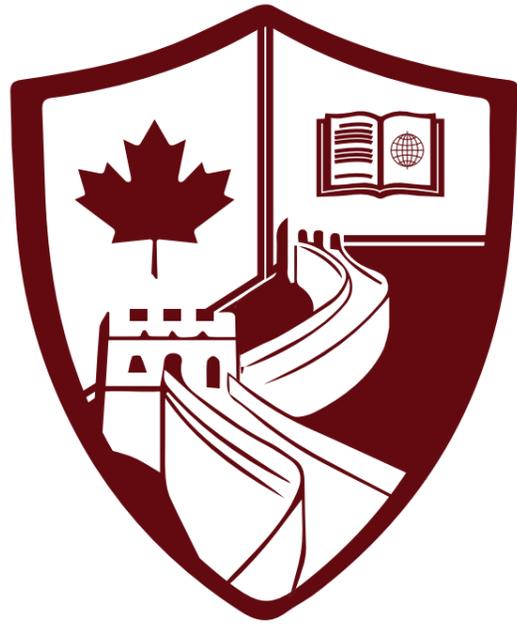


DP COURSE GUIDE 2020-2021



INTERNATIONAL SCHOOL OF NANSHAN SHENZHEN



ISNS

**INTERNATIONAL SCHOOL
OF NANSHAN SHENZHEN**

WE BELIEVE

In the worth of every student

In striving for excellence

In the value of different perspectives

In taking care of our world

In promoting international mindedness





OUR MISSION

ISNS develops globally responsible and compassionate young people by encouraging them to become active and inquiring life-long learners within an inter-cultural community.

OUR VISION

ISNS will be an inspirational force for young people to reach their full potential as successful, empowered citizens of the world.



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THE DIPLOMA PROGRAMME

DP at ISNS is a rigorous and expansive curriculum that focuses on developing a globally responsible and well-rounded student. Students engage with a variety of courses including: humanities, mathematics, experimental science, arts, language and literature, and language acquisition.

The International Baccalaureate Diploma Programme (IBDP) is designed for students aged 16-19. At ISNS, students can follow either the full IB Diploma Programme or their choice of individual IB Diploma courses.

The Diploma Programme is internationally recognized as an outstanding preparation for future academic studies at the university level. In addition to providing a sound and well-rounded academic base, the IB Diploma Programme builds research skills, encourages independent thinking and a positive attitude towards learning, and promotes personal and social responsibility.

IB students at ISNS following the full Diploma Programme (leading to an IB Diploma) take the core requirements, which consist of:

- Extended Essay (EE)
- Theory of Knowledge (TOK)
- Creativity, Activity, Service (CAS)

Students must also choose one subject from each of the six course groups: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Experimental Sciences, Mathematics and The Arts. Three subjects will be studied at the Higher Level (HL) and three at the Standard Level (SL).

ISNS students who are not following the full Diploma Programme may take six DP subjects in any combination of Higher Level and Standard Level courses that meets their learning needs. They may choose to be enrolled as official IB Course Candidates (which require the completion of IB external assessments as well as ISNS internal assessments) or New Brunswick stream candidates (only ISNS internal assessments). IB Course Candidates will receive an official IB certificate of completion for each course they complete, as well as a New Brunswick, Canada, diploma. Students not enrolled as full DP students or IB Course Candidates will receive a New Brunswick, Canada, diploma.

All students at ISNS will be required to complete the Creativity, Activity and Service (CAS) component, regardless of the stream chosen:

- Creativity encourages students to engage in the arts and creative thinking
- Activity seeks to develop a healthy lifestyle through physical activity
- Service within the community offers a vehicle for new learning with academic value

These three strands, through experiential learning, enable students at ISNS to develop holistically and prepare them for their future endeavours.

Creativity and curiosity, coupled with the development of Approaches to Learning (ATL) skills, allow our DP students to succeed in this demanding programme.

International Baccalaureate / Group 1: Studies in Language and Literature

COURSE DESCRIPTION

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

COURSE AIMS

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures.
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing;
- Develop skills in interpretation, analysis and evaluation.
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings.
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings.
- Develop an understanding of the relationships between studies in language and literature and other disciplines.
- Communicate and collaborate in a confident and creative way.
- Foster a lifelong interest in and enjoyment of language and literature.

COURSE OUTLINE

Unit	Topic
1	语言和社会群体
2	媒体和大众传播
3	杜甫诗集
4	台北人---白先勇
5	朗读者
6	金陵十三钗
7	等待戈多
8	局外人

ASSESSMENT

External

Paper 1	External Exam: May (DP2)
Guided Textual Analysis	
35%	
Paper 2	External Exam: May (DP2)
Comparative Essay	
25%	
Higher Level Essay	Draft: Second term (DP1)
20%	Final: November (DP2)

Internal

Individual oral	IA Draft: March (DP1)
20%	IA Final: April (DP1)

"By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture."

I love that ISNS is a diverse community where people from different cultures and different parts of the world work and learn together.

-Ms. Meng Qi



BALANCE IN DP

Learning to balance academics, with a healthy, creative, and caring lifestyle is central to being an IB DP student.

International Baccalaureate / Group 1: Studies in Language and Literature

COURSE DESCRIPTION

The language A: In language and literature course students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture.

Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

COURSE AIMS

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures.
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing.
- Develop skills in interpretation, analysis and evaluation.
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings.
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- Develop an understanding of the relationships between studies in language and literature and other disciplines.
- Communicate and collaborate in a confident and creative way.
- Foster a lifelong interest in and enjoyment of language and literature.

COURSE OUTLINE

Unit	Topic
1	概述
2	语言的力量
3	《台北人》与读者、作者和文本
4	《杜甫诗选集》与时间和空间
5	《局外人》与互文性
6	《等待戈多》与互文性

ASSESSMENT

External	
Paper 1 Guided Textual Analysis 35%	External Exam: May (DP2)
Paper 2 Comparative Essay 35%	External Exam: May (DP2)
Internal	
Individual Oral 30%	IA Draft: March (DP1) IA Final: April (DP1)

“Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.”

International Baccalaureate / Group 1: Studies in Language and Literature

COURSE DESCRIPTION

The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

COURSE AIMS

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures.
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation.
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings.
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings.
- Develop an understanding of the relationship between studies in language and literature and other disciplines.
- Communicate and collaborate in a confident and creative way.
- Foster a lifelong interest and enjoyment of language and literature.

COURSE OUTLINE

Unit	Topic
1	History and Evolution of the English Language
2	Things Fall Apart by Chinua Achebe
3	The World's Wife by Carol Ann Duffy
4	Language of Speeches, Power and Politics
5	1984 by George Orwell
6	MAUS by Art Spiegelman
7	Mass Media & Advertising Language
8	The Doll's House by Henrik Ibsen
9	Language of Music & Social Expression
10	Perfume by Patrick Suskind

ASSESSMENT

External	
Paper 1 Guided Textual Analysis 35%	External Exam: May (DP2)
Paper 2 Comparative Essay 25%	External Exam: May (DP2)
Higher Level Essay 20%	External Assessment: DP2
Internal	
Individual Oral 20%	Internal Assessment: DP1

International Baccalaureate / Group 1: Studies in Language and Literature

COURSE DESCRIPTION

The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

COURSE AIMS

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures.
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing.
- Develop skills in interpretation, analysis and evaluation.
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings.
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings.
- Develop an understanding of the relationship between studies in language and literature and other disciplines.
- Communicate and collaborate in a confident and creative way.
- Foster a lifelong interest and enjoyment of language and literature.

COURSE OUTLINE

Unit	Topic
1	History and Evolution of the English Language
2	Things Fall Apart by Chinua Achebe
3	The World's Wife by Carol Ann Duffy
4	Language of Speeches, Power and Politics
5	1984 by George Orwell
6	MAUS by Art Spiegelman
7	Mass Media & Advertising Language
8	The Doll's House by Henrik Ibsen
9	Language of Music & Social Expression
10	Perfume by Patrick Suskind

ASSESSMENT

External

Paper 1	External Exam: May
Guided literary Analysis	(DP2)
35%	
Paper 2	External Exam: May
Comparative Essay	(DP2)
25%	

Internal

Individual Oral	Internal Assessment:
30%	DP1

"The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective."

International Baccalaureate / Group 2: Language Acquisition

COURSE DESCRIPTION

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

COURSE AIMS

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

COURSE OUTLINE

Unit	Topic
1	Identity: Lifestyles, Health, Beliefs & Values
2	Experiences: Leisure activities, Customs, Migration
3	Human Ingenuity: Communication & Media, Science & Technology, Entertainment
4	Social Organization: Social Relationships, Education
5	Sharing the planet: Globalization, Peace & War, The environment
6	Two Literacy works: 《撒哈拉的故事》, 《城南旧事》

ASSESSMENT

External

Paper 1 (Productive Skills)	External Exam: May (DP2)
Writing 25%	
Paper 2 (Receptive Skills)	External Exam: May (DP2)
Listening 25%	Practice 1: April (DP1)
Reading 25%	Practice 2: December (DP2)

Internal

Individual Oral	Practice 1: October (DP1)
Assessment	Practice 2: May (DP1)
25%	Practice 3: March (DP2)
	Submission: April (DP2)



CARING IN DP

At ISNS, we model caring by making sure that students understand that we care about their well-being as much as we do about their success. Caring is a fundamental component in creating a learning environment where students feel confident to challenge themselves.

International Baccalaureate / Group 2: Language Acquisition

COURSE DESCRIPTION

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Language B SL students learn to communicate in the target language in familiar and unfamiliar contexts. The students are expected to develop in receptive, productive and interactive skills.

COURSE AIMS

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

COURSE OUTLINE	ASSESSMENT	
Unit Topic	External	
1 Identity: Lifestyles, Health, Beliefs & Values	Paper 1 (Productive Skills) Writing 25%	External Exam: May (DP2)
2 Experiences: Leisure activities, Customs, Migration	Paper 2 (Receptive Skills) Listening 25%	External Exam: May (DP2)
3 Human Ingenuity: Communication & Media, Science & Technology, Entertainment	Reading 25%	Practice 1: April (DP1) Practice 2: December (DP2)
4 Social Organization: Social Relationships, Education	Internal	
5 Sharing the planet: Globalization, Peace & War, The environment	Individual Oral Assessment 25%	Practice 1: October (DP1) Practice 2: May (DP1) Practice 3: March (DP2) Submission: April (DP2)

International Baccalaureate / Group 2: Language Acquisition

COURSE DESCRIPTION

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate .

COURSE AIMS

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

COURSE OUTLINE	ASSESSMENT CALENDAR	
Unit Topic	External	
1 Identities: Fit for life	Paper 1 (Productive Skills) Writing 25%	External Exam: May (DP2)
2 Experiences: Sketching our lives!	Paper 2 (Receptive Skills) Listening 25%	External Exam: May (DP2)
3 Human ingenuity: Celebrity	Reading 25%	External Exam: May (DP2)
4 Social organization: Volunteering	Internal	
5 Sharing the planet: Protecting the planet	Individual Oral Assessment 25%	Practice 1: April (DP1) Practice 2: December (DP2) Submission: March (DP2)
6 Identities: Who we are!		
7 Experiences: Facing life's challenges		
8 Human ingenuity: Scientific and technological innovation		
9 Social organization: 21st -century learning		
10 Sharing the planet: Our rights!		

International Baccalaureate / Group 2: Language Acquisition

COURSE DESCRIPTION

In the language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understanding 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.

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.

Receptive skills: Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.

Productive skills: Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

Interactive skills: Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication.

COURSE AIMS

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students’ understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students’ awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.

COURSE OUTLINE

Unit Topic	
1	Identity – Who am I? (Qui suis-je?)
2	Experience/Social Organization – Together is Better! (Ensemble, C’est mieux!)
3	Sharing the Planet – The International French Community (La francophonie)
4	Human Ingenuity – Evolution or regression? (Évolution ou régression?)
5	Sharing the Planet – We all have the Right (On y a tous droit)
6	Identity/Experience – What a trip ! (J’ai mon voyage !)

ASSESSMENT CALENDAR

External		
Paper 1 (Productive Skills)	External Exams	May (DP2)
Writing 25%		
Paper 2 (Receptive Skills)	External Exams	May (DP2)
Listening 25%		
Reading 25%		
Internal		
Individual Oral		April (DP2)
25%		

International Baccalaureate / Group 2: Language Acquisition

COURSE DESCRIPTION

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only. Because of the inherent difficulty of defining what constitutes “very limited exposure” to a language, it is not possible to list specific conditions such as the number of hours or the nature of previous language instruction; however, it is important to note that any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language.

In order to ensure that the range of language and structures covered in language ab initio classes is manageable for all students, and so that they marry closely with the format and contents of final assessments, language-specific syllabuses have been provided and are available on the programme resource centre. At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

Receptive: Students understand, both aurally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in the target language.

Productive: Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.

Interactive: Students understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication.

COURSE AIMS

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students’ understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students’ awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.

COURSE OUTLINE

Unit Topic	
1	Identity – Who am I? (Qui suis-je?)
2	Social Organization – United We Are Strong (L’union fait la force)
3	Sharing the Planet – Liberty, Equality, Fraternity (Liberté, égalité, fraternité)
4	Human Ingenuity – Technology of the 21st Century (La technologie au 21e siècle)
5	Identity/Social organization – I Think, Therefore I am. (Je pense, donc je suis- René Descartes)
6	Experience – Milestones (Moment charnière)

ASSESSMENT CALENDAR

External		
Paper 1 (Productive Skills)	External Exams	May (DP2)
Writing 25%		
Paper 2 (Receptive Skills)	External Exams	May (DP2)
Listening 25%		
Reading 25%		
Internal		
Individual Oral		April (DP2)
25%		

International Baccalaureate / Group 2: Language Acquisition

COURSE DESCRIPTION

The IB DP Mandarin ab initio is a language acquisition course designed for students with no or limited prior experience of Mandarin. At the language ab initio level, a student develops receptive, productive and interactive, communicative skills. Students learn to communicate in Mandarin in familiar and unfamiliar contexts.

COURSE AIMS

- Develop international-mindedness through the study of language.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purpose.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.
- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or inter-cultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

AT ISNS, WE FOSTER
CURIOSITY, CREATIVITY
AND A LIFELONG
ENJOYMENT OF
LANGUAGE LEARNING.

-Ms. Joyce Zhao

THEME AND TOPICS

Theme	Topic
Identity	Personal attributes, personal relationships, eating and drinking, physical well-being
Experience	Daily routines, leisure, holidays, festivals and celebrations
Human ingenuity	Transport, entertainment, media, technology
Social organization	Neighbourhood, education, the workplace, social issues
Sharing the planet	Climate, physical, geography, the environment, global issues

ASSESSMENT

External

Paper 1(Productive Skills) Writing 25%	External Exam: May (DP2)
Paper 2 (Receptive Skills) Listening 25% Reading 25%	External Exam: May (DP2)

Internal

Individual oral assessment 25%	Submission: April (DP2)
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At ISNS we have an amazing and supportive community. Students come to school with smiles on their faces, ready to attack the day ahead with enthusiasm.

-Mr. Thomas Tucker



I love the people that I meet at ISNS and the community we have built during my time at this amazing school. Everyone is so kind to each other and I always see people with a group of friends.

-CJ C., G.12

International Baccalaureate / Group 3: Individuals and Societies

COURSE DESCRIPTION

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterize most business organizations.

Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. Business management is, therefore, perfectly placed within the individuals and societies subject area: aiming to develop in students an appreciation both for our individuality and our collective purposes.

COURSE AIMS

- Encourage a holistic view of the world of business.
- Empower students to think critically and strategically about individual and organizational behaviour.
- Promote the importance of exploring business issues from different cultural perspectives.
- Enable the student to appreciate the nature and significance of change in a local, regional and global context.
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations.
- Develop an understanding of the importance of innovation in a business environment.

COURSE OUTLINE

Unit	Topic
1	Business organization and environment
2	Human resource management
3	Finance and accounts
4	Marketing
5	Operations management

ASSESSMENT CALENDAR

External		
Paper 1 35%	Structured questions and extended response based on a case study issued in advance, with additional unseen material.	External Exams: May (DP2)
Paper 2 40%	Structured questions and extended response based on Units 1-5 including HL extension topics.	External Exams: May (DP2)
Internal		
Portfolio 25%	Students research and report on an issue facing an organization or a decision to be made by an organization.	March (DP2)

International Baccalaureate / Group 3: Individuals and Societies

COURSE DESCRIPTION

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterize most business organizations.

Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. Business management is, therefore, perfectly placed within the individuals and societies subject area: aiming to develop in students an appreciation both for our individuality and our collective purposes.

COURSE AIMS

- Encourage a holistic view of the world of business.
- Empower students to think critically and strategically about individual and organizational behaviour.
- Promote the importance of exploring business issues from different cultural perspectives.
- Enable the student to appreciate the nature and significance of change in a local, regional and global context.
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations.
- Develop an understanding of the importance of innovation in a business environment.

COURSE OUTLINE

Unit	Topic
1	Business organization and environment
2	Human resource management
3	Finance and accounts
4	Marketing
5	Operations management

ASSESSMENT CALENDAR

External		
Paper 1 35%	Structured questions and extended response based on a case study issued in advance, with additional unseen material.	External Exams: May (DP2)
Paper 2 40%	Structured questions and extended response based on Units 1-5.	External Exams: May (DP2)
Internal		
Portfolio 25%	Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization.	March (DP2)

International Baccalaureate / Group 3: Individuals and Societies

COURSE DESCRIPTION

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics)
- at the level of the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy).

The choices made by economic agents (consumers, producers and governments) generate positive and negative outcomes and these outcomes affect the relative well-being of individuals and societies. As a social science, economics examines these choices through the use of models and theories.

COURSE AIMS

- Develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy.
- Apply economic theories, models, ideas and tools and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies.
- Develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

COURSE OUTLINE		ASSESSMENT CALENDAR		
Unit	Topic	External		
1	Introduction to Economics	Paper 1 20%	An extended response paper	External Exams: May (DP2)
2	Microeconomics	Paper 2 30%	A data response paper including some quantitative questions	External Exams: May (DP2)
3	Macroeconomics		A policy paper	External Exams: May (DP2)
4	The Global Economy	Paper 3 30%		
		Internal		
		Portfolio 20%	Students produce a portfolio of three commentaries, based on different units of the syllabus	Commentary 1: DP1 Commentary 2: DP2 Commentary 3: DP2

“At the heart of economic theory is the problem of scarcity. As a result of this scarcity, choices have to be made.”

International Baccalaureate / Group 3: Individuals and Societies

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Unit	Topic	External		
1	Introduction to Economics	Paper 1 30%	An extended response paper	External Exams: May (DP2)
2	Microeconomics	Paper 2 40%	A data response paper	External Exams: May (DP2)
3	Macroeconomics			
4	The Global Economy			
		Internal		
		Portfolio 30%	Students produce a portfolio of three commentaries, based on different units of the syllabus	Commentary 1: DP1 Commentary 2: DP2 Commentary 3: DP2

“Economics allows students to develop an understanding of the complexities of economic activities in a rapidly changing world.”

INQUIRY IN DP

Inquiry is essential to becoming a lifelong learner and our students know that being a "Phoenix" means being an Inquirer.



International Baccalaureate / Group 3: Individuals and Societies

COURSE DESCRIPTION

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The DP geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

COURSE AIMS

- Encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions.
- Develop in the student the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society.
- Enable the student to collect, describe and analyze data used in studies of society, to test hypotheses, and to interpret complex data and source material.
- Promote the appreciation of the way in which learning is relevant both to the student's own culture, and the culture of other societies.
- Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity.
- Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.
- Develop an understanding of the interrelationships between people, places, spaces and the environment.
- Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management.
- Appreciate the relevance of geography in analyzing contemporary issues and challenges, and develop a global perspective of diversity and change.

COURSE OUTLINE

Unit Topic

- 1 Changing Populations (Core 1)
- 2 Tourism, Sport and Leisure (Option E)
- 3 Urban Environments (Option G)
- 4 Global Climate (Core 2)
- 5 Internal Assessment: Field Work (IA)
- 6 Global Resource Consumption and Security (Core 3)
- 7 Food and Health (Option F)
- 8 Power, Places, and Networks (HL Core 4)
- 9 Human Development and Diversity (HL Core 5)
- 10 Global Risks and Resilience (HL Core 6)

ASSESSMENT

External

Paper 1: Options 35%	External Exams: May (DP2)
Paper 2: Core 25%	External Exams: May (DP2)
Paper 3: HL Core extension 20%	External Exams: May (DP2)

Internal

Field Work 20%	April-May DP Year 1
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International Baccalaureate / Group 3: Individuals and Societies

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COURSE OUTLINE

Unit Topic

- 1 Changing Populations (Core 1)
- 2 Tourism, Sport and Leisure (Option E)
- 3 Urban Environments (Option G)
- 4 Global Climate (Core 2)
- 5 Internal Assessment: Field Work (IA)
- 6 Global Resource Consumption (Core 3)

ASSESSMENT

External

Paper 1: Options 35%	External Exams: May (DP2)
Paper 2: Core 40%	External Exams: May (DP2)

Internal

Field Work 25%	DP Year 1
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“Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space.”

International Baccalaureate / Group 3: Individuals and Societies

COURSE DESCRIPTION

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour:

- biological approach to understanding behaviour
- cognitive approach to understanding behaviour
- sociocultural approach to understanding behaviour

The knowledge, concepts, theories and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today. Furthermore, the interaction of these approaches to studying psychology will form the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

Psychologists employ a range of research methods, both qualitative and quantitative, in order to test their observations and hypotheses. As a part of the core syllabus, DP psychology promotes an understanding of the various approaches to research and how they have been used in order to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations.

COURSE AIMS

- Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour.
- Apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study.
- Understand diverse methods of inquiry.
- Understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries.
- Ensure that ethical practices are upheld in all psychological inquiry and discussion.
- Develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.

COURSE OUTLINE

Unit	Topic
1	Introduction to Research methods and Ethics
2	CORE: Biological Approach (Paper 1)
3	CORE: Cognitive Approach (Paper 1)
4	Internal Assessment
5	CORE: Sociocultural Approach (Paper 1)
6	Option 1: Human Relationships (Paper 2)
7	Option 2: Health Psychology (Paper 2)
8	Approaches to Research (Paper 3)

ASSESSMENT CALENDAR

External			
Paper 1	40%	SAQ & ERQ responses on core approaches.	External Exam: May (DP2)
Paper 2	20%	Two ERQ responses to two different options.	External Exam: May (DP2)
Paper 3	20%	Three SAQs on approaches to research.	External Exam: May (DP2)
Internal			
Experimental Study	20%	Group replication of a research study covered in the core approaches.	First Draft: DP1 Final Draft: DP2

International Baccalaureate / Group 3: Individuals and Societies

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COURSE AIMS

- Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour.
- Apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study.
- Understand diverse methods of inquiry.
- Understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries.
- Ensure that ethical practices are upheld in all psychological inquiry and discussion.
- Develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.

COURSE OUTLINE

Unit	Topic
1	Introduction to Research methods and Ethics
2	CORE: Biological Approach (Paper 1)
3	CORE: Cognitive Approach (Paper 1)
4	Internal Assessment
5	CORE: Sociocultural Approach (Paper 1)
6	Option 1: Human Relationships (Paper 2)

ASSESSMENT CALENDAR

External			
Paper 1	50%	SAQ & ERQ responses on core approaches.	External Exam: May (DP2)
Paper 2	25%	One ERQ response to one option.	External Exam: May (DP2)
Internal			
Experimental Study	25%	Group replication of a research study covered in the core approaches.	First Draft: DP1 Final Draft: DP2

The ISNS community has given me greater confidence in being more open-minded, more comfortable in taking risks, and trying new ideas. These skills assisted me in becoming a more independent problem solver and will prepare me well to succeed in University.

-Seungjun L., G.12



International Baccalaureate / Group 4: Sciences

COURSE DESCRIPTION

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

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 sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

COURSE AIMS

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
- Acquire a body of knowledge, methods and techniques that characterize science and technology.
- Apply and use a body of knowledge, methods and techniques that characterize science and technology.
- Develop an ability to analyze, evaluate and synthesize scientific information.
- Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities.
- Develop experimental and investigative scientific skills including the use of current technologies.
- Develop and apply 21st century communication skills in the study of science.
- Become critically aware, as global citizens, of the ethical implications of using science and technology.
- Develop an appreciation of the possibilities and limitations of science and technology.
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

THE GROUP 4 PROJECT

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 processes.

COURSE OUTLINE

Unit	Topic	ASSESSMENT CALENDAR		
External				
1	Building Life: The Cell	Paper 1	40 Multiple-choice questions	External Exam: May (DP2)
2	Biological Molecules	20%		
3	From Genes to Proteins	Paper 2	Data-based, short answer and extended response questions	External Exam: May (DP2)
4	Respiration, Transport and Gas Exchange	36%		
5	Animal Survival	Paper 3	Data-based, short answer and extended response questions	External Exam: May (DP2)
6	Reproduction and Inheritance	24%		
7	Evolution and Speciation	Internal		
8	From Individual to Ecosystem	Internal Assessment	Independent Investigation	First Draft: Nov. (DP2) Final Draft: Dec. (DP2)
9	Plant Biology	20%		

International Baccalaureate / Group 4: Sciences

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COURSE OUTLINE

Unit	Topic	ASSESSMENT CALENDAR		
External				
1	Building Life: The Cell	Paper 1	30 Multiple-choice questions	External Exam: May (DP2)
2	Biological Molecules	20%		
3	From Genes to Proteins	Paper 2	Data-based, short answer and extended response questions	External Exam: May (DP2)
4	Respiration, Transport and Gas Exchange	40%		
5	Animal Survival	Paper 3	Data-based, short answer and extended response questions	External Exam: May (DP2)
6	Reproduction and Inheritance	20%		
7	Evolution and Speciation	Internal		
8	From Individual to Ecosystem	Internal Assessment	Independent Investigation	First Draft: Nov. (DP2) Final Draft: Dec. (DP2)
		20%		

International Baccalaureate / Group 4: Sciences

COURSE DESCRIPTION

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

COURSE AIMS

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
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COURSE OUTLINE		ASSESSMENT CALENDAR		
Unit	Topic	External		
1	Stoichiometric relationships	Paper 1 20%	40 Multiple-choice questions	External Exam: May (DP2)
2	Atomic structure			
3	Periodicity			
4	Chemical bonding and structure	Paper 2 36%	Short answer and extended response questions (Core and AHL)	External Exam: May (DP2)
5	Energetics/ Thermochemistry			
6	Redox processes	Paper 3 24%	Data and practical based questions, plus short answer and extended response question on the option	External Exam: May (DP2)
7	Equilibrium			
8	Organic chemistry			
9	Chemical kinetics			
10	Acids and bases	Internal		
11	Measurement and data processing	Internal Assessment 20%	Independent Investigation	First Draft: Nov. (DP2) Final Draft: Dec. (DP2)
12	Practical scheme of work			
13	Option			

International Baccalaureate / Group 4: Sciences

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Unit	Topic	External		
1	Stoichiometric relationships	Paper 1 20%	30 Multiple-choice questions	External Exam: May (DP2)
2	Atomic structure			
3	Periodicity			
4	Chemical bonding and structure	Paper 2 40%	Short answer and extended response questions (Core)	External Exam: May (DP2)
5	Energetics/ Thermochemistry			
6	Redox processes	Paper 3 20%	Data and practical based questions, plus short answer and extended response question on the option	External Exam: May (DP2)
7	Equilibrium			
8	Organic chemistry			
9	Chemical kinetics			
10	Acids and bases	Internal		
11	Measurement and data processing	Internal Assessment 20%	Independent Investigation	First Draft: Nov. (DP2) Final Draft: Dec. (DP2)
12	Practical scheme of work			
13	Option			



ASSESSMENT

The Internal Assessment (IA), a requirement in all DP courses, is the best evidence for inquiry-based learning. This assessment is an example of problem-based learning. It allows students to display their knowledge in response to a question/ exploration of their own choosing and simultaneously hones their ATL skills.

International Baccalaureate / Group 3 & 4: I&S/Sciences

COURSE DESCRIPTION

Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfil either the individuals and societies or the sciences requirement. Alternatively, 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. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world.

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.

COURSE AIMS

- Acquire the knowledge and understandings of environmental systems and issues at a variety of scales.
- Apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales.
- Appreciate the dynamic interconnectedness between environmental systems and societies.
- Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues.
- Be critically aware that resources are finite, that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability.
- Develop awareness of the diversity of environmental value systems.
- Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge.
- Engage with the controversies that surround a variety of environmental issues.
- Create innovative solutions to environmental issues by engaging actively in local and global contexts.

COURSE OUTLINE

Unit	Topic
1	Foundations of environmental systems and societies
2	Ecosystems and ecology
3	Biodiversity and conservation
4	Water and aquatic food production systems and societies
5	Soil and terrestrial food production systems and societies
6	Atmospheric systems and societies
7	Climate change and energy production
8	Human systems and resource use

ASSESSMENT

External			
Paper 1	Case Study	25%	External Exam: May (DP2)
Paper 2	Short answers and structured essays	50%	External Exam: May (DP2)
Internal			
Internal Assessment	Individual Investigation	25%	First Draft: Nov. (DP2) Final Draft: Dec. (DP2)

International Baccalaureate / Group 4: Sciences

COURSE DESCRIPTION

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.

By studying physics 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, analyse results and evaluate and communicate their findings.

COURSE AIMS

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
- Acquire a body of knowledge, methods and techniques that characterize science and technology.
- Apply and use a body of knowledge, methods and techniques that characterize science and technology.
- Develop an ability to analyze, evaluate and synthesize scientific information.
- Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities.
- Develop experimental and investigative scientific skills including the use of current technologies.

THE GROUP 4 PROJECT

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 processes.

COURSE OUTLINE

Unit	Topic
1	Measurements and uncertainties
2	Mechanics
3	Thermal Physics
4	Waves
5	Electricity and magnetism
6	Circular motion and gravitation
7	Atomic, nuclear and particle physics
8	Energy production
9	Wave phenomena
10	Fields
11	Electromagnetic induction
12	Quantum and nuclear physics

ASSESSMENT CALENDAR

External			
Paper 1	40 Multiple-choice questions	20%	External Exam: May (DP2)
Paper 2	Short answer and extended response questions	36%	External Exam: May (DP2)
Paper 3	Data-based short answer and extended response questions	24%	External Exam: May (DP2)
Internal			
Internal Assessment	Independent Investigation	20%	First Draft: Nov. (DP2) Final Draft: Dec. (DP2)

International Baccalaureate / Group 4: Sciences

COURSE DESCRIPTION

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.

By studying physics 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.

COURSE AIMS

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
- Acquire a body of knowledge, methods and techniques that characterize science and technology.
- Apply and use a body of knowledge, methods and techniques that characterize science and technology.
- Develop an ability to analyze, evaluate and synthesize scientific information.
- Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities.
- Develop experimental and investigative scientific skills including the use of current technologies.

THE GROUP 4 PROJECT

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 processes.

COURSE OUTLINE		ASSESSMENT CALENDAR		
Unit	Topic	External		
1	Measurements and uncertainties	Paper 1 20%	30 Multiple-choice questions	External Exam: May (DP2)
2	Mechanics			
3	Thermal Physics	Paper 2 40%	Short answer and extended response questions	External Exam: May (DP2)
4	Waves			
5	Electricity and magnetism			
6	Circular motion and gravitation	Paper 3 20%	Data-based short answer and extended response questions	External Exam: May (DP2)
7	Atomic, nuclear and particle physics			
8	Energy production			
		Internal		
		Internal Assessment 20%	Independent Investigation	First Draft: Nov. (DP2) Final Draft: Dec. (DP2)

THE DP PEDAGOGY

Creativity and curiosity, coupled with the development of Approaches to Learning (ATL) skills, allow our DP students to succeed in this demanding programme.



As a student, I think it is essential for me to have hobbies or activities that I enjoy beyond my academics. I believe balance is critical because it opens up new opportunities for potential future paths.

-Lynfid T., G.12

I love how ISNS is open-minded and forward-thinking. I love how students and teachers are encouraged to take ownership of their teaching and learning.

-Ms. Gloria Carnevale

International Baccalaureate / Group 5: Mathematics

COURSE DESCRIPTION

This course recognizes the need for analytical expertise in a world where innovation 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 SL and HL, 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.

COURSE AIMS

- Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power.
- Develop an understanding of the concepts, principles and nature of mathematics.
- Communicate mathematics clearly, concisely and confidently in a variety of contexts.
- Develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics.
- Employ and refine their powers of abstraction and generalization.
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities.
- Appreciate how developments in technology and mathematics influence each other.
- Appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics.
- Appreciate the universality of mathematics and its multicultural, international and historical perspectives.
- Appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.
- Develop the ability to reflect critically upon their own work and the work of others.
- Independently and collaboratively extend their understanding of mathematics.

COURSE OUTLINE

Unit	Topic
1	Functions
2	Exponential and Logarithmic Functions
3	Trigonometry
4	Reasoning and Proof
5	Differential Calculus
6	Integral Calculus
7	Maclaurin Series and Differential Equations
8	Sequences and Series, the Binomial Theorem and Counting
9	Complex Numbers
10	Vectors
11	Statistics and Probability

ASSESSMENT CALENDAR

External	
Paper 1 30%	External Exam: May (DP2)
Paper 2 30%	External Exam: May (DP2)
Paper 3 20%	External Exam: May (DP2)
Internal	
Exploration 20%	November – (DP2)

International Baccalaureate / Group 5: Mathematics

COURSE DESCRIPTION

This course recognizes the need for analytical expertise in a world where innovation 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 SL and HL, and proof by induction at HL.

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1	Functions
2	Exponential and Logarithmic Functions
3	Trigonometry
4	Reasoning and Proof
5	Differential Calculus
6	Integral Calculus
7	Sequences and Series, the Binomial Theorem and Counting
8	Statistics and probability
9	Probability distributions

ASSESSMENT CALENDAR

External	
Paper 1 40%	External Exam: May (DP2)
Paper 2 40%	External Exam: May (DP2)
Internal	
Exploration 20%	November – (DP2)

International Baccalaureate / Group 5: Mathematics

COURSE DESCRIPTION

This course recognizes the increasing role that math and technology play in a diverse range of fields in a data rich world. As such it emphasizes the meaning of mathematics in context by focusing on topics that are often used in applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university course such as calculus and statistics.

This course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: application and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

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COURSE OUTLINE		ASSESSMENT CALENDAR	
Unit	Topic	External	
1	Functions	Paper 1 30%	External Exam: May (DP2)
2	Linear, Quadratic, Cubic Models, and Variation		
3	Exponential Growth, Decay, and Financial Math		
4	Geometry and Trigonometry	Paper 2 30%	External Exam: May (DP2)
5	Graph Theory		
6	Sinusoidal Models		
7	Statistics 1	Paper 3 20%	External Exam: May (DP2)
8	Probability	Internal	
9	Statistics 2		
10	Differential Calculus	Exploration 20%	October and December - (DP2)
11	Integral Calculus		

International Baccalaureate / Group 5: Mathematics

COURSE DESCRIPTION

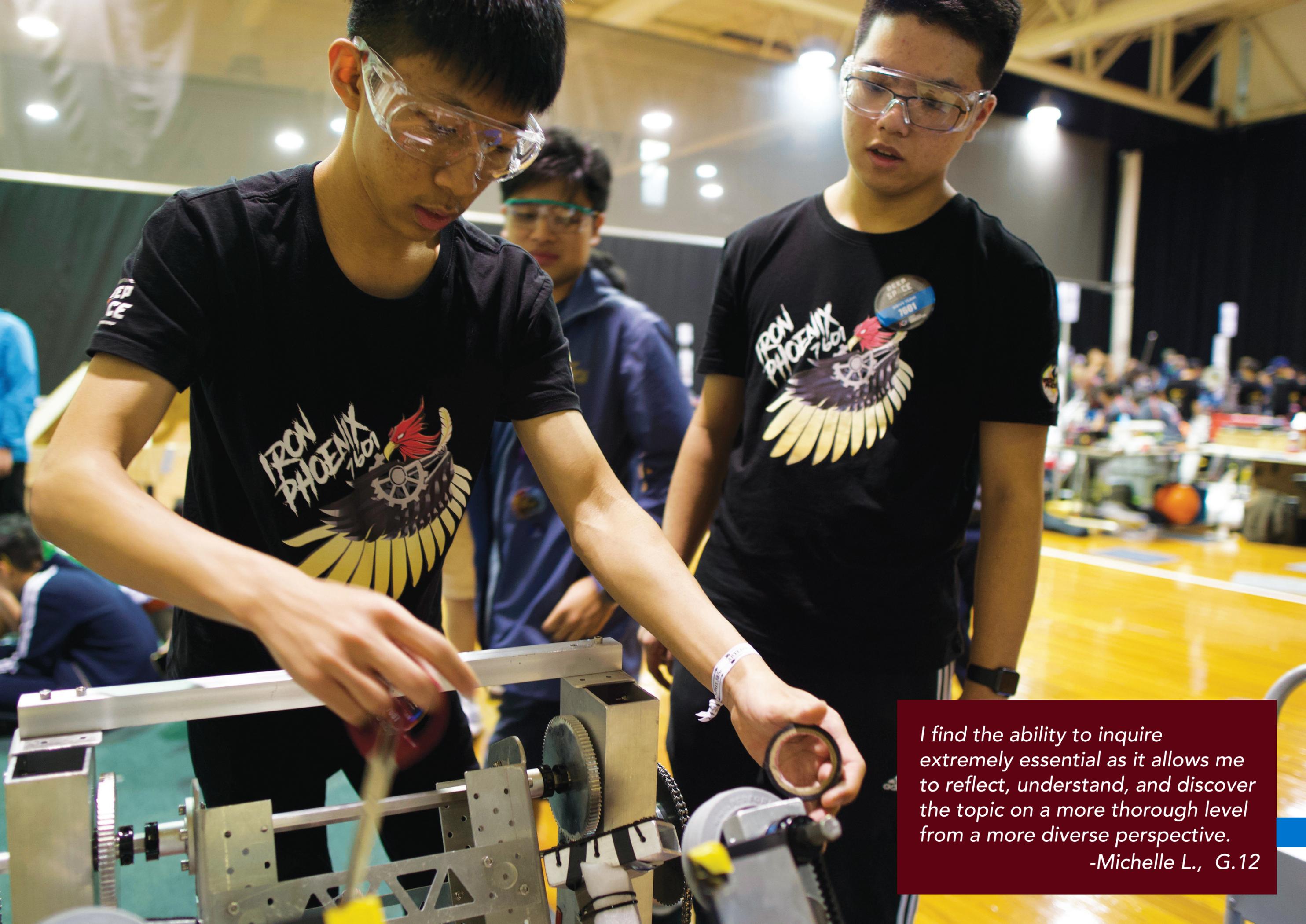
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5	Graph Theory		
6	Sinusoidal Models		
7	Statistics 1		
8	Probability	Internal	
9	Statistics 2		
10	Differential Calculus	Exploration 20%	October and December - (DP2)
11	Integral Calculus		



I find the ability to inquire extremely essential as it allows me to reflect, understand, and discover the topic on a more thorough level from a more diverse perspective.

-Michelle L., G.12

International Baccalaureate / Group 6: The Arts

COURSE DESCRIPTION

In this course, students engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship. Throughout the course, students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose.

As students develop as young musicians, the course challenges them to engage practically with music as researchers, performers and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

COURSE AIMS

- Explore a range of musical contexts and make links to, and between, different musical practices, conventions, and forms of expression.
- Acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others.
- Evaluate and develop critical perspectives on their own music and the work of others.

THE MUSIC JOURNAL

Students are required to keep a journal throughout the course. This will be used as a tool to support their theoretical research and Music-making experimentations.

The course is taught through three different areas - Researching, Creating, and Presenting music. Each unit below explores this context equally.

COURSE OUTLINE	ASSESSMENT CALENDAR
Unit Topic	External
1 Listen: Introduction into how to listen to music	Exploring music in context 20% April (DP2) <ul style="list-style-type: none"> • Written work demonstrating engagement and understanding of diverse musical material.
2 Sociocultural and Political Expression	<ul style="list-style-type: none"> • Practical exercises – One creating and one performance adaptation
3 Film Music	<ul style="list-style-type: none"> • Supporting audio material
4 Experimenting with styles	Presenting Music 30% April (DP2) <ul style="list-style-type: none"> • Collection of works demonstrating diverse musical material from four areas of inquiry.
5 Performance and Musicianship	<ul style="list-style-type: none"> • Programme notes (600 words) • Composition (6 mins) • Performance (12 mins; or selected excerpts 2 mins)
6 Music for Dramatic Impact	Internal
7 Contemporary Music-Maker	Experimenting with Music 20% (DP2) <ul style="list-style-type: none"> • Experimentation report
8 Preparing External Assessment	<ul style="list-style-type: none"> • A written report (1500 words) • 3 excerpts of creating (5 mins) • 3 excerpts of performing (5 mins)
	The Contemporary Music-Maker 30% <ul style="list-style-type: none"> • Multimedia presentation documenting their real-life project • Project proposal • Process and evaluation • Realized project, or curated selections of it

International Baccalaureate / Group 6: The Arts

COURSE DESCRIPTION

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Unit Topic	External
1 Listen: Introduction into how to listen to music	Exploring music in context 30% (DP2) <ul style="list-style-type: none"> • Written work demonstrating engagement and understanding of diverse musical material.
2 Sociocultural and Political Expression	<ul style="list-style-type: none"> • Practical exercises – One creating and one performance adaptation
3 Film Music	<ul style="list-style-type: none"> • Supporting audio material
4 Experimenting with styles	Presenting Music 40% (DP2) <ul style="list-style-type: none"> • Collection of works demonstrating diverse musical material from four areas of inquiry.
5 Performance and Musicianship	<ul style="list-style-type: none"> • Programme notes (600 words) • Composition (6 mins) • Performance (12 mins; or selected excerpts 2 mins)
6 Music for Dramatic Impact	Internal
7 Contemporary Music-Maker	Experimenting with Music 30% (DP2) <ul style="list-style-type: none"> • Experimentation report
	<ul style="list-style-type: none"> • A written report (1500 words) • 3 excerpts of creating (5 mins) • 3 excerpts of performing (5 mins)

"Young musicians are challenged to engage practically with music as researchers, performers and creators."

International Baccalaureate / Group 6: The Arts

COURSE DESCRIPTION

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. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

COURSE AIMS

- Enjoy lifelong engagements with the arts.
- Become informed, reflective and critical practitioners in the arts.
- Understand the dynamic and changing nature of the arts.
- Explore and value the diversity of the arts across time and, place and cultures.
- Express ideas with confidence and competence.

THE VISUAL ARTS JOURNAL

Students are required to keep a journal throughout the course. This will be used as a tool to support their theoretical research and art-making experimentations.

The course is taught through three different areas (Visual Arts Context, Visual Arts Methods and Communicating the Visual Arts) that is explored through three different practices (Art-making practice, Theoretical practice and Curatorial Practice). Each unit below explores this content equally.

COURSE OUTLINE		ASSESSMENT CALENDAR	
Unit	Topic	External	
1	Beginning the Artistic Journey	Part 1: Comparative Study 20%	(DP2)
2	Skill Building Technique: Drawing	<ul style="list-style-type: none"> • Comparing at least 3 artworks by at least 2 different artists from contrasting contexts. 	An additional explanation of how the artwork studied has influenced the student's own artwork is required.
3	Art History Across Time and Culture: Compare Contrast	Part 2: Process Portfolio 40%	(DP2)
4	Studio Exploration: Experimenting with Materials (2D, 3D, Lens Based, Electronic and Screen-Based Forms)	<ul style="list-style-type: none"> • Portfolio of sustained experimentation, exploration and art-making activities. 	
5	Studio Thinking: Creating Art Based on a Theme/Concept	Internal	
6	Exhibition Work: Creating a Body of Work Independently	Part 3: Exhibition 40%	(DP2)
7	Curating an Exhibition	<ul style="list-style-type: none"> • Exhibition of body of work (8-11 artworks) 	
8	Studio Practice: The Evolving Artist – Assessment Work		

International Baccalaureate / Group 6: The Arts

COURSE DESCRIPTION

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. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

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COURSE AIMS

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THE VISUAL ARTS JOURNAL

Students are required to keep a journal throughout the course. This will be used as a tool to support their theoretical research and art-making experimentations.

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Unit	Topic	External	
1	Beginning the Artistic Journey	Part 1: Comparative Study 20%	(DP2)
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4	Studio Exploration: Experimenting with Materials (2D, 3D, Lens Based, Electronic and Screen-Based Forms)	<ul style="list-style-type: none"> • Portfolio of sustained experimentation, exploration and art-making activities. 	
5	Studio Thinking: Creating Art Based on a Theme/Concept	Internal	
6	Exhibition Work: Creating a Body of Work Independently	Part 3: Exhibition 40%	(DP2)
7	Curating an Exhibition	<ul style="list-style-type: none"> • Exhibition of body of work (4-7 artworks) 	
8	Studio Practice: The Evolving Artist – Assessment Work		

International Baccalaureate / Core

COURSE DESCRIPTION

CAS is a program that offers students an opportunity to identify their passions and interests while exploring new avenues to challenge themselves, discover who they are, and determine what mark they will make on the world. Students uncover this while seeking balance in the following areas:

- Creativity - exploring and extending ideas leading to an original or interpretive product or performance.
- Activity - physical exertion contributing to a healthy lifestyle.
- Service - collaborative and reciprocal engagement with the community in response to an authentic need.

COURSE AIMS

The Creativity, Activity, Service program aims to develop students who:

- Enjoy and find significance in a range of CAS experiences.
- Purposefully reflect upon their experiences.
- Identify goals, develop strategies and determine further actions for personal growth.
- Explore new possibilities, embrace new challenges and adapt to new roles.
- Actively participate in planned, sustained, and collaborative CAS projects.
- Understand they are members of local and global communities with responsibilities towards each other and the environment.

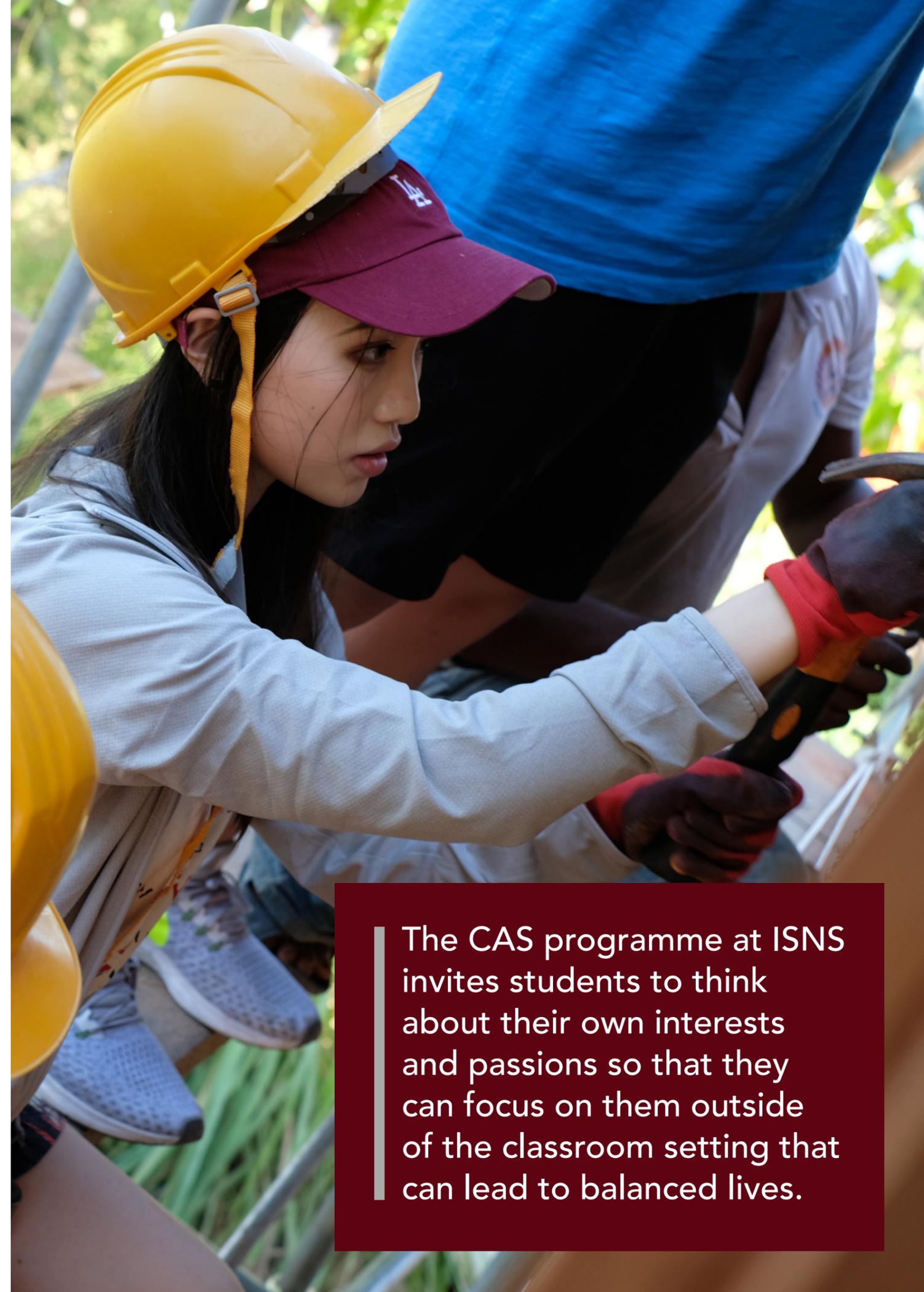
REQUIREMENTS

- At least 18 months of a reasonable balance between creativity, activity, and service.
- Maintain and complete a CAS Portfolio as evidence.
- Achievement in all seven CAS learning Outcomes.
 - Strengths and Growth.
 - Challenges and skills.
 - Initiative and Planning.
 - Commitment and perseverance.
 - Collaboration Skills.
 - Global Engagement.
 - Ethics of choice and action.
- Minimum of one CAS Project, a collaborative project lasting at least one month's duration.
- Use the CAS Stages: Investigation, Preparation, Action, Reflection, and Demonstration.
- Three formal interviews.

CAS INTERVIEWS

Planning Interview	November (DP1)
Progress Interview	May (DP1)
Exit Interview	April (DP2)

"CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment."



The CAS programme at ISNS invites students to think about their own interests and passions so that they can focus on them outside of the classroom setting that can lead to balanced lives.

International Baccalaureate / Core

COURSE DESCRIPTION

The extended essay (EE) is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The EE is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the EE. Extended essay topics may be chosen from a list of approved DP subjects—normally one of the student’s six chosen subjects for the IB diploma or the world studies option.

COURSE AIMS

- Engage in independent research with intellectual initiative and rigour.
- Develop research, thinking, self-management and communication skills.
- Reflect on what has been learned throughout the research and writing process.

ASSESSMENT COMPONENTS

The extended essay contributes to the student’s overall score for the diploma through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student’s combined performance in both the extended essay and theory of knowledge.

The extended essay, including the world studies option, is assessed against common criteria and is interpreted in ways appropriate to each subject. Students are expected to:

- Provide a logical and coherent rationale for their choice of topic.
- Review what has already been written about the topic.
- Formulate a clear research question.
- Offer a concrete description of the methods used to investigate the question.
- Generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question.
- Reflect on what has been learned throughout the research and writing process.

COURSE OUTLINE

Criteria	Description
Focus and method	The topic, the research question and the methodology clearly stated.
Knowledge and understanding	The research relates to the subject area used to explore the research question, and knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.
Critical thinking	Critical-thinking skills have been used to analyse and evaluate the research undertaken.
Presentation	The presentation follows the standard format expected for academic writing.
Engagement	The student’s engagement with their research focus and the research process.

EE TIMELINE

First Formal Reflection, DP1
Interim Reflection, First Draft

Completion of EE, Viva Voce, Upload to IBIS DP2

Based on IBO, 2016, DP Subject briefs

"The extended essay contributes to the student’s overall score for the diploma."

RESEARCH SHOWS THAT DP GRADUATES ARE BETTER ABLE TO ADJUST TO THE RIGORS OF UNIVERSITY COURSEWORK; HIGHLIGHTING THE CRITICAL-THINKING, TIME MANAGEMENT, AND RESEARCH SKILLS DEVELOPED THROUGH THE EXTENDED ESSAY AND DP.

(CONLEY, MCGAUGHY, DAVIS-MOLIN, FARKAS AND FUKUDA, 2014).

What I love most about ISNS is the shared commitment to collaboration. I think that when people collaborate, they are able to accomplish so much more than individuals working alone.

-Dr. Byron Prugh



THEORY OF KNOWLEDGE
EQUIPS STUDENTS
TO EFFECTIVELY
NAVIGATE AND
MAKE SENSE OF
THE WORLD.

International Baccalaureate / Core

COURSE DESCRIPTION

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the DP. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.

The course centres on the exploration of knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself. While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

COURSE AIMS

- To encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question.
- To expose students to ambiguity, uncertainty and questions with multiple plausible answers.
- To equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations.
- To encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions.
- To engage students with multiple perspectives, foster open-mindedness and develop inter-cultural understanding.
- To encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- To prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

COURSE OUTLINE

- Unit Topic
- 1 Introduction to TOK: Knowledge and the Knower
 - 2 History
 - 3 The Human Sciences
 - 4 Knowledge and Technology
 - 5 The Natural Sciences
 - 6 Knowledge and Language
 - 7 The Arts
 - 8 Mathematics

ASSESSMENT COMPONENTS

External

TOK essay on a prescribed title
10 marks
67% of final grade

Students are required to write (DP2) an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.

Internal

Theory of knowledge exhibition
10 marks
33% of final grade

Students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (DP1)

FROM THE HEAD OF SCHOOL

The mission of ISNS is to develop globally responsible and compassionate young people. In a way, our mission is about creating everyday super heroes.

-Mr. David Swanson



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