



COLLEGIATE  
AMERICAN SCHOOL

# Collegiate American School

*International Baccalaureate Diploma Programme*

**COURSE SELECTIONS CRITERIA  
2016 – 2017**

# Students entering Year 11 may opt to participate in the International Baccalaureate Diploma Programme

**IB Diploma:** *The IB curriculum consists of six subject Groups*

Group 1	<b>Language A</b>	English Language and Literature HL or SL
Group 2	<b>Language B</b>	Arabic HL/SL, French AB SL, Spanish AB SL
Group 3	<b>Individuals and Societies</b>	History, Business Management, Global Politics HL or SL
Group 4	<b>Experimental Science</b>	Biology, Chemistry HL or SL
Group 5	<b>Mathematics</b>	Math SL Math Studies SL
Group 6	<b>Electives</b>	Visual Arts, HL or SL <b>or</b> a second subject from Group 3 or 4

**To be eligible for the International Baccalaureate Diploma all candidates must:**

1. Take **one** subject from each of the above Groups.
2. Take **three** subjects at Higher level (HL) and **three** at Standard level (SL).
3. Submit an **Extended Essay** of 4000 words in **one** of the subjects of the IBDP during the second year, preferably in a subject taken by the student.
4. Follow the **Theory of Knowledge** course.
5. Engage in **CAS** representing Creativity, Activity and Service.
6. Meet all articles in the DP General Regulations guide.

**\*Please note that timetable constraints may prevent a student from taking certain subjects.**

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Please see the IB website at <http://www.ibo.org>

# IBDP COURSE DESCRIPTIONS

## GROUP 1

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### **ENGLISH A Language & Literature**

*\*Taken at either the HL or SL level*

This is a language and literature based course for native or near-native speakers of the language. The course involves the study of fifteen works of Literature at higher level and eleven at standard level. The Lang/Lit course helps to develop analytical and critical skills and a high level of competence in speaking and writing.

**Entrance Requirements:** HL - B or higher  
SL - C or higher

## GROUP 2

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### **ARABIC B HL/SL, FRENCH B SL and French B AB INITIO only at SL**

These are second language courses for students with previous experience of two to five years of learning the language and have attained a fair level of fluency. The focus is on language acquisition and development; the study of literary and other texts plays an important part. The skills of listening, speaking, reading and writing are developed and assessed. Students wishing to enter this level of Group 2 need to be interviewed by the Department Chair of Modern Languages in order to ascertain the level of the subject.

**Entrance Requirements:** HL/SL Upon results of **interview and assessment – level is recommended.**

### **SPANISH AB INITIO only at SL**

**These are foreign language courses for beginners.** Ab Initio courses enable students with no foreign/second language experience to take another language to fulfill the diploma requirements. The focus is on language acquisition and development through speaking, listening, reading and writing. These courses satisfy university requirements for a foreign language.

**Entrance Requirements:** Upon results of **interview and assessment – level is recommended.**

### **BUSINESS AND MANAGEMENT HL/SL**

Business and Management is a discipline that examines decision-making processes and how these decisions impact on and are affected by internal and external environments. It is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. It is designed to give the students an international perspective of business and to promote their appreciation of cultural diversity through the topics studied.

**Entrance Requirements:** HL/SL Upon results of **interview and assessment – level is recommended.**

### **HISTORY HL/SL**

The content of the Twentieth Century History course includes but is not limited to: The causes, practices and effects of war, the rise of single party states, East /West relations after 1945, Adolph Hitler etc. The study of history allows students to prepare for university entrance and to make decisions about their future.

**Entrance Requirements:** HL/SL Upon results of **interview and assessment – level is recommended.**

### **GLOBAL POLITICS HL/SL**

Global Politics is a course that focuses on political concepts related to equality, sustainability, power and peace. Students will investigate the dynamics of local, national and international while considering how various decisions that are made impact the individual and their everyday lives. The four core components to this course include: a) power, sovereignty and international relations, b) human rights, c) development and d) peace and conflict.

**Entrance Requirements:** HL/SL Upon results of **interview and assessment – level is recommended.**

### **BIOLOGY HL/SL**

The course aims to develop in the students a body of knowledge about living organisms as well as a broad general understanding of the subject. The course is divided into two parts: a compulsory core and an option. Four basic unifying themes run throughout the programme. Internally assessed practical work makes up 20% of the course.

**Entrance Requirements:** HL B in science or higher  
SL C in science or higher

## CHEMISTRY HL/SL

As well as being the central science essential to the understanding of all biological phenomena and underpinning the physical environment in which we live, chemistry is very much an experimental science. Internally assessed practical work makes up 20% of the course.

**Entrance Requirements:**      HL      B in science or higher  
   SL      C in science or higher

### GROUP 5

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## MATH SL

This course is similar in content to the High Level, but with questions of a much more straightforward nature, and is suitable for students who already possess a proven sound mathematical background. It is a demanding course containing a broad range of topics including algebra, trigonometry, calculus, and statistics. It is suitable for those students who wish to go on to further study in those subjects with a significant mathematical content. It also has an internally assessed component.

**Entrance Requirement:**      SL      C in math or higher

## MATH STUDIES SL

Math Studies caters for students with varied mathematical backgrounds and abilities. The nature of the subject is such that it concentrates on the maths which can be applied to other curriculum subjects. There are sections in the course designed to stretch the stronger students including calculus and statistical analysis and techniques. The project, a piece of written work based on personal research, provides 20% of the final grade.

**Entrance Requirement:**      SL      C in math or higher

### GROUP 6

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## VISUAL ARTS HL/SL

A two year course consisting of both Studio Practical Work and the completion of a Research Workbook. The studio course includes opportunities both for structured learning of the value of colour, tone, form, design etc. and for wide ranging personal research of a more experimental nature. The techniques used may be: drawing, painting (multi medium), collage, graphics, block printing, photography, fashion design, stage and costume constructions, architectural design, film and video. This list is exemplary, not exhaustive. Much studio work will combine several of these techniques and any media may be used.

**Entrance Requirements:**      HL/SL Upon results of **interview and assessment – level is recommended.**

## **CORE COMPONENTS OF IBDP**

*There are three main components of the IBDP Core as shown below. Please note that along with the above requirements, each of these components must be successfully completed in order for a candidate to earn the IB Diploma.*

### **1. THEORY OF KNOWLEDGE**

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Students working towards an IB Diploma study Theory of Knowledge. This course encourages students to reflect on the nature of knowledge by critically examining different ways of knowing and different areas of knowledge. While there is no examination in this course there are internal and external assessment components.

TOK activities and discussions help students to discover and express their views on a variety of topics and to acknowledge and tolerate alternative viewpoints. Connections are also made between the different diploma subjects and distinctions are clarified.

Typically the course is taught by more than one teacher to allow students to be exposed to different perspectives and is based on a programme outline provided by IB.

### **2. CAS (CREATIVITY, ACTIVITY AND SERVICE)**

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Students working towards an IB Diploma must complete activities over two years spread across the three areas. This programme validates the importance of life outside the classroom and provides students with the much needed balance. It helps to educate the whole person by fostering more caring and socially responsible attitudes in students. It also encourages the development of new skills such as: creative skills, physical skills and social skills. Students may combine all three areas in one project or do activities related to each one separately.

### **3. EXTENDED ESSAY**

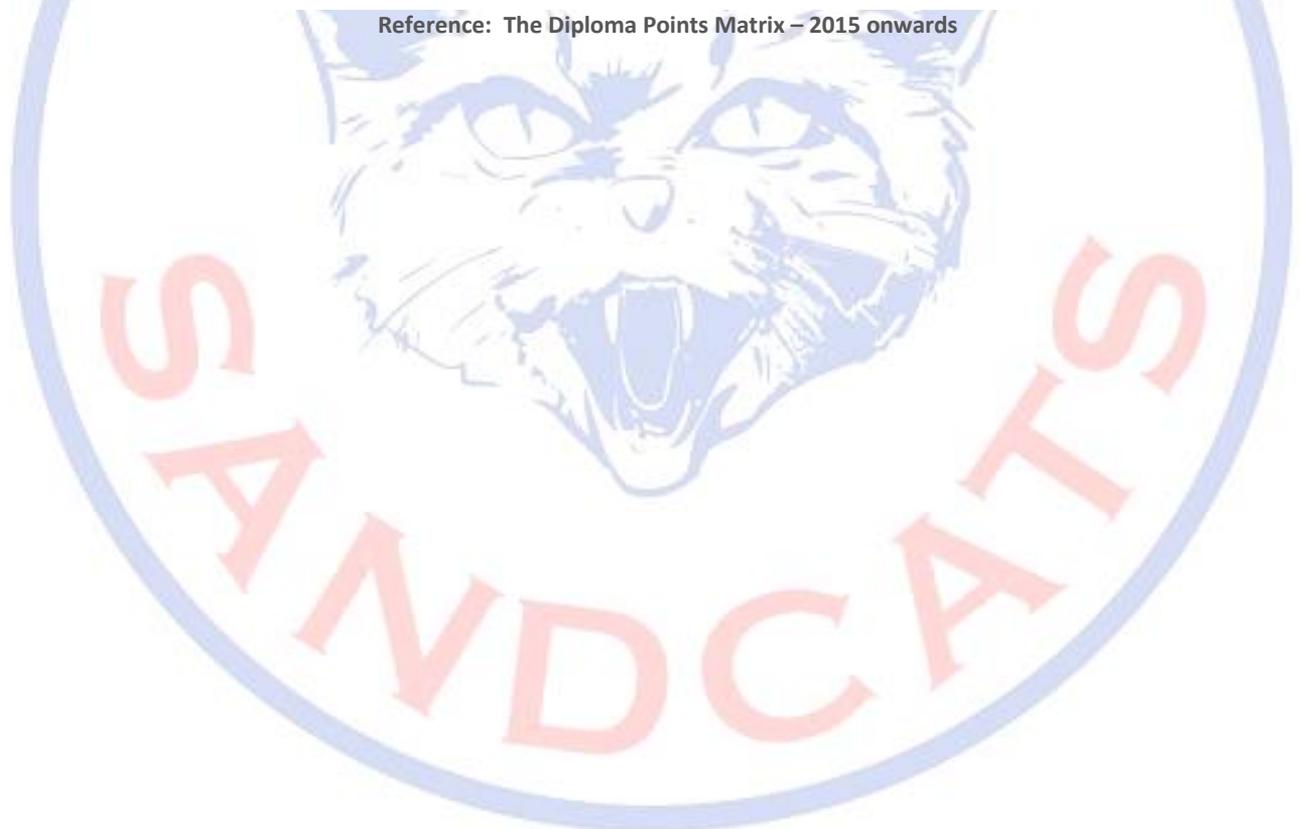
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This 4,000 word essay is an in-depth study on a topic chosen by the student from one of the subjects they are studying. This provides an opportunity for the student to apply independent research skills and methodology appropriate to the chosen subject. It must be completed by all IB Diploma students in their own time under the supervision of a qualified teacher at the school. It develops a high level of research and writing skills that benefit students enormously when they move on to university. The learning involved in completing the Extended Essay is aligned closely with the characteristics in the IB learner profile making students responsible for their own knowledge acquisition and understanding.

Figure 1: Diploma Matrix for TOK and Extended Essay – If a grade of “E” is obtained in any of these parts of the Core the Diploma will not be awarded.

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

Reference: The Diploma Points Matrix – 2015 onwards



**Note:** This guide was written and compiled by Sheugnet Carter & documents located on the IBO’s website with adjustments made by Jennifer Hager to support new syllabus requirements. Innoventures Education schools may use various permutations of this guide.