exams
	IB Exams
	IB Exams
	IB Exams

* Novel studies remain flexible as to student language proficiency levels

GROUP 2 - Spanish B

Course overview: Spanish B

Language B is a foreign language learning course designed for students with some previous experience of the language. It may be studied at either higher level or standard level. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills. It should not be intended solely for the study of specific subject matter or content.

Although the nature of the language B course is the same for both higher level and standard level, the two levels differ in the number of types of texts that students are expected to write and, more generally, in the depth and breadth of the language used. These differences are reflected in the objectives and the assessment criteria.

Language B SL: is for a language learner who intends to study the language at this level for a future career, or to meet a Diploma Programme requirement, and who;

- has 4 to 5 years experience of the target language
- is not taught other subjects in the target language
- is normally taught outside a country where the language is spoken.

Language B HL: is for a language learner who may not intend continuing study of the language beyond the Diploma Programme and who;

- has 2 to 5 years experience of the target language
- is not taught other subjects in the target language
- is normally taught outside a country where the language is spoken
- is a beginner or near-beginner who lives in a country where the language is spoken.

Our aims are to:

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

Students will begin to embody the IB Learner Profile as they display the following qualities: inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective.

The following are our units:

YEAR 12

Unit	Objectives and Communicative Purposes	Focus	Text types	Interactive Oral	Learner Profile	Possible topics
Unit 1	Description To be able to give a presentation or instructions	Factual – objective Evocative – subjective	Guide, set of instructions or guidelines Portrait of person or brochure	Presentation , speech or giving instructions	<u>Inquirers</u> <u>Knowledgeable</u> <u>Thinkers</u> <u>Communicators</u> <u>Principled</u> <u>Open-minded</u> <u>Caring</u> <u>Risk-takers</u> <u>Balanced</u> <u>Reflective</u>	Health: recipes, advice for healthy living Education: school rules and study skills Youth issues: bill of rights <u>Travel, tourism and leisure</u> Environment : green guide
Unit 2	Exploration To be able to participate in a debate and discussion as well as present feedback/data Graphics	Promotional Poetic Factual Imaginative	TV ad, magazine ad or promotional pamphlet Poem and song lyrics Diagram in scientific text or flow chart Cartoon, comic or website page	Debate on controversial advert (CAS) Discussion on poem Presentation of survey/data feedback (CAS) Analysis discussion of cartoon Cartoon voiceover	<u>Inquirers</u> <u>Knowledgeable</u> <u>Thinkers</u> <u>Communicators</u> <u>Principled</u> <u>Open-minded</u> <u>Caring</u> <u>Risk-takers</u> <u>Balanced</u> <u>Reflective</u>	Media Culture Scientific and technological advancements Culture
Unit 3	Narration	Factual	News story or police	Speech/presentation	<u>Inquirers</u> <u>Knowledgeable</u>	Youth issues

	To be able to make a presentation	Imaginative	statement A short story or anecdote	(CAS)	<u>Thinkers</u> <u>Communicators</u> Principled Open-minded Caring Risk-takers <u>Balanced</u> <u>Reflective</u>	Current affairs Crime Culture Literature
Unit 4	Written interaction To be able to write a range of different types of letters	Informal Formal	Letter/emails to family or friends Business letter or job application	(CAS – Exchange incl. work experience) (CAS)	<u>Inquirers</u> <u>Knowledgeable</u> <u>Thinkers</u> <u>Communicators</u> Principled Open-minded Caring <u>Risk-takers</u> <u>Balanced</u> <u>Reflective</u>	Youth issues Personal relationships Education and aspirations Employment and world of work
Unit 5	Spoken interaction To be able to create and perform a dialogue, role play or interview	Transcribed Reported	Dialogue transcription, drama or screen play Newspaper profile or research interview	Role play interview between real/fictitious character and candidate	<u>Inquirers</u> <u>Knowledgeable</u> <u>Thinkers</u> <u>Communicators</u> Principled Open-minded Caring <u>Risk-takers</u> Balanced Reflective	Youth issues: generation gap, drugs Gender Community and culture Literature Media
Unit 6	Explanation To be able to defend an opinion in debate or role play or make a speech/presentation	Factual Argumentative	Report of situation or event or analysis of type of technology/issue Proposal for change or prediction based on current situation	Defending an opinion in a debate/discussion, making presentation or speech, role play (TOK)	<u>Inquirers</u> <u>Knowledgeable</u> <u>Thinkers</u> <u>Communicators</u> <u>Principled</u> <u>Open-minded</u> Caring <u>Risk-takers</u> <u>Balanced</u> <u>Reflective</u>	Social, global, political, ethical issues History

YEAR 13

Unit	Objectives and Communicative Purposes	Focus	Text types	Interactive Oral	<u>Learner Profile</u>	Possible topics
Unit 1	<p>Analysis or critique</p> <p>To be able to write a review and to participate in discussion on work of literature/film/TV programme</p>	<p>Subjective</p> <p>Objective</p>	<p>Review of a book, film or play or a biography</p> <p>Text commentary, detailed academic analysis of a work of literature, film or music</p>	<p>(CAS – Exchange incl. work experience)</p> <p>Discussion on particular aspect of a writer’s work or on possible conclusion of a film or TV programme</p> <p>Study of AV recording of a play or scenes of a play, followed by a discussion regarding the plot and/or the actors’ interpretations (TOK)</p>	<p>Inquirers</p> <p>Knowledgeable</p> <p>Thinkers</p> <p>Communicators</p> <p>Principled</p> <p>Open-minded</p> <p>Caring</p> <p>Risk-takers</p> <p>Balanced</p> <p>Reflective</p>	<p>Culture/the arts</p>
Unit 2	<p>Argument</p> <p>To be able to present a controversial speech/opinion in role play</p> <p>To be able to represent an opinion in an editorial/letter</p> <p>To be able to draw a balanced conclusion after</p>	<p>Controversial</p> <p>Balanced</p>	<p>Political speech, editorial or letter to newspaper</p> <p>Definition, debate for and against an issue, analysis of evidence, presentation of a point of view or</p>	<p>Debate, role-play, presentation or speech (TOK)</p>	<p>Inquirers</p> <p>Knowledgeable</p> <p>Thinkers</p> <p>Communicators</p> <p>Principled</p> <p>Open-minded</p> <p>Caring</p> <p>Risk-takers</p> <p>Balanced</p> <p>Reflective</p>	<p>Social, global, political, ethical issues</p>

	analysis of pros and cons		essay			
Unit 3	Individual Oral			Individual Oral		
Unit 4	Exam practice: Papers 1 and 2					
Unit 5	Exam practice: Papers 1 and 2					

At the end of the language B course higher level candidates are expected to demonstrate ability to:

- communicate clearly and effectively in a wide range of situations
- understand and use accurately oral and written forms of the language that are essential for effective communication in a range of styles and situations
- understand and use a wide range of vocabulary
- select a register and style that are appropriate to the situation
- express ideas with general clarity and fluency
- structure arguments in a clear, coherent and convincing way
- understand and analyze moderately complex written and spoken material
- assess subtleties of the language in a wide range of forms, styles and registers
- show an awareness of, and sensitivity to, the culture(s) related to the language studied

At the end of the language B course standard level candidates are expected to demonstrate ability to:

- communicate clearly and effectively in a range of situations
- understand and use accurately oral and written forms of the language that are commonly encountered in a range of situations
- understand and use a range of vocabulary in common usage
- select a register that is generally appropriate to the situation
- express ideas with general clarity and some fluency
- structure arguments in a generally clear, coherent and convincing way
- understand and respond appropriately to written and spoken material of average difficulty
- assess some subtleties of the language in a range of forms, styles and registers
- show an awareness of, and sensitivity to, some elements of the culture(s) related to the language studied.

The methodology or the “how” we will learn:

- Inquiry
- Resource-based learning
- Cognitive Apprenticeship
- Project-based Learning
- Collaborative Learning
- Constructivism

Comprehension Strategies: develop and use comprehension strategies to facilitate the understanding of an oral or written message.

Production Strategies: develop and use production strategies to produce a simple oral or written message.

Memory Strategies: develop and use memory strategies to learn, retain or recall vocabulary or grammatical structures.

**Assessment is the term used to measure the students' demonstration of learning:
Higher Level**

External Assessment: Written Component	70%
Paper 1: Text handling 1½ hours	40%
Reading	27%
Written response	13%
Paper 2: Written Production 1½ hours	30%
Internal Assessment: Oral Component	30%
Individual Oral	15%
Interactive Oral Activity	15%

Standard Level

External Assessment: Written Component	70%
Paper 1: Text Handling 1½ hours	40%
Reading	30%
Written response	10%
Paper 2: Written Production 1½ hours	30%
Internal Assessment: Oral Component	30%
Individual Oral	15%
Interactive Oral Activity	15%

Resources and materials:

- Texts with descriptions.
- Worksheets, pictures and magazines.
- Internet, videos and DVD's. Educational and others. Music.
- Other students in Spanish classes, in LIS community or another place.
- On the board games, and cultural trivia, interactive games.
- OCC IB Teachers' support material / teachers' resources.
- Binders and dividers for students' work.

GROUP 2 - Portuguese B

Course overview: Portuguese B

Language B is a foreign language learning course designed for students with some previous experience of the language. It may be studied at either higher level or standard level. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills. It should not be intended solely for the study of specific subject matter or content.

Although the nature of the language B course is the same for both higher level and standard level, the two levels differ in the number of types of texts that students are expected to write and, more generally, in the depth and breadth of the language used. These differences are reflected in the objectives and the assessment criteria.

Language B SL: is for a language learner who intends to study the language at this level for a future career, or to meet a Diploma Programme requirement, and who:

- has 4 to 5 years experience of the target language
- is not taught other subjects in the target language
- is normally taught outside a country where the language is spoken.

Language B HL: is for a language learner who may not intend continuing study of the language beyond the Diploma Programme and who:

- has 2 to 5 years experience of the target language
- is not taught other subjects in the target language
- is normally taught outside a country where the language is spoken
- is a beginner or near-beginner who lives in a country where the language is spoken.

Our aims are to:

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

Students will begin to embody the IB Learner Profile as they display the following qualities: inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective.

**The following are our units:
YEAR 12**

Unit	Objectives and Communicative Purposes	Focus	Text types	Interactive Oral	Learner Profile	Possible topics
Unit 1	Description To be able to give a presentation or instructions	Factual – objective Evocative – subjective	Guide, set of instructions or guidelines Portrait of person or brochure	Presentation , speech or giving instructions	Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective	Health: recipes, advice for healthy living Education: school rules and study skills Youth issues: bill of rights Travel, tourism and leisure Environment: green guide
Unit 2	Exploration To be able to participate in a debate and discussion as well as present feedback/data Graphics	Promotional Poetic Factual Imaginative	TV ad, magazine ad or promotional pamphlet Poem and song lyrics Diagram in scientific text or flow chart Cartoon, comic or website page	Debate on controversial advert (CAS) Discussion on poem Presentation of survey/data feedback (CAS) Analysis discussion of cartoon Cartoon voiceover	<u>Inquirers</u> Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective	Media Culture Scientific and technological advancements Culture
Unit 3	Narration To be able to make a presentation	Factual Imaginative	News story or police statement A short story or	Speech/presentation (CAS)	Inquirers Knowledgeable Thinkers Communicators Principled	Youth issues Current affairs Crime Culture

			anecdote		Open-minded Caring Risk-takers Balanced Reflective	Literature
Unit 4	Written interaction To be able to write a range of different types of letters	Informal Formal	Letter/emails to family or friends Business letter or job application	(CAS – Exchange incl. work experience) (CAS)	Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective	Youth issues Personal relationships Education and aspirations Employment and world of work
Unit 5	Spoken interaction To be able to create and perform a dialogue, role play or interview	Transcribed Reported	Dialogue transcription, drama or screen play Newspaper profile or research interview	Role play interview between real/fictitious character and candidate	Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective	Youth issues: generation gap, drugs Gender Community and culture Literature Media
Unit 6	Explanation To be able to defend an opinion in debate or role play or make a speech/presentation	Factual Argumentative	Report of situation or event or analysis of type of technology /issue Proposal for change or prediction based on current situation	Defending an opinion in a debate/discussion, making presentation or speech, role play (TOK)	Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective	Social, global, political, ethical issues History

YEAR 13

Unit	Objectives and Communicative Purposes	Focus	Text types	Interactive Oral	Learner Profile	Possible topics
Unit 1	<p>Analysis or critique</p> <p>To be able to write a review and to participate in discussion on work of literature/film/TV programme</p>	<p>Subjective</p> <p>Objective</p>	<p>Review of a book, film or play or a biography</p> <p>Text commentary detailed academic analysis of a work of literature film or music</p>	<p>(CAS – Exchange incl. work experience)</p> <p>Discussion on particular aspect of a writer’s work or on possible conclusion of a film or TV programme</p> <p>Study of AV recording of a play or scenes of a play, followed by a discussion regarding the plot and/or the actors’ interpretations (TOK)</p>	<p>Inquirers</p> <p>Knowledgeable</p> <p>Thinkers</p> <p>Communicators</p> <p>Principled</p> <p>Open-minded</p> <p>Caring</p> <p>Risk-takers</p> <p>Balanced</p> <p>Reflective</p>	Culture/ the arts
Unit 2	<p>Argument</p> <p>To be able to present a controversial speech/opinion in role play</p> <p>To be able to represent an opinion in an editorial/letter</p>	<p>Controversial</p> <p>Balanced</p>	<p>Political speech, editorial or letter to newspaper</p> <p>Definition, debate for and against an issue, analysis of evidence, presentation</p>	<p>Debate, role-play, presentation or speech (TOK)</p>	<p>Inquirers</p> <p>Knowledgeable</p> <p>Thinkers</p> <p>Communicators</p> <p>Principled</p> <p>Open-minded</p> <p>Caring</p> <p>Risk-takers</p> <p>Balanced</p> <p>Reflective</p>	Social, global, political, ethical issues

	To be able to draw a balanced conclusion after analysis of pros and cons		n of a point of view or essay			
Unit 3	Individual Oral			Individual Oral		
Unit 4	Exam practice: Papers 1 and 2					
Unit 5	Exam practice: Papers 1 and 2					

At the end of the language B course higher level candidates are expected to demonstrate ability to:

- communicate clearly and effectively in a wide range of situations
- understand and use accurately oral and written forms of the language that are essential for effective communication in a range of styles and situations
- understand and use a wide range of vocabulary
- select a register and style that are appropriate to the situation
- express ideas with general clarity and fluency
- structure arguments in a clear, coherent and convincing way
- understand and analyze moderately complex written and spoken material
- assess subtleties of the language in a wide range of forms, styles and registers
- show an awareness of, and sensitivity to, the culture(s) related to the language studied

At the end of the language B course standard level candidates are expected to demonstrate ability to:

- communicate clearly and effectively in a range of situations
- understand and use accurately oral and written forms of the language that are commonly encountered in a range of situations
- understand and use a range of vocabulary in common usage
- select a register that is generally appropriate to the situation
- express ideas with general clarity and some fluency
- structure arguments in a generally clear, coherent and convincing way
- understand and respond appropriately to written and spoken material of average difficulty
- assess some subtleties of the language in a range of forms, styles and registers
- show an awareness of, and sensitivity to, some elements of the culture(s) related to the language studied.

The methodology or the “how” we will learn:

- Inquiry
- Resource-based learning
- Cognitive Apprenticeship
- Project-based Learning
- Collaborative Learning
- Constructivism

Comprehension Strategies: develop and use comprehension strategies to facilitate the understanding of an oral or written message.

Production Strategies: develop and use production strategies to produce a simple oral or written message

Memory Strategies: develop and use memory strategies to learn, retain or recall vocabulary or grammatical structures.

Assessment is the term used to measure the students’ demonstrations of learning:**Higher Level**

External Assessment: Written Component	70%
Paper 1: Text handling 1½ hours	40%
Reading	27%
Written response	13%
Paper 2: Written Production 1½ hours	30%

Internal Assessment: Oral Component	30%
Individual Oral	15%
Interactive Oral Activity	15%

Standard Level

External Assessment: Written Component	70%
Paper 1: Text Handling 1½ hours	40%
Reading	30%
Written response	10%
Paper 2: Written Production 1½ hours	30%

Internal Assessment: Oral Component	30%
Individual Oral	15%
Interactive Oral Activity	15%

Resources and materials:

- Texts with descriptions.
- Worksheets, pictures and magazines.
- Internet, videos and DVD’s -educational and others. Music.
- Other students in Spanish classes, in LIS community or another place.
- On the board games, and Cultural trivia, Interactive games.
- OCC IB Teachers’ support material / Teachers’ resources.
- Binders and dividers for students’ work.

GROUP 2 - Spanish ab initio

Course overview: Spanish ab initio

This course is designed to be followed over two years by students who have no previous experience of learning the Spanish language, and it is centered on three main areas: language, texts and cultural awareness. The main focus of the course is on the acquisition of language required for purposes and situations usual in everyday social interaction. The four primary language skills to be developed in an integrated way are: listening, speaking, reading and writing, and will be developed through the use of a wide range of material, using many types of texts as possible, which are chosen addressing the students' needs and interests. All materials will be selected in view of their communicative purpose. Students are expected to become familiar with aspects of the everyday life and culture of the countries in which the language is spoken. Within language, special attention is paid to the four primary language skills; accuracy and fluency; and the areas of vocabulary, grammar, pronunciation and intonation.

Our aims are to:

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

Students will begin to embody the IB Learner Profile as they display the following qualities: inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective.

The following are our units:

Topic	Sub-Topic	Contents
The individual	The self and others The Home	types of accommodation, life at home, household tasks, invitations, celebrations, personal identification (age, nationality, address) family, relationships (peers and friends), appearance (physical description, clothes, colours), character, daily routine, time
Education and work	School Future plans	careers, professions, part-time jobs, work experience, future ambitions, types of school personnel (teachers, students, other staff), facilities, classroom materials, academic, extra-curricular activities, school calendar, dates, post-secondary education.
Town and services	Shopping Public services and communication	public transport, banks, post office, telephone, e-mail, fax, Internet, types of shops, goods, customer services, purchases, payment.
Food and drink	Shopping Eating out Food	meals, meal times, recipes, diets, preferences, special dishes, types of restaurants, meals in a restaurant, reservations, menus, orders, food stores, food names, grocery shopping,

		quantity, weight.
Leisure and travel	Hobbies and free time The area Holidays and Travelling Accommodation	means of transport types of destination holiday inquiries places, features of interest location, direction the media sports entertainment facilities reservations regulations.
The environment	Weather Physical geography/ the world Environmental Concerns	Ecology, world issues, countries and continents, geographical features, current weather conditions, forecast, climate, seasons and seasonal events.
Health and emergencies	Physical health Emergencies	theft and loss, accidents, repairs, public signs, fitness and good health, illness, injury, parts of the body, appointments, medicines and prescriptions

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

At the end of the language Ab initio course candidates will be expected to demonstrate ability to:

- Communicate information and some basic ideas clearly and effectively, in a limited range of situations
- Understand and use accurately the essential spoken and written forms of the language in a limited range of situations
- Understand and use a limited range of vocabulary in common usage
- Use a register that is generally appropriate to the situation
- Show an awareness of some elements of the culture(s) related to the language studied

The methodology or the “how” we will learn:

- Inquiry
- Resource-based learning
- Cognitive Apprenticeship
- Project-based Learning
- Collaborative Learning
- Constructivism

Comprehension Strategies: develop and use comprehension strategies to facilitate the understanding of an oral or written message.

Production Strategies: develop and use production strategies to produce a simple oral or written message.

Memory Strategies: develop and use memory strategies to learn, retain or recall vocabulary or grammatical structures.

Assessment is the term used to measure the students' demonstrations of learning:

70% External Assessment: Written Component

-40% 1½ hours Paper 1: Text Handling: Exercises based on four written texts, short writing exercises in response to the fourth text.

-30% 1½ hours Paper 2: Written Production

Section A: Short writing task: One writing task from a choice of two.

Section B: Extended writing task: One writing task from a choice of three.

30% Internal Assessment: Oral Component

-15% Individual Oral: Short interview with the teacher.

-15% Interactive Oral Activity: The mark of one interactive oral activity.

During the year each of these criteria will be measured at least twice, not necessarily at the same time. All work will be compiled in a portfolio.

Resources and materials:

- Publications: Listos 2; Gente 1 (Student book and workbook); Rápido; Cuaderno de gramática
- Texts with descriptions
- Worksheets, pictures and magazines
- Internet, videos and DVD's. Educational and others. Music
- Other students in Spanish classes, in LIS community or another place
- On the board games, and Cultural trivia, Interactive games
- OCC IB Teachers' support material / Teachers' resources
- Binders and dividers for students' work

GROUP 3 – Economics

Course overview: Economics

We offer both Higher level and Standard level Economics.

The courses are designed to provide students with a core knowledge, to enable them to think critically about economic issues, to promote an awareness and understanding of internationalism, to encourage students' development as independent learners, to enable students to distinguish between positive and normative economics, and to enable students to recognize their own tendencies for bias.

Course outline:

There are five sections followed by both HL and SL students. HL students cover some of these in greater depth. SL students will not attend Economics classes for a period of 6 weeks during term 3 of Year 12 in which HL only topics will be covered.

Section 1: Introduction to economics

- The Economic Problem
- Economic systems
- Opportunity cost
- Transitional economies

Section 2: Microeconomics

- Market supply and demand
- Price controls
- Elasticity and its applications
- Market failure
- HL Theory of the firm

Section 3: Macroeconomics

- Measuring national income
- Introduction to development
- Macroeconomic models
- Demand-side and Supply-side policies
- Unemployment
- Inflation
- Distribution of income
- HL Phillips curve
- HL Lorenz curve

Section 4: International economics

- Reasons for trade
- Free trade and protectionism
- Economic integration
- WTO
- Balance of payments
- Exchange rates
- Terms of trade
- HL Marshall-Lerner and J- curve

Section 5: Development economics

- Sources of growth/development
- Consequences of growth
- Barriers to growth/development
- Growth/development strategies
- Evaluation of growth/development strategies

Assessment:

Higher Level:

External Assessment (80 %.)

Consisting of three written examination papers:

Paper1: 1 hour. Candidates choose one from four extended-response questions.

Paper 2: 1 hour. Candidates answer three from six short answer questions.

Paper 3: 2 hours. Candidates answer three from five structured questions.

Internal Assessment (20%)

A portfolio of four commentaries of 650 to 750 words each.

Standard Level:

External Assessment (75%)

Consisting of two written examination papers

Paper1: 1 hour. Candidates choose one from four extended-response questions.

Paper 2: 2 hours. Candidates answer three from five structured questions.

Internal Assessment (25%)

A portfolio of four commentaries of 650 to 750 words each.

Resources;

Text-Economics Course Companion (Oxford IBO) Jocelyn Blink and Ian Dorton

GROUP 3 – HISTORY

Course overview: History

We offer both Higher Level and Standard Level History.

Course outline:

The syllabus follows Route 2: 20th century world history. The following topics are common to both HL and SL students.

Prescribed subject 1: Peacemaking, peacekeeping-international relations 1918-1936

This topic must be covered to answer source based questions in Paper 1.

The emphasis is on the Paris Peace settlement-its making, impact and problems of enforcement-and the attempts at international cooperation through the League of Nations and multilateral agreements. The source questions will focus on:

- Aims of the participants and peacemakers
- Terms of the Paris peace treaties
- The impact on Europe and the mandate system
- Disarmament conferences-Washington, London, Geneva
- League of nations-early efforts of peacekeeping(1920-25)
- Ruhr crisis(1923) and the “Locarno Spring”(1925)
- Depression and threats to international peace: Manchuria(1931-3), and Abyssinia(1935-6)

Route 2 topics

There are 5 topics of which students need to study at least 2 in order to answer the two extended answer questions on paper 2.

The topics we concentrate on at LIS are:

Topic 1: Causes, practices and effects of war.

Material for detailed study includes:

- First World War (1914-18)
- Second World War (1939-45)
- Spanish Civil War (1936-9)

Topic 2: Origins and development of authoritarian and single-party states.

Material for detailed study includes:

- Europe:Germany-Hitler, USSR-Stalin
- Americas-Castro
- Asia and Oceania-China-Mao

Topic 4: Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states.

Material for detailed study includes:

- Movements in Africa-Angola, Ghana, Congo

Topic 5: The Cold War.

Materials for detailed study includes:

- Wartime conferences: Yalta and Potsdam
- US policies Truman Doctrine, Marshall Plan, NATO
- Soviet policies: Eastern Europe, COMECON, Warsaw Pact
- Sino-Soviet relations
- US-Chinese relations
- Germany (1945-61), Congo (1960-64), Korea, Cuba, Vietnam

HL students have to cover an extra regional option in order to answer the extended answer questions in Paper 3. This is covered over a ten week period in the first and second terms of year 13. During this extended period, SL students will not be required to attend classes.

The HL option 2 at LIS is: Aspects of the history of Africa

This option covers 200 years of African history from 1800 to 2000. Due to the large geographical area and wide time frame exhaustive study of every region is impossible. The key areas for study at LIS are as follows:

Topic 3: European imperialism and annexation of Africa 1850-1900

- Growth of European activity in Africa-traders and explorers
- European background to partition-rivalry, strategic ,economic, humanitarian factors
- African background-military, technological and administrative weakness, cultural disunity
- King Leopold II of Belgium
- Egyptian question-French and British rivalry and British occupation
- German annexation, the Berlin Conference and its impact

Topic 6 Development in South Africa 1880-1994

- Discovery of diamonds and gold and consequences
- South Africa War(1899-1902): causes, consequences and Act of union
- Policies of Smuts and Herzog (1910-1948) segregation, discrimination and protest
- Nationalist Party-Malan (1948); Verwoerd's apartheid policies and impact (1948-1960)
- Resistance to apartheid-ANC, Sharpsville, Steve Biko, Soweto massacres
- Political, social economic development; international opposition to apartheid
- De Klerk's lifting of ban on ANC; release of Mandela, 1994 elections

Topic 7 Africa under colonization 1890-1980

- Angola/Mozambique under Portuguese rule; economic and social developments to 1975
- Gold Coast; colonial administration, economic social development to 1957

Topic 10 Nationalist and independence movements (Southern and West Africa)

- Angola-liberation war; MPLA and UNITA until 1975
- Gold Coast to Ghana; Nkrumah and the CPP until 1957

Assessment:
Higher Level:

External assessment (5 hours)

80%

Paper 1: 1 hour. (20%) Candidates answer structured questions on Prescribed subject 1.

Paper 2: 1 hour 30 minutes. (25%) Candidates choose two extended response questions.

Paper 3: 2 hours 30 minutes. (35%) Candidates choose three extended response questions on the Africa option.

Internal assessment.

20%

Historical investigation into any area comprising of 1500 to 2000 words. It should involve approximately 20 hours of work.

Standard Level:

External assessment (2 hours 30 minutes)

75%

Paper 1: 1 hour. (30%) Candidates answer structured questions on Prescribed subject 1.

Paper 2: 1 hour 30 minutes. (45%) Candidates choose two extended response questions.

Internal assessment.

25%

Historical investigation into any area comprising of 1500 to 2000 words. It should involve approximately 20 hours of work.

Resources:

Modern European History (1890-1990) Alan Farmer

Europe (1870-1991) Terry Morris and Derrick Murphy

GROUP 4 – Biology, Chemistry, Physics

Course overviews

IB Diploma Sciences Subject Overview

All IB diploma sciences (Physics, Chemistry, Biology) share the same aims, objectives and assessment breakdown. They differ of course in the subject topics.

Aims: To

1. provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
2. provide a body of knowledge, methods and techniques that characterize science and technology
3. enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific information
5. engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills
7. develop and apply the students' information and communication technology skills in the study of science
8. raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
9. develop an appreciation of the possibilities and limitations associated with science and scientists
10. encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method

Objectives

The objectives for all group 4 subjects reflect those parts of the aims that will be assessed. Wherever appropriate, the assessment will draw upon environmental and technological contexts and identify the social, moral and economic effects of science. It is the intention of all the LIS science courses that students achieve the following objectives.

1. Demonstrate an understanding of:
 - a. scientific facts and concepts
 - b. scientific methods and techniques
 - c. scientific terminology
 - d. methods of presenting scientific information
2. Apply and use:
 - a. scientific facts and concepts
 - b. scientific methods and techniques
 - c. scientific terminology to communicate effectively
 - d. appropriate methods to present scientific information
3. Construct, analyse and evaluate:
 - a. hypotheses, research questions and predictions
 - b. scientific methods and techniques
 - c. scientific explanations

4. Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving
5. Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety

Assessment

In all courses the term grade is generated from an average of unit tests based on past paper questions and graded according to IB criteria. In chemistry, this average will also include “spot tests” which together count as one unit test.

Curriculum Year 12

Biology

Core	HL
Topic 1: Statistical analysis	Topic 7: Nucleic acids and proteins
Topic 2: Cells	Topic 8: Cell respiration and photosynthesis
Topic 3: The chemistry of life	Topic 10: Genetics
Topic 4: Genetics	
Topic 5: Ecology and evolution	

HL students take all Core topics plus HL topics

Physics

Core	HL
Topic 1: Physics and Physical Measurement	Topic 11: Wave phenomena
Topic 4: Oscillations and Waves	Topic 9: Motion in fields
Topic 2: Mechanics	Topic 10: Thermal Physics
Topic 6: Fields and Forces	Topic 13: Quantum physics and nuclear physics
Topic 3: Thermal Physics	
Topic 7: Atomic and Nuclear Physics	

SL Students take only Core topics. HL students take all Core topic plus HL topics

Chemistry

Core	HL
Topic 2: Atomic Structure	Topic 12 Atomic Structure
Topic 1: Quantitative Chemistry	Topic 13: Periodicity
Topic 11: Measurement and Data Processing	Topic 14: Bonding
Topic 3: Periodicity	Topic 15: Energetics
Topic 4: Bonding	Topic 16: Kinetics
Topic 5: Energetics	Topic 17: Equilibrium
Topic 6: Kinetics	
Topic 7: Equilibrium	

SL Students take only Core topics. HL students take all Core topic plus HL topics

Curriculum Year 13

Biology

Core	HL
Topic 6 Human health and physiology	Option G: Ecology and conservation
Topic 11: Human health and physiology	Option E: Neurobiology and behaviour
Topic : 9 Plant Science	
Topic 5: Ecology and evolution	
Option A: Human nutrition and health	

HL students take all Core topic plus AHL topics

Both SL and AHL will study 2 of the possible options

Physics

Core	HL
Topic:8 Energy, power and climate change	Topic 12: Electromagnetic Induction
Topic5: Electric currents	Option C: Digital technology
Option C: Digital technology	Option E: Astrophysics
Option E: Astrophysics	Option H: Relativity

SL Students take only Core topics. HL students take all Core topic plus HL topics

Both SL and HL will study 2 of the possible options

Chemistry

Core	HL
Topic 8: Acids and Bases	Topic 18: Acids and Bases
Topic 9: Oxidation and Reduction	Topic 19: Oxidation and Reduction
Topic 10: Organic Chemistry	Topic 20: Organic Chemistry
Option B Human Biochemistry	Option B Human Biochemistry
Option D Medicines and Drugs	Option D Medicines and Drugs
Option E Environmental Chemistry	Option E Environmental Chemistry

SL Students take only Core topics. HL students take all Core topic plus HL topics

Both SL and HL will study 2 of the possible options

GROUP 5 – Mathematical Studies Standard Level

Mathematical Studies: course overview

IB Diploma Mathematics

The nature of mathematics can be summarized in a number of ways: for example, it can be seen as a well defined body of knowledge, as an abstract system of ideas, or as a useful tool. For many people, it is probably a combination of these, but there is no doubt that mathematical knowledge provides an important key to understanding the world in which we live. Mathematics can enter our lives in a number of ways: we buy produce in the market, consult a timetable, read a newspaper, time a processor, estimate a length. Mathematics, for most of us, also extends into our chosen profession: artists need to learn about perspective; musicians need to appreciate the mathematical relationships within and between different rhythms; economists need to recognize trends in financial dealings; and engineers need to take account of stress patterns in physical materials. Scientists view mathematics as a language that is central to our understanding of events that occur in the natural world. Some people enjoy the challenges offered by the logical methods of mathematics and the adventure in reason that mathematical proof has to offer. Others appreciate mathematics as an aesthetic experience or even as a cornerstone of philosophy. This prevalence of mathematics in our lives provides a clear and sufficient rationale for making the study of this subject compulsory within the DP.

Mathematical Studies SL

The course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations. The course includes project work, a feature unique within this group of courses: students must produce a project, a piece of written work based on personal research, guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or interest of their choice using skills learned before and during the course. This process allows students to ask their own questions about mathematics and to take responsibility for a part of their own course of studies in mathematics.

AIMS

The aims of all courses in group 5 are to enable students to:

- appreciate the multicultural and historical perspectives of all group 5 courses
- enjoy the courses and develop an appreciation of the elegance, power and usefulness of the subjects
- develop logical, critical and creative thinking
- develop an understanding of the principles and nature of the subject
- employ and refine their powers of abstraction and generalization
- develop patience and persistence in problem solving
- appreciate the consequences arising from technological developments
- transfer skills to alternative situations and to future developments
- communicate clearly and confidently in a variety of contexts

OBJECTIVES

Having followed any one of the mathematics courses in group 5, students are expected to know and use mathematical concepts and principles. In particular, students must be able to:

- read, interpret and solve a given problem using appropriate mathematical terms
- organize and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- recognize and demonstrate an understanding of the practical applications of mathematics
- use appropriate technological devices as mathematical tools
- demonstrate an understanding of and the appropriate use of mathematical modelling

SYLLABUS OUTLINE

Mathematical Studies SL

Total 150 hrs

The course consists of the study of eight topics.

Requirements

All topics are compulsory. Students are given a full detailed syllabus and must study all the sub-topics in each of the topics. Students are also required to be familiar with the topics listed as presumed knowledge (PK)

Syllabus content	130 hrs
Topic 1—Introduction to the graphic display calculator	3 hrs
Topic 2—Number and algebra	14 hrs
Topic 3—Sets, logic and probability	20 hrs
Topic 4—Functions	24 hrs
Topic 5—Geometry and trigonometry	20 hrs
Topic 6—Statistics	24 hrs
Topic 7—Introductory differential calculus	15 hrs
Topic 8—Financial mathematics	10 hrs
Project	20 hrs

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

GROUP 5 Mathematics Standard Level

Mathematics SL: course overview

IB Diploma Mathematics

The nature of mathematics can be summarized in a number of ways: for example, it can be seen as a well defined body of knowledge, as an abstract system of ideas, or as a useful tool. For many people, it is probably a combination of these, but there is no doubt that mathematical knowledge provides an important key to understanding the world in which we live. Mathematics can enter our lives in a number of ways: we buy produce in the market, consult a timetable, read a newspaper, time a processor, estimate a length. Mathematics, for most of us, also extends into our chosen profession: artists need to learn about perspective; musicians need to appreciate the mathematical relationships within and between different rhythms; economists need to recognize trends in financial dealings; and engineers need to take account of stress patterns in physical materials. Scientists view mathematics as a language that is central to our understanding of events that occur in the natural world. Some people enjoy the challenges offered by the logical methods of mathematics and the adventure in reason that mathematical proof has to offer. Others appreciate mathematics as an aesthetic experience or even as a cornerstone of philosophy. This prevalence of mathematics in our lives provides a clear and sufficient rationale for making the study of this subject compulsory within the DP.

Mathematics SL

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on mathematical rigour. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modelling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. The portfolio also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

AIMS

The aims of all courses in group 5 are to enable students to:

- appreciate the multicultural and historical perspectives of all group 5 courses
- enjoy the courses and develop an appreciation of the elegance, power and usefulness of the subjects
- develop logical, critical and creative thinking
- develop an understanding of the principles and nature of the subject
- employ and refine their powers of abstraction and generalization
- develop patience and persistence in problem solving
- appreciate the consequences arising from technological developments
- transfer skills to alternative situations and to future developments
- communicate clearly and confidently in a variety of contexts.

OBJECTIVES

Having followed any one of the mathematics courses in group 5, students are expected to know and use mathematical concepts and principles. In particular, students must be able to:

- read, interpret and solve a given problem using appropriate mathematical terms
- organize and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- recognize and demonstrate an understanding of the practical applications of mathematics
- use appropriate technological devices as mathematical tools
- demonstrate an understanding of and the appropriate use of mathematical modelling.

SYLLABUS OUTLINE

Mathematics SL

The course consists of the study of seven topics

Total 150 hrs

Syllabus content

140 hrs

Topic 1—Algebra	8 hrs
Topic 2—Functions and equations	24 hrs
Topic 3—Circular functions and trigonometry	16 hrs
Topic 4—Matrices	10 hrs
Topic 5—Vectors	16 hrs
Topic 6—Statistics and probability	30 hrs
Topic 7—Calculus	36 hrs

Portfolio

10 hrs

Two pieces of work, based on different areas of the syllabus, representing the following two types of tasks:

- mathematical investigation
- mathematical modelling

ASSESSMENT OUTLINE

Mathematics SL

External assessment 3 hrs **80%**
Written papers

Paper 1 1hr 30 mins 40%
No calculator allowed

Section A 20%
Compulsory short-response questions based on the compulsory core of the syllabus

Section B 20%
Compulsory extended-response questions based on the compulsory core of the syllabus

Paper 2 1hr 30 mins 40%
Graphic display calculator (GDC) required

Section A 20%
Compulsory short-response questions based on the compulsory core of the syllabus

Section B 20%
Compulsory extended-response questions based on the compulsory core of the syllabus

Internal assessment 20%

Portfolio

A collection of two pieces of work assigned by the teacher and completed by the student during the course. The pieces of work must be based on different areas of the syllabus and represent the two types of tasks:

- mathematical investigation
- mathematical modelling

The portfolio is internally assessed by the teacher and externally moderated by the IBO.

GROUP 5 Mathematics Higher Level

IB Diploma Mathematics

The nature of mathematics can be summarized in a number of ways: for example, it can be seen as a well defined body of knowledge, as an abstract system of ideas, or as a useful tool. For many people, it is probably a combination of these, but there is no doubt that mathematical knowledge provides an important key to understanding the world in which we live. Mathematics can enter our lives in a number of ways: we buy produce in the market, consult a timetable, read a newspaper, time a processor, estimate a length. Mathematics, for most of us, also extends into our chosen profession: artists need to learn about perspective; musicians need to appreciate the mathematical relationships within and between different rhythms; economists need to recognize trends in financial dealings; and engineers need to take account of stress patterns in physical materials. Scientists view mathematics as a language that is central to our understanding of events that occur in the natural world. Some people enjoy the challenges offered by the logical methods of mathematics and the adventure in reason that mathematical proof has to offer. Others appreciate mathematics as an aesthetic experience or even as a cornerstone of philosophy. This prevalence of mathematics in our lives provides a clear and sufficient rationale for making the study of this subject compulsory within the DP.

Mathematics HL

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

The nature of the subject is such that it focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning through engaging in mathematical investigation and mathematical modelling. Students will be provided with opportunities to take a considered approach to these activities, and to explore different ways of approaching a problem. The portfolio also allows students to work without the time constraints of a written examination and to develop skills in communicating mathematical ideas.

This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses, mathematics SL or mathematical studies SL.

AIMS

The aims of all courses in group 5 are to enable students to:

- appreciate the multicultural and historical perspectives of all group 5 courses
- enjoy the courses and develop an appreciation of the elegance, power and usefulness of the subjects
- develop logical, critical and creative thinking
- develop an understanding of the principles and nature of the subject
- employ and refine their powers of abstraction and generalization
- develop patience and persistence in problem solving
- appreciate the consequences arising from technological developments
- transfer skills to alternative situations and to future developments
- communicate clearly and confidently in a variety of contexts.

OBJECTIVES

Having followed any one of the mathematics courses in group 5, students are expected to know and use mathematical concepts and principles. In particular, students must be able to:

- read, interpret and solve a given problem using appropriate mathematical terms
- organize and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- recognize and demonstrate an understanding of the practical applications of mathematics
- use appropriate technological devices as mathematical tools
- demonstrate an understanding of and the appropriate use of mathematical modelling

SYLLABUS OUTLINE

Mathematics HL

The course consists of the study of seven core topics and one option topic. Total 240 hrs

Core syllabus content 190 hrs

Topic 1—Algebra	20 hrs
Topic 2—Functions and equations	26 hrs
Topic 3—Circular functions and trigonometry	22 hrs
Topic 4—Matrices	12 hrs
Topic 5—Vectors	22 hrs
Topic 6—Statistics and probability	40 hrs
Topic 7—Calculus	48 hrs

Option syllabus content 40 hrs

Students must study all the sub-topics in one of the following options as listed in the syllabus details.

Topic 8—Statistics and probability	40 hrs
Topic 9—Sets, relations and groups	40 hrs
Topic 10—Series and differential equations	40 hrs
Topic 11—Discrete mathematics	40 hrs

Portfolio 10 hrs
 Two pieces of work, based on different areas of the syllabus, representing the following two types of tasks:

- mathematical investigation
- mathematical modelling

ASSESSMENT OUTLINE

External assessment	5 hrs	80%
Written papers		
Paper 1	2 hrs	30%
No calculator allowed		
Section A		15%
Compulsory short-response questions based on the compulsory core of the syllabus		
Section B		15%
Compulsory extended-response questions based on the compulsory core of the syllabus		
Paper 2	2 hrs	30%
Graphic display calculator (GDC) required		
Section A		15%
Compulsory short-response questions based on the compulsory core of the syllabus		
Section B		15%
Compulsory extended-response questions based on the compulsory core of the syllabus		
Paper 3	1 hr	20%
Graphic display calculator (GDC) required		
Extended-response questions based mainly on the syllabus options		
Internal assessment		20%

Portfolio

A collection of two pieces of work assigned by the teacher and completed by the student during the course. The pieces of work must be based on different areas of the syllabus and represent the two types of tasks:

- mathematical investigation
- mathematical modelling

The portfolio is internally assessed by the teacher and externally moderated by the IBO.

GROUP 6 – Theatre

Course overview: Theatre

Aims and Objectives

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

- experience and participate in a range of theatre activities
- develop proficiency in more than one area of theatre technique
- explore different theatre traditions
- develop academic skills appropriate for the study of theatre
- become reflective and critical practitioners in theatre
- develop the confidence to explore, experiment and work individually and collaboratively on innovative projects which challenge established notions and conventions of theatre
- understand the dynamic, holistic and evolving nature of theatre and the interdependencies of all aspects of this art form

The objectives of this course are to have students be able to:

- demonstrate a theoretical and practical knowledge of theatrical traditions from more than one culture
- demonstrate an understanding of production elements and theatre practices
- evaluate critically a range of diverse performances
- engage practically in creating and presenting performances which will include a basic level of technical proficiency
- reflect on their own development in theatre through continual self-evaluation and recording
- acquire appropriate research skills and apply them
- demonstrate an ability to interpret playtexts and other types of performance texts analytically and imaginatively
- demonstrate initiative and perseverance in both individual and group projects
- evaluate the relevance of selected research sources to personal practice
- demonstrate an understanding of the complex processes of performance, from its initial conception to the impact the final result leaves on spectators

DP THEATRE
COURSE OUTLINE – Year One 2009/2010

Aug.'09	Sept.'09	Oct.'09	Nov.'09	Dec.'09
<p>Unit One: Theatre in the World and in Performance. <i>Research:</i> What is Theatre? What are the origins of western theatre? Features of ancient Greek theatre. <i>Performance:</i> The use of a mask. Scene from Oedipus.</p>	<p><i>Assessment:</i> Oral presentation on research</p> <p>Unit Two: Theatre in the World and in the Making. <i>Research:</i> Use of masks for performance in cultures. <i>Performance:</i> Devise a mask performance based on a stimulus.</p>	<p><i>Assessment:</i> Performance Proposal Paper – based on devised performance.</p> <p>Unit Three: Theatre in the World and in Performance. <i>Research:</i> Commedia dell'Arte. Performance methods. The plays of Goldoni.</p>	<p><i>Performance:</i> Commedia scenarios</p>	<p>Unit Three cont.</p> <p><i>Assessment:</i> Oral presentation on Commedia experience – knowledge and performance. Research paper – dramaturg.</p>
Jan.'10	Feb.'10	Mar.'10	Apr.'10	May/June'10
<p>Unit Four: Theatre in the Making and in Performance. <i>Research:</i> Costume Design. Research characters in a selected play, research costumes.</p>	<p><i>Assessment:</i> Costume sketches, Design statement, Paper analyzing the process of the task.</p>	<p>Unit Five: Theatre in the World, in performance and in the Making. <i>Research:</i> Shadow Puppetry – use of puppets in different cultures.</p>	<p><i>Performance:</i> Devise a shadow puppet performance – storyboarding, making puppets, performance.</p> <p><i>Assessment:</i> Oral presentation of research task. Portfolio of the Puppet Performance process.</p>	<p>Unit Six: Theatre in the Making and in Performance. <i>Research:</i> The use of lighting in theatre. <i>Performance:</i> Designing, rigging, programming and cueing the lighting board for performance. <i>Assessment:</i> Portfolio of process. Ideas for final research investigation. Begin Research</p>

DP THEATRE
COURSE OUTLINE – Year Two 2010/2011

Aug.'10	Sept.'10	Oct.'10	Nov.'10	Dec.'10
<p>Unit Seven: Theatre in the World and in the Making.</p> <p><i>Research:</i> Stanislavski – acting techniques and skills</p> <p><i>Performance:</i> Scenes from naturalist dramas</p>	<p><i>Assessment:</i> Oral presentation.</p> <p>Unit Eight: Theatre in Performance and in the Making</p> <p><i>Research:</i> The use of sound in theatre.</p>	<p><i>Performance:</i> Devise a piece of theatre using a sound stimulus.</p> <p><i>Assessment:</i> Performance proposal paper based on devised performance.</p>	<p>Unit Nine: Theatre in Performance</p> <p><i>Research:</i> Individual task/role in production.</p> <p><i>Performance:</i> Taking a role in production.</p>	<p><i>Assessment:</i> Portfolio of the role in production.</p> <p>FINAL INVESTIGATION PAPER SUBMITTED</p>
Jan.'11	Feb.'11	Mar.'11	Apr.'11	
<p>Unit Ten: Independent Project.</p> <p><i>Research:</i> Appropriate to task.</p> <p><i>Performance:</i> Appropriate to task.</p>	<p><i>Assessment:</i></p> <p>INDEPENDENT PROJECT PORTFOLIO submitted.</p>	<p>Unit Eleven: PRACTICAL PERFORMANCE PROPOSAL</p> <p><i>Research:</i> Appropriate to chosen stimulus and task.</p> <p><i>Assessment:</i> Submit final proposal.</p>	<p>Unit Twelve: PERFORMANCE AND PRODUCTION ORAL PRESENTATION.</p> <p><i>Research:</i> Use journal to collect and collate data.</p> <p><i>Assessment:</i> Presentation recorded.</p>	

GROUP 6 – Visual Arts

Course overview: Visual Arts

The Visual Arts course develops over the two years of the Diploma Programme from an initially prescriptive, teacher-led course to a point where the students initiate the directions they take to create a body of work that is displayed in their exhibition. For the exhibition the students are expected to create a body of work that displays a high degree of technical ability realised through a process, not through repetition. The exhibition of the Studio work is the end-point of the course and is used for the external assessment - studio work is worth 60% of the student's final award. An assessor visits the school, interviews the students and views their Research Workbook and Studio Work. The students also write a statement, which describes their journey and their achievements through the course.

The Research workbook is 40% of the student's final assessment; the student decides the form the book takes but they are expected to perform independent research and make tangible connections between their developing Studio work and the results of their research. This includes, but is not limited to the work of other artists, the influence of social and cultural elements and the product of historical investigation. The influence of social and cultural elements is a fundamental aspect of the research and the student's studio work; the culture explored should be first hand. For example, a student could look at skating culture but would not study ancient Egyptian culture. Students also use the Research Workbook to practice and develop skills and to design their Studio work.

Students learn the skills and vocabulary that are necessary when interpreting, describing and forming opinions about art. To do this we use the four-part appraisal technique and regularly look at and discuss art. Typically, students are expected to regularly visit art museums, galleries and contemporary art events; this is not easily done in Luanda so students are strongly encouraged to make every effort to experience contemporary art whenever they visit another country.

Examples of coursework

Term One	Water colour and acrylic painting exercises, Photography project, Sculpture project, Drawing lessons weekly. Students research and present the work of significant artists to class for discussion, Four-Part Art Appraisal techniques practised. Students start to develop their Research Workbooks.
Term Two	Painting technique workshops, Weekly drawing lessons. Students research and present the work of significant artists to class for discussion, Four-Part Art Appraisal techniques practised. Students use their Research Workbooks regularly. Students start to develop their ideas for their Studio Work
Term Three	Students should have a clear artistic direction. Add to Research Workbook several times a week, work towards exhibition.
Term Four	Add to Research Workbook several times a week, work towards exhibition.
Term Five	Add to Research Workbook several times a week, work towards exhibition.
	Final Exhibition. External Assessment by visiting assessor or work is sent to Cardiff.

The aims of the visual arts course at HL and SL are to enable students to:

- investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these
- develop an understanding of visual arts from a local, national and international perspective
- build confidence in responding visually and creatively to personal and cultural experiences
- develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement
- take responsibility for the direction of their learning through the acquisition of effective working practices

Assessment Objectives

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

- . respond to and analyse critically and contextually the function, meaning and artistic qualities of past, present and emerging art, using the specialist vocabulary of visual arts
- . develop and present independent ideas and practice, and explain the connections between these and the work of others
- . explore and develop ideas and techniques for studio work through integrated contextual study and first-hand observations
- . develop and maintain a close relationship between investigation and a purposeful, creative process in studio work
- . produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness
- . develop and demonstrate technical competence and artistic qualities that challenge and extend personal boundaries

Student Support and Guidance

An important part of study at LIS will be the tutorial guidance and support delivered by highly experienced staff. All students are assigned a home room tutor who, with the IB Coordinator, is responsible for ensuring that their students are making the best possible progress on their course. Tutors also act as an important link with parents whose role we see as vital to the success of the students. The IB Coordinator provides an overview of all academic and pastoral matters connected with a student's studies and has responsibility for all staff and students connected with the IB course. Regular meetings are held to discuss issues and plan an effective programme of studies.

At appropriate times throughout the IB course assistance and direction is given by teachers, tutors and the coordinator addressing issues like: bridging the gap between the middle school and the diploma years; setting goals; time management; careers guidance; and support with the extended essay, TOK essay and in the CAS programme.

Careers guidance is considered very important and our University Counsellor, Carli Kyles, offers advice about tertiary education choices. Students are introduced to College and University application procedures in the UK, USA and South Africa, and are given assistance in finding information on studying in other countries too. Help and guidance is given towards completing College and University applications.

Whilst teachers offer a great deal of support, students are encouraged to take responsibility for their own learning and progress. Over the year, three reports are prepared and coincide with the completion of each term. Our reporting system also requires students to review their own academic progress in writing. At least two formal teacher/parent/student meetings are annually held but, since students are continuously being monitored, it is not uncommon for parents to be called in for discussions with the coordinator and/or subject teacher as and when appropriate. By the same token, parents request meetings with the school as necessary and desired.

At LIS students will study in a professional and friendly environment and will be respected as young adults. However, with respect comes responsibility and thus diploma students are required to set a good example to the rest of the student body and to be inspiring role models in all they do. Our qualified and committed staff has the prime aim of helping all students to achieve their potential on this rigorous course of study. The IB Diploma course at LIS serves as an ideal stepping-stone between school and whatever comes next - the workplace, College or University.

Destinations (Alumni)

Some examples of where our graduates have continued studying and courses they have/are following:

LIS Alumni: 2007 – 2009

Class of 2007

NAME	UNIVERSITY
Goncalo Dias Madaleno	University of Chicago, USA
Ashlee Humphrey	University of Southern California, USA, to be confirmed
William Humphrey	University of Southern California, USA, to be confirmed
Airson Monimambo	Richmond University, UK
Sam Oen	University of Perth, Australia
Sara Siddoway	Brigham Young University, Idaho, USA
Lais de Santana Silva	Florida International University, USA

Class of 2008

NAME	UNIVERSITY
Julie Bomersback	Colorado State University, USA
Sher Naidoo	University of Pecs, Hungary

Class of 2009

NAME	UNIVERSITY
Travis Bauer	Gap Year
James Coghlan	Suffolk University, Boston, USA (initially in Madrid, Spain)
Ines Colaco	Suffolk University, Boston, USA
Sergio da Silva	Brazil, to be confirmed
Japheth Edlington	Awaiting application decision from Ontario College, Canada
Ezekiel Hoehn	Rose-Hulman Institute of Technology, Indiana, USA
Luana Kaumba	Miami Dade College, Florida, USA
Nikolay Khomich	Newcastle, UK – physical fitness institute
Ismene Naidoo	Wits University, Johannesburg, South Africa
Bruno Silva	Brazil, to be confirmed
Joel Silva	George Mason University, Virginia, USA
Lucas Silva	University of Texas, USA