American International School of Rotterdam

INTERNATIONAL BACCALAUREATE PROGRAM

INFORMATION BOOKLET
October 2009

The International Baccalaureate Program
at the American International School of Rotterdam

The International Baccalaureate Organization's (IBO) Diploma Program, created in 1968, is a demanding pre-university course of study that leads to external examinations. The Diploma program is a comprehensive two-year international curriculum, with the aim of enabling students to share an academic experience that emphasizes critical thinking, intercultural understanding and exposure to a variety of points of view. It is designed for highly motivated secondary school students who wish to challenge themselves to a greater degree and become highly involved with the community. The IBO has earned a reputation for rigorous assessment, giving successful IB students access to the world's leading universities.

AISR students may take either the full Diploma Program, or they may attempt to earn IB Certificates in a few of their strongest subjects. At AISR, virtually all of our 11th and 12th grade students take at least one IB class and a majority attempt the full Diploma. If you are considering the IB Program either as a Diploma or Certificate candidate, please read this handbook carefully. Seek advice from teachers, the counselor and the IB Coordinator. Carefully and realistically assess your educational needs, abilities, interest and your level of commitment. If you are motivated and are willing to accept greater challenges, we encourage you to take the full IB Diploma.

The IB 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. At AISR we believe that we are internationally minded and we try to accommodate every student in such a way so as to meet the IB learner profile.

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 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.

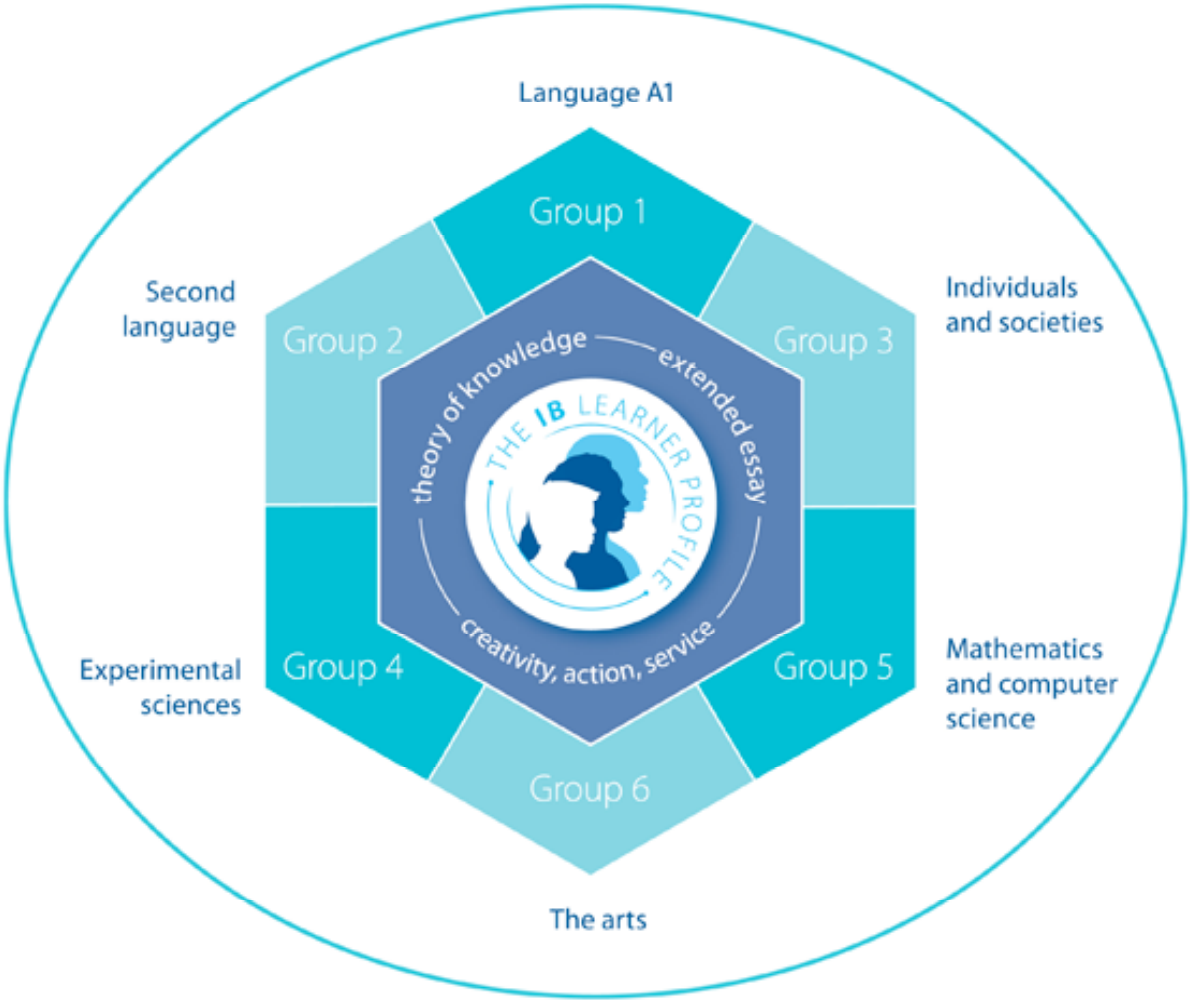
Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

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.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

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.

THE IB CURRICULUM MODEL



DIPLOMA 'CORE REQUIREMENTS'

For the Diploma, students take six courses. Three of these must be at Higher Level (HL) and three at Standard Level (SL). In exceptional circumstances, a student might be allowed to take 4 HL courses. Diploma Candidates also work on the following three 'core requirements' which are the heart of the IB Program:

Theory of Knowledge (TOK)

TOK is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. It challenges students to question the basis of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the IBO's educational philosophy, Theory of Knowledge seeks to develop a coherent approach to learning that transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

Creativity, Action, Service (CAS)

Known by its acronym **CAS**, this element is fundamental to the diploma curriculum. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school program. Participation in theater production, sports, and community service activities encourages young people to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books. This element of the IB Diploma Program is so valuable that we have made participation a graduation requirement at AISR.

Extended Essay

Diploma candidates are required to undertake original research and write an extended essay of some 4,000 words. This project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university. There are currently 60 subjects, including more than 35 languages, in which the essay may be written.

Options within the IB program at AISR:
Full Diploma or Individual Certificate(s).

It is critical that each student and his/her parents invest sufficient time and energy to make an informed decision about how IB can best meet that student's needs. At AISR we encourage students to take the challenging (and rewarding) IB courses, but there is an expectation that students apply the required time and effort to achieve success. Students have a right to attempt IB courses, however, the demands of the Diploma Program and specific courses should not be underestimated. An ideal IB Diploma candidate must be highly motivated, and should have a GPA of at least 2.5 for the grade 10 academic year. Most importantly, to continue in the Diploma Program, students must maintain a GPA of at least 2.0 each semester and need to continue to meet deadlines for their Extended Essays and other coursework.
One reason students take the Diploma is in order to enhance their chances of college and university admission. An alternative to taking on the demands of the full Diploma program is to take individual IB subjects. Students who pass exams in individual IB subjects are awarded IB Certificates in those subjects. Any IB class can be taken as an individual certificate except for the three Diploma 'core requirements' - Theory of Knowledge, Extended Essay and CAS.

Assessment and Grading

Although there are components for internal assessment at all levels and within all IB courses, IB is primarily an **externally assessed** program. Just as IB provides course content and structure, IB also grades the results at the end of the two-year program. Students at AISR are graded alongside other students in IB schools all over the world. IB Examiners, not teachers, mark the examination scripts. The International Baccalaureate Organization awards Diplomas on the basis of the total points achieved in all examinations. Each subject is graded on a 1 (lowest) to 7 (highest) scale. In order to receive a Diploma, a student must receive a minimum of 24 points. It is possible to receive 45 points (the maximum), but most candidates achieve between 26 and 33

points. There are some exceptions to the '24 points' rule: these are known as 'Failing Conditions'.

The Diploma will not be awarded if the candidate's results contain any one of the following failing conditions:

- *A grade 2 in any Higher Level subject*
- *Each grade 3 in a Higher Level subject not compensated by a grade 5 or above in another Higher Level subject*
- *A grade 1 in any Standard Level subject*
- *Two grades 2 or below in any Standard Level subjects*
- *Four grades 3 or below*
- *Two grades 3 or below with a grade 2 or below at Standard Level*
- *An elementary grade for both Theory of Knowledge and the Extended Essay (As from May 2010 an elementary grade for either Theory of Knowledge or the Extended Essay will also result in a failing condition)*

It is important to note that each student also earns a separate AISR grade evaluated by the teacher, which is independent from the IBO assessment. These grades, which are what the student sees on the Report Card each term, apply towards the earning of credits necessary to fulfill graduation requirements and receive the AISR U.S. High School diploma. A student may not achieve the IB Diploma and still have enough credits/passing grades to graduate and receive the AISR U.S High School diploma.

IB COURSES AT AISR

The following courses are currently offered for students who wish to take either individual Certificates or the full IB Diploma. These selections may vary in the future depending on student interest and enrollment.

ENGLISH (HL or SL)*	(LANGUAGE A)
DUTCH B, **FRENCH B** or **SPANISH B** (SL or HL)*	(LANGUAGE B)
HISTORY (HL or SL)	(INDIVIDUALS AND SOCIETIES)
BIOLOGY (HL or SL) or **PHYSICS** (SL or HL)) **CHEMISTRY (**HL or SL)	(EXPERIMENTAL SCIENCES
MATHEMATICS (SL or HL) or **MATH STUDIES** (SL)	(MATHEMATICS)
VISUAL ARTS (HL or SL), **ITGS** (HL) **ECONOMICS** and **BUSINESS MANAGEMENT (ONLINE**) SL **FILM OR THEATRE** (HL OR SL)	(ARTS AND ELECTIVES)

* **Other languages are available: See other language options**

COURSE DESCRIPTIONS

LANGUAGE A1 - ENGLISH

IB English SL/HL I and II

Grade Levels: 11th and 12th

Prerequisite: Teacher recommendation, or IB diploma/certificate candidate
Credit: 1 per year

Exploring literature to develop and express a deeper understanding of the human condition is the primary focus of this class. Application of a variety of world literature texts helps students relate to the common themes of mans' struggle with himself and nature. The process of developing the expository essay is emphasized along with the development of both oral and written commentaries. Fine tuned rubrics are used to determine the students' powers of expression and ability to intuit multiple levels of meaning. There are two levels of the International Baccalaureate class for fluent (to near fluent) speakers of English. The Higher Level class covers fifteen texts while the Standard Level requires the study of eleven texts. The syllabus is divided into four sections: World Literature Works in Detail, Groups of Works and School's Own Choices. Informal assessment takes place throughout the first year in preparation for the formal outside assessment imposed in the second year by the International Baccalaureate Organization. The four sections of the syllabus predetermine the type of assessment used; The World Literature section is assessed through two formal expository essays. The literature in the Detailed Study section is assessed through a formal oral commentary. The Genre section is assessed through a written exam. Lastly, the Free Choice selection of literature is assessed through oral narrative.

English A1 IB texts for years one and two are limited to the following titles: *Candide, Antigone, One Day in the Life of Ivan Denisovich, Macbeth,* The Romantics: Blake and Wordsworth*, Running in the Family, 1984, Their Eyes Were Watching God, Ceremony, Women of Sand and Myrrh,* Poetry of Frost, Yeats, and Dickinson*, Hamlet, Things Fall Apart, Like Water for Chocolate,* as well as a selection of non-fiction, short stories and poetry.

LANGUAGE B - FOREIGN LANGUAGES

Dutch B SL/HL I & II
French B SL/HL I & II
Spanish B SL/HL I & II

Grade Levels: 11th and 12th
Prerequisites: A grade C or higher in HS French/ Spanish/ Dutch Advanced, and/or placement test, and teacher recommendation.
Credit: 1 per year

The IB Language B program is a foreign language-learning program designed for study at both Higher and Standard Levels by students with previous experience in learning the language. The main focus is on language acquisition and development. The program meets the needs of IB students who have already studied the target language for between three to five years immediately prior to the beginning of their IB course. However, a highly motivated and exceptional student, especially if he/she can arrange to study in a country where the language is spoken over the summer, may also be able to follow the Language B course at Standard Level following two years of classroom study.

The IB Language B program is communicative in that it focuses principally on interaction between speakers and writers of the target language. The main aim of the program is to prepare the learner to use the language appropriately in a range of situations and contexts and for a variety of purposes.

The skills of listening, speaking, reading and writing are taught and developed through the study

of a wide range of oral and written texts of different styles and registers. Equal emphasis is given to the teaching of these four skills. The continuous assessment of oral work is integrated into regular classroom activities. The teaching of an appropriate range of grammatical structures is also integrated as far as possible with the study of themes and texts and the acquisition of skills. Authentic materials, such as television, films, documentaries, newspapers and magazines (as well as literary texts for HL), are used wherever possible and students are given maximum exposure to the target language.

Text books and Resources:
French B: *Au Point, Nouvelle edition*, Nelson Thornes; *Objectif Bac 1 et 2,* Collins Educational; *Tout Droit AS, 2008 Tout Droit A2, 2009 Hodder Education*
IB French B, Veronique Cheniaux, Teaching Point; *AQA French,* Nelson Thornes; *Cours de Français B pour le programme du BI,* Phlippe Durant,

Spanish B: *IB Spanish B,* Loreto Alonso Fernández, Teaching Point; *Repaso,* Workbook for Grammar, Communication and Culture.

Dutch B: *Nieuw Nederlands VWO 4,*2008, Wolters-Noordhoff bv, Groningen, The Netherlands; *Literatuur, geschiedenis en leesdossier,*1999, Malmberg, The Netherlands; *Eldorado VWO,* 2004, Thieme Meulenhoff, The Netherlands

***Other Language Options**

Students may elect to do one of the following:

1. Study a 'first' language A1 (HL or SL) – one which is the student's mother tongue or in which the student is comfortably fluent- with an external teacher.
2. Study a 'first' language as a 'self-taught' candidate (SL).

In both of these cases, additional rules apply. AISR will advise the student/family on acquiring the necessary materials and inform them of IB requirements, however, it is the student's responsibility to obtain the necessary books and keep up with the workload. In addition, **the family is responsible for securing and paying for the teacher and the necessary materials**. Please contact the IB Coordinator in order to discuss the feasibility of this option.

IB SOCIAL STUDIES COURSES

IB History I and II SL/HL

Grade Level: 11th and 12th
Prerequisite: 10th grade Modern World History or equivalent
Credit: 1 per year

The IB History course involves a study of various topics in depth from the 20th century. Students should become aware that historical accounts involve judgments based on qualitative evidence, and that these judgments might be revised. The student will be encouraged to reflect on the role of the historian and to examine whether the historian records history or creates it, and whether or not bias is desirable in the interpretation and recording of history. Thus, students will learn how to examine and understand documents, write analytical essays and compare and contrast global situations. The latter helps to foster respect and understanding of people and events in cultures different from their own.

Paper 1 Document Exam: Students study a prescribed topic: Peacemaking, peacekeeping-international relations 1918-1936

Paper 2 Essay Exam on 20th Century World History: Students must write two essays each chosen from a different topic. At AISR we address (to a varying degree of depth and breadth) the following topics:

Topic 1 – Causes Practices and Effects of War
Topic 3 – Origins and Development of Authoritarian and Single Party States
Topic 5 – The Cold War

Paper 3 Regional Option: Students who wish to take IB History at the Higher Level also take a Paper 3 Essay exam in which they must answer three out of 25 questions on the history of at least 100 years of a particular region beginning with 1750. At AISR we teach the option, "Aspects of the History of Europe and the Middle East".

Internal Assessment: Both HL and SL students produce an historical investigation that is graded by the AISR teacher but moderated by the IB. The Internal Assessment is an integral part of the history course as it enables candidates to demonstrate the application of their skills and knowledge in history and to pursue their personal interests without the time constraints associated with written examinations.

Texts and Sources: AISR has compiled an impressive collection of primary and secondary sources in a variety of formats. IB History students use a variety of sources for each unit within the two-year course.

IB SCIENCE COURSES
IB Physics SL/HL I & II

Grade Levels: 11th and 12th
Prerequisite: C+ or better in Algebra II, teacher recommendation
Credit: 1 per year

Physics is the study of the interactions of matter and energy. A goal is to use a small number of basic concepts, equations and assumptions to describe our physical universe. Once the descriptions are in place, the principles involved can be use to make predictions about a broad range of natural phenomena, ranging from the very common to the enormously obscure.

In the first year of the course, the main topics are the mechanics, waves, electricity and magnetism though details of topics will be confirmed on publication of the new IB syllabus.

In the second year, students take part in the group 4 project, working with students from other science disciplines in a broad-based student-led investigation: this project develops collaboration and communication within a multi-disciplinary team. The main topics are properties of matter, thermodynamics, and modern physics. Students also complete two option subjects chosen from the following: Biomedical Physics, Astrophysics and Optics.
At both HL and SL, laboratory work is given a high priority and assessment of projects , experiments and investigations carried out during the two year course will make up 24% of the students' IB final grade

Other Topics: Vector Analysis, Graphical Analysis of Motion, Uniformly Accelerated Motion, Projectile and 2-dimensional Motion, Newtonian Mechanics & Forces, Work, Energy, Power Relationships, Conservation of Momentum, Thermodynamics and Heat Transfer, Wave Mechanics, Sound and Light, Electrostatics, Basic DC Electrical Circuits, Nuclear Physics, and Quantum Mechanics.Text: *Physics,* Giancoli, Prentice Hall, 2002.

IB Biology SL/HL I

Grade Levels: 11th and 12th
Prerequisite: 9/10th grade Biology and Chemistry, Teacher recommendation
Credit: 1 per year

This course follows the International Baccalaureate Organization's Biology curriculum, and is offered at the Standard and Higher Levels. One of the experimental sciences within the IB program, Biology is the study of living organisms and systems. The course involves the study of a comprehensive set of biological themes and topics, as well as a practical scheme of work. The material is similar to that found in introductory biology courses at the university level. It is a thorough investigation of biological concepts, including cells, the chemistry of life, genetics, ecology and evolution, human health and physiology, and plant science. Emphasis is placed on laboratory investigations and interpretations, with assessment given by the instructor and the IB Organization.

In Year two, the course is a continuation of the topics studied in IB Biology: Year One. The latter part of the second semester is devoted to reviewing for the IB Biology tests, taken in May.

Textsbooks::*Standard Level/ Higher Level Biology Developed Specifically for the IB Diploma,* A. Damon, R. McGonegal, P. Tosto, and W. Ward, Heinemann International copyright 2007.
Biology Course Companion, Oxford University Press, 2007.

Chemistry SL/HL

Grade Levels: 11th and 12th
Prerequisite: 9/10th grade Biology and Chemistry, Teacher recommendation
Credit: 1 per year

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.
The Diploma Programme chemistry course includes the essential principles of the subject but also, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students.
The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study science in higher education and those who do not.

Teaching Method
There are a variety of approaches to the teaching of chemistry. By its very nature, chemistry lends itself to an experimental approach, and it is expected that this will be reflected throughout the course.
The order in which the syllabus is arranged is **not** the order in which it should be taught, and it is

up to individual teachers to decide on an arrangement that suits their circumstances. Option material may be
taught within the core or the additional higher level (AHL) material if desired.
The syllabus for the Diploma Programme chemistry course is divided into three parts: the core, the AHL material and the options. The *Chemistry data booklet* is an integral part of the syllabus and should be used in conjunction with the syllabus. Students should use the data booklet during the course, and they should be issued with clean copies of it for the paper 2 and paper 3 examinations.

IB MATHS COURSES

IB Mathematical Studies I and II (SL)

Grade Levels: 11th and 12th
Prerequisite: Grade of C or higher in Algebra I, Geometry, teacher recommendation
Credit: 1 credit per year

This two-year course is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate needing mathematics in their future studies at college or university. Students taking this course need to be already equipped with fundamental skills and knowledge of basic mathematical processes.

The syllabus includes number sets and algebra, logic, probability, functions, geometry and trigonometry, statistics, financial mathematics, and introductory differential calculus. Students will also be taught to use a graphing calculator to solve various types of problems.

Textbooks: *Mathematics for the International Student: Mathematical Studies SL,* Haese and Harris Pub.

IB Mathematics Standard (SL) I &II

Grade Levels: 11th and 12th
Prerequisite: C, or higher, in Algebra II and Geometry, Recommendation of teacher
Credit: 1 credit per year

Mathematics Standard Level is suited to those students who have knowledge of basic mathematical concepts and who have the skills needed to apply simple mathematical techniques correctly. Most of these students will need a sound mathematical background to study subjects such as chemistry, economics, psychology or business administration.

Math SL does not have the depth of the HL course, but does include the important concepts from many of the same topics. Although Math SL is not considered to be as rigorous as HL, students can expect to spend considerable time and effort on assignments to gain the full understanding required to successfully complete this course. These topics are covered in the course - Algebra, Functions and Equations, Circular Functions and Trigonometry, Matrices, Vectors, Statistics and Probability, Calculus.

An optional topic is not included in the Math SL syllabus; however, students will have the opportunity to develop the skills they need to communicate mathematical ideas by completing two portfolio assignments representing mathematical investigation and mathematical modeling.

Text: Various texts will be used as resources for the topics studied. Some titles included are:

Mathematics SL, Haese and Harris Pub. *Advanced Mathematics*, Brown; *Calculus, An Applied Approach*, Larson and Edwards.

IB Mathematics Higher Level (HL) I &II

Grade Levels: 11th and 12th
Prerequisite: B+, or higher, in Algebra II and Geometry, Recommendation of teacher
Credit: 1 credit per year

Mathematics HL caters to those 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.

This course covers all the same topics as the SL course, but in greater depth and more rigorously, which means that development of each topic features justification and proof of results. There are additional topics studied, also, which necessitates moving through the curriculum with quite a fast pace. It is expected that the HL candidate has a strong interest in mathematics and has the desire and intellectual ability to develop insight into mathematical form and structure as well as to recognize the relationships among concepts in different topic areas.

The list of topics covered includes algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability and calculus. An optional topic is required and we usually choose to study series and differential equations. Two pieces of work representing mathematical investigation and mathematical modeling are required over the course of study prescribed by the International Baccalaureate Organization. The external assessment is composed of three papers totaling five hours of written work solving problems with, and without, the use of a GDC and accounts for 80% of the final grade. The other 20% is contributed by the two internally assessed and externally moderated portfolio assignments.

Various texts and other sources of information will be used as resources for the topics studied. Some titles included are: Mathematics HL, Haese and Harris Pub.; Advanced Mathematics, Brown; Calculus, An Applied Approach, Larson and Edwards; Calculus, Finney, Demana, Waits & Kennedy.

IB ELECTIVE COURSES

IB Information Technology in a Global Society (ITGS) HL I &II

Grade level: 11^{th} and 12^{th}
Prerequisites: Students should have basic keyboard and word processing skills. Good reading and writing skills are essential**.**
Credit: 1 per year

Easy access to vast amounts of information and very rapid exchanges of information has profoundly affected how individuals, and groups of individuals, work, play, develop relationships and evolve ethical behavior. The rapid advances in technology have plunged people into an information age. Accordingly, the focus of ITGS is the Information Age and the challenges that face us.

ITGS is a program that aims to prepare students to understand the uses of information systems,

evaluate the ethical and social consequences of technologies on society, and predict future change.

The subject covers three main topic areas:

• *Social and Ethical Issues,* where students analyze the social impact and ethical considerations of IT

• *IT systems in a Social Context,* where students study issues relating to the use of software, hardware and related information systems

• *Areas of Impact* that provide the topic areas for case studies. The *Areas of Impact* are: Business and employment; Education; Health; Arts, entertainment and leisure; Science and the environment; Politics and government.

Internal Assessment – 20%
The Portfolio and extension is externally moderated. It includes:
• Three pieces of written work, each of 800 -1000 words, which critically analyze and evaluate social and ethical issues raised in news items
• An extension of 1000 words which includes an interview to investigate an issue raised in one of these pieces.

External Assessment – 80%
• Paper 1 (1 hour) – 4 short-answer questions (20%)
• Paper 2 (2 hours) – three structured questions from a choice of four on areas of impact (35%)
• Paper 3 (1 hour) – three questions based on a case study (25%)

IB Visual Arts SL/HL I & II

Grade Levels: 11th and 12th
Prerequisite: Teacher recommendation, or IB certificate/diploma candidate
Credit: 1 per year

The IB Art program covers two years of intensive and experimental work by students in the 11th and 12th grade. It is not purely practical but involves research into art and artists, and students must be prepared to work on art projects both in school and out, visiting galleries and gaining information and inspiration at all times and from all sources. An integral part of the IB Art course is the student Research Workbook: this is a journal kept by the student, into which regular entries are put, relating to research, ideas for artwork, sketches, notes etc.

The Research Workbook is closely linked to (and often provides the background) for students' Practical Work. The practical work can take the form of paintings, prints, drawings, collages, 3D constructions etc, and will form the basis of the student IB Art Exhibition that is held in April of the 2nd year. The exhibition is the opportunity for the student to show what he or she has been working on for the previous two years. The IB Art examination also takes place at this exhibition. This takes the form of a private interview with a visiting Art Examiner (who will ask the student about the work on display).

There have been changes in the current syllabus and they are to do with grade percentages and assessment in the student's investment workbooks.
They should show evidence of:
-their investigation and strategies for organizing its content
-first hand responses to such content

-exploration of ideas both visually and in writing.

In order to do well at IB Art, a student must be motivated and have an inquiring mind. Technical ability is useful but is not a guarantee of success. The IB Art student should be open-minded, willing to work hard, interested in visual experimentation and has something to say.

11th grade
The first year provides the student with the opportunity to explore different media and techniques. The course deliberately includes opportunities both for structured learning of the values of color, tone, form, design etc. and for wide-ranging personal research of a more experimental nature.

12th grade
For the final year of the course it is anticipated that students follow their own individual artistic journey rather than respond to teacher-provided assignments. The emphasis is on personal interpretation and individual artistic statements.

IB Economics online

Grade level: 11th and 12th
Prerequisites:
1. Must be a student in an IB World School.
2. Students must be in the first year of the Diploma Programme (IB1 students) as this is a two-year course.
3. Interested in studying online and be able to meet fixed deadines.
4. A scientific calculator is helpful (you do not need a graphing calculator).
5. Basic computer skills: word processing and use of the Internet (familiarity with Excel and PowerPoint are helpful but not required)

This new course is facilitated via the "Virtual High School" (VHS). VHS is an American online educational establishment that enables schools to access specialist teaching and courses. Using VHS specialist software and school based co-ordination and guidance; this has proved a useful way of providing a wider curriculum for students to choose from.

Further information can also be obtained from the website:
http://www.govhs.org/Pages/AboutUs-Home.

"Although Economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples, even things that happen in your daily life.
Everyday we, as individuals and as a society, make economic decisions that have both short term and long-term consequences. Coming to an understanding of exactly how and why we make these decisions and how the resulting consequences occur is a large part of the study of Economics. Individuals and societies face essentially the same problems. Every decision leads inevitably to consequences that are sometimes vastly different from what we might normally expect. Economics tells us how to discover, evaluate and weigh these decisions. For example, should we use scarce resources to build a new school in our community or expand the local hospital? Is there a logical way to compare the net benefits to our society of each choice?
How is that we know almost anybody will buy several CDs if they cost just $1.00, but very few will be bought if we were to charge $45.00 for each? What's really going on here? What about this: your friend picks you up, takes you to the movies and pays for everything? Did the movie still cost you anything? The truth is it did! Economics is a dynamic social science, and it is

always affecting your life, whether you know it or not."

Materials Provided:
Textbook: Economics, forth edition 2006, Alain Anderton, Causeway Press

Business and Management SL online

Grade level: 11th or 12th
Prerequisites:
1. Must be a student in an IB World School.
2. Interested in studying online and be able to meet fixed deadines.
3. A scientific calculator is helpful (you do not need a graphing calculator).
4. Basic computer skills: word processing and use of the Internet (familiarity with Excel and PowerPoint are helpful)

This course is designed to give students an understanding of business principles, practices and skills. It promotes the understanding of technological innovation and day-to-day business functions of human resource management, finance, marketing and production. It provides students a rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. It is an academic discipline that examines how business decisions are made and how these decisions make an impact on internal and external environments. The ideals of international cooperation and responsible citizenship are at the heart of business management. This is one-year long course and students are expected to take the external examination in May 2010.
Students are expected to actively participate through online discussions, team projects, group activities, submission of weekly assignments, and all required internal and external assessments.

Film
Grade level: 11th and 12th
Prerequisites: none

Film is both a powerful communication medium and an art form. The Diploma Programme film course aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the Diploma Programme film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.
The IB film course emphasizes the importance of working individually and as a member of a group. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind. Thus, the IB film course can become a way for the student to celebrate the international and intercultural dynamic that inspires and sustains a type of contemporary film, while appreciating specifically local origins that have given rise to cinematic production in many parts of the world.

Distinction between Higher Level and Standard Level

Although the standard level (SL) and higher level (HL) syllabus outlines share elements, there is a clear distinction between both the explicit and implicit demands at these levels. Through a variety of teaching approaches, including the construction and deconstruction of film texts, all students, whether SL or HL, are encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of film.
The differentials between SL and HL are both quantitative and qualitative. The nature of the course enables HL students to develop creative skills, theoretical understanding and textual analysis more fully. An HL student should display a continuous resolve of personal challenge and a sustained engagement with the ideas, practices and concepts encountered within the course over the extended learning time available. An HL student has extra time for these encounters, extra time to reflect and to record evidence of growth. It is understood that ensuing developments may be only partially evident within the framework of the assessment process.

IB PROGRAM FEES

Additional fees are charged for all IB Diploma and certificate candidates to cover the costs of administering the Programme and examinations. Examination fees are billed separately following examination registration.

The International Baccalaureate Organization has set the following scale of fees from 1 September 2009 to 31 August 2010 (although these are set in GB pounds, they are charged in Euros as appropriate to the parents of IB candidates):

Subject Fees per candidate per course UK£ 52 or 92 US $

- Fees are subject to change.
- At present, Diploma candidates will pay UK£ 389 or 687 US $ for the 6 subjects in total.
- Certificate candidates will pay UK£ 77 or 135 US $ plus UK£ 52 for each examination subject.