



AMERICAN INTERNATIONAL SCHOOL IN EGYPT

West Campus

International Baccalaureate 2019 – 2020



Contents

IB Mission Statement.....	3
Authorization and Recognition.....	3
The IB Learner Profile.....	4
What is the Diploma Programme.....	6
Choosing Subjects for the Diploma.....	7
Exceptions and Prohibitions.....	7
The Bilingual Diploma.....	7
The Diploma Programme Core.....	8
Extended Essay.....	8
Theory of Knowledge (TOK).....	8
Creativity, Activity, Service.....	9
The Diploma Points Matrix.....	10
Requirements for Receiving the Diploma.....	10
Subject Groups	
Group 1	
English A: Language & Literature.....	11
English A: Literature.....	12
Group 2	
Arabic B.....	13
Spanish B.....	14
Spanish Ab Initio.....	15
French B.....	15
French Ab Initio.....	16
Group 3	
Business Management	17
Economics	18
History	18
Psychology	19
Group 4	
Biology.....	19
Chemistry	20
Physics	21
Computer Science.....	22
Group 5	
Math Analysis.....	23
Math Application.....	24
Group 6	
Visual Arts	25
Theater	25
Assessment	26
AIS Academic Honesty.....	27
AIS Academic Dishonesty Violation Procedure	28
AIS Academic Dishonesty Report	29
Request for Course Change	30
Grade 11 Registration Form	31
Completion of IB Work and Deadline Procedure	32

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



Authorization and Recognition

Only schools officially authorized by the IB may offer the Diploma Programme and register candidates for an IB examination session. There are over 2,450 IB World Schools offering the Diploma Programme in more than 140 countries.

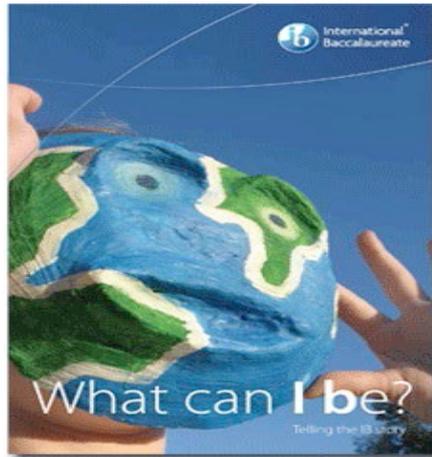
The IB has shown that students are well prepared for university work and the Diploma Programme has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. These include institutions such as Cambridge, Harvard, Heidelberg, McGill, MIT, Oxford, Princeton, Rotterdam Erasmus, Sorbonne, UBC and Yale.

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The IBO Learner Profile

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

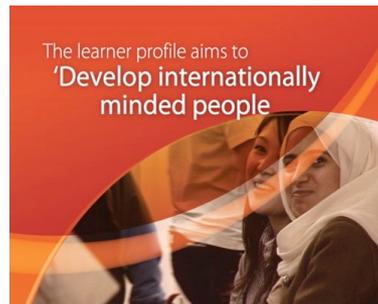


Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.



Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



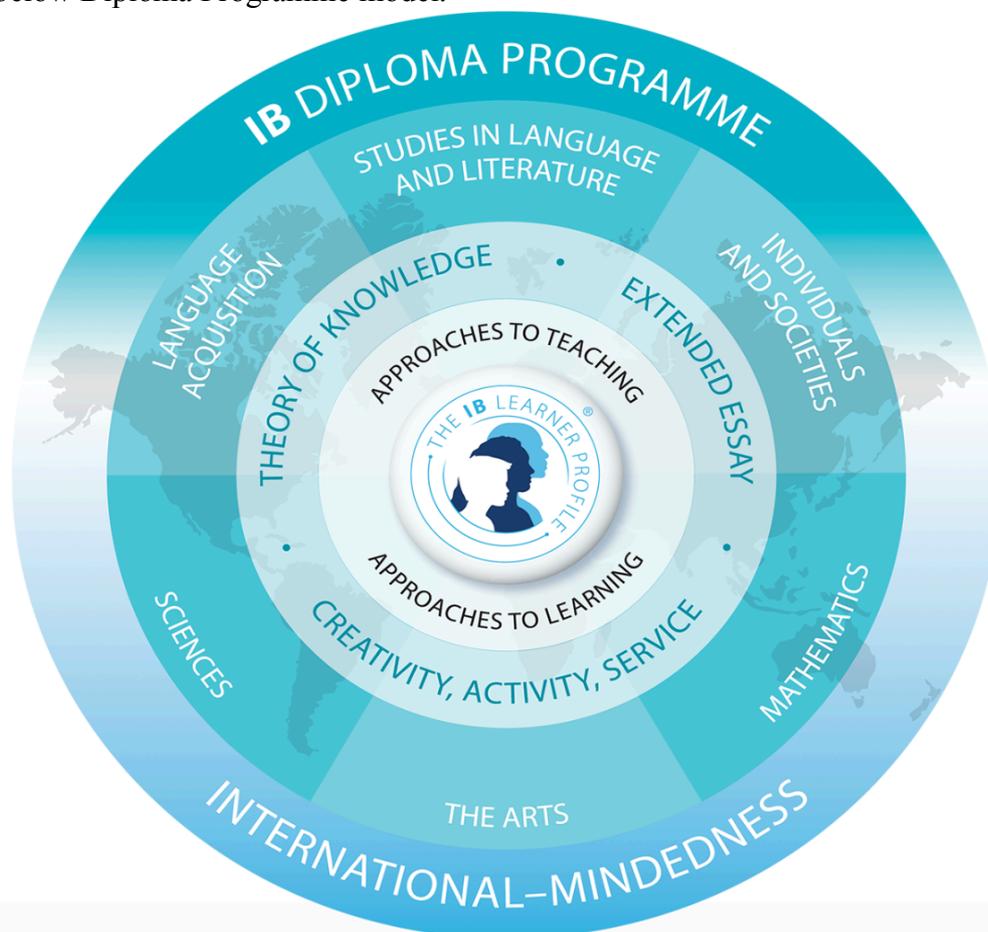
What is the Diploma Programme?

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

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups
- develop the skills and a positive attitude toward learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, action and service

The curriculum contains six subject groups together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK). This is illustrated by the below Diploma Programme model.



Choosing Subjects for a Diploma

Subject groups

- | | |
|---|--|
| 1 - Studies in Languages and Literature | 2 - Language acquisition |
| 3 - Individuals and Societies | 4 - Experimental Sciences / Computer Science |
| 5 – Mathematics | 6 – The Arts |

Selecting subjects from groups 1 to 6

When selecting subjects for a diploma:

- at least three and not more than four subjects must be selected at higher level (HL) and the others at standard level (SL)
- one subject must be selected from each of groups 1 to 5
- the sixth subject must be selected from group 6 or from groups 2, 3 or 4.

Exceptions and Prohibitions

Exceptions

- A candidate may offer a second group 1 subject instead of a group 2 subject.
- Instead of a group 6 subject a candidate may offer an additional subject chosen from groups 3 or 4.

Prohibitions

No candidate may count towards the diploma:

- the same subject twice, regardless of whether higher level or standard level
- the same language for group 1 and group 2, or within group 1 or group 2 (for example, Arabic A literature and Arabic B)
- any two of mathematics HL, mathematics SL and mathematical studies SL

The Bilingual Diploma

A bilingual diploma will be awarded to a successful candidate who fulfills the following criteria: completion of two languages selected from group 1 with the award of a grade 3 or higher in both.

The Diploma Programme Core

The core of the curriculum model consists of three elements.

- **Extended Essay**

The **extended essay** of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest related to one of the student's six Diploma Programme (DP) subjects/disciplines. The “world studies” extended essay provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, utilizing two IB diploma disciplines. Both types of extended essay (single-disciplinary and interdisciplinary essays) are intended to promote high-level research and writing skills, intellectual discovery and creativity expected at university. They provide students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or issue chosen. This leads to a major piece of formally presented, structured writing in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject. In countries where interviews are required prior to acceptance for employment or for a place at university, the extended essay has proved to be a valuable stimulus for discussion.

Theory of Knowledge (TOK)

TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

The fundamental question of TOK is “how do we know that?” Students are encouraged to think about how knowledge is arrived at in different disciplines, what the disciplines have in common and the differences between the disciplinary. TOK therefore both supports and is supported by the study of other DP subjects, as students are required to explore knowledge questions against the backdrop of their experiences in their other DP subjects. Discussion and critical reflection form the backbone of the TOK course, centering around discussions of questions such as:

- what counts as evidence for X?
- what makes a good explanation in subject Y?
- how do we judge which is the best model of Z?
- how can we be sure of W?
- what does theory T mean in the real world?
- how do we know whether it is right to do S?

Through discussions of these types of questions students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives. The TOK course is assessed through an oral presentation and a 1600-word essay. The TOK presentation assesses the ability of the student to apply TOK thinking to a real-life situation, while the TOK essay takes a more conceptual starting point; for example, asking students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

TOK is a demanding and challenging course, but one which plays a crucial role in effectively preparing students for the complex and rapidly changing world they will encounter both during their DP experience and beyond.

- **Creativity, Activity, Service (CAS)**

CAS - Creativity - Activity - Service is at the heart of the Diploma Programme. CAS enables students to live the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. CAS is organized around the three strands of Creativity, Activity and Service defined as:

- Creativity - arts and other experiences that involve creative thinking
- Activity - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Programme
- Service - an unpaid and voluntary exchange that has a learning benefit for the student.

Students develop skills and attitudes through a variety of individual and group activities that provide students with opportunities to express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

Students are also required to undertake a CAS Project that challenges students to show initiative, demonstrate perseverance, and develop skills such as those of collaboration, problem solving, and decision making.

The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence of achieving the eight learning outcomes.

The Diploma Points Matrix

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Requirements for Receiving the Diploma

1. No grade 1 awarded in any subject.
2. There are no more than two grade 2s awarded (HL or SL).
3. There are no more than three grade 3s or below awarded (HL or SL).
4. The candidate has gained 12 points or more on HL subjects (if you registered for four HL subjects, the highest three scores count).
5. The candidate has gained 9 points or more on SL subjects (if you registered for two SL subjects, you must gain at least 5 points in total).
6. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Subject Groups

Group 1 – Language A

English A: Language and Literature (SL/HL)

English A Language and Literature course focuses on the study of a variety of texts produced in English. These texts are central to an active engagement with English and English-speaking cultures and to how we see and understand the world in which we live. The course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally-determined reading practices. IB English A Language and Literature recognizes that Diploma Program students may have complex language profiles and may need opportunities to study English without solely focusing on English literature.

The two-year syllabus of IB English A Language & Literature consists of four parts: Language in Cultural Context, Language and Mass Communication, Literature – Texts and Contexts, and Literature – Critical Study.

Part 1: Language in Cultural Context

Students are given the opportunity to explore how language develops in specific cultural contexts, how it impacts the world, and how language shapes both individual and group identities. Themes: Language and Power, Language and Gender, Language and Identity

Part 2: Language and Mass Communication

Students consider how the production and reception of texts is influenced by the medium through which they are delivered. Themes: Race, Class, Gender, Language and Mass Media. Students will be studying many aspects of the mass media.

Part 3: Literature – Texts and Contexts

Literary texts are not created in a vacuum but are influenced by social context, cultural heritage and historical change. Students are encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. Theme: Individual and Society.

Part 4: Literature – Critical Study

Close reading is considered to be a core skill in the understanding and interpretation of literature. By looking closely at the detail of literary texts, students develop awareness of their rich complexities and the intricacies of their construction. Studying translated texts encourages students to reflect on their own cultural assumptions through and examination of

work produced in other languages and cultures.

Key features of the curriculum and assessment models

- Available at higher and standard levels
- Higher level study requires a minimum of 240 class hours, while standard level study requires a minimum of 150 class hours
- Students study 6 works at higher level and 4 works at standard level from a representative selection of genres, periods and places
- Students develop the techniques needed for the critical analysis of communication, becoming alert to interactions between text, audience and purpose
- An understanding of how language, culture and context determine the construction of meaning is developed through the exploration of a wide variety of texts, some of which are studied in translation
- Students are assessed through a combination of formal examinations, written coursework and oral activities
- The formal examination comprises two essay papers, one requiring the analysis of unseen literary and non-literary texts, and the other a response to a question based on the literary works studied
- Students also produce written tasks in a variety of genres, and perform two oral activities presenting their analysis of works read

English A: Literature (SL/HL)

This course focuses on the analysis of literary texts. The two-year syllabus is organized into four parts, each focused on a group of literary works. Together, the four parts of the course add up to a comprehensive exploration of literature from a variety of cultures, genres and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

Part 1: Works in translation – Study of two (SL) or three (HL) works. All works are chosen from the titles in the prescribed literature in translation list.

Part 2: Detailed study – Study of two (SL) or three (HL) works. All works are chosen from the prescribed list of authors for the language being studied, each from a different genre.

Part 3: Literary genres – Study of three (SL) or four (HL) works. All works are chosen from the prescribed list of authors for the language being studied, chosen from the same genre.

Part 4: Options – Study of three (SL/HL) works. Works are freely chosen in any combination.

Key features of the curriculum and assessment models

- Available at higher and standard levels.
- Higher-level study requires a minimum of 240 class hours, while standard level study requires a minimum of 150 class hours.
- Students study 13 works at higher level and 10 works at standard level from a representative selection of genres, periods and places develop the ability to engage in close, detailed analysis of literary works, building understanding of the techniques involved in literary criticism.
- The study of literary works in context is emphasized, and through the study of literature in translation the student is challenged to reflect on the role of cultural assumptions in interpretation.
- Students are assessed through a combination of formal examinations, written coursework and oral activities.
- The formal examination comprises two essay papers, one requiring the analysis of a passage of unseen literary text, and the other a response to a question based on the works studied. Students also produce a written assignment based on the works studied in translation, and perform two oral activities presenting their analysis of works read.

Group 2 – Language B

It is a requirement of the programme that students study at least one subject from group 2.

The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

Arabic B: Language and Culture (SL/HL)

Arabic Language B is a two-year course for students with some background in the target Language. While Acquiring a language, students will explore the culture(s) connected to it. The Focus of the course is language acquisition and intercultural understanding. The Language B Syllabus approaches the learning of language through meaning. Through the study of the core and the options at SL And HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the language B Course through the expansion of their receptive, productive and interactive skills. SL And HL Are differentiated by the recommended number of teaching hours (150 Hours at SL--- 240 Hours at HL), the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria. The topics common to both levels are five topics only for HL/SL:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

The student will study all those topics without choosing an option.

Assessments :
Paper 1: 25/100
Paper2: 50/100
Oral Assessment: 25/100

Spanish B

Spanish B is a language acquisition course designed for students with previous experience of the language. In the Spanish B course, students further develop their ability to communicate through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

At both levels of Spanish B (SL and HL), students learn to communicate in the language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between Spanish B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills.

The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.

Students enter language acquisition courses with varying degrees of exposure to the target language. It is, therefore, important that students are placed into a course that is most suited to their language development needs and that will provide them with an appropriate academic challenge. Placement guidance can be drawn from the study Benchmarking Selected IB Diploma Programme Language Courses to the Common European Framework of Reference for Languages. This study suggests that students already at CEFR A2 or B1 (A and A+ in Spanish 3 – 3 to 4 years of Spanish Instructions in their Middle and High School years) in the target language can comfortably take language B SL. Students already at CEFR B1 or B2 (4 to 5 years of Spanish Instructions in their Middle and High School years) can comfortably take language B HL. The recommended teaching time is 240 hours to complete HL courses and 150 hours to complete SL courses, as stated in the document General regulations: Diploma Programme (2016: 6, article 8.2).

Prescribed themes

Five prescribed themes are common to the syllabuses of language B and language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences

- human ingenuity
- social organization
- sharing the planet.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.

Spanish Ab Initio

IB Spanish Ab Initio is a language learning program designed to be studied over two years at the standard level by students who have had no or very little previous experience of learning the language. The course is designed to provide students with basic communication skills. Students will discuss common topics, read and understand various types of written text, listen to and understand various types of spoken text, and write narrative compositions. Students will write in multiple formats with attention to language, message and context. They will communicate orally in a variety of situations and listen to and understand a variety of spoken texts. The course focuses on five major thematic areas: Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. Students will be introduced to the cultures of Spanish speaking countries, demonstrate an appreciation of the Spanish speaking world, and develop intercultural understanding.

French B

French B is a language acquisition course designed for students with *previous experience of the language*. In the French B course, students further develop their ability to communicate through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

At both levels of French B (SL and HL), students learn to communicate in the language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between French B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills.

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The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.

French Ab Initio

The IB French Ab Initio is a language-learning program designed to be studied over two years at the standard level by students who have had no or very little previous experience learning the language. The course is designed to provide students with basic communication skills. They discuss common topics, read and understand limited types of text and write conversational and narrative compositions.

Students write in multiple formats with attention to language, message and context. Speaking and listening skills are taught through picture descriptions and simulated conversations. The course focuses on themes including identities, experiences, human ingenuity, social organization and sharing the planet.

In Year 2, the course continues to teach basic communication skills with the same themes and focuses on listening, speaking, reading and writing skills. Students are introduced to the culture of French speaking countries and show an understanding of the Francophone world.

Group 3 – Individuals and Societies

Students are required to choose one subject from each of the six academic areas, including one from Individuals and societies. They can choose a second subject from each academic area except the arts.

Business Management

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

The aims of the business management course at HL and SL are to:

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

Key features of the assessment model

External assessment for HL and SL students consists of two written examination papers. Paper one is based on a pre-seen case study issued in advance, and paper two consists of structured questions based on stimulus material and an extended response question that assesses students' understanding of the key concepts of the course.

Internal assessment for HL students is a research project and for SL students a written commentary. In both tasks, students study real world business organizations. These are internally marked by subject teachers and then externally moderated by IB examiners.

Economics

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a dynamic social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

At both standard level and higher level, candidates are required to study four topics: microeconomics, macroeconomics, international economics and development economics with some sub-topics within these reserved solely for higher level. These sections are assessed by two examinations at standard level and three examinations at higher level.

In addition to the examinations, candidates must submit an internal assessment. Both standard level and higher level economics students must produce a portfolio of three commentaries based on articles from published news media.

History

IB History is a two---year course that explores important themes in world history. Major themes and areas of study will include: Paper 1: Prescribed Topic, Rights and Protests (South Africa 1948-64 and the Civil Rights Movement in the United States, 1954-65); Paper 2, involving two world history topics: Authoritarian States (20th century) (including Castro, Mao, and Nasser) and Causes and Effects of 20th Century Wars (including Arab-Israeli Wars, Spanish Civil War, and Vietnam). In the Higher Level course, students also prepare for Paper 3, involving a focus on modern Africa and the Middle East (1900---2000). This course will allow students to develop the skills of source evaluation from a critical perspective, to examine issues from all positions, to advance research and academic writing

skills, and to enhance critical historical thinking. Students are required to complete an internal assessment source evaluation research paper.

Psychology

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behavior, thereby adopting an integrative approach that addresses every-day life situations. The developmental Psychology part of the course focuses on **developing an identity**, for example, attachment styles, gender identity, and empathy and theory of the mind . The human relations part focuses on **group dynamics**, for example, co-operation versus competition, prejudice and discrimination, and conflict resolution. Students will achieve a greater understanding of themselves and appreciate the diversity of human behavior. Students in groups enjoy conducting a simple experiment, which, along with a report that they work on individually, is the Internal Assessment for the course. A unique feature to mention about this subject is that the **actual** IB exam questions on exam day come **directly** from the subject outline so there are no surprises!

Group 4 – Sciences

It is a requirement of the programme that students study at least one subject from group 4.



Biology

This two---year course prepares students for the external IBO Biology exam at either SL or HL level. The biology course is organized by topics, SL students study six topics and HL students study a further five, with some of these taking the first six topics to greater depth. In addition to this, both SL and HL students study two out of a choice of seven (at SL) or five (at HL) option topics. There are four basic biological concepts that run throughout: (a) structure and function, (b) universality versus diversity, (c) equilibrium within systems, and (d) evolution. These four concepts serve as themes that unify the various topics that make up the three sections of the course: the core, the additional higher level (AHL) material and the options.

Biology students at SL and HL undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the options studied. While the skills and activities related to biology are common to both SL and HL students, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options. The distinction between SL and HL is one of breadth and depth.

Students are assessed both externally and internally. The external assessment of biology consists of three written papers. Internal assessment accounts for 24% of the final assessment and consists of the interdisciplinary group 4 project and a mixture of both short-term and long-term investigations. The internal assessment allows students to demonstrate not only their scientific knowledge but also personal skills and manipulative skills. Student work is internally assessed by the teacher and externally moderated by the IB.

Key features of the curriculum and assessment models

- Available at both SL and HL
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Biology students at SL and HL undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the options studied.
- While the skills and activities related to biology are common to both SL and HL students, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options. The distinction between SL and HL is one of breadth and depth.
- An experimental approach to the course delivery is emphasized.
- Students are assessed both externally and internally
- The external assessment of biology consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 has two sections; section A contains one data-based question and several short-answer questions on the core (and AHL material at HL), which are all compulsory. Paper 2, section B consists of one extended-response question on the core from a choice of three at SL and two extended-response questions on the core and the AHL from a choice of four at HL. Paper 3 consists of several compulsory short-answer questions in each of the two options studied. In addition, at HL there is one extended-response question in each of the two options studied.
- Internal assessment accounts for 24% of the final assessment and consists of the interdisciplinary group 4 project and a mixture of both short-term and long-term investigations. The internal assessment allows students to demonstrate not only their scientific knowledge but also personal skills and manipulative skills. Student work is internally assessed by the teacher and externally moderated by the IB.

Chemistry

This two-year course prepares students for the external IBO Chemistry exam at either SL or HL level. The distinction between SL and HL is one of breadth and depth. The chemistry course is organized by topics, with SL students having to study eleven topics and higher level (HL) students having to investigate nine of these topics to a greater depth. Both SL and HL students are responsible for covering one of four option topics. While the skills and activities related to chemistry are common to both SL and HL students, students at HL are required to study some topics in greater depth and to study extension material of a more demanding nature in the common options.

Students are assessed both externally and internally. External assessment consists of three written papers and provides opportunities for students to display their scientific understanding through the application, use, analysis and evaluation of scientific facts,

concepts, methods, techniques and explanations. Internal assessment accounts for 24% of the final assessment and consists of an interdisciplinary project, a mixture of both short- and long-term practicals/investigations/labs and subject-specific projects. The internal assessment allows students to demonstrate not only their scientific knowledge but also personal skills and manipulative skills.

Key features of the curriculum and assessment models

- Available at both standard level (SL) and higher level (HL)
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- While the skills and activities related to chemistry are common to both SL and HL students, students at HL are required to study some topics in greater depth and to study extension material of a more demanding nature in the common options. The distinction between SL and HL is one of breadth and depth.
- An experimental approach to the course delivery is emphasized.
- Students are assessed both externally and internally
- External assessment consists of three written papers and provides opportunities for students to display their scientific understanding through the application, use, analysis and evaluation of scientific facts, concepts, methods, techniques and explanations.
- Internal assessment accounts for 24% of the final assessment and consists of an interdisciplinary project, a mixture of both short- and long-term practicals/investigations/labs and subject-specific projects. The internal assessment allows students to demonstrate not only their scientific knowledge but also personal skills and manipulative skills.

A scientific calculator is required.

Physics

This two-year course prepares students for the external IBO Physics exam at either SL or HL level. The distinction between SL and HL is one of breadth and depth. The physics course is organized by topics, with SL students having to study eleven topics and higher level (HL) students having to investigate nine of these topics to a greater depth. Both SL and HL students are responsible for covering two of seven option topics. While the skills and activities related to physics are common to both SL and HL students, students at HL are required to study some topics in greater depth and to study extension material of a more demanding nature in the common options.

Students are assessed both externally and internally. External assessment consists of three written papers and provides opportunities for students to display their scientific understanding through the application, use, analysis and evaluation of scientific facts, concepts, methods, techniques and explanations. Internal assessment accounts for 24% of the final assessment and consists of an interdisciplinary project, a mixture of both short- and long-term practicals/investigations/labs and subject-specific projects. The internal assessment allows students to demonstrate not only their scientific knowledge but also personal skills and manipulative skills. Students selecting IB Physics must be concurrently enrolled in Math SL or HL. Math HL is ***strongly advised*** for registration in Physics HL.

A graphing calculator is required.

Key features of the curriculum and assessment models

- Available at both SL and HL
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Physics students at SL and HL undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the options studied.
- While the skills and activities related to physics are common to both SL and HL students, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options. The distinction between SL and HL is one of breadth and depth.
- An experimental approach to the course delivery is emphasized.
- Students are assessed both externally and internally
- The external assessment of physics consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 has two sections; section A contains one data-based question and several short-answer questions on the core (and Additional Higher Level (AHL) material at HL), which are all compulsory. Section B consists of one extended-response question on the core from a choice of three at SL, and two extended-response questions on the core and the AHL from a choice of four at HL. Paper 3 consists of several compulsory short-answer questions in each of the two options studied. In addition, at HL there is one extended-response question in each of the two options studied.
- Internal assessment accounts for 24% of the final assessment and consists of the interdisciplinary group 4 project and a mixture of both short-term and long-term investigations. The internal assessment allows students to demonstrate not only their scientific knowledge but also personal skills and manipulative skills. Student work is internally assessed by the teacher and externally moderated by the IB.

Computer Science

The computer science course aims to provide opportunities for study and creativity within a global context that will stimulate and challenge students. It also enables students to apply and use a body of knowledge, methods and techniques that characterize computer science. The course focuses on demonstrating initiative in applying thinking skills critically to identify and resolve complex problems and engender an awareness of the need for effective collaboration in resolving complex problems. The intention is to develop logical and critical thinking as well as experimental, investigative and problem-solving skills while raising awareness of the moral, ethical, social, economic and environmental implications of using science and technology.

The assessment component in computer science aims that the students Know, understand and apply the

relevant facts and concepts, appropriate methods and techniques, computer science terminology and methods of presenting information. Students will also Construct, analyze and evaluate success criteria, solution specifications including task outlines, designs and test plans. Finally, students will demonstrate the personal skills of cooperation and perseverance as well as appropriate technical skills for effective problem-solving in developing a specified product.

The course outline

All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in this guide. Students are also required to be familiar with the topics listed as prior learning.

SL and HL Topics	Teaching Hours
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Core syllabus content: *Topics will be studied including some practical work*

Topic 1: System Fundamentals	20
Topic 2: Computer Organization	6
Topic 3: Networks	9
Topic 4: Computational Thinking, problem-solving and programming	45
Option D: Object-Oriented Programming (OOP)	30(SL)/45(HL)
Internal Assessment	30
Group 4 Project	10

HL extension	Teaching Hours
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Topic 5: Abstract data structures	23
Topic 6: Resource management	8
Topic 7: Control	14
Case Study	30
SL total teaching hours	150
HL total teaching hours	240

For students to be successful (earn at least 4) in this course, we recommend:

Minimum of B- in Math Ext 10 OR B+ in Math 10, and teacher recommendation.

Group 5 – Mathematics

Math Analysis and Approaches at SL and HL is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization. Analysis and approaches reflects the emphasis on calculus and on algebraic, graphical and numerical approaches. This subject is aimed at students who will go on to study subjects with

substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.

Math Applications and Interpretation SL and HL is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context. Applications and interpretation emphasizes the applied nature of the subject, and also that interpretation of results in context is an important element of the subject.

This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example.

SL as a subset of HL to bring DP mathematics in line with other subjects within the diploma the SL content will become a complete subset of the HL content in both subjects. All students will complete 120 hours of SL content and 30 hours of investigation, inquiry and problem-solving activities including completing the internal assessment. HL students will complete a further 90 hours of additional higher-level content. SL as a subset of HL is being designed to allow more flexibility in the way that schools group their students and to encourage a greater proportion of students to take a HL mathematics course.

Common content in both subjects to ensure alignment between the two subjects there will be 60 hours of common SL content.

Assessments & Weighting

External assessment

Mathematics: Analysis and approaches SL will be assessed with two written papers. Each paper will consist of a section A (short questions) and a section B (long questions). Paper 1 will be without the use technology and paper 2 will allow the use of a graphical calculator. Mathematics: Applications and interpretation SL will be assessed with two written papers both of which will require the use of the technology in the form of a graphical calculator. Paper 1 will consist of short questions and paper 2 will consist of longer questions.

Both HL courses will be assessed in a similar way to their corresponding SL courses on papers 1 and 2, and in addition will have a paper 3.

Internal assessment

Internal assessment is an integral part of the course and is compulsory for all students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught.

	SL	% weighting	HL	% weighting
Paper 1	1.5 hrs	40	2 hrs	30
Paper 2	1.5 hrs	40	2 hrs	30
Paper 3	n/a	n/a	1 hr	20
Internal assessment: Investigative, problem solving and modelling skills development leading to one written exploration	30 hrs	20	30 hrs	20
Total		100		100

Group 6 – The Arts

It is a requirement of the programme that students choose one subject from each of the academic areas 1 – 5.

The subjects in group 6 allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres.

In addition, each subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence.

Visual Art

The IB Visual Arts course is designed as an intensive introductory course that will expose students to a broad spectrum of media and global concepts in visual arts. This traditional course offers both studio and academic-based skill development opportunities through original works of art. This process will involve traditional and emerging technologies, tools, and techniques. Students will use the creative process to produce effective art works and use critical analysis when evaluating their own work and the work of others. Students wishing to take this course are advised to have taken art courses in grades 9 and 10. Technical ability with regard to drawing is a must, as is an applied skill in any other art form. This is a rigorous college preparatory course.

Theater

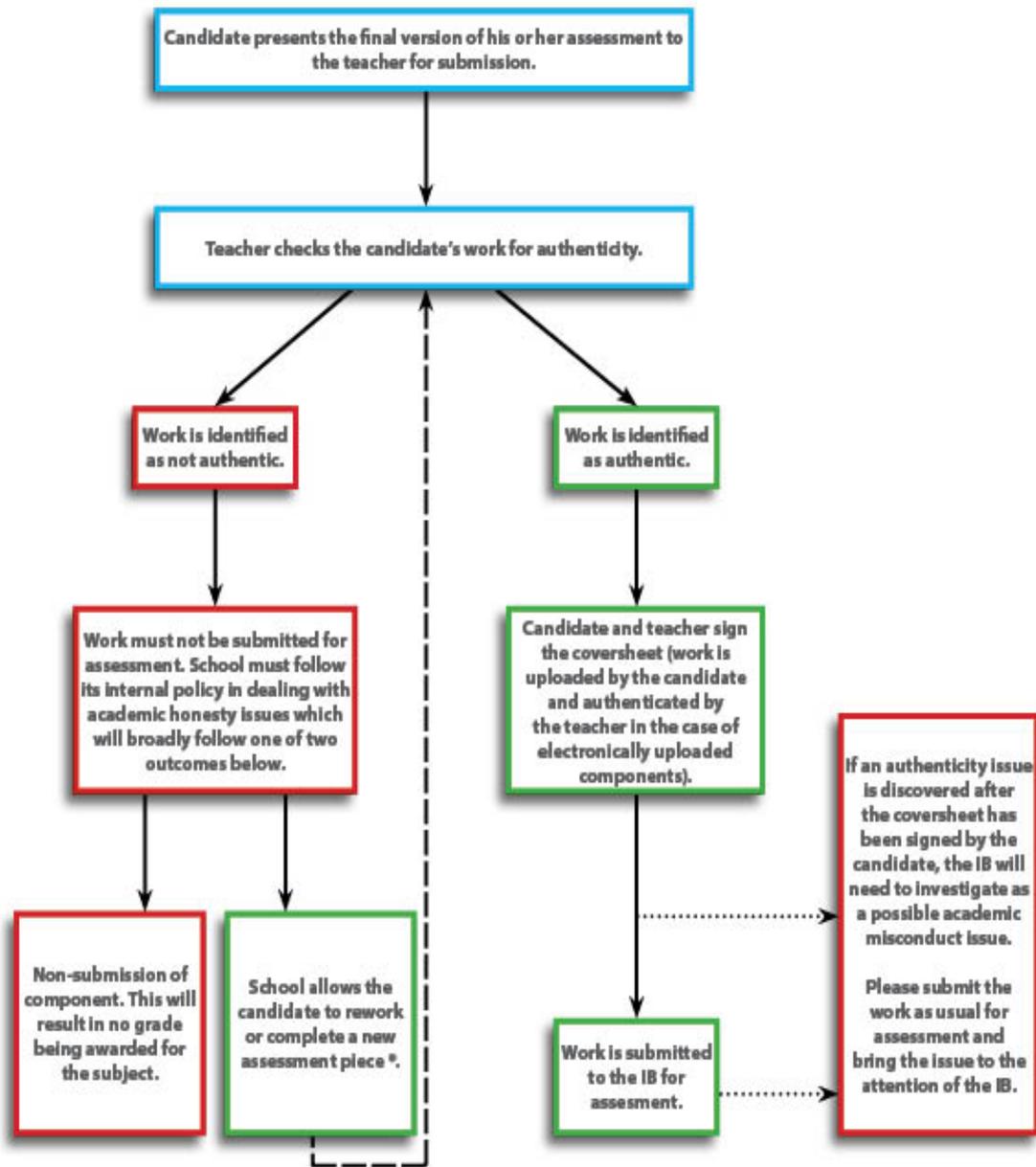
Theatre is a dynamic, collaborative, and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks, and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity, and working collaboratively. IB Theatre encourages a wholistic approach, requiring students to approach the art from the perspectives of creator, designer, director, and performer. Students will focus their study on director's intentions, world theatrical traditions,

solo theorists, and creation of new theatre. Assessments are submitted to IB through a series of essays and video presentations, in lieu of a culminating written exam.

Assessment

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, and service requirement. The highest total that a Diploma Programme student can be awarded is 45 points. Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities value the rigor and consistency of Diploma.

AIS Academic Honesty



* Please note that some assessment components can only be completed once (so cannot be reworked or attempted again). In these instances a non-submission of component must be obeyed. Please see relevant subject guide for clarification.

AIS Academic Dishonesty Violation Procedure

All student work submitted to a teacher is to be original, follow AIS guidelines for citing sources, etc., and is therefore subject to scrutiny, relative to cheating and plagiarism. It is important for the counselors to know about any violations of our policy and to keep a confidential file of those events. It is also important that the counselors contact parents and make them aware of the situation and consequences, thereby circumventing an “I didn’t know response”, should there be a second occurrence, with more severe consequences.

While the initial teacher-student discussion remains the most important resolution and teaching opportunity, the following procedure has been developed to keep records as well as investigate more difficult or repeated offenses. The following procedures will be followed as quickly as possible.

- Confidentiality and protecting the name and reputation of the student(s) must be maintained throughout.
- The teacher is **required** to fill out an Academic Dishonesty Report and submit to the counselor*.
- The original copy of the submitted work in question (or the test, quiz or other work, OR Turn in report) must be attached to the incident report.
- The Counselor will then call the parent and let the parent know of the consequences of the first and possible subsequent occurrences.
- The Counselor will keep hard copies of all reports, in the event that a second occurrence happens, not only in that class, or that year, but also in the student’s entire high school career. A record will also be entered into Synergetics.
- The consequence for all offenses is a **“Zero”** on the assignment in question – any possible modification of consequences is at the discretion of school administration, only. For the first offense, the zero is the only consequence.
- Should there be a second offense (or more), the counselor will send the first and subsequent offenses to Asst. Principal.
- The Asst. Principal will then instill consequences, which may include removal from honor society, leadership roles, etc.

* If the student work is an IB assignment, the teacher must indicate so, on the report form AND copy the IB Coordinator, as well. All IB Academic Misconduct guidelines will be followed in the case of IB assignments.



THE AMERICAN INTERNATIONAL SCHOOL
WEST CAMPUS



ACADEMICS — ACTION — ARTS — ATHLETICS

Academic Dishonesty Report

Student: _____

Teacher: _____

Course: _____

Date: _____

Type of work: (homework, test, project, assignment) other: _____

IB Assignment: NO YES (Please copy IB coordinator on email)

Incident Summary:

Student’s reaction to being caught (Readily accepted responsibility?):

Comments (Extenuating circumstances?):

Please attach student’s work AND plagiarized document/copied item(s) OR Turnitin Report to this report and submit to the counselor.

(Office Only)

Student Academic Honesty History:

First offense

Second Offense

Third Offense

Comments:



THE AMERICAN INTERNATIONAL SCHOOL

WEST CAMPUS

ACADEMICS – ACTION – ARTS – ATHLETICS



REQUEST FOR COURSE CHANGE

There is two types of course changes during a semester: 1) *Student Initiated* changes, which need to be made within the first two week of the semester and 2) *Teacher Initiated* changes, which can be made by teachers during the first quarter of the semester. The grade earned by a student from the dropped course will move with the student to the new course and will be averaged with the new course grades. All IB students **MUST** secure IB Coordinator signature. Any change of Arabic courses **MUST** have Student Affairs signature.

Student Initiated

Teacher Initiated

Name of Student	Grade Level	Date
Course To Drop	<input type="checkbox"/> Dropping from IB Diploma to IB Certificate	Course To Add

The reason(s) for this course change request are:

Required Signatures (in order):

Parent or Guardian		Comment
Teacher - Dropped Class	<input type="checkbox"/> Likely to struggle <input type="checkbox"/> Likely to succeed	Comment
Teacher – Added Class	<input type="checkbox"/> Likely to struggle <input type="checkbox"/> Likely to succeed	Comment
IB Coordinator	<input type="checkbox"/> Likely to struggle <input type="checkbox"/> Likely to succeed	Comment
Student Affairs Office	<input type="checkbox"/> Likely to struggle <input type="checkbox"/> Likely to succeed	Comment
Guidance Counselor or Principal	<input type="checkbox"/> Likely to struggle <input type="checkbox"/> Likely to succeed	Comment
	<input type="checkbox"/> Grade	Approved / Disapproved



THE AMERICAN INTERNATIONAL SCHOOL EGYPT
WEST CAIRO CAMPUS
Grade 11 Registration 2019



Name: _____ 100% exempt from Ministry Exams:

I will return to AIS next year:

I am choosing:

Yes
Diploma

No

Unsure

American Diploma

IB Certificates

IB

	Subject	Preferred Course	Recommendation	Current Grade and Teacher Signature
1	Language A		<input type="checkbox"/> Recommended <input type="checkbox"/> Tentatively Approved <input type="checkbox"/> Not Recommended	
English A: Lang & Lit HL/SL; Lit. HL/SL; and English 11/12 (Am-DP)				
2	Language B / Ab Initio		<input type="checkbox"/> Recommended <input type="checkbox"/> Tentatively Approved <input type="checkbox"/> Not Recommended	
Arabic B SL/HL, French B SL/HL, Spanish B SL/HL, French Ab Initio SL, Spanish Ab Initio SL, Arabic 11/12 (Am-DP)				
3	Social Science		<input type="checkbox"/> Recommended <input type="checkbox"/> Tentatively Approved <input type="checkbox"/> Not Recommended	
Business Management SL/HL; Economics HL/SL; History HL/SL; Psychology HL/SL. Business Studies / Psychology 11/12 (Am-DP)				
4	Science		<input type="checkbox"/> Recommended <input type="checkbox"/> Tentatively Approved <input type="checkbox"/> Not Recommended	
Biology HL/SL; Chemistry HL/SL; Physics HL/SL; Chemistry 11/ Applied Science 12 (Am-DP)				
5	Mathematics		<input type="checkbox"/> Recommended <input type="checkbox"/> Tentatively Approved <input type="checkbox"/> Not Recommended	
Application HL/SL, Analysis HL/SL, and Mathematics 11/12 (AM-DP)				
6	Elective (required)		<input type="checkbox"/> Recommended <input type="checkbox"/> Tentatively Approved <input type="checkbox"/> Not Recommended	
Theater Arts SL/HL, Visual Arts SL/HL, Computer Science HL/SL, 2 nd Language, 2 nd Social Science, 2 nd Science OR Am-DP Drama, Dance, Visual Arts, Team Sports.				
7	Theory Of Knowledge / CAS*			* Required Semester Courses

Please complete by **Tuesday, 29 January 2019.**

I understand that AIS West is a college-preparatory high school, with the goal of meeting requirements for higher education around the world. As such, I understand that I am selecting courses, which are level-appropriate for me at this time. I agree to stay in these courses, so long as I am passing and my teachers recommend that I am capable of meeting course requirements. I understand that I will not be allowed to change courses simply to better my GPA standing. I commit to a two-year program.

Parent's Signature
Counselor's Signature

Student's Signature
Date

Completion of IB Work and Deadline Procedures

Meeting deadlines is an important skill that a student should develop in academic and career settings. We are determined to support the students in organizing their time and in planning their work wisely, in order for them to meet the deadlines outlined on the internal school calendar, as well as the submission of externally assessed work to IBO.

Teachers have individual policies about deadlines for their subjects. Therefore, this procedure only applies to Internal Assessments, Extended Essays, TOK, and externally marked IB components.

- The student will receive an internal calendar that clearly outlines the due dates of the different parts of the assessments. It is an expectation that the student submits his/her work on time.
- When a deadline has been missed the parents are notified and the student will stay for 4 consecutive days to serve two-hour after school detentions each day. The parents are responsible for the student's transportation. If the work is completed before the 4th day, it is handed in and evaluated. The 4 days are consecutive so that if he/she has an appointment on day 2, it counts as a day. The weekend counts as two consecutive days because it allows the student to complete the late work at home.
- Missed deadlines will impact the assignment completion grade on the school portal.
- Students who have consistent missed deadlines will be subject to administration review of their position in the IB and other consequences.

