

*We are a community of learners who **challenge** ourselves, **explore** boundaries, and make connections to create a positive difference.*

Dear families,

We are at an exciting point in your child's educational journey here at TIS and would like to welcome your child as a member of the 2025 graduating class. The first step of transitioning to the DP program is the course selection.

The IB Diploma Programme is the most rigorous course of study available for high school students, and we are proud to offer it here at Tashkent International School. Students can opt to be on the full diploma pathway or the courses pathway.

The Diploma Programme (DP) is a two-year course of study consisting of six subject groups: Language A, Language B, Individuals and Societies, The sciences, Mathematics and the Arts.

In addition to their subject choices, students are required to participate in the core. The core is what really makes the DP unique. Students engage in a piece of formal research that equips them with the skills of scholarship that are so essential to success at university, The Extended Essay. Theory of knowledge is a course in critical thinking, which ties the curriculum together as students study how knowledge is gained across subjects. And through the Creativity, Activity, Service (CAS) programme, students participate in experiential learning through creative and physical activities and service to others. Taken together, the core and the breadth and depth offered by the student's subject choices make the DP a unique and effective educational path to creating principled, lifelong learners with the skills, passion and knowledge to understand and shape the world and make a positive impact.

We at TIS believe that only when we challenge ourselves, explore our boundaries and connect with others, do we achieve our full potential. We are committed to making our IB Programme the best it can be so that we can provide our students with the personal, social, and academic foundation they need to be successful in whichever path they choose beyond high school. Our students are 21st Century learners, they are our future and best hope.

I am honored to be part of this rich educational opportunity for your offspring and to watch them grow into the model of a global citizen with the ability to collaborate, be creative, think critically, and communicate effectively.

Again, I want to welcome our 11<sup>th</sup> graders to the DP at Tashkent International School wishing everyone a great, fun and challenging year.

If you have any questions, please do not hesitate to contact me at [dpcord@tashschool.org](mailto:dpcord@tashschool.org).

Sincerely,

Rana Mneimneh

IBDP Coordinator

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<b>Grade 11 &amp; 12</b>	Scot Becker	<a href="mailto:scotb@tashschool.org">scotb@tashschool.org</a>
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### Course Description

*“The greatest obstacle to progress is not the absence of knowledge, but the illusion of knowledge.”* Daniel Boorstin, social historian and writer.

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. 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 centers on the exploration of knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?”.

### Course Syllabus

<b>The Core theme: Knowledge and the Knower</b>	This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.
<b>Optional Themes (2 out of 5)</b>	<b>Two optional themes from</b> <ol style="list-style-type: none"> <li>1. knowledge and technology</li> <li>2. knowledge and language</li> <li>3. knowledge and politics</li> <li>4. knowledge and religion</li> <li>5. knowledge and indigenous societies</li> </ol>
<b>Areas of Knowledge</b>	<b>Five compulsory areas of knowledge</b> <ol style="list-style-type: none"> <li>1. History</li> <li>2. the human sciences</li> <li>3. the natural sciences</li> <li>4. Mathematics</li> <li>5. the arts</li> </ol>

### Course Assessment

	<b>Assessment Tasks</b>	<b>Weighing</b>
<b>External</b>	Essay on a prescribed title	67%
<b>Internal</b>	The Exhibition	33%

<b>Coordinator</b>	Rana Mneimneh <a href="mailto:dpcoord@tashschool.org">dpcoord@tashschool.org</a>
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### Course Description

The extended essay 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 extended essay 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.

### Choice of Topic

Extended essay topics may be chosen from a list of approved DP subjects. This is normally one of the student's six chosen subjects for the IB diploma or the world studies option.

### Overview of the research Process

1. Choose the approved DP subject.
2. Choose a topic.
3. Undertake some preparatory reading.
4. Formulate a well-focused research question.
5. Plan the research and writing process.
6. Plan a structure (outline headings) for the essay.
7. Carry out the research.

### Assessment Criteria

CRITERIA	POINT SPREAD
A (Focus & Method)	0-6
B (Knowledge & Understanding)	0-6
C (Critical Thinking)	0-12
D (Presentation)	0-4
E (Engagement)	0-6
<b>Total</b>	<b>34</b>

### Best Practices

1. Choose a topic of interest
2. Adhere to TIS integrity policy
3. Manage their time and meet deadlines
4. Invest in the summer to finalize their drafts
5. View the extended essay as a learning experience and not a task by constantly reflecting on their practices

<b>Coordinator</b>	Scot Becker <a href="mailto:scotb@taschschool.org">scotb@taschschool.org</a>
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### Course Description

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP).

### Course Organization

CAS is organized around the three strands of creativity, activity and service defined as follows.

- **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 Completion

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once through their CAS programme.

<b>Learning outcomes</b>	<b>Description</b>
Identify your own strengths and develop areas for growth.	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
Demonstrate that challenges have been undertaken, developing new skills in the process.	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through new experiences or through increased expertise in an established area.
Demonstrate how to initiate and plan a CAS experience.	Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.

Show commitment to, and perseverance in, CAS experiences.	Students demonstrate regular involvement and active engagement in CAS.
Demonstrate the skills and recognize the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
Demonstrate engagement with issues of global significance.	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally
Recognize and consider the ethics of choices and actions.	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences

### **Course Expectations and Recommendations**

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections; it is not formally assessed.

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<b>Grades 11 &amp; 12</b>	Keri Zeller <a href="mailto:keriz@tashschool.org">keriz@tashschool.org</a>

### Course Description

**IBDP Language A: Language and Literature:** students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural beliefs and to negotiate meanings for texts.

### Course Syllabus

The model for language A: language and literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels.

Literary Works			Non-Literary Works
Works Read	SL	HL	SL/HL
Works in translation written by authors on the <i>Prescribed reading list</i>	Study of a minimum of one work	Study of a minimum of two works	<b>Analyzing and exploring multiple text types such as:</b>  Advertisements Editorials Brochures Essays Cartoon Appeals Speeches Memoirs Photographs Letters Infographics Interviews
Works originally written in the language studied, by authors on the <i>Prescribed reading list</i>	Study of a minimum of one work	Study of a minimum of two works	
Free Choice	Study of two works freely chosen	Study of two works freely chosen	
<b>Total Work Studied</b>	4	6	

## Course Assessment

<b>SL</b>	<b>Assessment Component</b>	<b>Weighing</b>
<b>External</b>	Paper 1: Guided textual analysis	<b>35%</b>
	Paper 2: Comparative Essay	<b>35%</b>
<b>Internal</b>	Individual Oral	<b>30%</b>

<b>HL</b>	<b>Assessment Component</b>	<b>Weighing</b>
<b>External</b>	Paper 1: Guided textual analysis	<b>35%</b>
	Paper 2: Comparative Essay	<b>25%</b>
	HL Essay 1500 words	<b>20%</b>
<b>Internal</b>	Individual Oral	<b>20%</b>

## Course Expectations

Students should expect to read widely and participate actively in the various learning opportunities offered. A great deal of independence and responsibility is expected. Successful students keep up with their daily tasks and regularly review the course material.

<b>Russian Literature</b>	Lyuba Azimova <a href="mailto:lyudmilar@tashschool.org">lyudmilar@tashschool.org</a>
<b>Korean Literature</b>	Minae Park <a href="mailto:minaep@tashschool.org">minaep@tashschool.org</a>

### Course Description

IBDP Language A: Literature students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

### Course syllabus

The model for language A: literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels.

<b>Literary Works</b>		
<b>Works Read</b>	<b>SL</b>	<b>HL</b>
Works in translation written by authors on the Prescribed reading list	Study of a minimum of three works	Study of a minimum of four works
Works originally written in the language studied, by authors on the Prescribed reading list	Study of a minimum of four works	Study of a minimum of five works
Free Choice	Study of two works freely chosen	Study of four works freely chosen
<b>Total Work Studied</b>	9	13

### Course assessment

<b>SL</b>	<b>Assessment Component</b>	<b>Weighing</b>
<b>External</b>	Paper 1: Guided textual analysis	<b>35%</b>
	Paper 2: Comparative Essay	<b>35%</b>
<b>Internal</b>	Individual Oral	<b>30%</b>



<b>HL</b>	<b>Assessment Component</b>	<b>Weighing</b>
<b>External</b>	Paper 1: Guided textual analysis	<b>35%</b>
	Paper 2: Comparative Essay	<b>25%</b>
	HL Essay 1200,1500 words	<b>20%</b>
<b>Internal</b>	Individual Oral	<b>20%</b>

### **Course Expectations**

Students should expect to read widely and participate actively in the various learning opportunities offered. A great deal of independence and responsibility is expected. Successful students keep up with their daily tasks and regularly review the course material.

<b>Russian</b>	Umida Rasulmukhademova <a href="mailto:umidar@tashschool.org">umidar@tashschool.org</a>
<b>Russian</b>	Lyuba Azimova <a href="mailto:lyubova@tashschool.org">lyubova@tashschool.org</a>
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### Course Description

**IBDP Language B:** Language acquisition consists of two modern language courses— language ab initio and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. 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, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

### Course Syllabus

The curriculum is organized around five prescribed themes with which the students engage through written, audio, visual and audio-visual texts. Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation. Communication is evidenced through receptive, productive and interactive skills.

<b>Theme</b>	<b>Guiding principle</b>	<b>Optional recommended topics</b>	<b>Possible questions</b>
Identities	Explore the nature of the self and what it is to be human.	Lifestyles Health and well-being Beliefs and values Subcultures Language and identity	<ul style="list-style-type: none"> <li>• What constitutes an identity?</li> <li>• How do language and culture contribute to form our identity?</li> </ul>
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	Leisure activities Holidays and travel Life stories Rites of passage	<ul style="list-style-type: none"> <li>• How does our past shape our present and our future?</li> </ul>

		Customs and traditions Migration	How and why do different cultures mark important moments in life?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	Entertainment Artistic expressions Communication and media Technology Scientific innovation	What can we learn about a culture through its artistic expression?  How do the media change the way we relate to each other?
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	Social relationships Community Social engagement Education The working world Law and order	What is the individual's role in the community?  What role do rules and regulations play in the formation of a society?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world	The environment Human rights Peace and conflict Equality Globalization Ethics Urban and rural environment	What environmental and social issues present challenges to the world, and how can these challenges be overcome?  What challenges and benefits does globalization bring?

### Course assessment

The assessment outlines for language B SL and HL are identical; it is the nature of the assessment that differs and this is what distinguishes SL assessments from those of HL. For language B HL paper 1, the tasks set will require more complex language and structures and demand higher-order thinking skills. Additionally for HL, a higher word range has been provided in order to accommodate the more complex responses required. For the individual oral internal assessment, the stimulus at language B SL is a visual image that is clearly relevant to one (or more) of the themes of the course. The stimulus at language B HL is an excerpt from one of the two literary works studied.

## Assessment outline for SL

Assessment component	Weighting
<p><b>External assessment (3 hours)</b></p> <p><b>Paper 1 (1 hour 15 minutes)</b> Productive skills—writing (30 marks)</p> <p>One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p>	<p><b>75%</b></p> <p><b>25%</b></p>
<p><b>Paper 2 (1 hour 45 minutes)</b> Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p><b>50%</b></p> <p>25%</p> <p>25%</p>
<p><b>Internal assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral assessment</b> A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<p><b>25%</b></p>

## Assessment outline for HL

<p><b>External assessment (3 hours 30 minutes)</b></p> <p><b>Paper 1 (1 hour 30 minutes)</b> Productive skills—writing (30 marks)</p> <p>One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p>	<p><b>75%</b></p> <p><b>25%</b></p>
<p><b>Paper 2 (2 hours)</b> Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (1 hour) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p><b>50%</b></p> <p>25%</p> <p>25%</p>
<p><b>Internal assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral assessment</b> 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)</p>	<p><b>25%</b></p>

**Grade 11 & 12 -Russian**

[Umidar@tashschool.org](mailto:Umidar@tashschool.org)

**Languages available: Russian, (French and Spanish Standard Level ab initio may be available as a Pamoja taught course)**

### **Course Introduction**

The main focus of the Language ab initio course is on the communication: the ability to communicate in the target language through the study of language, themes and texts. Communication is evidenced through receptive, productive and interactive skills within a range of contexts and purposes that are appropriate to the syllabus. Language instruction will also help students to develop an understanding of basic concepts of language that are fundamental to successful communication.

The **aims** for language ab initio will be the following:

- 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

### **Course content**

Language ab initio will be delivered through the use of five prescribed themes:

<b>Identities</b>	<b>Experiences</b>	<b>Human Ingenuity</b>	<b>Social organization</b>	<b>Sharing the Planet</b>
Personal attributes	Daily routine	Transport	Neighbourhood	Climate
Personal relationships	Leisure	Entertainment	Education	Physical geography
Eating and Drinking	Holidays and Tourism	Media	The workplace	Environment
Physical well-being	Festivals and celebrations	Technology	Social Issues	Global Issues

### **Ab initio assessment details**

Students taking a Language ab initio will complete an Internal Assessment, worth 25% of the total, and a Paper 1 and Paper 2 at the end of the course.

### **Who should choose this course?**

Language ab initio is appropriate for students with zero to less than two years of experience in the target language. While previous exposure to the language may be helpful, it is not mandatory.

### **Who should not choose this course?**

Students should not take a language ab initio course in a language for which they have had two or more years of study or life experience.

### **References**

International Baccalaureate, [Diploma Programme Language ab initio](#) overview (link).

Grade 11 & 12

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### Course Description

Almost every single issue shaping the world around us has at its core an economic explanation. Your child is taking his or her first steps towards better understanding the social science discipline that will equip them to see and understand the causal relationship between economic variables and the social phenomenon shaping the societies they inhabit. Exciting time indeed. To a lesser degree your child will also be learning enough economics to help them pass their IB DP course requirements.

Trust me when I tell you that your child is on the precipice of perhaps the greatest academic journey of their young lives; one that possesses the potential to enrich them in ways they never imagined possible. I am here, ready to guide your child towards this enrichment. I trust your child is prepared to do their part as well. But do know there will be perils and challenges along the way, for economics does not relinquish its powerful secrets easily. But with great challenges, come great rewards.

Along our journey we will explore microeconomics, macroeconomics, International Economics and Developmental Economics; each new topic, more exciting than that previous.

### Course Syllabus

The course is divided into four units, each lasting roughly one semester of the two years program. The four units cover Microeconomics, Macroeconomics, International Economics and Developmental Economics. Find the IB Guide information [here](#). If you wish to explore more of the finer nuances of what this course has to offer, might I direct you to the Course Website? I suggest you begin your journey [here](#).

### Course Assessment

SL	HL	
Paper 1 (30%) Extended Response	Paper 1 (20%) Extended Response	<i>*Paper 1 and 2 will contain HL extension material</i>
Paper 2 (40%) Data Response	Paper 2 (30%) Data Response	
Internal Assessment (30%)	Paper 3 (30%) Policy Paper  Internal Assessment (30%)	

Grade 11 & 12

Tristan Roddick [tristanr@tashschool.org](mailto:tristanr@tashschool.org)

### Course Description

The Diploma Programme Geography course explores how we can examine the world from the perspective of four key concepts: **place**, **processes**, **power**, and **possibility**. The course explores a variety of topics all connected to the definition of geography: what is where, why there, and why care? We will cover topics like demographics and population, climate change, resource management and security, and a number of specific option topics, chosen to suit the interests of students and the realities of our local environment. It is truly a fascinating course, dipping shamelessly into economics, history, global politics, biology, arts, language and literature, and even philosophy - for each of these, it brings in a spatial perspective that enriches and connects these topics to a central understanding of the complexity of “place”.

### Course Outline

For additional details, please go to the [IB Geography Syllabus](#) online.

<b>SL &amp; HL</b>	<p><b>Part 1: Geographic themes</b>            These are the geography “options”. For SL, two options are chosen by the class; one additional option is chosen for HL. The class of 2024 will study Option E: Leisure, Tourism and Sport, and Option F: Food and Health. The HL students will also choose another option.            The class of 2025 will choose their options later in Semester 1.</p>
	<p><b>Part 2: Geographic perspectives - global change</b>            These are the SL and HL core topics - population distribution and changing population, global climate, and global resource consumption and security.</p>
<b>HL Only</b>	<p><b>Part 3: Geographic perspectives - global interactions</b>            These are the HL core topics: power, places and networks, human development and diversity, and global risks and resilience.</p>

## Course Assessment

Geography students are assessed through two or three papers, each with a unique structure, and their internal assessment. This student-driven investigation requires conducting fieldwork. If it is safe for our students to do so, this fieldwork is often conducted on a fieldwork trip. More details will become available as we have a better understanding of the health risks in the region throughout the year.

	SL	HL
Paper 1	Geographic Themes (35%)	Geographic Themes (35%)
Paper 2	Geographic Perspectives - global change (40%)	Geographic Perspectives - global change (25%)
Paper 3	n/a	Geographic perspectives - global interactions (20%)
Internal Assessment	Internal Assessment (25%)	Internal Assessment (20%)



**Grade 11 & 12**

Karl Mythen [karlm@tashschool.org](mailto:karlm@tashschool.org)

### Course Description

The aim of the IB History course is to cover approximately 100 years of content and teach the skills necessary for not only a historian but for an enlightened international citizen. This includes not only analysis of primary and secondary sources for bias but also the art of the analytical essay. Writing is thought made visible and making one's thoughts known in a clear manner is a large part of IB History.

### Differences between HL and SL

HL students have slightly different weighting (See below) for various exam papers and the Internal Assessment and they are required to cover three more units of history that are closely connected to Europe. These three extras are what they are evaluated on within the infamous Paper 3 which consists of 3 essays, one after the other.

### Course syllabus

Students will cover the following content:

<b>SL &amp; HL</b>	<p><b>Paper 1</b></p> <p><b>Option:</b> The move to global war</p>
	<p><b>Paper 2:</b></p> <p><b>Options:</b></p> <ul style="list-style-type: none"> <li>● Authoritarian states (20th century)</li> <li>● Causes and effects of 20th-century wars</li> </ul>
<b>HL Only</b>	<p><b>Paper 3:</b> History of Europe</p> <p><b>Options:</b></p> <ul style="list-style-type: none"> <li>● Europe and the First World War (1871–1918)</li> <li>● European states in the inter-war years (1918–1939)</li> <li>● Diplomacy in Europe (1919–1945)</li> </ul>

## Course Assessment

The vast majority of my assessments will generally consist of an evaluation of primary source documents or writing an essay. Essays tend to range from 3 to 5 pages in length handwritten over a 45 minute time period. There will be occasional demands that they create powerpoints, take quizzes on a reading etc. The Internal Assessment (IA) is a piece of original research on a topic of their choice that is 2,200 words in length. The research and the writing for the IA takes place in the classroom over a 2 week time period.

External Assessments	SL%of grade	HL % of grade
Exam Paper 1: Questions on 5 different sources. (1 hour)	30	20
Exam Paper 2: Two essay questions. (1.5 hours)	45	25
Exam Paper 3: Three essay questions. (HL)(2.5 hours)	0	35
Internal Assessment (Takes place in Grade 12 Semester 1 )	25	20

## Course Expectations

Students should keep up with the readings and participate within class. The amount of material is so dense that there will be areas that I cannot cover in the detail which I would like. The more successful students are those that go beyond the readings I offer and begin to conduct their own research. So curiosity is important. If the student misses a class, it is up to them to catch up with whatever it is that they have missed. Students should also have an open mind. It is more than possible that their opinions could be wrong. It's important to be willing to listen, to converse rather than browbeat and to adopt the interesting insights of others.

## Resources

- Kognity Units: Authoritarian states (20th century) & The move to global war

**Grade 11**

Rob Battye [robb@tashschool.org](mailto:robb@tashschool.org)

### Course Overview

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts (*creativity, change, ethics and sustainability*) this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organisation and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

The course encourages the application of local, national & global examples to guide student learning and the internal assessment component requires students to apply their learning in helping a real business facing a business issue or problem.

Students studying at HL learn additional business tools and content. They also take an additional exam paper that focuses on social enterprises.

### Course Syllabus

<b>Unit 1: Introduction to business management</b>
Business types, business objectives, stakeholders, business growth & MNCs.
<b>Unit 2: Human resource management</b>
Organisational structure, leadership & management, motivation, corporate culture (HL), communication & employee relations (HL)
<b>Unit 3: Finance &amp; accounts</b>
Sources of finance, costs & revenues, final accounts, ratio analysis, cash flow, investment

appraisal & budgets (HL)
<b>Unit 4: Marketing</b>
Marketing planning, sales forecasting (HL), market research, 7-Ps & international marketing (HL)
<b>Unit 5: Operations Management</b>
Operations methods, lean production (HL), break-even, production planning (HL), crisis management & contingency planning (HL), R&D (HL) & MIS (HL)

### **Assessment**

IA Research Project: SL - 30%, HL 20%

Examination: SL - 70% (2 papers), HL - 80% (3 papers)

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### Course Overview

IBDP Biology is a two year course taken in Grade 11 and Grade 12. At the end of the second year, students undergo examination of content covered during the entire course.

The course is designed in two levels – Standard Level (SL) and Higher Level (HL). The DP biology course promotes concept-based teaching and learning to foster critical thinking. The DP biology course is built on:

- approaches to learning
- nature of science
- skills in the study of biology.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of biology.

### Course Syllabus

Syllabus component	Recommended Teaching Hours	
	SL	HL
<b><u>Unity and diversity</u></b> <ul style="list-style-type: none"> <li>• Water</li> <li>• Nucleic acids</li> <li>• Origins of cells *</li> <li>• Cell structure</li> <li>• Viruses *</li> <li>• Diversity of organisms</li> <li>• Classification and cladistics *</li> <li>• Evolution and speciation</li> <li>• Conservation of biodiversity</li> </ul>	19	33
<b><u>Form and function</u></b> <ul style="list-style-type: none"> <li>• Carbohydrates and lipids</li> <li>• Proteins</li> <li>• Membranes and membrane transport</li> <li>• Organelles and compartmentalization</li> </ul>	26	39

<ul style="list-style-type: none"> <li>• Cell specialization</li> <li>• Gas exchange</li> <li>• Transport</li> <li>• Muscle and motility *</li> <li>• Adaptation to environment</li> <li>• Ecological niches</li> </ul>		
<u><b>Interaction and interdependence</b></u> <ul style="list-style-type: none"> <li>• Enzymes and metabolism</li> <li>• Cell respiration</li> <li>• Photosynthesis</li> <li>• Chemical signalling *</li> <li>• Neural signalling</li> <li>• Integration of body systems</li> <li>• Defence against disease</li> <li>• Populations and communities</li> <li>• Transfer of energy and matter</li> </ul>	31	48
<u><b>Continuity and change</b></u> <ul style="list-style-type: none"> <li>• DNA replication</li> <li>• Protein synthesis</li> <li>• Mutations and gene editing</li> <li>• Cell and nuclear division</li> <li>• Gene expression *</li> <li>• Water potential</li> <li>• Reproduction</li> <li>• Inheritance</li> <li>• Homeostasis</li> <li>• Natural selection</li> <li>• Sustainability and change</li> <li>• Climate change</li> </ul>	34	60
<b>Experimental programme</b>	40	60
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10

\* **Topics with content that should only be taught to HL students**

### Course Assessment

Type of Assessment	Format of Assessment	Time (hours)		Weighting Of Final grade
		SL	HL	
<b>External</b>		3	4.5	80
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	1.5	2	36
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	2.5	44

<b>Internal</b>		10		20
Scientific Investigation	The scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.			

Grade 11 & 12

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### Course Overview

IBDP Chemistry is a two year course taken in Grade 11 and Grade 12. At the end of the second year, students undergo examination of content covered during the entire course.

The course is designed in two levels – Standard Level (SL) and Higher Level (HL). The course promotes concept-based teaching and learning to foster critical thinking. It is built on:

- approaches to learning
- nature of science
- skills in the study of chemistry.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of chemistry.

### Course Syllabus

Syllabus component	Recommended Teaching Hours	
	SL	HL
<b>Structure 1. Models of the particulate nature of matter</b> Structure 1.1—Introduction to the particulate nature of matter Structure 1.2—The nuclear atom Structure 1.3—Electron configurations Structure 1.4—Counting particles by mass: The mole Structure 1.5—Ideal gases	17	21
<b>Structure 2. Models of bonding and structure</b> Structure 2.1—The ionic model Structure 2.2—The covalent model Structure 2.3—The metallic model Structure 2.4—From models to materials	20	30
<b>Structure 3. Classification of matter</b> Structure 3.1—The periodic table: Classification of elements Structure 3.2—Functional groups: Classification of organic compounds	16	31
<b>Reactivity 1. What drives chemical reactions?</b>	12	22



Reactivity 1.1—Measuring enthalpy change Reactivity 1.2—Energy cycles in reactions Reactivity 1.3—Energy from fuels Reactivity 1.4—Entropy and spontaneity (Additional higher level)		
<b>Reactivity 2. How much, how fast and how far?</b> Reactivity 2.1—How much? The amount of chemical change Reactivity 2.2—How fast? The rate of chemical change Reactivity 2.3—How far? The extent of chemical change	21	31
<b>Reactivity 3. What are the mechanisms of chemical change?</b> Reactivity 3.1—Proton transfer reactions Reactivity 3.2—Electron transfer reactions Reactivity 3.3—Electron sharing reactions Reactivity 3.4—Electron-pair sharing reactions	24	45
<b>Experimental programme</b>	<b>40</b>	<b>60</b>
Practical work Collaborative sciences project Scientific investigation	20 10 10	40 10 10

### Course Assessment

Type of Assessment	Format of Assessment	Time (hours)		Weighting Of Final grade
		SL	HL	
<b>External</b>		3	4.5	80
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	1.5	2	36
Paper 2	Short answer and extended-response questions	1.5	2.5	44
<b>Internal</b>		10		20
Scientific Investigation	The scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.			

Grade 11 & 12

Ahmad Itani [ahmad.itani@tashschool.org](mailto:ahmad.itani@tashschool.org)

### Course Overview

IBDP Physics is a two year course taken in Grade 11 and Grade 12. At the end of the second year, students undergo examination of content covered during the entire course.

The course is designed in two levels – Standard Level (SL) and Higher Level (HL). The course promotes concept-based teaching and learning to foster critical thinking. It is built on:

- approaches to learning
- nature of science
- skills in the study of biology.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of physics.

### Course Syllabus

Syllabus component	Recommended Teaching Hours	
	SL	HL
<b>A Space, time and motion</b> A.1 Kinematics • A.2 Forces and momentum • A.3 Work, energy and power • A.4 Rigid body mechanics •• A.5 Galilean and special relativity •••	27	42
<b>B. The particulate nature of matter</b> B.1 Thermal energy transfers • B.2 Greenhouse effect • B.3 Gas laws • B.4 Thermodynamics ••• B.5 Current and circuits •	24	32
<b>C. Wave behaviour</b> C.1 Simple harmonic motion •• C.2 Wave model • C.3 Wave phenomena ••	17	29

C.4 Standing waves and resonance • C.5 Doppler effect ••		
<b>D. Fields</b> D.1 Gravitational fields •• D.2 Electric and magnetic fields •• D.3 Motion in electromagnetic fields • D.4 Induction •••	19	38
<b>E. Nuclear and quantum physics</b> E.1 Structure of the atom •• E.2 Quantum physics ••• E.3 Radioactive decay •• E.4 Fission • E.5 Fusion and stars •	23	39
<b>Experimental programme</b>	<b>40</b>	<b>60</b>
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10

**Key to table:**

- Topics with content that should be taught to all students
- Topics with content that should be taught to all students plus additional HL content
- Topics with content that should only be taught to HL students

**Course Assessment**

Type of Assessment	Format of Assessment	Time (hours)		Weighting Of Final grade
		SL	HL	
<b>External</b>		3	4.5	80
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions)	1.5	2	36
Paper 2	Short answer and extended-response questions	1.5	2.5	44
<b>Internal</b>		10		20
Scientific Investigation	The scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.			

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<b>Grade 11</b> - Applications & Interpretation SL	Grace Kearton <a href="mailto:gracek@tashschool.org">gracek@tashschool.org</a>
<b>Grade 11 &amp; 12</b> - Analysis & Approaches HL	Shalini Mehan <a href="mailto:shalini@tashschool.org">shalini@tashschool.org</a>
<b>Grade 11 &amp; 12</b> - Analysis & Approaches SL	Annie Sproston <a href="mailto:annies@tashschool.org">annies@tashschool.org</a>

### Course Description

DP mathematics will focus on developing the skills of analysis, abstraction and generalization, risk awareness and statistical literacy, algorithmic thinking, modeling and inquiry to meet the diverse needs, interests and motivations of all our students.

There are two mathematics subjects/routes that are offered at Standard Level (SL) and one at Higher Level (HL):

#### 1. Mathematics: Analysis and Approaches

This course may be offered next year at both **SL** and **HL** for Grade 11 students. It is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization.

#### 2. Mathematics: Applications and Interpretation

This course may be offered next year at both **SL** and **HL** for Grade 11 students. It is designed for students who are interested in developing their mathematics for describing our world, modeling and solving practical problems using the power of technology. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

### Course content

There are 5 core topics for both courses: Number and algebra, Functions, Geometry and trigonometry, Statistics and probability and Calculus. Both courses also complete an individual exploration (IA).

For Analysis and Approaches, **a calculator is not allowed on Paper 1** for HL and SL. This course places an emphasis on algebra and calculus.

For Applications and Interpretation, **a calculator is allowed on all exams**. This course places an emphasis on statistics, modeling, and use of technology.

### Textbook

IB Mathematics, published by Oxford is the textbook we are using. Students will have, an online resource of the text and a physical copy of the resource.

### Course Requirements

A graphical display calculator is compulsory for this course. The recommended model is the **Texas Instruments TI-84Plus** calculator. Instruction regarding processes completed on the graphing calculators will only be provided for the TI84.

The following stationary items are required; pens and pencils, a ruler, a notebook and a folder to keep handouts and loose paper each lesson.

**IB assessment:** The final assessment at the end of the two year course will take the following format.

ASSESSMENT HL						
Course Name	Assessment Type	Paper	Format	GDC	Marks	Weighting
Analysis and Approaches	External	1	Section A: short Questions Section B: Long Questions	NO	110	30%
		2	Section A: short Questions Section B: Long Question	YES	110	30%
		3	Maybe a problem solving paper requiring the use of spreadsheets and a graphing software	YES	55	20%
	Internal	IA	Mathematical Exploration		20	20%
Application and Interpretation	External	1	Short Questions	YES	110	30%
		2	Long Questions	YES	110	30%
		3	Maybe a problem solving paper requiring the use of spreadsheets and a graphing software	YES	55	20%
	Internal	IA	Mathematical Exploration		20	20%

<b>ASSESSMENT SL</b>						
Course Name	Assessment Type	Paper	Format	GDC	Marks	Weighting
Analysis and Approaches	External	1	Section A: short Questions Section B: Long Questions	No	80	40%
		2	Section A: short Questions Section B: Long Question	YES	80	40%
	Internal	IA	Mathematical Exploration		20	20%
Application and Interpretation	External	1	Short Questions	YES	80	40%
		2	Long Questions	YES	80	40%
	Internal	IA	Mathematical Exploration		20	20%

**Internal assessment:**

As can be seen from the table above 20% of the candidate’s final IB Mathematics score will come from an internally assessed project and therefore there will be opportunities throughout the duration of the course for your child to gain practice at these types of tasks as well as to work on the official one.

**References**

[Mathematics: analysis and approaches course outline \(from IB\)](#)

[Mathematics: application and interpretation course outline \(from IB\)](#)

International Baccalaureate, [Diploma Programme Mathematics](#) overview

Grade 11 & 12

Alison Armstrong [alisona@tashschool.org](mailto:alisona@tashschool.org)

## Course Description

The aims of IB Music programme

- 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.

## Difference between Higher and Standard Level

The Higher Level course allows for greater exploration of music theory into practice through an additional assessment task known as The Contemporary Music-Maker.

## Course Content

Throughout the course, students embody three roles: the **researcher**, the **creator** and the **performer**. In these roles, they inquire, create, perform and reflect on the course's three musical processes: Exploring music in context, Experimenting with music and Presenting music.

### Areas of Inquiry (AoI) include:

1. Music for sociocultural and political expression
2. Music for listening and performance
3. Music for dramatic impact, movement and entertainment  
Music technology in the electronic and digital age

### Engagement with these AoIs takes place across three contexts:

- Personal context
- Local context
- Global context

Assessment Details	External / Internal	SL	HL
<b>Exploring Music in Context</b> Students select samples of their work for a portfolio submission (maximum 2,400 words).	External	30%	20%
<b>Experimenting with music</b> Students submit an experimentation report with evidence of their musical processes in creating and performing focused through at least two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process.	Internal	30%	20%

<b>Presenting Music</b> Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry.	External	40%	30%
<b>The Contemporary Music-Maker (HL only)</b> Students submit a continuous multimedia presentation documenting their real-life project.	Internal	N/A	30%

### **Prerequisites and Special Requirements**

Students choosing IB Music need strong music notation reading skills, at least two years of music performance experience (instrument or singing) and strong analytical skills. Students need to take private music lessons with their primary instrument/voice independent of the course.

### **Who should choose this course?**

IB Music is recommended for students who may want to pursue music as their future career and also to those with a particular interest in music history, music theory, composing, improvising, electronic music and performing music.

### **Who should not choose this course?**

Students without preliminary music skills and knowledge should not choose IB Music. Students should know that this course is not a 'jam' practice session, or take the course to learn a new instrument. Individual practice is necessary for success.

### **Reference**

International Baccalaureate, [New Music Curriculum Overview](#)



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## Course Description

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through practical inquiry, experimentation, risk taking and the presentation of ideas to others. The IB Diploma Programme theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience. The basis of theatre is inquiry into the human condition; what makes us human, the actions we take and the stories we tell, how we interact and how we share our visions. Students will approach these three areas from each of the following 4 perspectives:

- Creator
- Performer
- Director
- Designer

## The Journal

Students must maintain a theatre journal. It is the main record of the course and is used for all of the assessment tasks. It should be used to record:

- Challenges and achievements
- Creative ideas and experiments
- Critical analysis and experience of live theatre productions as a spectator
- Detailed evaluations, feedback and reflections
- Experiences as a creator, designer, director and performer
- Research (academic and practical)
- Responses to work seen and responses to diverse stimuli
- Skills acquisition and development

## Assessment Outline HL & SL

Assessment task	External/ Internal	SL	HL
<p><b>Production proposal</b></p> <p>Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following.</p>	<b>Internal</b>	<b>30%</b>	<b>20%</b>

<p>1. A production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.</p>			
<p><b>Research presentation</b></p> <p>Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following.</p> <ol style="list-style-type: none"> <li>1. A video recording of the student’s research presentation (15 minutes maximum).</li> <li>2. A list of all sources cited and any additional resources used by the student during the presentation.</li> </ol>	<b>External</b>	<b>30%</b>	<b>20%</b>
<p><b>Collaborative project</b></p> <p>Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. Each student submits the following.</p> <ol style="list-style-type: none"> <li>1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.</li> <li>2. A video recording of the final piece (7–10 minutes maximum).</li> </ol>	<b>External</b>	<b>40%</b>	<b>25%</b>
<p><b>Solo theatre piece (HL only)</b></p> <p>Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4–7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following.</p> <ol style="list-style-type: none"> <li>1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited.</li> <li>2. A continuous unedited video recording of the whole solo theatre piece (4–7 minutes maximum).</li> </ol>	<b>External</b>	–	<b>35%</b>

**Grade 11 & 12**

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### Course Description

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. The IBDP visual arts course encourages students to challenge their own creativity and cultural expectations and boundaries. It is a course that develops analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers.

### Course Syllabus

The course consists of three parts (both HL and SL):

1. Theoretical practice; the comparative study (20% of final IB grade)
2. Art-making practice; the process portfolio (40% of final IB grade)
3. Curatorial practice; the exhibition (40% of final IB grade)

The students will collect their thoughts, drawings, ideas, reflections and other art-related things in their Art journal.

### IB Assessment

	<b>HL</b>	<b>SL</b>
Comparative study (20%)	Compare at least three different art works by at least two artists, with commentary over 10-15 screens and a reflection about the influence of these works on their own art making practice (3-5 screens)	Compare at least three different art works by at least two artists, with commentary over 10-15 screens
Process portfolio (40%)	13-25 screens of carefully selected evidence that demonstrates experimentation, refinement and exploration over the 2 years of the course	9-18 screens of carefully selected evidence that demonstrates experimentation, refinement and exploration over the 2 years of the course
Exhibition (40%)	8-11 works with exhibition text for each and a curatorial rationale of 700 words (max)	4 -7 works with exhibition text and a curatorial rationale of 400 words (max)