



# IBDP

## Handbook

Al Sahwa Schools



# IBDP

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# Al Sahwa Mission Statement

## Our mission and Vision

### **Mission:**

We are a learning community committed to our core values and Oman's rich cultural heritage while embodying high quality international education.

### **Vision:**

Educate students to become the leaders of the future.

### **Our Core Values:**

Respect, Gratitude, Proactivity.

### **International Mindedness:**

International Mindedness is a global perspective which enriches our community's understanding of intercultural harmony in order to bring greater peace to the world. International mindedness is exemplified in our commitment to multiculturalism and in our respect for other cultures.

# International Baccalaureate

## 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 programmes of international education and rigorous assessment.

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

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## International Mindedness

International mindedness can be expressed as:

- The ability to be better prepared for the 21st century global challenges.
- Understanding ourselves to connect with others.
- Awareness that the world is much larger than the community in which we live.

**-Respect and understanding for other perspectives, cultures and languages.**

**-The ability to see oneself as a responsible member of the community and a global citizen.**

International mindedness and intercultural understanding holds a prominent place at Al Sahwa Schools.

The attributes of the learner profile is meant to create internationally minded individuals who, through their knowledge and understanding of concepts, ideas and issues of local and global significance, recognise “our common humanity and shared guardianship of the planet”.

This entails understanding and appreciating one's own culture and personal histories and being open to the perspectives, values and traditions of other individuals and communities.

At Al Sahwa Schools, this finds expression not only in the general ethos of the school environment, but also in its concentrated exploration in academic studies, field trips and discussions. School-wide reading programs, International day celebrations and a carefully curated Service Learning program help widen the Al Sahwa child's worldview so that they become true connoisseurs of variety and diversity.



## The Director's Introduction

### Michael Chapman

At Al Sahwa Schools we embrace the vision and passion of the International Baccalaureate (IB) curriculum. 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.

The IB Diploma is a globally recognised school graduation qualification that opens doors to the leading universities around the world, normally without the need for a Foundation Year.

**“There is no other curriculum anywhere that does a superior job of both educating students and inspiring a true and broad-based love of learning.”**

William Shain, Dean of Undergraduate Admissions at Vanderbilt University.

The International Baccalaureate (IB) philosophy focuses on a holistic approach to education. Thus, the IB program addresses not only the cognitive development but also the

social, emotional, and physical well-being of each student. The aim of an IB education is to develop inquiring, knowledgeable, and caring young people and to provide them with the adaptable skills to tackle society's complex challenges.

Al Sahwa is a place where students are given the opportunity to learn and grow as individuals. The curriculum is designed to encourage and guide students in the development of self-direction, individual responsibility and intellectual growth. We believe that students can reach their fullest potential if they are able to develop a love of learning. To further these goals, we offer a learning environment that fosters the development of a creative and critical mind.

The IB program at Al Sahwa Schools inspires students to ask questions, pursue personal aspirations, set challenging goals and develop the persistence to achieve those goals. We aim to develop knowledgeable students who make reasoned ethical judgments and have the ability, perseverance, and confidence they need in order to bring about meaningful change. We encourage individual and shared responsibility, as well as effective teamwork.

To help support the achievement of the “Oman Vision 2040”, our next generation of leaders must be educated with a global perspective that is underpinned by secure ethical, cultural and moral values. In parallel with the Omani GED, our IB Diploma curriculum will help our learners grow to achieve everything they are capable of achieving.

# From the desk of the IB Coordinator

The primary discussions that happen in the early stages of IB Diploma is about right subject choices; In many cases, this becomes the deciding factor. Therefore, the purpose of this booklet is to make the new parents and students familiar with the DP subject choices and their framework.

The DP meets both breadth and depth of learning through subject choices. The breadth lies in the wide variety of courses that are offered and depth lies in the levels those are offered. For instance, Languages offered at multiple levels – Ab Initio SL, Lang B SL/HL, Lang & Lit SL/HL, Literature SL/HL. Mathematics is offered at four levels – Math Applications and Interpretations SL/HL, Math Analyses and Approaches SL/HL etc.

There is a definite purpose in the courses being structured in six groups.

**Group1:** Language & Literature helps candidates develop literary appreciation and language development.

**Group2:** Language Acquisition does not just play the role of communication tool, but also routes in understanding the culture and thereby promotes International mindedness.

**Group3:** Individuals and Societies, as the name suggests, strongly bring about Global perspectives to students.

**Group4:** Natural Sciences nurtures Scientific temperament and Spirit of Scientific Inquiry.

**Group5:** Mathematics helps candidates develop Mathematical sense, Logical reasoning and Problem solving in day-to-day contexts.

**Group6:** Arts give an opportunity for the candidate to pursue his/her passion, interest etc.

In order to gain these aspects of learning to face the rapidly changing globalized world, IB makes the student pick a course from each of these groups with some exceptions. This choice ensures Balance in learning.

What makes IB DP significantly different from other parallel programmes are the Core areas—Extended Essay, Theory of Knowledge and CAS programmes. Extended Essay gives an opportunity to undertake an Independent Research in his/her area of Interest, Theory of Knowledge promotes Critical Thinking (to say the least), and CAS helps



**Abubaker Motala**

them become caring, principled and service oriented world citizens.

So called 21st Century Skills, In IB terminology – **ATL** (Approaches to Learning) skills run like a stem through this programme. It is critically important that the ideals of the Education programmes (IB, in our case) align well with those of the Schools. I invite the parents to study the best alignment of our Mission with that of IB.



# IB Learner Profile

IB learners strive to be :



## 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 analyse 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, 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 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 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.






# Approaches to

✓ Teaching

&

✓ and Learning

Approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools enhance student learning and assist student preparation for DP assessment and beyond. Developing students' ATL skills is about more than simply developing their cognitive skills. It is also about developing affective and metacognitive skills, and about encouraging students to view learning as something that they "do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching" (Zimmerman 2000: 65). In the DP, as well as in the Primary Years Programme (PYP) and Middle Years Programme (MYP), these cognitive, metacognitive and affective skills are grouped into the same five ATL categories which are:

| ATL SKILL CATEGORIES |   | DP SKILL CATEGORIES   |
|----------------------|---|---|
| Communication        |    | <ul style="list-style-type: none"> <li>- Written</li> <li>- Oral</li> <li>- Reading</li> <li>- Presentation Skills</li> </ul>   |
| Social               |  | <ul style="list-style-type: none"> <li>- Skill of initiating and maintaining positive social relationships</li> <li>- Skill of effectively coping up with the larger social environment</li> <li>- Collaborative skill</li> </ul> |
| Self Management      |  | <ul style="list-style-type: none"> <li>- Organization Skills</li> <li>- Affective Skills</li> </ul>   |
| Research             |  | <ul style="list-style-type: none"> <li>- Information-literacy</li> <li>- Media-literacy skills</li> </ul>   |
| Thinking             |  | <ul style="list-style-type: none"> <li>- Metacognition</li> <li>- Reflection</li> <li>- Critical thinking</li> </ul>  |

# Facilitating the transition among IB Programmes

The diagram below is taken from “**Towards a Continuum of International Education. (September 2008)**”. This diagram outlines the key features of the three IB programmes :

|   | PYP   | MYP   | DP  |
|---|---|---|---|
| 1 | Framework Inclusive   | Framework Inclusive   | Prescribed curriculum Aimed at preparing students for higher education  |
| 2 | Transdisciplinary units of Inquiry  | Organised around disciplines and interdisciplinary global contexts                      | Organised around disciplines with theory of knowledge connecting the disciplines  |
| 3 | Internal assessments of all aspects of students learning                        | Internal assessment based on subject specific criteria, school can opt for eAssessments | External moderation of internally assessed work and external examinations   |
| 4 | Transdisciplinary concepts and skills   | Approaches to learning  | Theory of Knowledge   |
| 5 | Action  | Service as Action   | Creativity, activity and service  |
| 6 | Support for mother tongue development (School's additional language from age 5) | Support for Mother tongue /best language development (students additional Acquisition)  | Support for Mother tongue/ best language development, school supported, self taught language A courses (students additional language B) |
| 7 | Exhibition  | Personal Project  | Extended Essay  |

## Key:

- 1 Nature
- 2 Structure
- 3 How is the programme assessed
- 4 Learning to learn
- 5 Learning through experience
- 6 Language Learning
- 7 Culminating the experience that synthesizes learning

# The IB Diploma Programme

## About Diploma Programme

Established in 1968, the International Baccalaureate® (IB) Diploma Programme (DP) was the first programme offered by the IB and is taught to students aged 16-19. The DP was established to provide students with a balanced education, facilitate geographic and cultural mobility and to promote international understanding. It was created by teachers at the International School of Geneva, with assistance from several other international schools. Since then, innovative and committed teachers and examiners from around the world have played a significant role in the development of the programme. As of 14 July 2020, there were 7,002 programmes being offered worldwide, across 5,284 schools in 158 countries.

## Diploma Course (DP Course)

It may be that the IB Diploma is not required either by a student's university of choice or in the country where the student would like to study; in these cases a student may, or may not, complete CAS, TOK or the Extended Essay. A student may choose fewer than three higher level subjects, or all six subjects at standard level, or even select a combination of subjects that does not meet the requirements for the IB Diploma.

Pre-requisites for success at Diploma Programme To be a successful IB Diploma student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record,

and to complete work on time and to an appropriate standard. In all courses, students must complete mandatory coursework assignments; typically this coursework amounts to 20 - 25% of the final grade for each course, although in some cases it may be higher or lower. The key to doing this work to an acceptable standard is organization, and the importance of keeping to internal deadlines cannot be stressed enough. Additionally students should ensure that he/she is academically honest and has cited all possible sources of info. Failing which the student will not be awarded IB Diploma and has to face consequences as decided by IBO.

## Is IB Diploma recognized around the world?

The International Baccalaureate has a presence in countries throughout the world and leading universities worldwide recognize the strength of the IB Diploma Programme. The IB Diploma is a rigorous and demanding program that provides students with a first-class preparation for their future after Al Sahwa. Students follow a course of study with a global reputation for academic excellence, and universities throughout the world recognize the IB Diploma as an entrance qualification to higher education degree courses.

# IBDP Curriculum Model

The DP is an academically challenging and balanced programme of education. It addresses the intellectual, social, emotional and physical well-being of students, and is respected by universities across the globe.

The DP curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

In IB programmes, assessment forms an integral aspect of teaching and learning. To understand what students have learned and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports good classroom practice by encouraging authentic performances of understanding that call for critical and creative thinking. Assessment in the DP aims to balance valid measurement with reliable results, providing an internationally recognized university entrance qualification whose results are based on both coursework and external examinations.



## DP The Core

✓ **Creativity**

✓ **Activity**

✓ **Service**

### **Creativity, Activity and Service (CAS):**

Creativity, activity, service is at the heart of the Diploma Programme, involving students in a range of activities that take place alongside their academic studies throughout the IB Diploma Programme. The component's three strands, often interwoven with particular activities, are characterized as follows.

**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.

Creativity, activity, service encourages students to be involved in activities as individuals and as part of a team that take place in local, national and international contexts. CAS enables students to enhance their personal and interpersonal development as well as their social and civic development, through experiential learning, lending an important counterbalance to the academic pressures of the rest of the IB Diploma Programme.

At Al Sahwa, students will be provided with numerous opportunities for undertaking CAS experiences at a local and global level. These experiences will be aligned with the CAS learning outcomes. Students will also get the chance to engage with service and action activities. In DP through CAS, students continue to strengthen the approaches to learning they encounter and develop in the PYP and MYP. In approaches to learning, students are encouraged to grow both personally and socially, developing skills such as cooperation, problem-solving, conflict resolution and creative and critical thinking, as well as developing their own identities.





## Extended Essay (EE):

The extended essay of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest, usually one of the student's six Diploma Programme subjects, and acquaints them with the independent research and writing skills expected at university. It is intended to promote high-level research and writing skills, intellectual discovery and creativity – resulting in approximately 40 hours of work. It provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.



## Theory of Knowledge (TOK):

The interdisciplinary theory of knowledge course is designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The theory of knowledge course is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy. The extent and impact of the changes vary greatly in different parts of the world, but everywhere their implications for knowledge are profound.

Theory of knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of what they encounter.

Its core content focuses on questions such as the following:

- What counts as knowledge?
- How does it grow?
- What are its limits?
- Who owns knowledge?
- What is the value of knowledge?
- What are the implications of having, or not having, knowledge?

# IBDP Entry Requirements

## How do i get approved to do the full IB Diploma ?

IBDP Grade 11 Entrance Criteria  
A successful International Baccalaureate (IB) Diploma Programme (DP) student at Al Sahwa has the following profile:

- Excited and enthusiastic about learning.
- Self-motivated, mature, self-disciplined and goal oriented.
- Competent in written and oral communication in English.
- Strong study and organizational skills and an efficient time manager.
- Intellectually inquisitive and creative.

An independent, critical thinker  
Performing well academically  
Involved in school/community activities

At Al Sahwa both external students as well as our own MYP students can gain admission in IB Diploma Programme. Here are the separate requirements to be fulfilled for admission to DP:

## For MYP (internal) students

Al Sahwa Grade 10 or MYP pass certificate will be required for our own MYP students seeking admission to Diploma Programme. Internal students are not expected to appear for the entrance test for admission to DP. Every student will have to go through the option choosing process, including interviews with subject HOD's. Due to the high academic challenge of the Diploma Programme, it is expected that students will have demonstrated in the final year of MYP their commitment to academic study. This will be evidenced in their effort grades and their academic honesty. Where HL subjects have been selected, each student's academic progress will be carefully monitored within those departments. This monitoring is to ensure each HL student is achieving their expected grades.

# IBDP Entry Requirements

## For External Students

A written test in Arabic language, in which applicants should score a minimum of 50%, an online test in English and Mathematics to measure their knowledge abilities (Cognitive Abilities Test), External candidates who wish to study the IBDP at Al Sahwa Schools will be expected to demonstrate good academic grades in the curriculum of their previous school. Every external student will have to go through the option choosing process, including interviews with subject HOD's and IB DP Coordinator. All this and the criteria specified in Al Sahwa Admissions policy will be taken into account before awarding a place.

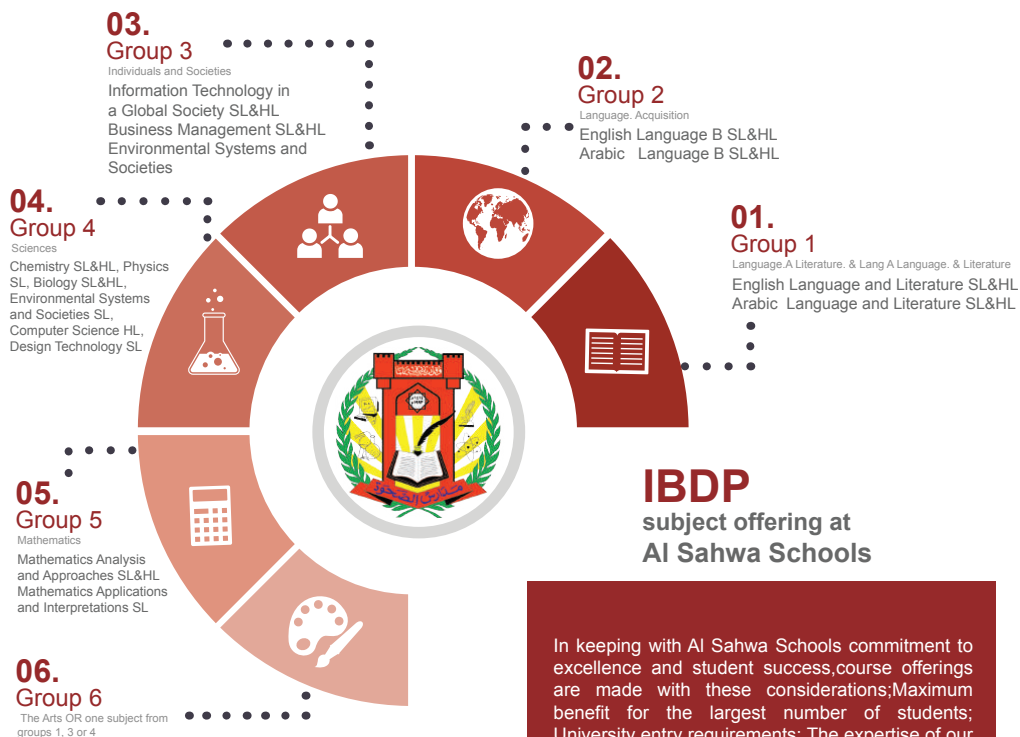
\*We recommend an equivalent to MYP level 6 or A for some HL subjects, with level 6/7 in criterion A – this is particularly the case for HL Mathematics, Chemistry and Physics. If a student does not satisfy this requirement and parent and student insist on the course, then we may require that he/she take a midsummer DP refresher course in the subject before enrolling in the DP.

\*Where students fail to achieve their required grades or do not show consistent commensurate effort, parents will be called into the school to discuss alternative options.

\*The main criterion is that the student has the potential to be successful on the programme and, for our current MYP students, Heads of Departments and subject teachers will be instrumental in making decisions regarding subject offers to students.



# IBDP subject offering at Al Sahwa Schools



## Mandatory Conditions for Subject / selection

Students will pick one option from each group 1-6. In special cases it may be possible to substitute group 6 for a subject from groups 3-4. Students are advised to maintain a healthy selection of cross-disciplinary subjects, this is at the heart of the IB philosophy and part of what makes the Diploma Programme well respected by higher education providers.

All IB Diploma students must choose

Three courses at higher level (HL) & Three courses at standard level (SL)

OR

Four courses at higher level (HL) & Two courses at standard level (SL)

## DP Core

In addition, all IB Diploma students must complete DP core which comprises of:

- ✓ A course in the Theory of Knowledge (TOK)
- ✓ A 4,000-word Extended Essay in a subject of their choice
- ✓ A Creativity, Activity & Service (CAS) programme

## Award of a Diploma

- Students **must** study **six** subjects, at least three and not more than four are taken at higher level, while the other subjects are taken at standard level. In addition to disciplinary and interdisciplinary study IB diploma candidates must complete the three core components—EE, TOK and CAS.
- They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the requirements within a maximum of three examination sessions. Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.
- Each subject is graded 1–7, with 7 being the highest grade.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma. The overall maximum points from subject grades, TOK and the EE is therefore 45:  $((6 \times 7) + 3)$ . The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

## Additional Requirements

- CAS requirements have been met.
- There is no “Failing” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award

## Award of an IB Courses Certificate

A student who does not complete the full IB Diploma requirements, can receive IB DP certificates in individual courses where all assessment criteria are met for that particular subject.

This student is referred to as an IB DP courses candidate.

Students at Al Sahwa will be given the opportunity to take individual IB classes. An IB certificate will be awarded externally, by the IB, for any IB examination taken.

### FULL DIPLOMA CERTIFICATE VS IB COURSES

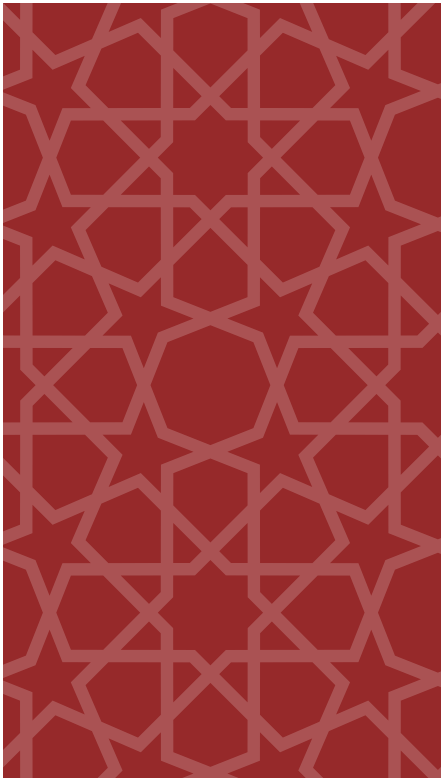
| ONE SUBJECT FROM EACH OF THE GROUPS 1-5                         | IB DIPLOMA CANDIDATE | IB COURSES CANDIDATE | STUDENTS MAY TAKE UPTO 6 DP COURSES        |
|---|----------------------|----------------------|--|
| EITHER AN ARTS SUBJECT OR AN ADDITIONAL SUBJECT FROM GROUPS 3-4 |                      |                      |  |
| THREE SL AND THREE HL   |                      |                      | NO SET NUMBER OF SL/HL REQUIRED            |
| EXTENDED ESSAY  |                      |                      | EE NOT REQUIRED- BUT CAN EARN CERTIFICATE  |
| TOK   |                      |                      | TOK NOT REQUIRED- BUT CAN EARN CERTIFICATE |
| CAS   |                      |                      | NOT REQUIRED                               |

# Diploma Programme Online Courses

Pamoja:

© Pamojaeducation.com

Schools have the opportunity of offering online DP courses to widen a student's choice of courses. These online courses, from IB-approved providers, are led by experienced DP teachers. At Al Sahwa, we intend to offer online courses through Pamoja. Pamoja is the only provider approved by the IB to teach the Diploma and Career-related Programmes online. (for more information on Pamoja see the IB DP Coordinator).



# Diploma Pathways – DP Course Description

## Group 1: Studies in Language and Literature Course Description : English A: Language and Literature Higher Level and Standard Level

In this course students will explore language as it is used in everyday instances as well as in a range of literary texts. Students will be expected to analyse various text types and literary forms and consider their own interpretations as well as the perspectives of others to understand how these perspectives are shaped by the culture they belong to. The course includes opportunities for students to communicate their responses via a variety of communicative acts.

This course has significant scope for students to contribute to its construction in the choice of texts and in the nature of the assessment that corresponds to these texts. This will be done as a part of a dialogue and under the guidance of a teacher while referencing the stipulations and requirements of the course found in the subject guide.

Literary texts are chosen from poetry, fiction, literary non-fiction and drama. Students are expected to explore a wide selection of non-literary text types which will include advertisements, parodies, infographics, screenplays, magazine articles, instructions, cartoons and a variety of electronic text. The course requires extensive reading and engagement with literary and non-literary texts in order to be able to interpret, analyse and evaluate them.

## Assessment at a glance

### Internal Assessment (Externally moderated)

#### **SL/HL:** Individual Oral

This component requires the skills of communication, close reading and analysis.

Students will choose a global issue and examine the ways in which this issue is presented through an extract from one literary text and one non-literary text.

The student speaks for 10 minutes followed by a Q&A of 5 minutes with the teacher.

**Weighting: SL: 30%**

**HL: 20%**

### External Assessment

**SL:** Paper 1: From two non-literary passages, students choose one and write an analysis.

[75 minutes, 35% weighting]

Paper 2: Students select one question out of four general questions and write an essay comparing two literary works studied in the course .

[105 minutes, 35% weighting]

**HL:** Paper 1: The paper consists of two non-literary passages. Students write an analysis of each of the passages.

[135 minutes, 20% weighting]

# Diploma Pathways – DP Course Description

## Group 2: Language Acquisition

### Course Description: Language B -

Language B course aims to develop international-mindedness through the study of language, culture, and ideas and issues of global significance. Students develop the ability to communicate in the target language through the study of language, themes and texts. The five prescribed themes are: **identities, experiences, human ingenuity, social organization and sharing the planet.**

While developing the ability to communicate in target language, students develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language.

## Assessment at a glance

### Internal Assessment (Externally moderated)

**SL:** Individual oral assessment : 25%

SL- A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)

**HL:** Individual oral assessment : 25%

HL- A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)

### External Assessment

**SL:** Productive skills—writing: 75 minutes 25%

Paper 2 Receptive skills— separate sections for listening and reading: 1 hour 45 mins - 50% ; Listening comprehension (45 minutes); Reading comprehension (1 hour)

**HL:** Paper 1 Productive skills 90 minutes 25%

Paper 2 Receptive skills— separate sections for listening and reading: 2 hours - 50% ; Listening comprehension (1 hour) ; Reading comprehension (1 hour)

**\*Comprehension exercises on three audio passages and three written texts, drawn from all five themes**

## Diploma Pathways – DP Course Description

### Group 3: Individuals and Societies

#### Course Description: Business Management SL/HL

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. 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.

Topics include **Human Resource Management, Finance, Marketing, and Operations Management**. One of the main projects students will work on is formulating a business plan for their own business, giving them a chance to apply these concepts to their own life.

### Assessment at a glance

|   |   |
|---|---|
| Internal Assessment<br>(Externally moderated) | <p><b>SL:</b> Written commentary - Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1,500 words: 15 Hours 25%</p> <p><b>HL:</b> Research project - Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2,000 words: 30 Hours 25%</p> |
| External Assessment                           | <p><b>SL:</b> Paper 1 Structured questions : 75 minutes 30% Paper 2 Structured and extended response questions: 105 minutes 45%</p> <p><b>HL:</b> Paper 1 Structured and extended response questions: 135 minutes 35% Paper 2 Structured and extended response questions 135 minutes 40%</p>  |

# Diploma Pathways – DP Course Description

## Information technology in a Global Society - ITGS

The IB DP information technology in a global society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

The aims of the ITGS standard level courses are to:

Enable the student to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organizations and societies at the local and global level develop the student's understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on them encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user. Today's complex and dynamic business environment.

Topics include **Human Resource Management, Finance, Marketing, and Operations Management**. One of the main projects students will work on is formulating a business plan for their own business, giving them a chance to apply these concepts to their own life.

## Assessment at a glance

|   |  |
|---|--|
| Internal Assessment<br>(Externally moderated) | <p><b>SL &amp; HL - Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Project (30 hours) The development of an original IT product for a specified client. Students must produce:</p> <ul style="list-style-type: none"> <li>▪ a cover page using prescribed format</li> <li>▪ an original IT product</li> <li>▪ documentation supporting the product (word limit 2,000 words)</li> <li>▪ a screencast. (30 marks)</li> </ul>  |
| External Assessment                           | <p><b>SL-External assessment (2 hours 45 minutes) 70%</b><br/> <b>Paper 1 (1 hour 30 minutes)</b> Four structured questions that assess in an integrated way the three strands of the syllabus.<br/>           Social and ethical significance<br/>           Application to specific scenarios<br/>           T systems Students answer two of four structured questions on any of the <b>SL/HL</b> core topics. (40 marks) 40%<br/> <b>Paper 2 (1 hour 15 minutes)</b><br/>           This paper consists of one unseen article. Students are required to write a response to this article.<br/>           (26 marks)<br/> <b>HL-HL- External assessment (4 hours 45 minutes) 80%</b><br/> <b>Paper 1 (2 hours 15 minutes)</b><br/>           Seven structured questions in two sections that assess in an integrated way the three strands of the syllabus.<br/>           Social and ethical significance<br/>           Application to specific scenarios<br/>           IT systems<br/>           Section A Students answer two of three structured questions on any of the <b>SL/HL</b> core topics.<br/>           Section B Students answer one of four structured questions based on the HL extension topics.<br/>           (60 marks) 35%<br/> <b>Paper 2 (1 hour 15 minutes)</b> This paper consists of one unseen article. Students are required to write a response to this article. (26 marks) 20%<br/> <b>Paper 3 (1 hour 15 minutes)</b> Four questions based on a pre-seen case study. (30 marks)</p> |

# Diploma Pathways – DP Course Description

## Course Description: Environmental systems and societies SL Only

This course enables students to satisfy the requirements of both subjects groups simultaneously while studying one course. ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

## Assessment at a glance

|   |  |
|---|--|
| Internal Assessment<br>(Externally moderated) | Individual investigation - Written report (between 1500 to 2250 words):10 hours 25%                                |
| External Assessment                           | <b>Paper 1</b> Case study: 60 minutes 25%<br><b>Paper 2</b> - Short answers and structured essays: 120 minutes 50% |

\* ESS is placed in Group 3 & 4 and being part of the group 4 project.

\* ESS students have the option to participate in the group 4 project. For those who participate, 10 hours of practical activities will be replaced with 10 hours of work on the group 4 project.

# Diploma Pathways – DP Course Description

## Group 4: Sciences

### Course Description: Physics SL/HL

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

## Assessment at a glance

|   |  |
|---|--|
| Internal Assessment<br>(Externally moderated) | <p><b>SL:</b> Individual investigation - Investigation and write-up of 6 to 12 pages: 10 hours 20%</p> <p><b>HL:</b> Individual investigation - Investigation and write-up of 6 to 12 pages: 10 hours 20%</p>  |
| External Assessment                           | <p><b>SL:</b> Paper 1 - 30 multiple choice questions: 45 minutes 20%<br/>Paper 2 - Short answer and extended response questions (Core) 75 minutes 40%<br/>Paper 3 - Data- and practical- based questions plus, short answer and extended response questions on the option 60 minutes 20%</p> <p><b>HL:</b> Paper 1 - 40 multiple choice questions: 60 minutes 20%<br/>Paper 2 Short answer and extended response questions (Core and AHL) 135 minutes 36%<br/>Paper 3 Data- and practical- based questions plus, short answer and extended response questions on the option 75 minutes 24%</p> |

# Diploma Pathways – DP Course Description

## Course Description: Chemistry SL/HL

The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century. By studying Chemistry students should become aware of how scientists work and communicate with each other, while the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

### Assessment at a glance

#### Internal Assessment (Externally moderated)

**SL:** Individual investigation - Investigation and write-up of 6 to 12 pages: 10 hours 20%

**HL:** Individual investigation - Investigation and write-up of 6 to 12 pages: 10 hours 20%

#### External Assessment

**SL:** Paper 1 - 30 multiple choice questions (Core): 45 minutes 20%  
Paper 2 - Short answer and extended response questions (Core) 75 minutes 40%

Paper 3 - Data- and practical- based questions plus, short answer and extended response questions on the option 60 minutes 20%

**HL:** Paper 1 - 40 multiple choice questions Core and AHL): 60 minutes 20%

Paper 2 Short answer and extended response questions (Core and AHL) 135 minutes 36%

Paper 3 Data and practical- based questions plus, short answer and extended response questions on the option 75 minutes 24%

# Diploma Pathways – DP Course Description

## Course Description: Biology SL/HL

Biology is the study of life. By studying Biology in the DP, students should become aware of how scientists work and communicate with each other, while the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

### The group 4 project (for different Group 4 subjects - Physics, Chemistry, Biology, Sports exercise and health science and ESS)

The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific process.

## Assessment at a glance

### Internal Assessment (Externally moderated)

**SL:** Individual investigation - Investigation and write-up of 6 to 12 pages: 10 hours 20%

**HL:** Individual investigation - Investigation and write-up of 6 to 12 pages: 10 hours 20%

### External Assessment

**SL:** Paper 1 - 30 multiple-choice questions (Core): 45 minutes 20%

Paper 2 - Data-based, short answer and extended response questions 75 minutes 40%

Paper 3 - Data-based, short answer and extended response questions 60 minutes 20%

**HL:** Paper 1 - 40 multiple choice questions Core and AHL: 60 minutes 20%

Paper 2 Data-based, short answer and extended response questions 135 minutes 36%

Paper 3 Data-based, short answer and extended response questions on the option 75 minutes 24%

# Diploma Pathways – DP Course Description

## Computer Science SL/HL

Computer Science is an experimental science that offers a rigorous and practical problem-solving discipline, which, as a methodology, can be applied to all walks of life. This two-year course gives an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved

### Assessment at a glance

|   |  |
|---|--|
| Internal Assessment<br>(Externally moderated) | <p>Written commentary<br/>A report of the development of a computational solution.<br/>Students must produce:<br/>a cover page that follows the prescribed format<br/>a product supporting documentation (word limit 2,000 words)<br/>There must be evidence of independent research and investigation for students to reach the top level.<br/><b>SL:</b> 30 hours – 30%<br/><b>HL:</b> 30 hours- 20%</p>   |
| External Assessment                           | <p><b>SL:</b><br/>Paper 1 – 1.5 hrs- 45% weightage<br/>Section A consists of several compulsory short answer questions 1 hr<br/>Section B consists of three compulsory structured questions.<br/>Paper 2- 1 hr- 25% weightage An examination paper of between two and five compulsory questions; linked to the option studied.</p> <p><b>HL:</b><br/>Paper 1- 2 hr 10 mins- 40% weightage<br/>Section A consists of several compulsory short answer questions.<br/>Section B consists of five compulsory structured questions.<br/>Paper 2- 1 hr 20 mins- 20% weightage<br/>An examination paper of between three and seven compulsory questions; linked to the option studied.<br/>Paper 3- 1hr- 20% weightage An examination paper consisting of four compulsory questions based on a pre-seen case study.</p> |

# Diploma Pathways – DP Course Description

## Design Technology SL Course Description:

The Diploma Programme design technology course aims to develop internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. Inquiry and problem-solving are at the heart of the subject. DP design technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution can be defined as a model, prototype, product or system that students have developed independently. DP design technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework.

## Assessment at a glance

### Internal Assessment (Externally moderated)

- SL IA component** Duration: 40 hours Weighting: 40%
- Individual design project
  - This design project covers assessment objectives 1, 2, 3 and 4.
  - At SL, the design project is assessed against the 4 common criteria:
    - Criterion A: Analysis of a design opportunity
    - Criterion B: Conceptual design
    - Criterion C: Development of a detailed design
    - Criterion D: Testing and evaluation

### External Assessment

- Paper 1** Duration: ¾ hour Weighting: 30% Marks: 30
- 30 multiple-choice questions on the core material.
  - The questions on paper 1 test assessment objectives 1 and 2.
  - The use of calculators is not permitted.
  - No marks are deducted for incorrect answers.
- Paper 2** Duration: 1½ hours Weighting: 30% Marks: 50
- Section A: one data-based question and several short-answer questions on the core material (all compulsory). Maximum of 30 marks.
  - Section B: one extended-response question on the core material (from a choice of three). Maximum of 20 marks.
  - The questions on paper 2 test assessment objectives 1, 2 and 3.
  - The use of calculators is permitted. (See calculator section on the OCC.)
  - This paper is common with HL paper 2.

# Diploma Pathways – DP Course Description

## Group 5: Mathematics

### Course Description: Mathematics Analysis & Approaches

#### Mathematics: Analysis & Approaches

This course recognizes the need for analytical expertise in a world where innovations is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example Functions, Trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both HL and SL, and proof by Induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However Mathematics Analysis and Approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

#### Mathematics: Analysis and Approaches: Distinction between SL and HL

Students who choose Mathematics analysis and approaches at SL or HL should be comfortable at the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalizations of these patterns. Students who wish to take Mathematics analysis and approaches at Higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

## Assessment at a glance

### Internal Assessment (Externally moderated)

**SL/HL:** Mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.  
30 Hours 20% Weighting

### External Assessment

#### SL:

Paper 1 (graphical display calculator not allowed) - compulsory short-response questions based on the whole syllabus: 90 min 40% Weighting

Paper 2 (graphical display calculator required)  
compulsory extended response questions based on the whole syllabus:  
90 min, 40% Weighting

#### HL:

Paper 1 (graphical display calculator not allowed) - compulsory short-response questions based on the whole syllabus:  
120 min; 30% Weighting

Paper 2 (graphical display calculator required) - compulsory extended-response questions based on the whole syllabus:  
120 min; 30% Weighting

Paper 3 - only in HL (graphical display calculator required)  
Two compulsory extended response problem- solving questions  
60 min; 20% Weighting

## Diploma Pathways – DP Course Description

### Course Description: Mathematics Applications & Interpretation SL Mathematics: Applications and Interpretation

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

### Assessment at a glance

|   |  |
|---|--|
| Internal Assessment<br>(Externally moderated) | <b>SL/HL:</b> Mathematical exploration<br>Investigative, problem- solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.<br>30 Hours 20%  |
| External Assessment                           | <b>SL:</b><br>Paper 1 (graphical display calculator required)<br>compulsory short-response questions based on the whole syllabus: 90 min 40% Weighting<br>Paper 2 (graphical display calculator required) - compulsory extended- response questions based on the whole syllabus: 90 min, 40% Weighting<br><br><b>HL:</b><br>Paper 1 (graphical display calculator required)<br>compulsory short-response questions based on the whole syllabus:<br>120 min; 30% Weighting<br>Paper 2 (graphical display calculator required) - compulsory extended- response questions based on the whole syllabus: 120 min; 30% Weighting<br>Paper 3 (graphical display calculator required)<br>Two compulsory extended response problem-solving questions<br>60 min; 20% Weighting |

# Diploma Pathways – DP Course Description

## Group 6: The Arts

### Course Description: Visual Arts SL/HL

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers, in addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

## Assessment at a glance

### Internal Assessment (Externally moderated)

**SL:** Exhibition: 40%

A curatorial rationale that does not exceed 400 words  
4–7 artworks, Exhibition text (stating the title, medium, size and intention) for each artwork

**HL:** Exhibition: 40% A curatorial rationale that does not exceed 700 words

8 – 11 artworks

Exhibition text (stating

the title, medium, size and intention) for each artwork

### External Assessment

**SL:** Comparative study: 20%

10–15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists

A list of sources used Process portfolio: 40%

9–18 screens which evidence the student's sustained experimentation, exploration, manipulation

And refinement of a variety of art-making activities

**HL:** Comparative study: 20%

10–15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists

3–5 additional screens which analyse the extent to which the student's work and practices have been influenced by the art and the artists examined

A list of sources used Process portfolio: 40%

13–25 screens which evidence the student's sustained experimentation, exploration, manipulation

And refinement of a variety of art-making activities.

# Academic Honesty

**“Knowledge without integrity is dangerous and dreadful” - Samuel Johnson**

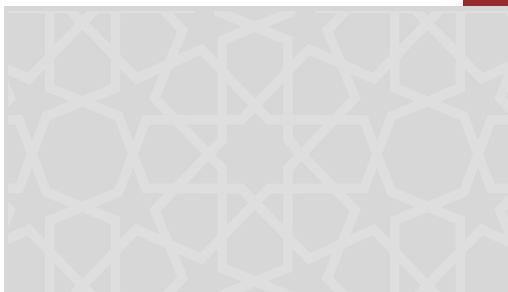
Using our core values, Respect, Gratitude and Proactivity, we promote ethical behaviour that reflect Omani, and internationally-accepted values and culture to develop students who are trustworthy, principled and responsible. At Al Sahwa, academic honesty is the responsibility of the entire school community, teachers and students, and is developed across the curriculum as part of the school's Approaches to Learning development.

Students of Al Sahwa are expected to know the appropriate methods to acknowledge a source. Students are taught to acknowledge their sources in an age-appropriate manner through information literacy skill-based activities starting from PYP & MYP.

The school has adopted the (APA) referencing guide in all subject areas. These guidelines are clearly defined in the Academic Honesty policy as well as a student friendly poster on Academic Honesty, which is displayed in all classrooms

The Librarians in collaboration with the Personal Project Coordinator and subject teachers help to develop the research and referencing skills that are identified in the PYP transdisciplinary skills and the MYP/DP approaches to learning.

In addition, all subject teachers ensure that MYP and DP students follow (APA) style as explained in the Academic Honesty Policy and to include the APA handout with guidelines in the research journal with the collaboration of the teachers. Sessions on plagiarism, paraphrasing and note taking etc. will be conducted by the librarian and Personal Project Coordinator during the school assemblies, Community Project and Personal Project lessons.



## Misconduct during internal and external examinations

During an examination and at other times specified by the invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute academic misconduct, resulting in appropriate action by the school and/ or the examining board.

All work completed during an examination and then submitted for assessment, must be the authentic work of the candidate. Any copying, collusion, plagiarism, reference to unauthorized material, or communication between candidates may constitute academic misconduct, resulting in appropriate action by the school and/ or the examining board.



# Assessments

Assessment of achievement in each subject of the IB Programme is based on external and internal assessment of coursework and external assessment through final examinations taken in May of G12/DP2. Each subject is graded on a scale of 1 (minimum) to 7 (maximum), as shown below. The grades are referenced to grade criteria rather than to performance of any group of students in any particular year. Criterion referencing is a type of assessment practice where the performance of an individual candidate is assessed on the basis of pre-defined criterion. Each criterion has its descriptors clearly laid out indicating students level of performance and explanation of the same. IB follows criterion referencing. At Al Sahwa, we follow the practice of criterion referencing.



# Theory of Knowledge and Extended Essay

Assessment of TOK and the extended essay is by a system of bonus points. In TOK, work is assessed both internally and externally. Extended essays are assessed externally. These two components are each graded in one of five bands.

|   |                                 |
|---|---------------------------------|
| A | Work of an excellent standard   |
| B | Work of a good standard         |
| C | Work of a satisfactory standard |
| D | Work of a mediocre standard     |
| E | Work of a poor standard (Fail)  |

It is possible to gain a bonus of up to 3 points for TOK and extended essay in combination. The bonus points are determined according to the following 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 |   |   |   |                   |

## Assessing DP Core

### How is ToK assessed?

Assessment in ToK consists of the internally- assessed Presentation and the ToK Essay (1600 words on a prescribed title). This essay is submitted electronically to external markers. Combined with students' Extended Essays, their ToK standing earns a maximum of 3 core points towards the Diploma Programme final score, tallied out of a maximum 45 points.

### How is Extended Essay assessed?

Assessment of the Extended Essay is external. Students' essays are sent to professional markers around the world and are graded. Combined with TOK, students' EE standing earns them a possible 1-3 core points in the IB Diploma, out of a maximum 45 points.

### Is CAS assessed ?

There is no formal assessment in CAS however successful completion of all CAS requirements is an essential prerequisite for awarding of IB Diploma. Students need to regularly document their CAS experiences and provide a need not just be a typical document, students are rather encouraged to use a variety of media for their reflection.

For example, students may create a blog or website to chronicle their experiences and reflections

## Types of Assessment

A variety of different methods are used to measure student achievement against the objectives for each course.

### External assessment

Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions (limited use of these).

There is also a small number of other externally assessed pieces of work, for example, TOK essays, extended essays and language and literature assignments. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external IB examiners.

### Internal assessment (IA)

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- fieldwork
- laboratory work in the sciences
- investigations in mathematics

Internal assessments are checked by external IB examiners and normally contribute between 20% and 30% of the total mark. Some of

the arts courses, for example, music, theatre arts and visual arts, have assessment of a major practical component, which can account for as much as 50% of the total mark.

International Baccalaureate Organisation (2018), "Diploma Programme Assessment Procedures", Cardiff: IB.

## Calendar of Internal Deadlines for Students

Coursework – the non-examination part of students' performance in the IB Diploma Programme – is a continuous process throughout Years 11 and 12. The deadline calendar (which will be published in the students' planners and on the website: is designed to help students manage their time effectively and maintain a balanced workload throughout the two years of their IB Diploma Programme course. The deadline calendar contains IA deadlines, examination dates, major university admission dates, and other important events.

\*All IA deadlines are at 13:30 pm on the day indicated (or in the lesson on that day). The best piece of advice an IB Diploma Programme student could be given is to do an assignment as soon as possible after it is set, and not wait until it is nearly time to hand it in.



## Internal Examinations

There are three periods of internal (school) examinations for IB Diploma Programme students:

- 1-First semester examinations in December/January
- 2-Second semester examinations in May/ June
- 3-Mock examinations in January of Year 12/DP2.

These are intended to foster familiarity with the experience of taking several demanding exams in a short period of time. They support the recognition of strengths and weaknesses by teachers and students and provide invaluable input into student progress and future action.

## Semester grades

For many students, the semester grades are decisive for university acceptance. These are issued in February and June, and are based on work completed throughout the semester.

Further details on assessment, including the role that each examination takes in the overall semester grade, are outlined in Al Sahwa Assessment Policy

## Academic Counsellors and Predicted Grades

Support for university and college applications is provided by the Academic Counsellors.

Diploma Programme teachers will make predictions about students' final grades at different stages in the two years. In June of Year 11/DP 1, the Academic Counsellors share these grades with students to help them make informed decisions in the university application process. Al Sahwa recognizes that predicting final outcomes is a fine art, and that student performance and motivation can fluctuate during the two years.

IB predicted grades will be calculated using the Excel spreadsheet made available by the DP Coordinator. 20% of the predicted grade will be based on student performance in the unit tests in Grades 11 and 12, 30% from the end-year Grade 11 examination. The remaining 50% is determined by the mock examination in Grade 12, in conjunction with the final IA, in the same proportion as internal/external assessment is weighted for that subject in the DP.

## External Examinations and Results

The final Diploma Programme examinations which form part of external assessment take place in May of Year 12/DP2. These typically constitute 50 to 80 percent of a student's final grade in each subject and require thorough preparation.

IB Diploma Programme results will be released to the school. Students can come into school at a specified time to receive their results if they wish, or they can access them online the following day. A final official IB Diploma Programme certificate will be available at the end of August.



## Resitting Examinations

Occasionally students do not achieve the results they had hoped for. The registration deadline for retaking examinations in the November session is 1-2 weeks after the release of examination results in July. This means that students must make a decision very quickly after receiving results.

# University Admission

The Diploma Program is a leading, internationally recognized pre-university qualification. Given that the IB Diploma is a challenging programme of education it is highly regarded as preparing students very well for university. A student who satisfies the requirements for the Diploma has demonstrated independent study skills, developed a broad range of academic skills, studied at least three disciplines in depth, engaged with interdisciplinary ideas, reflected on the nature of human knowledge in an international context and taken part in social, physical, and creative pursuits beyond the classroom. The concept of educating the whole person distinguishes the Diploma Program from many other upper secondary programs and provides an excellent preparation for university study. "The International Baccalaureate (IB) Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities." (<http://www.ibo.org> 15th March 2009)

Al Sahwa will produce predicted grades for all students for university admissions (either in October OR December) and for the IB in early April. An important note: predicted grades themselves are estimates and are NOT an official indicator of performance produced by the school. When determining a predicted grade, teachers will take into account the major assessments that students have completed over the duration of the course. Predicted Grades that a student requests the school to provide to support their university application may or may not be made known to the students based on school policy at that time.

While the full IB Diploma constitutes a rigorous program of study (one of the key criteria for a competitive university/college admissions application), students may elect different courses based on their anticipated program of study as well as in which country they plan to attend post-secondary schooling. For example, a specific course may not be accepted for entry to university in one country, whereas it may be perfectly acceptable in another. Students must work with their parents, counselors, and research prospective universities and countries to be informed about requirements for entry. It is very important that you are aware that specific subjects or combinations of subjects could be required (or excluded) by the country or university of your choice.

In some countries, such as the United States and Canada, the IB Diploma may qualify students for advanced placement or academic credits or for scholarships; additionally, students with the IB

Diploma are often accepted at a higher rate at selective U.S. universities than those with other qualifications. In Europe and the UK the IB Diploma is accepted on a par with the UK matriculation (A levels), French Baccalauréat, German Abitur and Swiss Maturité. In general, European universities prefer the IB Diploma for entrance over IB Certificates or the High School Diploma. European universities may require standardized tests (SAT, ACT), if a student only has the High School Diploma or the High School Diploma with IB Certificates.

## Study in the United Kingdom

The IB is widely recognized as a qualification for entrance to university in the UK. Students complete an application, usually through UCAS, and the school provides predicted grades for the IB Diploma. Offers are conditional based on confirmation of the final IB Diploma results at the conclusion of the school year.

## Study in the United States

Schools in the USA look upon the rigor of the full IB Diploma favorably. In addition to school transcripts, most schools will require students to complete an entrance examination, either the **SAT** or the **ACT**. There are also some schools that may consider or require additional tests called **SAT Subject Tests**.

## Study in Canada

Canada, like the US and UK, accepts the IB Diploma as a qualification for entrance to university. The process is very similar to the UK except that Canadian universities may also ask for internal school reports to be submitted in the application process.

## Study in Australia

The process in Australia is again similar to that of the UK. However, due to the calendar being different than that of schools in the UK, Europe, Canada, and the US (i.e., in Australia schools often start in February/March), students usually apply in the summer after graduation when they already have their exam results.

## Study in other countries

The IBO website is a great resource to begin to narrow down the specific requirements of the many remaining countries of the world.

\*Universities providing English-speaking programs may often require a student to take a test of English language proficiency as part of admissions. This is often the **TOEFL** or **IELTS**.

# Frequently asked questions

## What characterizes IB classes?

Ans. IB Classes have the following characteristics:

- Concurrency of Learning
- International mindedness
- Positive attitude to learning
- High quality/high standards
- System of Continuous and comprehensive
- Assessment
- Challenging questions, critical thinking, research skills

## Can a student who has gone through another system (such as IGCSE) join the IB program? What are the challenges? Is the student able to cope ?

Ans. The first program envisaged in the IB curriculum was the (DP) program which is offered in grades 11 & 12. PYP and MYP followed in the 90s. Each of the three programs and more specifically DP is designed in a way that a students from different streams could adapt to the program requirements. Students find application based curriculum and project work very encouraging and interesting

## What if one does not want to do or is not good at Math or Science or Humanities?

Ans. IB believes that till high school level it is very important to develop a wide knowledge base and thus IB maintains adequate breadth in the curriculum. Whatever career one eventually pursues in life, some bit of math or science or understanding of humanities is necessary to manage world/ one's own affairs and be successful in life. While making a minimum choice from each discipline mandatory, IB offers multiple options within each group to accommodate individual preference and future academic/professional needs for e.g. there are three Math levels on offer.



## Can you take 3 sciences (Physics, Chemistry, Biology) for the IB?

Ans. Yes, but only by special application where national governments or university systems require it. Students need to take prior approval from IB to get three sciences for the admission in specific undergraduate course. Students will be getting Non-regular diplomas for this.

## Is the IB Diploma recognized?

Ans. IBDP is an internationally accepted and acclaimed pre-university course leading universities in the world offer preference and even accelerated credits to high scoring IB graduates.

## What role does IB play in ensuring smooth placement of IBDP students across universities whether in Oman or abroad?

To assist IB diploma students in making appropriate choices, the organization holds a database containing contact details of universities around the world together with up-to-date information about their requirements for admission. Students applying to a particular university may also grant permission for their grades to be accessed directly from the IBO's secure website.

Universities value its combination of depth with breadth, its rigour, its emphasis on developing analytical thinking and critical skills, and its special features like CAS (Creativity/Activity/Service requirements), TOK (Theory of Knowledge course) and EE (Extended Essay-independent research project).

# Frequently asked questions

## How do IB students fare in college acceptance?

Ans. As per the statistics available, an IB DP student with 37 and above points (maximum possible being 45) accumulates good enough credits to get admissions in the best universities around the world. Students with a score lower than 37 (say in the range of 31 to 36) are also well accepted in Universities worldwide. (24 is the normal passing aggregate and each subject has a score range of 0 to 7 with 7 being the highest).

## How does the late declaration of IB results affect the students who would want to continue in Oman?

Ans. The effects are as follows :

IBDP results are published on the 5th of July each year for its May examinations. However, all IB DP students are assigned a 'Predicted Grade' before sitting for the examinations. Provisional admissions are granted to IB DP students based on the predicted grades which are confirmed upon submission of the final grades. Universities may withdraw provisional admission offers in case there is a greater variance between actual and predicted grades. The decision to withdraw or continue depends on specific universities.

## What subjects should you take if you want to study engineering/medicine?

Ans. Physics and Math at the Higher Level and Chemistry at the standard or higher level are recommended for students interested in engineering, either in India or overseas. Physics, Chemistry, and Biology are required for studying medicine in India. Medicine in the UK requires 2 Higher Level sciences. Medicine in the US and Canada is a postgraduate degree.

## Do students who have done the IB get advanced placement or credit at university?

Ans. Yes, they often do. Since the IB standard is considered to be quite high, many US Universities offer advanced credits (or advanced standing) in well scored subjects in IB DP. A good student can accumulate these credits to save up to one full year of the four year Undergraduate program. The exact amount of credit awarded varies from university to university.

# References

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Learning Diversity and Inclusion - <https://goo.gl/images/adTGGM>

## Disclaimer

Al Sahwa Schools is a Candidate School\* for the IB Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Al Sahwa Schools believes is important for our students.

\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit <http://www.ibo.org>



**IBDP**

## متطلبات المساقات عبر مجالات الاستكشاف الثلاثة

مجالات الاستكشاف : ( القراء والكتاب والنصوص -  
الزمان والمكان - التناص ) .

قائمة المفاهيم الأساسية : ( الهوية - الثقافة -  
المنظور - التمثيل - التحول - الإبداع - التواصل )

1/ يجب دراسة أربعة أعمال على الأقل في مساق  
المستوى العادي ويجب دراسة ستة أعمال على  
الأقل في مساق المستوى العالي .

2/ لقد وضعت البكالوريا الدولية IB قائمة قراءة  
مقررة شاملة للمؤلفين في مجموعة واسعة من  
اللغات لترافق مساقات مجموعة الدراسات في  
اللغة والأدب ، وهذه القائمة قابلة للبحث عبر  
الانترنت وتزود المعلمين بمصدر يُمكنهم من  
اختيار مجموعة من المؤلفين بحيث تضمن التنوع  
والامثال لمتطلبات المساقات.

3/ يجب أن يشمل كل مجال من مجالات  
الاستكشاف دراسة أعمال أدبية ونصوص  
(كالرواية والقصة والمسرحية .... وغيرها المذكورة  
في دليل اللغة والأدب ) ونصوص غير أدبية (   
الإعلانات والمحاكاة الساخرة والمقالات والنصوص  
السينمائية والكرتون وغيرها من قائمة النصوص  
في الدليل مع تخصيص وقت مساو لدراسة كل  
منها.

4/ يجب اختيار النصوص والأعمال من مجموعة  
متنوعة من الثقافات واللغات. وعند اختيارها،  
يجب أن يحاول المعلمون تحقيق توازن من حيث  
نوع النص والشكل الأدبي والفترة الزمنية  
والمكان وأن يحاولوا ضم مجموعة متنوعة من  
الأشكال التي يمكن أن تتخذها التجربة البشرية  
والفنية.

## المهارات المستهدفة في مساق اللغة والأدب

1/ سيتعلم الطلاب في مساق اللغة "أ"؛ اللغة  
والأدب عن الطبيعة المعقدة والديناميكية  
للغة و يستكشفون أبعادها العملية  
والجمالية.

2/ يستكشف الطلاب الدور الحاسم للغة في  
التواصل ، حيث تعكس التجارب و تشكّل  
العالم .

3/ سيتعلم الطلاب أيضا عن أدوارهم  
كمنتجين للغة ويطورون مهاراتهم  
الإنتاجية.

4/ وطوال فترة دراسة المساق ، سوف  
يستكشف الطلاب الطرق المتعددة التي  
تؤثر على الاختيارات اللغوية وأنواع النصوص  
والأشكال الأدبية كالرواية وعناصر السياق .  
5/ عبر التحليل الدقيق لنصوص أدبية  
وأشكال أدبية متنوعة ، سينظر الطلاب في  
تفسيراتهم بالإضافة إلى المنظورات الناقدة  
الخاصة بالآخرين لاستكشاف كيف تتشكل  
تلك المواقف بأنظمة المعتقدات الثقافية و  
لتباحث معاني النصوص.

6/ سوف ينخرط الطلاب في نشاطات  
تُشركهم في عملية الإنتاج وتساعدهم في  
تشكيل وعيهم الناقد و كيفية عمل  
النصوص والعناصر المرئية والسمعية  
المصاحبة لها للتأثير على الجمهور / القراء  
وكيف تكشف الجماهير/ القراء عن  
الإمكانات المحتملة للنصوص .

7/ يركز المساق على مجموعة متنوعة  
وواسعة من أفعال التواصل ، يهدف المساق  
إلى تطوير الحساسية بالطبيعة التأسيسية  
للغة، وتأثيرها المُتخلل، في العالم بصورة  
عامة.

| نظرة عامة على المنهج  | التقييم  | التقييم   |
|---|--|---|
| الصف الحادي والثاني عشر<br>(العالِي HL – العادي SL )  | التقييم<br>المستوى العالِي HL  | المستوى العادي SL   |
| <p>المستوى العالِي HL: ستة أعمال<br/>أعمال أدبية وغير أدبية ، منها:<br/>عمالان بحد أدنى يكونان<br/>مكتوبين أصلا باللغة التي<br/>يدرسونها، بقلم مؤلفين<br/>مذكورين في قائمة القراءة<br/>المقررة<br/>عمالان بحد أدنى يكونان<br/>مترجمين و كتيهما مؤلفان<br/>مذكوران في قائمة القراءة<br/>المقررة.<br/>عمالان يختاران بحرية من قائمة<br/>القراءة المقررة أو من مكان آخر .<br/>ويمكن أن يكونا عمليين<br/>مترجمين .<br/>يجب أن تختار الأعمال بحيث<br/>تغطي<br/>ثلاثة أشكال أدبية رئيسة وثلاث<br/>فترات<br/>زمنية وثلاثة أماكن من قارتين<br/>على الأقل.<br/>المستوى العادي SL: أربعة<br/>أعمال ،<br/>أعمال أدبية وغير أدبية منها: .<br/>عمل واحد بحد أدنى يكون<br/>مكتوباً أصلا باللغة التي<br/>يدرسونها، بقلم مؤلف مذكور<br/>في قائمة القراءة المقررة<br/>عمل واحد بحد أدنى يكون<br/>مترجماً و بقلم مؤلف مذكور في<br/>قائمة القراءة المقررة<br/>عمالان يختاران بحرية من قائمة<br/>القراءة المقررة أو من مكان آخر<br/>ويمكن أن يكونا عمليين<br/>مترجمين.<br/>يجب أن تختار الأعمال بحيث<br/>تغطي شكيلين أدبيين رئيسيين<br/>و فترتين زمنيتين ومكانين من<br/>قارتين على الأقل.</p> | <p>التقييم الخارجي (٤ ساعات) ٨٠ %<br/>الورقة الأولى : تحليل النصوص<br/>الموجه (ساعتان و ١٥ دقيقة)<br/>تتألف الورقة من فقرتين غير<br/>أدبيتين ، من نوعي نصوص<br/>مختلفين ، ومع كل منها سؤال.<br/>يكتب الطلاب تحليلاً لكل فقرة<br/>من الفقرتين، (٤٠ درجة) ٣٥%<br/>الورقة الثانية: المقال المقارن<br/>(ساعة و ٤٥ دقيقة)<br/>تتكون الورقة من أربعة أسئلة<br/>عامة. يجب الطلاب عن سؤال<br/>واحد بكتابة مقال مقارن يركز<br/>على عمليين من الأعمال التي<br/>درسوها في المساق. (٣٠ درجة)<br/>٢٥%<br/>مقال المستوى العالِي<br/>يقدم الطلاب مقالاً عن نص غير<br/>أدبي أو مجموعة من النصوص<br/>غير الأدبية بقلم نفس المؤلف ،<br/>أو نص غير أدبي أو عمل درسه<br/>أثناء المساق. (٢٠ درجة) ٢٠%<br/>يجب أن يكون المقال ما بين ١٢٠٠<br/>و ١٥٠٠ كلمة .<br/>التقييم الداخلي ٢٠%<br/>التقييم الشفهي الفردي ١٥<br/>دقيقة) يتكون هذا العنصر من<br/>تقييم شفهي فردي يقيمه<br/>المدرس داخلياً ( بإشراف )<br/>البكالوريا الدولية IB<br/>التقييم الشفهي الفردي ١٥<br/>دقيقة) يدعم الطلاب بمقتطف<br/>من نص غير أدبي ومقتطف من<br/>عمل أدبي، وسوف يقدمون<br/>استجابة مجهزة مدتها ١٠ دقائق،<br/>يتبعها ٥ دقائق من الأسئلة<br/>التي يطرحها المدرس . (٤٠ درجة)<br/>٢٠%</p> | <p>التقييم الخارجي (٣ ساعات) ٧٠ %<br/>الورقة الأولى: تحليل النصوص<br/>الموجه (ساعة و ١٥ دقيقة)<br/>تتألف الورقة من فقرتين غير<br/>أدبيتين ، من نوعي نصوص<br/>مختلفين، ومع كل منها سؤال.<br/>يختار الطلاب فقرة واحدة<br/>ويكتبون تحليلاً لها. (٢٠ درجة)<br/>٣٥%<br/>الورقة الثانية: المقال المقارن<br/>(ساعة و ٤٥ دقيقة)<br/>تتكون الورقة من أربعة أسئلة<br/>عامة. يجب الطلاب عن سؤال<br/>واحد بكتابة مقال مقارن يركز<br/>على عمليين من الأعمال التي<br/>درسوها في المساق. (٣٠ درجة)<br/>٣٥%<br/>التقييم الداخلي ٣٠%<br/>يتكون هذا العنصر من تقييم<br/>شفهي فردي يقيمه المدرس<br/>داخلياً ( بإشراف ) البكالوريا<br/>الدولية IB<br/>التقييم الشفهي الفردي ١٥<br/>دقيقة) يدعم الطلاب بمقتطف<br/>من نص غير أدبي ومقتطف من<br/>عمل أدبي ، وسوف يقدمون<br/>استجابة مجهزة مدتها ١٠ دقائق،<br/>يتبعها ٥ دقائق من الأسئلة<br/>التي يطرحها المدرس<br/>(٤٠ درجة) ٣٠%</p> |

## المجموعة الثانية : اللغة ب

### Group 2: Language Acquisition Arabic B

والأفكار، والقضايا ذات الأهمية العالمية.

٢/ تمكين الطلاب من التواصل باللغة التي درسوها في مجموعة من السياقات ولمجموعة متنوعة من الأغراض والغايات.

٣/ تشجيع إدراك وتقدير مجموعة متنوعة من وجهات النظر لأشخاص ينتمون إلى ثقافات متنوعة، من خلال دراسة النصوص والتفاعل الاجتماعي.

٤/ تنمية فهم الطلاب للعلاقة بين اللغات والثقافات المألوفة لهم.

٥/ تنمية وعي الطلاب بأهمية اللغة فيما يتعلق بالمجالات الأخرى للمعرفة.

٦/ تزويد الطلاب بالفرص للانخراط الفكري وتنمية مهارات التفكير الناقد والإبداعي عبر تعلم اللغات وعملية البحث والاستقصاء.

٧/ تزويد الطلاب بقاعدة لمزيد من الدراسة والعمل والترفيه من خلال استخدام لغة إضافية.

٨/ تعزيز الفضول والإبداع والاستمتاع بتعلم اللغات ليدوم مدى الحياة.

والقضايا ذات الأهمية العالمية. تعزز الروابط الصريحة مع نظرية المعرفة القدرة على التواصل باللغة الهدف بزيادة الوعي الذاتي للطلاب كمتسائلين في عملية تعلمهم للغة.

وكما يلائم مستوى المساق، تعزز مهارات التواصل من خلال الفئات الأخرى لمهارات أساليب التعليم والتعلم: التفكير، البحث، المهارات الاجتماعية، مهارات إدارة الذات.

### الفرق بين المستوى العادي والمستوى العالي:

– في كلا المستويين في اللغة ب يتعلم الطلاب التواصل باللغة الهدف في سياقات مألوفة وغير مألوفة ويصفون المواقف ويروون الأحداث ويجرون المقارنات ويشرحون المشكلات ويذكرون آرائهم الشخصية ويدعمونها في مجموعة متنوعة من المواضيع التي تتعلق بمحتوى المساق.

– إن دراسة عمليتين أدبيين مكتوبين أصلاً باللغة الهدف مطلوبة فقط من المستوى العالي في اللغة ب.

يمكن رؤية الفرق بين المستوى العادي والمستوى العالي في اللغة ب أيضاً في مستوى القدرات التي يتوقع أن يطورها الطلاب في مهارات التلقي والمهارات الإنتاجية والمهارات التفاعلية.

### أغراض اكتساب اللغة:

الأغراض التالية مشتركة بين مادة اللغة ب ومادة اللغة مبتدأ

١/ تطوير العقلية الدولية عبر دراسة اللغات، والثقافات،

وصف المقرر: اللغة العربية ((ب)) : المستوى العادي والمستوى العالي

### في مساق اللغة ((ب))

١/ يطور الطلاب القدرة على التواصل باللغة الهدف عبر دراسة اللغة والمحاور والنصوص. وبذلك فهم يطورون أيضاً الاستيعابات المبنية على المفاهيم لطريقة عمل اللغة. ويبرهن التواصل بالشواهد من خلال مهارات التلقي والمهارات الإنتاجية والمهارات التفاعلية عبر مجموعة من السياقات والأغراض والغايات التي تلائم مستوى المساق.

٢/ تتطلب دراسة اللغة الانتباه الدقيق للأشكال والتركيب والوظائف والاستيعابات المبنية على المفاهيم الخاصة باللغة. وتُعزز معرفة المفردات والقواعد – “ماذا” في اللغة – وتوسع بفهم “لماذا” و”كيف” في اللغة. الجمهور، السياق، الغرض، المعنى

٣/ يوسع الطلاب مهاراتهم في التواصل بفهم وإنتاج مجموعة متنوعة من النصوص المكتوبة والشفهية للجمهور والسياق والأغراض المرتبطة بالاهتمامات الدراسية والشخصية. ولتنمية مهارات التلقي، يجب أن يدرس طلاب اللغة “ب” نصوصاً أصيلة ويستكشفوا ثقافة / ثقافات اللغة الهدف.

بالإضافة إلى ذلك يجب دراسة عمليتين أدبيين في المستوى العالي.

٤/ تطوير العقلية الدولية عبر دراسة اللغة والثقافة والأفكار

|  | نظرة عامة على نموذج المنهج   |  |
|--|--|--|
|  | الصف الحادي عشر والصف الثاني عشر - المستوى العادي - المستوى العالي   | التقييم الداخلي (خاضع للإشراف الخارجي)   |
|  | <p>١- الورقة الأولى: المهارات الإنتاجية (الكتابة)</p> <p>٣٠ علامة</p> <p>٢- الورقة الثانية: مهارات التلقي (أقسام منفصلة للاستماع والقراءة)</p> <p>٦٥ علامة</p> | <p>١- يقيم المعلم هذا العنصر داخليا، وتعايره البكالوريا الدولية خارجيا في نهاية المساق الدراسي.</p> <p>التقييم الشفهي الفردي</p> <p>المستوى العادي:</p> <p>محادثة مع المعلم تركز على حافز مرئي، يتبعها نقاش يركز على محور إضافي</p> <p>٣٠ درجة</p> <p>المستوى العالي:</p> <p>محادثة مع المعلم تركز على مقتطف من أحد الأعمال الأدبية التي درسها الطالب في الصف يتبعها نقاش يركز على محور واحد أو محورين على الأقل من المنهج الدراسي</p> <p>٣٠ درجة</p> <p>النسبة المئوية</p> <p>٢٥%</p> |



# IBDP

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