



The Australian Independent School, Indonesia graduates are: principled, thinkers, communicators, balanced, reflective, inquirers, open-minded, risk-takers. and caring. global citizens

SENIOR STUDENT HANDBOOK 2019

Welcome from the Head of Campus

To Students,

As you begin to think about your subject options for Year 11 and 12, this booklet will help you make considered and thoughtful decisions. You need to think about what you are interested in, which subjects you do well in and which pathway best suits your future directions.

AIS Pejaten Campus offers the IB Diploma Programme alongside our Hybrid Program of an AIS High School Diploma and the IB Certificate, and some students will find it more appropriate to do all school based subjects to receive the AIS High School Certificate, which means students attending AIS Pejaten Campus in Year 11 and 12 will have three options or pathways to choose from. The three pathways are designed to meet the aspirations of the diverse global citizens studying at AIS Pejaten Campus.

There are plenty of resources in the Careers Corner and the Senior Study Suite, which will provide information about tertiary courses and future careers. You will also find new subjects and pathways are offered in Years 11 and 12. These will be unfamiliar to you and you will need to talk to your teachers and read the course descriptions carefully to see which pathway will best suit you.

Years 11 and 12 are both challenging and rewarding. As life- long learners, you are working towards laying the foundation of your future career and a fulfilling life as an active global citizen. You will need to plan and organise your time carefully so that you can learn and achieve to the best of your ability.

To Parents,

It is important that each student makes the right choices for Years 11 and 12. The key to this is to enable students to think about both their present interests and their future careers.

We have a wealth of information students can access and your daughter's or son's teachers have plenty of expertise that will be helpful to you.

We encourage parents and students who would like further information on the Diploma Programme to attend the 2019, Year 11 Information Morning which will be held on Wednesday February 27 2019.

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Australian Independent School, Indonesia.

Our Vision

The vision of AIS is for our students to become confident, capable and socially aware global citizens who contribute meaningfully to the communities in which they choose to live and work.

Our Mission

Our mission is to achieve this through the provision of high quality, inclusive learning experiences, differentiated to meet individual needs.

We support students' learning with excellent teachers equipped with up to date teaching materials and technological resources.

Learning takes place in an atmosphere of respect and support where we acknowledge and celebrate our differences and encourage empathy, compassion, understanding and respect for human dignity.

Our graduates will have the skills, knowledge, values and attitudes needed to make a positive contribution to the international community.

IB Mission Statement

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

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

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

We believe that both statements are similar in their outlook and complement each

other with no apparent opposing points of difference.

Curriculum Overview

Pathway 1: IB Diploma Programme
- AIS High School Diploma & IB Diploma

Pathway 2: Hybrid- IB Subjects and School
Based subjects – AIS High School Diploma &
IB Certificate

Pathway 3: School Based learning via School
Based Subjects – AIS High School Diploma

Academic Calendar 2019:

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Group	Course	HL	SL
1 – Language A	English Literature SL/HL/SB	✓	✓
	Korean Literature SL/HL/SB	✓	✓
	Indonesian Literature SL/HL/SB		✓
	School Supported Self Taught Literature SL/SB		✓
2 – Language B	English B SL/HL/SB	✓	✓
	Indonesia ab initio SL/SB		✓
	Indonesian B SL/HL/SB	✓	✓
	Spanish ab initio SL		✓
3 – Individuals & Societies	Business and Management SL/HL/SB	✓	✓
	Economics SL/HL*	✓	✓
	History SL/HL/SB	✓	✓
4 – Experimental Sciences	Biology SL/HL	✓	✓
	Chemistry SL/HL*	✓	✓
	Physics SL/HL	✓	✓
	Integrated Science SB	na	Na
5 – Mathematics	Mathematics HL	✓	
	Mathematics SL		✓
	Mathematics Studies SL		✓
	Applied Mathematics SB	na	Na
6 – The Arts	Film SL/HL/SB	✓	✓
	Music SL/HL/SB	✓	✓
	Visual Arts SL/HL/SB	✓	✓
	Physical Education PE SB	na	Na

*These subjects available to be chosen in place of a Group 6 subject

The Diploma Programme Pathway

What is the Diploma Programme?

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities.

University Recognition

- The IB diploma is a passport to higher education. Universities around the world welcome the unique characteristics of IB Diploma Programme students and recognize the way in which the programme helps to prepare students for university-level education.
- IB students routinely gain admission to some of the best-known universities in the world. Most of these institutions have established recognition policies for the IB diploma.
- The IB maintains information about university recognition that is displayed on the Country information pages of its website.
- We always advise that you read this information carefully and consult the School's Careers Advisor or admissions office of any university in which you are particularly interested as this information can change.

IB Diploma Subject Groups

To qualify for the diploma students need to study 3 subjects at Higher Level (HL) and 3 at Standard Level (SL); in addition to completing CAS, EE and TOK - Core components.

The courses listed on the previous page are offered at AIS as part their IB Diploma Program.

The Hybrid Pathway:

What is The Hybrid Pathway?

The Hybrid Pathway is a flexible programme that permits a combination of School Based subjects (SB) with subjects from the IB Diploma programme. Students who study this pathway graduate with an AIS High School Diploma as well as an IB Certificate.

The Hybrid Pathway is designed for students interested in studying some of the more academically rigorous IB Diploma subjects as well as take advantage of the more vocationally based subjects available with the SB pathway.

What does the IB Certificate give me?

An AIS High School Certificate and an IB Certificate demonstrates a record of your achievement based on not only school based subjects, but includes the achievement against IB Diploma Programme subjects as offered by the IBO and recognized world wide. The IB Certificate is not the IB Diploma (see IB Diploma Pathway) and is basically a transcript of the Diploma Programme subjects studied with grades achieved.

What does the AIS High School Diploma give me?

An AIS High School Diploma is typically used for outlining your achievement and areas of study to employers, technical colleges, and bridging courses into universities. Your AIS High School Diploma is evidence you have graduated from High School and all students receive this upon fulfilling the requirements for graduation (see 'Requirements for Graduation').

What kind of post-secondary study options are available with the AIS High School Diploma (HSD) and the IB Certificate?*

Entrance into universities vary upon the admission policy of each individual university and the type of degree you might wish to study. Generally speaking, many high profile universities require students to graduate with the IB Diploma (see IB Diploma Pathway) before considering admission. However some universities might consider graduates with a High School Certificate and 4-5 IB subjects reflected on the IB Certificate. Obviously the higher the scores, the better for university entrance, and again, many universities may have prerequisites for entry that require the IB Diploma. The AIS HSD and IB Certificate combined, are very useful documents for employers, technical colleges, bridging courses into universities, and entry into some universities. You will need to contact universities directly to find out about university entry requirements. *Note Well that university entry requirements change often and so this information is a general guide only. We strongly recommend that you contact the institutions you are interested directly to know exactly what the entry requirements are. Please speak to our School Counselor or Senior School Coordinator for guidance for advice.

School Based (SB) Pathway:

What is the School Based Learning Pathway?: A school certified programme permitting students to graduate with an AIS High School Diploma.

School Based subjects are designed for students who are particularly interested in developing rapid language acquisition and vocational skills through a challenging yet practical curriculum. This Pathway is a holistic applied learning route that encourages students to design a pathway which best supports their goals and future direction using school subjects.

What does the AIS Diploma give me?

An AIS High School Diploma is typically used for outlining your achievement and areas of study to employers, technical colleges, and bridging courses into universities. Your AIS High School Certificate is evidence you have graduated from High School and all students receive this upon fulfilling the requirements for graduation (see 'Requirements for Graduation').

What kind of post-secondary study options are available with the AIS High School Diploma?*

Technical Colleges (TAFE in Australia) and bridging courses for university are good options with the AIS High School Certificate. Universities are unlikely to be a direct entry option in most countries, as usually you might have to do a university bridging course to get into university. Generally, should you wish for a direct entry into Higher Education, you will likely need to pass 4-5 IB subjects as part of your IB Certificate (Pathway 2), or complete the full IB diploma (Pathway 3), to enter more academic or prestigious universities. For entry into technical colleges, bridging courses, or universities, it is essential to look up the requirements of the individual institution concerned. **Note Well that university entry requirements change often and so this information is a general guide only. We strongly recommend that you contact the institutions you are interested directly to know exactly what the entry requirements are. Please speak to our School Counselor or Senior School Coordinator for guidance for advice.*

Who can help me decide on the programme or combination of pathways best for me?

Your Diploma Programme Coordinator (DPC), School Counselor, Learning Support Coordinator, and Senior School Coordinator are happy to assist you with working through choosing the right pathway for you. Don't forget that you need to involve your parents in the decision making process, as they will probably be the ones supporting you now and beyond school.

Nature of School Based subjects (SB):

Generally speaking, School Based subjects are designed for Academic English Language Acquisition, Vocational Learning, and/or Preparation for Technical Colleges/Pre-university.

Integrated: School Based Subjects are often integrated with each other and differentiated to facilitate individual success and development. For example, Academic English and Senior Humanities might combine to investigate a unit on the development of technology and focus on producing a product based on alternative energy.

Collaborative: Learning experiences typically involve group projects to maximize opportunities for the development of language, team work, and social skills.

Challenging and Outcome Based: Students and teachers negotiate goals based on the Australian Curriculum and the appropriate level of the individual student.

Inquiry Based: Students and Teachers negotiate projects and collaboratively construct knowledge, understanding, and critical thinking techniques. Students regularly reflect on their learning growth and evaluate their progress. The program design is to challenge students to question established ideas and systems, as well as develop practical creative/innovative ways forward.

Assessment: A variety of formative and summative assessment techniques are frequently applied. Criteria for success is regularly negotiated and clarified for individual and group contexts. Folio based reflections and evaluations constitute evidence for the formative and summative assessment that takes place and is reported on.

IB Learner Profile: The program is designed for and ideal for developing all the characteristics of the IB Learner Profile.

Vocational Focus: The learning aims to be practical with applications to the real world in order to make meaningful connections for language learners and provide authentic skills for the world we live in.

Compliments the IB Diploma Programme: Students who study School Based Subjects are encouraged to study IB Diploma subjects as part of their IB Certificate where appropriate.

Requirements for Graduation

- Academic – all set tasks submitted
- Six subjects studied at either SB, SL or HL (alternative programmes, may be approved at the HOC/Principal's discretion).
- Attendance of at least 90%
- CAS & EE/EP completed
- Financial settlement
- Personal Conduct worthy of graduating from AIS

School Based Subjects

School Based Subjects

School Based English B

Information Technology

Applied Mathematics – combination of business and mathematics, Technology

Integrated Science – combination of Physics, Chemistry, Biology, Environmental Systems, Technology

Senior Visual Arts

Senior Music

Senior PE - Health and PE

Senior Film

Applied Business

Applied History

Assessment

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The IB Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

The International Baccalaureate assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses.

The Diploma Programme goals provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.
- Basic skills are also assessed, including:
 - retaining knowledge
 - understanding key concepts
 - applying standard methods.

In addition to academic skills, Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate.

Assessment tasks are designed to support and encourage good classroom teaching and learning. Student results are determined by performance against set standards, not by each student's position in the overall rank order

The AIS & IB Learner Profiles

The aim of all AIS & IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

All AIS learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

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Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and to act to make a positive difference to the lives of others and to the environment.

Courageous

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in support their learning and personal development.

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Mr Inga Tamou

IB English B /DHOC /
Curriculum Co.
inga.tamou@ais-indonesi.com

Ms Jill Batty

Head of English/Humanities
Group 1 & 3 Subjects
jill.batty@ais-indonesia.com

Ms Nicole Avery

IB Business & Economics,
nicole.avery@ais-indonesia.com

Ms Stacey Jones

CAS Coordinator / Head
Science /IB Biology / IB
Psychology
stacey.jones@ais-indonesia.com

Ms Janet Broadbent

Head of Languages /
IB English B
janet.broadbent@ais-indonesia.com

Ms Ani Surya

UJIAN Co / Indonesian ab initio
Ani.surya@ais-indonesia.com

Mr Ferry Surkano

Indonesian ab initio
ferry.sukarno@ais-indonesia.com

Mr Hector Aguilera

TOK / Spanish abinitio /Sports
Coorinator
Hector.aguilera@ais-indonesia.com

Ms Mary Gilleece

University Support

Mary.gilleece@ais-indonesia.com

Ms Bintari Setyorini

IB Indonesian A /B
Bintari.setyorini@ais-indonesia.com

Ms Cheryl Parker

IB Chemistry
Cheryl.parker@ais-indonesia.com

Ms Katrina May

IB TOK
katrina.may@ais-indonesia.com

Ms Agnes Zebua

IB Indonesia A /B
Agnes.zebua@ais-indonesia.com

Dr Tristyn Holland

IB Chemistry, Maths SL
tristyn.holland@ais-indonesia.com

Dr Dean Shippy

Mathematics, Maths HL, Maths
Studies, Physics
dean.shippy@ais-indonesia.com

Mr Ian Fraser

Head of Maths, Maths HL,
Maths Studies, Physics
ian.fraser@ais-indonesia.com

Ms Jeanie Merila

Head of Creative Arts /Art
jeanie.merila@ais-indonesia.com

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Ms Sara Al Maghribi Director of Music sara.almaghribi@ais-indonesia.com	linzi.band@ais-indonesia.com
Mr Petrus Tetirloloby LSA Coordinator / IT petrus.tetirloloby@ais-indonesia.com	Mr Jeff Genders LS Coordinator / IB Film Jeff.genders@ais-indonesia.com
Margaretha Kuera School Counselor Careers Counselor margaretha.kuera@ais-indonesia.com	Mr Kieran Pascoe Librarian / ITGS Kieran.pascoe@ais-indonesia.com
Ms Linzi Band Welfare Coordinator / SET	Mr Henri Bemelmans HOC / IB Maths Studies henri.bemelmans@ais-indonesia.com

The Careers Counselors can provide information and guidance on matters relating to career decision-making, the courses offered as part of the Diploma Programme and requirements of entry into tertiary education. Please contact Mr. Henri Bemelmans, Ms Mary Gilleece or Ms. Margaretha Kuera to make an appointment should you have any enquires regarding post-secondary education.

Diploma Programme Curriculum

The curriculum is modeled by a circle with six academic areas surrounding the three core requirements.



IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

The extended essay (EE) is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of knowledge (TOK) is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, Activity, Service (CAS) requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

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Normally:

Three of the six subjects are studied at Higher Level (HL courses representing 240 teaching hours) the remaining three subjects are studied at Standard Level (SL courses representing 150 teaching hours).

The key features of the Diploma Programme are:

- A broad and balanced curriculum
- Flexibility of choice within a structure
- Concurrency of learning
- Development of international understanding
- Rigorous assessment
- Community service
- Development of research skills, critical thinking, enquiry and reflection skills

Core Requirements:

CAS:

- The CAS requirement is a fundamental part of the programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies.
- Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.
- Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.
- Service encompasses meaningful community service that also facilitates learning. Service projects are ideally long term and planned and coordinated by the students. They are based on an issue in the community, identified through research and community consultation. Service projects may include improving the environment, addressing social inequities, supporting children or adults in the local community, particularly those most vulnerable or in times of crisis, or focusing on making the school a better place. This form of learning emphasises critical thinking and personal reflection while encouraging a heightened sense of community, civic engagement, and personal responsibility.

Students are expected to be involved in CAS activities for the equivalent of at

least three hours each week during the two years of the programme. A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and to others, and to evaluate the understanding and insights acquired. Each student will have a CAS advisor who will work with the CAS coordinator.

Extended Essay:

The extended essay is an independent, self-directed piece of research, culminating into a 3,000-4,000-word paper. As a required component, it provides:

practical preparation for the kinds of undergraduate research required at tertiary level an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject.

Emphasis is placed on the research process:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.
- Participation in this process develops the capacity to:
 - analyse
 - synthesize, and
 - evaluate knowledge.

Students are supported throughout the process with advice and guidance from a supervisor.

Theory of Knowledge

Theory of Knowledge (TOK) provides a forum for discussion supporting the interdisciplinary approach of IB in which students develop as critical knowers. Students are encouraged to recognise that the connections between their different subjects are dependent upon understanding the different ways in which they know.

TOK extends students: it develops a spirit of open-mindedness, lifelong learning, discovery and self-reliance. It inspires a sense of responsibility towards all members of the community, encouraging the development of attitudes and traits that will be respected by others, such as intellectual resilience and broad thinking, analytical perceptiveness and empathy.

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Knowing starts not with the right information, but with the right questions. We may know that: $2+2=4$, we can ride a bicycle, we believe in our religious faith, we can trust the news, we hate mushrooms, mum is angry with us, AIS was founded in 1996, and litmus paper turns red in acid. We rarely, if ever, consider how we know these things and that it is obvious that we do not really mean the same thing by the word 'know' when we use it in each of these examples.

TOK explores a range of Ways of Knowing, or WOKs, in an environment that empowers students through assisting them to take responsibility for their own knowing. It requires them to constantly reflect on how the application and prioritisation of different WOKs in different subject areas influences how and what we know.

As well as the five Areas of Knowledge (AOKs) intrinsic to the six IB groups, ethics, religious knowledge systems and indigenous knowledge systems are added, constituting eight AOKs in all. Every AOK tends to rely upon particular WOKs to investigate the world from a specific perspective. TOK encourages students to both identify these WOKs and consider what impact a shift in priorities might have. As a scientist, Einstein, claimed imagination was the most important faculty in the quest for scientific knowledge. "If you want your children to be intelligent," he once famously remarked, "read them fairy stories."

Perception

What can give us surer knowledge than our senses? With what else can we distinguish the true from the false? (Lucretius)

Using our senses (empiricism) to understand the world is amongst the most favoured ways of knowing in modern Western society. Yet, if I sit in a field for a day and watch the sun, I see it travel through the sky. How reliable, then, is perception as a means of knowing reality?

Reason

Once you have eliminated the impossible, whatever remains, however improbable, must be the truth. (Spock — but he stole it from Sir Arthur Conan Doyle)

We probably think of rationalism most often in relation to Philosophy and Mathematics. It seems a safe way to arrive at truth, certain knowledge. Perhaps; however, deductive thinking is quite different to inductive thinking. If I am in the Matrix, does rational thought really help?

Emotion

I want to know what love is!; want you to tell me. (Foreigner)

Empathy is crucial in real communication, in constructing moral codes and in motivating people to care for others. The analysis of novels depends upon an emotional response to the text. Many would argue that it is our capacity for emotion which makes us truly human.

Faith

The story of Christ is simply a true myth, a myth working upon us in the same way as others, but with this tremendous difference that it really happened. (C. S. Lewis)

Whether one believes in a god or does not, one has faith in one's position. Science is not possible without faith; one must believe in the scientific method as a means of providing knowledge of the world in order to be a scientist.

Language

Human beings do not live in the objective world alone but are very much at the mercy of the particular language which has become the medium of expression of their society. (Edward Sapir)

Usually, we think of language as a way in which we express knowledge; but, we also use language to create knowledge; some would argue to create reality.

Intuition

I... dozed ... the atoms were gambolling before my eyes... But look! What was that? One of the snakes had seized hold of its own tail... let us learn to dream gentlemen. (Friedrich August von Kekule)

Kekule's dream led to the proposal that the molecules of certain important organic compounds are not open structures but closed chains. Einstein argued that, "(t)he supreme task of the physicist is to arrive at universal elementary laws from which the cosmos can be built up by pure deduction. There is no logical path to these laws; only intuition..."

Memory

I don't know who I am. I don't remember. (Merlin Scarterlings, Isobelle Carmody)

If there is such a thing as 'me' that is consistent over time and space then it is dependent upon memory for its existence. Memory does more than store

knowledge; it is a means in which we create knowledge. We take different memories and weave them together to make new knowledge.

Imagination

The problem with ... people is that they don't read enough science fiction! (Unknown Salvation Army Officer in Betconnen Mall)

What this officer was getting at was that those who create the future first envision it. They use imagination to construct a picture of what they want the society of tomorrow to look like and on that basis create agendas for the present.

TOK Structure and Expectations at AIS

TOK is allocated three periods per cycle in the school timetable. In addition, a weekend is held for each Year level. For Year 11 this will be in Term 4 and for Year 12, Term 1.

TOK is the ubiquitous element in the IB. While the allocated periods provide time for specific skilling in and discussion of knowledge issues, students need to recognise that consistent critical self-reflection forms an essential aspect of the ID Programme. It is this intellectual honesty that represents a hallmark of IB. As such, TOK provides both the framework and the metalanguage to enable students to engage all their subjects at a sophisticated level.

Subject Information

Group 1

Literature

English Literature

COURSE OVERVIEW

IB Group 1 Language: Literature is a two-year program divided into four parts: Works in Translation, Detailed Study, Literary Genres, and Options.

From the Language A: Literature Guide:

“The [English A1] course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.”

We also will continuously look to tie our learning and experiences in class to the qualities of the IB Learner Profile, which states that IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. Through the many powerful resources of language that students encounter and create in English class, we will strive daily toward achieving these characteristics. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

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ASSESSMENT OUTLINE: HL and SL	Weighting
External Assessment	70%
Paper 1: Written Commentary	20%
Paper 2: Written Comparative Essay	25%
Written Assignment: Works in Translation	25%
Internal Assessment (moderated externally at end of course)	30%
Individual Oral Presentation	15%
Interactive Oral Commentary and Discussion	15%

COURSE CONTENT

Works in Translation – Written Assignment (SL 2 Works, HL 3 Works)

Play: Doll House; Ibsen

Prose: Analects of Confucius; 475BCE; China (HL ONLY)

Play: Teahouse – Lao She

Part 4: Options – Individual Oral Presentation

Novel: Animal Farm; George Orwell (HL ONLY)

Play: Equus ; Peter Shaffer

Novel: Things Fall Apart; Chinua Achebe

Detailed Study – Individual Oral Presentation Commentary & Discussion (SL 2 works, HL 3 works)

Novel: Brave New World, Aldous Huxley: 1932

Poetry: Wilfred Owen

Play: TBA

Literary Genres – Exam Paper 1 & 2 (HL 3 Works. SL 2 Works)

Poetry: Robert Frost

Poetry: William Blake

Poetry: John Keats

Poetry: Sylvia Plath

Japanese Literature

COURSE OVERVIEW

IB Group 1 Language: Literature is a two-year program divided into four parts: Works in Translation, Detailed Study, Literary Genres, and Options.

From the Language A: Literature Guide:

“The [Japanese A] course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.”

We also will continuously look to tie our learning and experiences in class to the qualities of the IB Learner Profile, which states that IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. Through the many powerful resources of language that students encounter and create in Japanese Literature class, we will strive daily toward achieving these characteristics. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

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ASSESSMENT OUTLINE: HL and SL	Weighting
External Assessment	70%
Paper 1: Written Commentary	20%
Paper 2: Written Comparative Essay	25%
Written Assignment: Works in Translation	25%
Internal Assessment (moderated externally at end of course)	30%
Individual Oral Presentation	15%
Interactive Oral Commentary and Discussion	15%

COURSE CONTENT

- Works in Translation – Written Assignment (SL 2 Works, HL 3 Works)

Novel: Transformation; Kafka

Novel: The Remains of the Day; Kazuo Ishiguro

Short Stories (HL): Indian Camp, Killer, The Short Happy Life of Francis Macomber; Earnest Hemingway

- Oral Presentation

Short Stories: The Night of the Milky Way Train, The Restaurant That Has Many Orders, The Acorns & Wildcat; Kenji Miyazawa

Journal Essay: Travel in Bologna; Hisashi Inoue

Prose: The Deep Structure of Old Tales; Hayao Kawai

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- Detailed Study – Individual Oral Presentation Commentary & Discussion (SL 2 works, HL 3 works)

Play: Yuzuru, A Wife Portrait Painted on a Board; Junji Kinoshita

Poetry (Tanka): Salad Anniversary; Machi Tawara

Poetry (Haiku) / Essay: Okuno Hosomichi; Basho Matsuo (HL)

- Literary Genres – Exam Paper 1 & 2 (HL 3 Works, SL 2 Works)

Novel: The Twilight Years; Sawako Ariyoshi

Short Stories: A Salamander, Sawan on the Roof; Masuji Inoue

Novel: The Deep River; Shusaku Endo

Novel: Two Hundred Years of Children; Kenzaburo Oe

Korean Literature

COURSE OVERVIEW

IB Group 1 Language: Literature is a two-year program divided into four parts: Works in Translation, Detailed Study, Literary Genres, and Options.

From the Language A: Literature Guide:

“The Korean Literature course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural

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understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.”

We also will continuously look to tie our learning and experiences in class to the qualities of the IB Learner Profile, which states that IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. Through the many powerful resources of language that students encounter and create in English class, we will strive daily toward achieving these characteristics. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

ASSESSMENT OUTLINE: HL and SL	Weighting
External Assessment	70%
Paper 1: Written Commentary	20%
Paper 2: Written Comparative Essay	25%
Written Assignment: Works in Translation	25%
Internal Assessment (moderated externally at end of course)	30%
Individual Oral Presentation	15%
Interactive Oral Commentary and Discussion	15%

KOREAN LITERATURE COURSE OUTLINE

2018-2019

Part I : Works in Translation – Written Assignment (SL 2 Works, HL 3 Works)

- HL/SL **Kite Runner** by Khaled Hosseini (novel) - C21(2003) Afghanistan/USA
- HL/SL **The Metamorphosis** by Kafka (novel)
- HL - **A Doll's House** by Henrik Ibsen (drama)

Assessment :

Written Assignment consist of :

- a. Reflective statement
- b. Essay - 1,200- 1,500 words

Part II : Detailed Study – Individual Oral Presentation Commentary & Discussion (SL 2 works, HL 3 works)

- HL/SL PLA **InYeon** by Pi Cheon-deuk (essay) C20
- HL/SL **Seo-See Poetry** by Yun Dong-ju (poetry)
- HL - **River** by Chae man-sik (novel) C20

Assessment : Internal Assessment

IOC - Individual Oral Commentary

- 20 minutes
- Formal oral commentary on poetry with subsequent questions (10 minutes) followed by and interviewed based on one of the other works (10 minutes)
- Internally assessed and moderated through the part 2 internal assessment task.

Part 3 : Literary Genre

- HL/SL PLA **Gamja** by Kim Dong-in (short story) C20
- HL/SL **Unsojoen Nal** by Heyon jin-gun (short story)
- HL/SL - **A Dwarf Launches a Little Ball** by Jo se-hi (short story) C20
- HL - **Dong-Bak Flower** by Kim Yu-jeong (short story)

Assessment : Paper 2 (External Assessment)

An essay based on at least two works studied in part 3

Part 4: Options – Individual Oral Presentation

- HL/SL PLA **Please Look after Mom** by Sin gung-suk (novel) C21
- HL/SL - **Home Sweet Home** by Kong ji-yeong (novel) C21
- HL/SL - Lee Mun Yeol Novel C20

Assessment : Internal Assessment

IOP - Individual Oral Presentation

- 10-15 minutes
- Internally assessed through the part 4 internal assessment task

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Group 2

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	IB DIPLOMA Language B 2019 Year 12 (Indonesian, English)
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Language B AIMS

Language B is a language acquisition course designed for students with some previous experience of the target language. In Language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. This course is available at both SL and HL.

The specific goals of this course at SL and HL level are to enable students to:

1. Develop students' intercultural understanding
2. Enable students to understand and use the language they have studied in a range of contexts and for a variety purposes
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. Develop students' awareness of the role of language in relation to other areas of knowledge
5. Develop students' awareness of the relationship between the languages and cultures with which they are familiar
6. Provide students with a basis for further study, work and leisure through the use of an additional language
7. Provide opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language

ASSESSMENT OBJECTIVES

There are six assessment objectives for the Language B course. Students will be assessed on their ability to:

- Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organize ideas on a range of topics, in a clear, coherent and convincing manner
- understand, analyse and respond to a range of written and spoken texts
- understand and use works of literature written in the target language of study **(HL only)**

SL Course	HL Course
It is envisaged that the content of the SL course would be the same as that of a HL course. <ul style="list-style-type: none">• SL students will not have class as often as HL students	HL course has more hours which will give students more time to develop: <ul style="list-style-type: none">• additional two works of literature• extended assessment tasks

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Students will be assessed using the SL mark bands	Students will be assessed using the HL mark bands
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ASSESSMENT OUTLINE: (SL)

Assessment Component	Weighting
External assessment	70%
Paper 1 (1 hour 30 mins): Receptive Skills Text-handling exercises on four written texts, based on the core	25%
Paper 2 (1 hour 30 mins): Written Productive Skills One writing exercise from a choice of five, based on the options	25%
Written assignment: Receptive and written productive skills: Intertextual reading followed by a written exercise of 300–400 words plus a 100-word rationale, based on the core.	20%
Internal Assessment	30%
Internally assessed by the teacher and externally moderated by the IB	
Individual oral (8–10 minutes)	20%
Based on the options: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher.	
Interactive oral activity	10%
Based on the core: Three classroom activities assessed by the teacher.	

ASSESSMENT OUTLINE: (HL)

Assessment Component	Weighting
External assessment	70%
Paper 1 (1 hour 30 mins): Receptive Skills Text-handling exercises on four written texts, based on the core	25%
Paper 2 (1 hour 30 mins): Written Productive Skills Two compulsory writing exercises. Section A: One task of 250–400 words, based on the options, to be selected from a choice of five. Section B: Response of 150–250 words to a stimulus text, based on the core.	25%
Written assignment: Receptive and written productive skills: Creative writing of 500–600 words plus a 150-word rationale, based on one of the literary texts read.	20%
Internal Assessment	30%
Internally assessed by the teacher and externally moderated by the IB	
Individual oral (8–10 minutes)	20%
Based on the options: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher.	

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Based on the core: Three classroom activities assessed by the teacher.	10%
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Exam 2020 Year 11 cohort (English / Indonesian)

Language B is a language acquisition course designed for students with some previous experience of the target language. In Language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. This course is available at both SL and HL.

Language B aims:

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

Assessment Objectives

The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language acquisition courses.

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1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organise and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Syllabus Outline - Prescribed Themes

The themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest. The five prescribed themes are:

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

Assessment Outline

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge in a different setting.

External assessment is divided into paper 1 and paper 2. The assessment criteria and level descriptors are related to the assessment objectives established for the language B course. The markschemes and detailed marking notes are specific to each examination.

Higher Level	
Assessment Component	Weighting
External assessment (3 hours 30 minutes)	75%
Paper 1 (1 hour 30 minutes)	25%
Productive skills—writing (30 marks)	
One writing task of 450–600 words from a choice of three, each	



Language Ab Initio Diploma Programme

The Language Ab Initio course is a program for beginners designed for students who have no previous experience of learning the target language. The course focuses on everyday situations and aspects of the culture. This ensures that appropriate emphasis is placed on communication. The course has been organized into a number of topics, which provide a context in which several communicative functions (or purposes) and different grammatical structures and vocabulary can be practiced.

The course aims to develop a variety of linguistic skills, and a basic awareness of the culture(s) using the language, through the study of a core themes and language-specific targets. Language ab initio courses are offered at standard level (SL) only.

The language ab initio course is organized into three themes:

- Individual and society
- Leisure and work
- Urban and rural environment

Students will learn to engage in conversations to deal with everyday situations; understand short written passages on defined topics (including the individual, education, transport and communication, shopping, food and drink, leisure, environment and emergencies) and recognise essential notices. Through this course they will be able to extract information from texts such as brochures, guides and letters and also carry out writing tasks such as short messages, letters, instructions and short compositions.

Assessment

Internal assessment is an integral part of the course and is compulsory for all

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of their skills and knowledge in a different setting. It consists of an interactive skills task in the form of an individual oral assessment.

External assessment is divided into paper 1 and paper 2. The assessment criteria and level descriptors are related to the assessment objectives established for the language ab initio course. The markschemes and detailed marking notes are specific to each examination.

ASSESSMENT OUTLINE: SL	Weighting
<i>External Assessment</i>	75%
Paper 1 (1 hour 30 mins): Receptive Skills	30%
Paper 2 (1 hour 30 mins): Productive Skills	25%
Written assignment (2 hours): Receptive and productive skills	20%
Internal Assessment (10 minutes): Interactive Skills	25%
Individual Oral (8 – 10 mins)	25%

Language Ab Initio 2020 Exams (Indonesian / Spanish)

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.

Language Ab Initio aims:

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the

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5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

Assessment Objectives

The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language acquisition courses.

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organise and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Syllabus Outline - Prescribed Themes

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

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organisation
- sharingtheplanet.

Assessment Outline

Internal assessment is an integral part of the course and is compulsory for all language ab initio students. It enables students to demonstrate the application of their skills and knowledge in a different setting. It consists of an interactive skills task in the form of an individual oral assessment.

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External assessment is divided into paper 1 and paper 2. The assessment criteria and level descriptors are related to the assessment objectives established for the language ab initio course. The markschemes and detailed marking notes are specific to each examination.

Assessment Component	Weighting
External assessment (2 hours 45 minutes)	75%
Paper 1 (1 hour) Productive skills—writing (30 marks) Two written tasks of 70-150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	25% 50%
Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%
Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	

Group 3

IB History

HISTORY CONTENT

SL/HL World history topic 10: Authoritarian states (20th century)

This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders' policies, both domestic and foreign, upon the maintenance of power. Examination questions for this topic will expect students to make reference to specific authoritarian states in their responses, and some examination questions will require discussion of states from more than one region of the world. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a minimum of three authoritarian states should be studied.

Topic	Prescribed content
Emergence of authoritarian states	<ul style="list-style-type: none"> • Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system • Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda
Consolidation and maintenance of power	<ul style="list-style-type: none"> • Use of legal methods; use of force; charismatic leadership; dissemination of propaganda • Nature, extent and treatment of opposition • The impact of the success and/or failure of foreign policy on the maintenance of power
Aims and results of policies	<ul style="list-style-type: none"> • Aims and impact of domestic economic, political, cultural and social policies • The impact of policies on women and minorities • Authoritarian control and the extent to which it was achieved

SL/HL World history topic 12: The Cold War: Superpower tensions and rivalries (20th century)

The Cold War dominated global affairs from the end of the Second World War to the early 1990s. This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. The topic aims to promote an international perspective on the Cold War by

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requiring the study of Cold War leaders, countries and crises from more than one region of the world.

Topic	Prescribed content
Rivalry, mistrust and accord	<ul style="list-style-type: none"> • The breakdown of the grand alliance and the emergence of superpower rivalry in Europe and Asia (1943–1949): role of ideology; fear and aggression; economic interests; a comparison of the roles of the US and the USSR • The US, USSR and China—superpower relations (1947–1979): containment; peaceful co-existence; Sino-Soviet and Sino-US relations; detente • Confrontation and reconciliation; reasons for the end of the Cold War (1980–1991): ideological challenges and dissent; economic problems; arms race
Leaders and nations	<ul style="list-style-type: none"> • The impact of two leaders, each chosen from a different region, on the course and development of the Cold War • The impact of Cold War tensions on two countries (excluding the USSR and the US)
Cold War crises	<ul style="list-style-type: none"> • Cold War crises case studies: detailed study of any two Cold War crises from different regions: examination and comparison of the causes, impact and significance of the two crises

L/HL Prescribed subject 4: Rights and protest

This prescribed subject focuses on struggles for rights and freedoms in the mid-20th century. Two case studies are prescribed, from two different regions of the world, and both of these case studies must be studied. The first case study explores the civil rights movement in the US between 1954 and the passing of the Voting Rights Act in 1965. The second case study explores protests against apartheid in South Africa. It focuses specifically on the years 1948–1964, beginning with the election of the National Party in 1948 and ending with the imprisonment of Nelson Mandela and his co-defendants following the Rivonia trial in 1964.

Case studies	Material for detailed study
Case study 1: Civil rights movement in the United States	Nature and characteristics of discrimination Protests and action The role and significance of key actors/groups

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1954–1965)	
Case study 2: Apartheid South Africa (1948–1964)	Nature and characteristics of discrimination Protests and action The role and significance of key actors/groups

HL Topics ONLY

14: Political developments in Latin America (1945–1980)

This section focuses on domestic and political developments in Latin America after 1945. Most Latin American countries experienced social, economic and political changes and challenges. Political responses to these forces varied from country to country—from the continuation of democracy to “populist” movements to outright conflict, revolution and the establishment of authoritarian regimes in the 1960s and 1970s. Areas of study include: conditions for the rise to power of new leaders; economic and social policies; treatment of minorities.

- The Cuban Revolution: political, social and economic causes
- Rule of Fidel Castro: Cuban nationalism; political, economic, social and cultural policies; treatment of opposition; successes and failures; impact on the region
- Populist leaders in two countries: rise to power and legitimacy; ideology; social, economic and political policies; the treatment of opposition
- Democracy in crisis: reasons for the failure of elected leaders
- Rise of a military dictatorship in one country: reasons for their rise to power; economic and social policies; repression and treatment of opposition
- Guerrilla movements in one country: origins, rise and consequences
- Liberation theology in Latin America: origins, growth and impact

16: The Cold War and the Americas (1945–1981)

This section focuses on the development and impact of the Cold War on the region. Most of the second half of the 20th century was dominated by the global conflict of the Cold War. Within the Americas, some countries were closely allied to the United States and some took sides reluctantly. Many remained neutral or sought to avoid involvement in Cold War struggles. A few, influenced by the Cuban Revolution, instituted socialist governments. No nation, however, escaped the pressures of the Cold War, which had a significant impact on the domestic and foreign policies of the countries of the region.

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- Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on domestic and foreign policies of the United States; social and cultural impact of the Cold War
- Korean War, the United States and the Americas: reasons for participation; military developments; diplomatic and political outcomes
- Eisenhower and Dulles: New Look and its application; characteristics and reasons for the policy; repercussions for the region
- United States' involvement in Vietnam: the reasons for, and nature of, the involvement at different stages; domestic effects and the end of the war; Canadian non-support of the war; Latin American protest against the war
- United States' foreign policies from Kennedy to Carter: the characteristics of, and reasons for, policies; implications for the region: Kennedy's Alliance for Progress; Nixon's covert operations and Chile; Carter's quest for human rights and the Panama Canal Treaty (1977)
- Cold War in either Canada or one Latin American country: reasons for foreign and domestic policies and their implementation

17: Civil rights and social movements in the Americas post-1945

This section examines the origins, nature, challenges and achievements of civil rights and social movements after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society, and they challenged established authority and attitudes.

- Indigenous peoples and civil rights in the Americas
- African Americans and the civil rights movement: origins, tactics and organizations; the US Supreme Court and legal challenges to segregation in education; ending of segregation in the south (1955–1980)
- Role of Dr Martin Luther King Jr in the civil rights movement; the rise of radical African American activism (1965–1968): Black Panthers; Black Power and Malcolm X; role of governments in civil rights movements in the Americas
- Feminist movements in the Americas; reasons for emergence; impact and significance
- Hispanic American movement in the United States; Cesar Chavez; immigration reform
- Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counter- culture

IB Business and Management

COURSE OVERVIEW

The IB Diploma Programme Business and Management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategies decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

The course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, growth and business strategy.

ASSESSMENT OUTLINE: HL and SL

External Assessment	Weighting
External Examination	75%
Internal Assessment (moderated externally at end of course)	
SL Written Commentary	25%
HL Research project	

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Syllabus component	Teaching hours	
	SL	HL
Unit 1: Business organization and environment 1.1 Introduction to business management 1.2 Types of organizations 1.3 Organizational objectives 1.4 Stakeholders 1.5 External environment 1.6 Growth and evolution 1.7 Organizational planning tools (HL only)	40	50
Unit 2: Human resource management 2.1 Functions and evolution of human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation 2.5 Organizational (corporate) culture (HL only) 2.6 Industrial/employee relations (HL only)	15	30
Unit 3: Finance and accounts 3.1 Sources of finance 3.2 Costs and revenues 3.3 Break-even analysis 3.4 Final accounts (some HL only) 3.5 Profitability and liquidity ratio analysis 3.6 Efficiency ratio analysis (HL only) 3.7 Cash flow 3.8 Investment appraisal (some HL only) 3.9 Budgets (HL only)	35	50
Unit 4: Marketing 4.1 The role of marketing 4.2 Marketing planning (including introduction to the four Ps) 4.3 Sales forecasting (HL only) 4.4 Market research 4.5 The four Ps (product, price, promotion, place) 4.6 The extended marketing mix of seven Ps (HL only) 4.7 International marketing (HL only) 4.8 E-commerce	35	50
Unit 5: Operations management 5.1 The role of operations management 5.2 Production methods 5.3 Lean production and quality management (HL only) 5.4 Location 5.5 Production planning (HL only) 5.6 Research and development (HL only) 5.7 Crisis management and contingency planning (HL only)	10	30
Internal assessment	15	30
Total teaching hours	150	240

IB Economics

COURSE OVERVIEW

IB Economics is a challenging two-year voyage; however, it is an experience full of intrigue and insight. Your understanding of the world will be richer as you begin to see it like an economist. This two-year course will finish with an external examination worth 80% and combined with the internal assessment (Economics Portfolio) worth 20%, round out total assessment for the course. This course concentrates on both micro and macroeconomics.

The primary aim of the course is for students to develop an understanding of microeconomic and macroeconomic theories and concepts and apply them to real-world situations; to allow participants to develop an appreciation of the impact on individuals and societies of economic interactions between nations, and finally; to cultivate an awareness of development issues facing nations as they undergo the process of change.

ASSESSMENT OUTLINE: HL and SL

External Assessment	Weighting
External Examination	80%
Internal Assessment (moderated externally at end of course)	
Economics Portfolio	20%

COURSE CONTENT

MICROECONOMICS

Theory of the firm

Competitive markets: demand and supply

Market Structures

Elasticity

Government intervention

Market failure

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	Terms of trade (HL only)
	DEVELOPMENT ECONOMICS
MACROECONOMICS	Economic development
The level of overall economic activity	Measuring development
Aggregate demand and aggregate supply	The role of domestic factors in economic development
Macroeconomic objectives	The role of international trade in economic development
Fiscal policy	
Monetary policy	The role of foreign direct investment (FDI) and multinational corporations (MNC's)
Supply side policies	
	The roles of foreign aid and multilateral development assistance
INTERNATIONAL ECONOMICS	
International trade	The role of international debt
Exchange rates	The balance between markets and intervention
The balance of payments	
Economic integration (one topic HL extension)	

Group 4

Biology **SL or HL**

Chemistry **SL or HL**

Physics **SL or HL**

All of the experimental sciences have the same aims and course structure.

Standard Level (SL)

The SL course is taught in 150 hours over two years. It consists of core material (95 hours), practical activities including an individual investigation and the Group 4 Project (40 hours) and one option (15 hours). The content is divided into a number of topics.

Higher Level (HL)

The HL course is taught in 240 hours over two years. It consists of SL core material (95 hours), practical activities including an individual investigation and the Group 4 Project (60 hours), additional HL material (60 hours) and one option (25 hours).

Group 4 Aims

Through studying Biology, Chemistry or Physics, students become aware of how scientists work and communicate with each other. While the scientific method may take on a variety of forms, it is the emphasis on a practical approach through experimental work that characterises these subjects.

The aims enable students, through the overarching theme of the Nature of Science to:

1. Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. Acquire a body of knowledge, methods and techniques that characterize science and technology
3. Apply and use a body of knowledge, methods and techniques that characterize science and technology
4. Develop an ability to analyse, evaluate and synthesize scientific information

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5. Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. Develop experimental and investigative scientific skills including the use of current technologies
7. Develop and apply 21st century communication skills in the study of science
8. Become critically aware, as global citizens, of the ethical implications of using science
9. Develop an appreciation of the possibilities and limitations of science and technology
10. Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Assessment Outline

SL and HL Course

External Assessment	80 %
Internal Assessment (moderated externally at end of course)	20 %

Internal Assessment

Students are required to undertake an Individual Investigation that includes 10 hours of practical work. This task is assessed internally and makes up 20% of the overall assessment for the course. Samples of work for this task will be externally moderated.

Group 4 Project

Also included in the internal assessment is the Group 4 Project. This project collaborates across all the Group 4 disciplines. Students will investigate a 'problem' or 'issue' which emphasis the processes involved in scientific investigations rather than the products of such investigations. Time off regular timetabled classes will be allocated for the completion of this project.

External Assessment

Examinations will be held in November of the second year of study for both SL and HL courses. Each course is assessed by three examination papers worth a total of 80 % of the assessment.

Paper 1 is made up of multiple choice questions relating to the understanding and application

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of information and techniques. The duration of the paper is 45 minutes for SL and 60 minutes for HL.

Paper 2 is made up of short answer questions that test common syllabus material for the SL and HL course in depth. The duration of this paper is 1 hour 15 minutes for SL and 2 hours 15 minutes for HL

Paper 3 comprises short answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core and AHL material, as well as short answer and extended response questions from one option. The duration of this paper is 1 hour for SL and 1 hour 15 minutes for HL.

IB Biology

COURSE OVERVIEW

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. This diversity makes biology both an endless source of fascination and a considerable challenge. An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more.

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Many areas of research in biology are extremely challenging and many discoveries remain to be made. Biology is still a young science and great progress is expected in the 21st century. This progress is sorely needed at a time when the growing human population is placing even greater pressure on food supplies and on the habitats of other species, and is threatening the very planet we occupy.

CONTENT

Topic No.	Standard Level and Higher Level	Timing (hours)	HL Topic No.	Higher Level In addition to SL Topics	Timing (hours)
1	Cell biology	15	7	Nucleic acids	9
2	Molecular biology	21	8	Metabolism, cell respiration and photosynthesis	14
6	Human physiology	20	11	Animal physiology	16
Option D	Human physiology	15	Option D	Human physiology – Extension	10
4	Ecology	12	9	Plant biology	13
3	Genetics	15	10	Genetics and evolution	8
5	Evolution and biodiversity	16			

IB Chemistry

COURSE OVERVIEW

By its very nature, chemistry lends itself to an experimental approach, thus preparing the students to hone their investigative skills. Students learn the safe and effective use of the laboratory equipment and handle them with precision and skill. They are able to define the purpose of the investigation with a clear hypothesis, devise a suitable method to investigate problems, explain trends and patterns in data and draw clear conclusions.

CONTENT

<u>Topic No.</u>	<u>Standard level and higher level</u>	<u>Timing (hours)</u>	<u>Topic No.</u>	<u>Higher level only</u>	<u>Timing (hours)</u>
1	Stoichiometric relationships	13.5	12	Atomic structure	2
2	Atomic structure	6	13	Periodicity	4
3	Periodicity	6	14	Chemical bonding and structure	7
4	Bonding	13.5	15	Energetics	7
5	Energetics	9	16	Chemical kinetics	6
6	Kinetics	7	17	Equilibrium	4
7	Equilibrium	4.5	18	Acids and bases	10
8	Acids and bases	6.5	19	Redox processes	6
9	Oxidation and reduction	8	20	Organic Chemistry	12
10	Organic chemistry	11	Option	Medicinal Chemistry SL/HL	15-25
11	Measurement and data processing	10			

IB Physics

COURSE OVERVIEW

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, certain aspects have remained unchanged. Observations remain essential to the very core of physics, sometimes requiring a leap of imagination to decide what to look for. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working physicists today. Early in the development of science, physicists were both theoreticians and experimenters (natural philosophers). Alongside the growth in our understanding of the natural world, perhaps the more obvious and relevant result of physics is our ability to change the world. This is the technological side of physics, in which physical principles have been applied to construct and alter the material world to suit our needs, and have had a profound influence on the daily lives of all human beings. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. These concerns have become more prominent as our power over the environment has grown, particularly among young people, for whom the importance of the responsibility of physicists for their own actions is self-evident. Physics is therefore, above all, a human activity.

CONTENT

Topic No.	Standard and Higher Level	Timing (hours)	AHL Topic No.	Higher Level	Timing (hours)
1	Measurement & uncertainties	5	9	Wave phenomena	17
2	Mechanics	22	C	Imaging (continued)	10
3	Thermal Physics	11	10	Fields	11
4	Waves	15	11	Electromagnetic induction	16
C	Imaging	15	12	Quantum & nuclear physics	16
5	Electricity & magnetism	15			
7	Atomic, nuclear & particle physics	14			
8	Energy production	8			
6	Circular motion & gravitation	5			

Group 5

IB MATHEMATICS HL

COURSE OVERVIEW

The course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth.

ASSESSMENT OUTLINE:

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (2 hours)	30%
No calculator allowed. (100 marks)	
Section A	
Compulsory short-response questions based on the core syllabus.	
Section B	
Compulsory extended-response questions based on the core syllabus.	
Paper 2 (2 hours)	30%

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<p>Graphic display calculator required. (100 marks)</p> <p>Section A</p> <p>Compulsory short-response questions based on the core syllabus.</p> <p>Section B</p> <p>Compulsory extended-response questions based on the core syllabus.</p> <p>Paper 3 (1 hour)</p> <p>Graphic display calculator required. (50 marks)</p> <p>Compulsory extended-response questions based mainly on the syllabus options.</p>	20%
<p>Internal Assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Mathematical exploration</p> <p>Internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	20%

Syllabus component	Teaching hours
<p>All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in this guide. Students are also required to be familiar with the topics listed as prior learning.</p>	
<p>Topic 1: Algebra</p>	30
<p>Topic 2: Functions and equations</p>	22
<p>Topic 3: Circular functions and trigonometry</p>	22
<p>Topic 4: Vectors</p>	24

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Topic 5: Statistics and probability	36
Topic 6: Calculus	48
Option syllabus content Students will study all the sub-topics in the following option as listed in the syllabus details.	
Topic 9: Calculus	48
Internal assessment	
Mathematical exploration	10
Total teaching hours	240

GRADING

Students will be assessed using tests modelled on IB exams as well as homework exercises. All formal summative evaluations will be marked using the IB criteria for mathematics.

Student marks will be determined by the following categories:

Tests

Tests will be given after each topic. They will be presented in the same structure as Papers 1, 2, and 3. Test dates will be announced in class usually with one week's notice.

Homework exercises

These will be given to reinforce particular concepts and to ensure that they are covering the work to the required standard and level of detail. These will be given out once per fortnight.

End of semester examinations

A written examination will be given at the end of each semester. These examinations will include all material covered to date.

Non-assessed work: Homework & Projects

Homework is a vital extension of the classroom. Students can expect to regularly receive

IB MATHEMATICS SL

COURSE OVERVIEW

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigour required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course does not have the depth found in the mathematics HL courses. Students wishing to study subjects with a high degree of mathematical content should therefore opt for a mathematics HL course rather than a mathematics SL course.

ASSESSMENT OUTLINE:

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1½ hours)	40%
No calculator allowed. (90 marks)	
Section A	
Compulsory short-response questions based on the core syllabus.	
Section B	
Compulsory extended-response questions based on the core syllabus.	
Paper 2 (1½ hours)	40%
Graphic display calculator required. (90 marks)	

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<p>Section A</p> <p>Compulsory short-response questions based on the core syllabus.</p> <p>Section B</p> <p>Compulsory extended-response questions based on the core syllabus.</p>	
<p>Internal Assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Mathematical exploration</p> <p>Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	20%

CONTENT:

Syllabus component	Teaching hours
All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in this guide. Students are also required to be familiar with the topics listed as prior learning.	
Topic 1: Algebra	9
Topic 2: Functions and equations	24
Topic 3: Circular functions and trigonometry	16
Topic 4: Vectors	16
Topic 5: Statistics and probability	35
Topic 6: Calculus	40
Internal assessment: Mathematical exploration	10
Total teaching hours	150

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GRADING

Students will be assessed using tests modelled on IB exams as well as homework exercises. All formal summative evaluations will be marked using the IB criteria for mathematics.

Student marks will be determined by the following categories:

Tests

Tests will be given after each topic. They will be presented in the same structure as Papers 1 and 2. Test dates will be announced in class usually with one week's notice.

Homework exercises

These will be given to reinforce particular concepts and to ensure that they are covering the work to the required standard and level of detail. These will be given out approximately once per fortnight.

End of semester examinations

A written examination will be given at the end of each semester. These examinations will include all material covered to date.

Non-assessed work: Homework & Projects

Homework is a vital extension of the classroom. Students can expect to regularly receive homework designed to reinforce concepts and skills covered in class.

MATHEMATICAL STUDIES SL

COURSE OVERVIEW

The course syllabus focuses on important mathematical topics that are interconnected. The syllabus is organized and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively.

The course includes project work, a feature unique to mathematical studies SL within group 5. Each student completes a project, based on their own research; this is guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course. This process allows students to take sole responsibility for a part of their studies in mathematics.

The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting from first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered formulae. Students likely to need mathematics for the achievement of further qualifications should be advised to consider an alternative mathematics course.

ASSESSMENT OUTLINE:

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour 30 minutes)	40%
15 compulsory short-response questions based on the whole syllabus. (90 marks)	
Paper 2 (1 hour 30 minutes)	40%
6 compulsory extended-response questions based on the whole syllabus. (90 marks)	
Internal assessment: This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%
Project : The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. (20 marks)	

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Syllabus component	Teaching hours
All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in this guide. Students are also required to be familiar with the topics listed as prior learning.	
Topic 1: Number and algebra	20
Topic 2: Descriptive statistics	12
Topic 3: Logic, sets and probability	20
Topic 4: Statistical applications	17
Topic 5: Geometry and trigonometry	18
Topic 6: Mathematical models	20
Topic 7: Introduction to differential calculus	18
Internal assessment: Project	25
TOTAL	150

GRADING

The main objective is to provide you with the most accurate Guideline Grade/Predicted Grade as you progress through the course. Students will be assessed using tests modeled on IB exams as well as homework exercises. All formal summative evaluations will be marked using the IB criteria for mathematics.

Student marks will be determined by the following categories:

Tests

Tests will be given after each topic. They will be presented in the same structure as Papers 1 and 2. Test dates will be announced in class usually with one week's notice.

Homework exercises

These will be given to reinforce particular concepts and to ensure that they are covering the work to the required standard and level of detail. These will be given out approximately once per fortnight.

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End of semester examinations

A written examination will be given at the end of each semester. These examinations will include all material covered to date.

Non-assessed work: Homework & Projects

Homework is a vital extension of the classroom. Students can expect to regularly receive homework designed to reinforce concepts and skills covered in class.

Group 6

IB Visual Arts

COURSE OVERVIEW

The visual arts are an essential part of everyday life, permeating all levels of human creativity, expression, communication and understanding. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world.

The IB Diploma Program 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.

This course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

ASSESSMENT OUTLINE: HL and SL

External Assessment	SL Course	HL Course	Weighting
Part 1: Comparative study	10-15 Screens	13-18 Screens with greater depth of analysis	20%
Part 2: Process portfolio	9-18 Screens	13-25 Screens	40%
Internal Assessment (moderated externally at end of course)			
Part 3: Exhibition	4-7 Artworks	8-11 Artworks	40%

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COURSE CONTENT :

Students will investigate the core syllabus through theoretical practice, art-making practice and curatorial practice. Throughout the course students at both SL and HL are required to maintain a visual arts journal. This will record and document the development of art-making skills and techniques, experiments, personal reflections and creative ideas for exploration and development.

The Visual Arts Core Syllabus at SL and HL consists of three equal interrelated areas:

Visual arts in context: Through research and investigation, students will understand and appreciate a variety of contexts and traditions (cultural, historical, geographical, political and social) and be able to identify links between them. This will be documented in the visual arts journal as part of the process portfolio.

Visual arts methods (art-making): Students will explore and acquire skills, techniques and processes through experimentation and engagement with a variety of art media and methods. They will create art that includes two-dimensional, three-dimensional as well as lens-based, electronic and screen based forms.

Communicating through visual arts: Students explore ways of communicating through visual and written means and demonstrate this through their comparative study and final body of work. Through a process of reflection and evaluation, they select artworks for exhibition, articulating the reasoning behind their choices and identifying the ways the works are connected.

Year 11

Over the two years of the course, students will be working in a variety of media and techniques to develop skills and understanding of the elements of the visual arts. The program starts by allowing students the opportunity to experiment with various media, to learn new and practice old studio techniques and to review and build concepts. They will practice art criticism and analysis through guided practice, and discuss ways to relate art to its socio culture and historical contexts. By regularly viewing artworks within exhibitions, they will consider how curatorial choices contribute to how artwork is perceived. Students will begin producing a body of personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness while developing a personal style. Year 11 students will discover his/her individual strengths by pursuing projects in a variety of media, developing new and original ideas and discovering creative solutions.

Year 12

In the second year of the course students will develop their own personal themes and will have the opportunity to choose media preferences. They will continue to investigate artists, examine cultural connections, and view exhibitions to formulate personal intentions for creating and displaying their own artwork. Students will work to create a strong correlation between the visual arts journal and art production to build a unified body of work for their

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During the first semester students will start developing and structuring their curatorial rationale. By the end of the semester they will narrow down the art works that they will use for their final exhibition and start making decisions on the appropriate screens to include for the comparative study and process portfolio. Selected screens for the portfolio should evidence a sustained inquiry of ideas and communicate their investigation, development of ideas and artworks. Review and consultation with the teacher will determine the best research and aesthetic imagery to showcase each student. Students will finalise artworks while completing the curatorial rationale, refining exhibition text and a floor plan as preparation for their final exhibition. The course will culminate with the final student exhibition where each student will showcase their body of work.

	<p>SENIOR VISUAL ARTS</p>
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Visual Arts Aims

The overall objective of this course is for students to learn and build skills with a variety of media and techniques as well as develop an appreciation for the expressive and diverse aesthetics in the world around them.

Course Content:

Students will practice skills with a variety of art materials and learn new techniques and processes so that they can realize their intentions in artworks. Teacher directed investigations of artists, cultures and time periods will inspire students, as well as give them opportunities to practice research and writing skills. Students will document all project progress, inspirations, research and reflections in a Visual Arts Journal. They will use this understanding to work towards creating a body of work for a final art exhibition at the end of Y12.

The specific goals of this course are to enable students to:

1. Make artwork that is influenced by personal and cultural contexts;
2. Become informed observers and makers of visual culture and media;
3. Develop skills, techniques and processes in order to communicate concepts and ideas.

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Assessment Objectives:

- Describe artwork from differing contexts
- Recognize the skills, techniques, media, forms and processes associated with the visual arts
- Express concepts, ideas and meaning through visual communication
- Analyse artworks from a variety of different contexts
- Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making
- Critically analyse and discuss artworks created by themselves and others
- Formulate personal intentions for the planning, development and making of artworks
- Experiment with different media, materials and techniques in art-making
- Make appropriate choices in the selection of images, media, materials and techniques in art-making
- Produce a body of resolved and unresolved artworks as appropriate to intentions

Course Face to Face hours: Senior Visual Arts Course (150 hours) over 2 Years

ASSESSMENT OUTLINE: Senior Visual Arts

External Assessment		Weighting
Part 1: Comparative study	8-15 Screens	10%
Part 2: Process portfolio	9-18 Screens	15%
Part 3: Exhibition	4-7 Artworks	75%

Year 11

Over the two years of the course, students will be working in a variety of media and techniques to develop skills and understanding of the elements of the visual arts. The program starts by allowing students the opportunity to experiment with various media, to learn new and practice old studio techniques and to review and build concepts. They will practice art criticism and analysis through discussion, collaborative tasks and guided practice. Students will create artworks using a variety of themes which will lead toward them beginning to produce a body of personally relevant works of art that reflect cultural and historical awareness while developing a personal style. Year 11 students will discover their own individual strengths by pursuing projects in a variety of media

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developing new and original ideas and discovering creative solutions.

Year 12

In the second year of the course students will develop their own personal themes and will have the opportunity to choose media preferences. They will continue to investigate artists, examine cultural connections, and view exhibitions to get ideas for creating and displaying their own artwork. Students will work to create a correlation between the visual arts journal and art production to build a unified body of work for their final exhibition. By the end of the first term students will complete the comparative study. By the end of the first semester they will narrow down the art works that they will use for their final exhibition and start making decisions on the appropriate screens to include for the process portfolio. Review and consultation with the teacher will determine the best research and imagery to showcase each student. Students will finalise artworks while completing the exhibition text and a floor plan as preparation for their final exhibition. The course will culminate with the final student exhibition where each student will showcase their body of work.

IB FILM

COURSE OVERVIEW

IB Film is a two-year course that fulfils the arts component of the International Baccalaureate diploma program. Film is both a powerful communication medium and an art form. The Diploma Programme film course aims to develop students' skills so that they become adept in both interpreting and making film texts.

Through the study and analysis of film texts and exercises in film-making, the Diploma Programme film course explores film history, theory and practice. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

IB Film is designed to give students an academic and practical understanding of the art form, its history, theory and current practice. Students will explore film language and develop skills of visual literacy. They will design short films, shoot and edit footage using cinematographic techniques and critique their own work as well as view and critique films of different genres.

Course requirements:

Syllabus component	SL	HL
Textual analysis	Study one extract, of approximately 5minutes, from a prescribed film and offer a detailed textual analysis of the extract within the context of the film as a whole	Study one extract, of approximately 5minutes, from a prescribed film and offer a detailed textual analysis of the extract within the context of the film as whole
Film theory and history	Study of at least two films from more than one country	Study of at least four films from more than one country
Creative process (Film production)	Create and produce an original film as part of a team or as an individual	1. Create and produce an original film as part of a team or as an individual 2. Create an individual trailer for the film production

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Assessment requirements:

Assessment component	SL	HL
External assessment (50%)		
Independent Study 25%	Rationale, script and annotated list of sources for a documentary production of 8–10 pages	Rationale, script and annotated list of sources for a documentary production of 12–15 pages
Presentation 25%	An oral presentation of a detailed textual analysis of an extract from a prescribed film of up to a maximum of 10 minutes	An oral presentation of a detailed textual analysis of an extract from a prescribed film of up to a maximum of 15 minutes
Internal assessment (50%)		
Film production	One completed film project of 4–5 minutes including titles	One completed film project of 6–7 minutes including titles and associated trailer of 40–60 seconds
Documentation in relation to the film production	<ul style="list-style-type: none"> • Rationale of no more than 100 words • Written commentary of no more than 1,200 words 	<ul style="list-style-type: none"> • Rationale for film of no more than 100 words • Rationale for trailer of no more than 100 words • Written commentary of no more than 1,750 words
External assessment criteria:		
Independent study	Individual SL markband descriptors	Individual HL markband descriptors
Presentation	Individual SL markband descriptors	Individual HL markband descriptors
Internal assessment criteria:		
Production portfolio	Five assessment criteria: A Planning and research	Five assessment criteria: A Planning and research

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(Film production and supporting written documentation)	<p>B—Reflection and evaluation</p> <p>C—Professional and technical skills</p> <p>D—Effective use of film language</p> <p>E—Originality and creativity</p>	<p>B—Reflection and evaluation</p> <p>C—Professional and technical skills</p> <p>D—Effective use of film language</p> <p>E—Originality and creativity</p>
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Topic Areas:

The main topics fall under three areas, leading to three major assessment components of the final IB score. Students will spend the first semester of Year 11 laying the groundwork by learning about the fundamentals of film analysis and production and the major movements in film history. In Year 11 semester 2 and Year 12 students will perform more in-depth analysis while honing their production skills and will complete the internal and external assessments for IB.

IB Music

 <p>AIS AUSTRALIAN INDEPENDENT SCHOOL INDONESIA</p>	<p>OUTLINE IB Music</p>
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Course Goals:

The specific goals of this course are to enable students to:

- Provide an enriching course of study leading to lifelong participation in the world of music for all students, regardless of their eventual career choice
- Develop knowledge and awareness of the history and evolution of music from both Western Art Music and non-Western cultures
- Develop a working knowledge of the musical elements of rhythm, melody, harmony, texture, timbre, form and expression together with appropriate musical vocabulary

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Students will:

- Demonstrate knowledge, understanding and perception of music in relation to time, place and culture.
- Demonstrate appropriate musical terminology to describe and reflect their critical understanding of music
- Demonstrate comparative analysis of music in relation to time, place and cultures
- Demonstrate creative skills through exploration, control and development of musical elements
- Demonstrate performance skills through solo music making or group music making
- Demonstrate critical-thinking skills through reflective thought

Topic Areas:

The curriculum will follow the strands of musical perception (musicology, theory), performing, and composing. Students will apply this knowledge to the development of their individual musicianship skills as both performers and creators, with numerous opportunities to perform, compose, and arrange music. In all components, students will engage in a combination of teacher directed studies and independent research.

In addition to these musical applications, students will also explore broader issues of musical context, the role of music in the history of humankind, artistic standards, and the relationship of music to other disciplines.

Prerequisites:

Students wishing to study IB HL Music must have a working knowledge of an instrument and be at least Grade 4 ABRSM level (or equivalent). A good knowledge of Music Theory is also required at this level.

Students wishing to study IB SL Music must be in Year 11 or 12 to enrol in the class. They must have a working knowledge of an instrument (including voice) or the desire to learn as a beginner. The use of technology in class will be extensive as digital applications are used for theory lessons and composition tasks.

Assessment requirements:

Music Higher Level (HL) Assessment Outline

External 50%

Listening Paper (Exam) 30%

- Seven musical perception questions
- 2 Set works studied

Other Requirements

Students in this class are held to a high level of performance ability. Private study on a weekly basis with their major instrument (including voice) is critical. Music Temple (<http://learnatmusictemple.com/index/>) can provide a teacher for lessons at school or home.

SB Music

Course Goals:

The specific goals of this course are to enable students to:

- Provide an enriching course of study leading to lifelong participation in the world of music for all students, regardless of their eventual career choice
- Develop knowledge and awareness of the history and evolution of music from both Western Art Music and non-Western cultures
- Develop a working knowledge of the musical elements of rhythm, melody, harmony, texture, timbre, form and expression together with appropriate musical vocabulary

Students will:

- Demonstrate knowledge, understanding and perception of music in relation to time, place and culture
- Demonstrate appropriate musical terminology to describe and reflect their critical understanding of music
- Demonstrate comparative analysis of music in relation to time, place and cultures
- Demonstrate creative skills through exploration, control and development of musical elements
- Demonstrate performance skills through solo music making or group music making
- Demonstrate critical-thinking skills through reflective thought

Topic Areas:

The curriculum will follow the strands of musical perception (musicology, theory), performing, and composing. Students will apply this knowledge to the development of their individual musicianship skills as both performers and creators, with numerous opportunities to perform, compose, and arrange music. In all components, students will engage in a combination of teacher directed studies and independent research.

In addition to these musical applications, students will also explore broader issues of musical context, the role of music in the history of humankind, artistic standards, and the relationship of music to other

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Prerequisites:

Students must be in Year 11 or 12 to enrol in the class. They must have a working knowledge of an instrument (including voice) or the desire to learn as a beginner. The use of technology in class will be extensive as digital applications are used for theory lessons and composition tasks.

Assessment requirements:

Listening Paper (Exam) 15%

Musical Investigation 10%

- Written research of no more than 2000 words investigating significant musical links between two (or more) pieces from distinct musical cultures

One of the following options: 75%

Solo Performance

- One or more solo recitals of approximately 15 minutes in total

Group Performance

- Two public performances of 20-30 minutes in total

Creating

- Two contrasting compositions, each 3-6 minutes in length

10 REASONS

WHY THE IB DIPLOMA PROGRAMME IS IDEAL PREPARATION FOR UNIVERSITY

1 IT OFFERS ACADEMIC BREADTH & DEPTH

IB Diploma Programme students are 21% more likely to be admitted into 10 of the most prestigious universities, including Harvard, Princeton, Yale and Stanford.



2 COLLEGES VALUE STUDENTS WITH MEANINGFUL EXPERIENCES BEYOND THE CLASSROOM

Creativity, action, service (CAS) encourages learning through direct experience.

3 IT'S A QUALIFICATION RECOGNIZED BY UNIVERSITIES

AROUND THE



The IB Diploma Programme is internationally benchmarked, allowing graduates to continue their studies anywhere in the world.

4 IT CREATES INDEPENDENT LEARNERS & STRONG WRITERS

The extended essay requires independent research through an in-depth study and a 4,000 word essay.



6 IT ASSESSES MORE THAN EXAMINATION TECHNIQUES

IB never teaches to the test—exams are externally assessed with no grade inflation for more than 30 years.

5 IT CULTIVATES AN INTERNATIONAL MINDSET



An international mindset is a key 21st century learning skill. Second language learning—an IB requirement—has been linked to higher achievement in school and university.

7 IB STUDENTS HAVE PROVEN TIME MANAGEMENT SKILLS

Research has found that IB students develop strong study habits and critical time management skills, key indicators of college readiness.



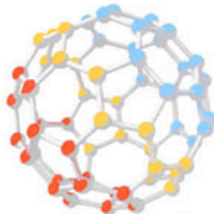
8 THE IB ENCOURAGES CRITICAL THINKING

Inquisitiveness and interpretation are among the key cognitive properties of an IB education.



9 SUBJECTS AREN'T TAUGHT IN ISOLATION

Theory of knowledge classes encourage students to make connections between subjects and gain the skills they need to be critical thinkers.



AND HERE ARE 10 MORE REASONS...

The IB learner profile offers 10 qualities underpinning the Diploma Programme—from open-minded to risk-taker to balanced, they form a framework for an international education that meets the needs of a changing world.

AIS (Pejaten Campus) 2015-2019 Senior Studies / International Baccalaureate CAS Handbook

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Why CAS?

Because you are more than just a grade average. CAS is intended to move you out of the academic arena and help you learn through life experiences. Yes, as an IB student, we know you are involved in many interesting activities. What we are asking you to do is consider how these activities help you to become a better person.

CAS encourages:

Becoming a reflective thinker—you understand your own strengths and limitations, identify goals and devise strategies for personal growth

Willingness to accept new challenges and new roles

Awareness of yourself as a member of communities with responsibilities towards others and the environment

Being an active participant in sustained, collaborative projects

Balance—enjoying and finding significance in a range of activities involving intellectual, physical, creative and emotional experiences.

What is CAS?

The nature of creativity, activity, service

“If you believe in something, you must not just think or talk or write, but must act.”

- Alec Peterson, founding Director General of the IBO

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Creativity, activity, service (CAS) is at the heart of the Diploma Programme and, by extension, at the heart of AIS's mission and educational philosophy*. It is one of the three essential elements in every DP student's experience and it is a mandatory component of the school curriculum for all students in 11th and 12th grades. It involves students in a range of activities alongside their academic studies throughout their final two years of school.

CAS enables you, as the student, to enhance your personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of your academic program.

A good CAS experience should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but your CAS activities should include experiences that are profound and life-changing.

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity: Arts, and other experiences that involve creative thinking.

Activity: Physical exertion contributing to a healthy lifestyle, complementing and balancing academic work.

Service: An unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS activities should involve:

- **Real, purposeful activities, with significant outcomes**
- **Personal challenge**—tasks must “broaden” you while remaining achievable in scope
- **Thoughtful consideration**, such as planning, reviewing progress, reporting, and discussion
- **Reflection** on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria and be somewhat balanced across the three areas (Creativity, Activity and Service). CAS activities should continue on a regular basis for as long as possible throughout the final two years of schooling, and certainly for a minimum of 18 months.

A Final Word

The beauty of the CAS program is that it is an individual experience designed by you, for you. Yes, CAS is about reaching out to your local, national and global community, but it is also about reflecting upon your activities and actions. It's about becoming an active member of life and learning who you are. We hope you enjoy the journey and are here to help guide and advise you through the CAS adventure. We look forward to the conversations, photographs, art, song, dance, laughter and tears of your next two years and are privileged to be a part of your CAS experience.

- Your CAS Coordinator and Advisors

***AIS's Mission and Vision**

Vision

The vision of AIS is for our students to become confident, capable and socially aware global citizens who contribute meaningfully to the communities in which they choose to live and work.

Mission

Our mission is to achieve this through the provision of high quality, inclusive learning experiences, differentiated to meet individual needs. We support student learning with excellent teachers equipped with up to date teaching materials and technological resources.

Learning takes place in an atmosphere of respect and support where we acknowledge and celebrate our differences and encourage empathy, compassion, understanding and respect for human dignity. Our graduates will have the skills, knowledge, values and attitudes needed to make a positive contribution to the international community.

IB Learner Profile

The aim of all IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB Learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and shows independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

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Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

What are my responsibilities?

Requirements:

1. You must **complete a self-review** at the beginning of your CAS experience and set personal goals for what you hope to achieve within your CAS program.
2. Keep and **maintain a CAS Portfolio** in which you **record, show evidence and reflect** upon a variety of **creative, action, and service** activities over a minimum of **18 months**. A time-line of due dates and deadlines is provided for you (*pp. 8-9*); you must **manage your deadlines and activities through ManageBac** (*see details on pp. 10-11*).
3. While ‘hour-counting’ is not promoted by the IB, a rough guide to meet the CAS requirements would around **150 hours** of **meaningful activities** throughout the two-year program. Emphasis is on **quality and sustained engagement/interaction** as opposed to hour-counting.
4. You must show evidence of accomplishing the **8 Learning Outcomes** (*see details on p. 12*).
5. Initiative and planning is required, and you must **show evidence of planning and initiation** in some of the activities you choose (*see ideas on pp. 17-19*).
6. You must **document ALL activities** using **reflections** based on the **CAS Activity, Questions and Reflections forms provided on ManageBac** (*see details on p. 28-31*).
7. You must **communicate** with your CAS Advisor (Homeroom teacher) and the CAS Coordinator, however, you may also choose to liaise with the **CAS Mentors** for additional

support. You'll do this through weekly CAS lessons, scheduled one-on-one meetings, and written exchanges using ManageBac.

Responsibilities of Staff

CAS Coordinator:

Oversees every aspect of the school's IB CAS programme. This includes:

- developing and maintaining policy statements
- providing leadership for staff involved in CAS
- training activity supervisors
- supervising the professional development of CAS advisers
- ensuring that staff, parents and other students are kept informed about CAS
- publicizing achievements
- ensuring that students are prepared for the challenges they will face (actual preparation/training to be provided by an appropriate person)
- reporting student achievement to the IB, as required by the *Handbook of procedures for the Diploma Programme*.
- Record keeping
- Risk assessment

CAS Advisors:

CAS advisers(Homeroom teachers) are involved in:

- helping students to identify personal and social goals
- monitoring the range and balance of activities undertaken by individual students
- developing students' powers of reflection through group discussion and individual consultation
- supporting students in their consideration of ethical concerns
- reading/responding to reflections
- helping students to make connections (for example, CAS activity to subject learning, local activity to

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global concerns) and to look for generalizable understandings.

CAS Mentors:

- To facilitate liaisons between students and community groups in their areas of specialization
- To provide direction on possible activities within their areas of specialization

CAS Supervisors

Supervisor of CAS activity

- monitoring attendance
- providing guidance and support related to the activity
- alerting the CAS coordinator, administration or relevant CAS adviser to any problems
- reporting, as required, on student performance.

ManageBac

You will be provided with a personal account on the online learning platform, ManageBac, at the beginning of the year. Within your advisor and coordinator, you will be shown how to use ManageBac to **record, report and reflect upon your activities and projects**. You'll be able to make changes, request feedback, and track your progress as needed. This will be the primary means of self- and advisor-based evaluation of your CAS activities. Your online ManageBac account will be the means by which you will create, maintain and submit your **CAS Portfolio**. (See section below on how to utilize this tool)

Forms you can find on ManageBac

- Self-review
- Project proposal
- Activity proposal
- Risk assessment
- CAS: activity/project self-evaluation form (guidance for reflections)
- Project rubric
- Course completion rubric

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-
- Application for funds

CAS Program Timeline

All CAS work (e.g., planning, reporting, evidence, reflections, etc.) will be submitted to your CAS advisor, mostly via your ManageBac entries. Additionally, you will attend interviews in person. It is essential that you **make regular, consistent use of ManageBac** to submit your work and **stay current with CAS deadlines and announcements**.

Ongoing requirements:

These ongoing tasks and expectations are in addition to the specific dates and deadlines on the timeline.

- **Update CAS Reflections** on ManageBac at least once a cycle (every two weeks). These should address the eight learning outcomes of the CAS programme
- **Keep a record of evidence** of all activities, planning, and achievements that demonstrate attainment each of the eight outcomes. This will form an up-to-date portfolio that can be shown to the CAS Coordinator on request
- **Meet with CAS Mentors** for support and advice on project

Timeline:

Year 1 (Grade 11)	
Term 1	
Week 1	<input type="checkbox"/> Handbook review & ManageBac tutorials <input type="checkbox"/> Follow up of 'Self Review' planning document *new students to complete
Week 2	<input type="checkbox"/> Begin CAS Activities—CCAs start <input type="checkbox"/> Start planning projects (on-going)
Week 6	<input type="checkbox"/> Submit project proposal draft (form on ManageBac) to CAS Coordinator for approval
Week 7	<input type="checkbox"/> Formal meeting with CAS Project Committee
Week 10	<input type="checkbox"/> CAS Project implementation
Term 2	
Week 1	<input type="checkbox"/> Project work has commenced by this point (on-going)
Week 2	<input type="checkbox"/> CCAs recommence

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Week 10	<input type="checkbox"/> CAS Project evaluation with CAS Coordinator
Term 3	
Week 2	<input type="checkbox"/> CCAs recommence
Week 8	<input type="checkbox"/> CAS outcomes progress check meeting with CAS Advisor
Week 9	<input type="checkbox"/> CAS outcomes progress check meetings <i>continued</i>
Term 4	
Week 2	<input type="checkbox"/> CCAs recommence
Week 6	<input type="checkbox"/> Formal meeting with CAS Coordinator: end of year evaluation
Week 7	<input type="checkbox"/> Formal meeting with CAS Coordinator <i>continued</i>
Year 2 (Grade 12)	
Term 1	
Week 2	<input type="checkbox"/> CCAs recommence
	<input type="checkbox"/>
	<input type="checkbox"/>
Term 2	
Week 2	<input type="checkbox"/> CCAs recommence
Week 5	<input type="checkbox"/> Winding down of projects <input type="checkbox"/> Final meeting with CAS Coordinator to finalise completion criteria
Week 6	<input type="checkbox"/> Final meeting with CAS Coordinator to finalise completion criteria
Week 10	<input type="checkbox"/> CAS Fair
Term 3	
	<input type="checkbox"/> CCAs no longer compulsory
Week 3	<input type="checkbox"/> Hand over projects to incoming IB students
Term 4	
	<input type="checkbox"/> Submission of CAS forms by CAS Coordinator to IBO

Requirements for CAS Projects & Activities

You may participate in as many activities and projects as you like as long as you meet your IB requirements. Involvement in **CAS activities cannot replace your CAS project requirements**. However, approved “**optional**” projects **can** replace activity hours!

What is not CAS?

Extra lessons to enhance school subject areas such as tutoring, academy, SATS & TESOL preparation for university entrance cannot be counted. Additionally, any activity for which a student receives payment, trade or other forms of compensation cannot count for CAS.

CAS Activities

Activities may be individual or collaborative. Preexisting activities may be counted towards CAS as long as you identify, plan and show **evidence of new or expanded skills or challenges** within your involvement. These can vary in length and amount of commitment required, however, **none should be trivial**.

CAS Projects

Projects must be completed collaboratively. They must integrate two or more areas of CAS and be of significant duration. The project should ideally deal with an ‘issue of global importance’. All projects are only valid for CAS if they have been submitted to and **approved by CAS Coordinator before** starting, have appropriate **supervision**, and are methodically **recorded, evidenced and reflected upon** on ManageBac.

Project Planning

It is essential that you plan carefully for each project and activity. Without adequate planning, you may discover that you do not have the resources, time, skills or support to sustain your undertaking. Not everything can be anticipated, but with a little forethought, the challenges you may encounter in your endeavors should be resolved with minimal inconvenience or interruption. It is important at this stage to complete a **risk assessment** of your planned project. **Use the appropriate Proposal form to plan your CAS projects and submit it to your CAS Coordinator for approval.**

The Learning Outcomes

The focus on learning outcomes emphasizes that it is the *quality* of a CAS activity (its contribution to your development) that is of most importance.

As a result of your CAS experience as a whole, including your reflections, there should be evidence that you have:

1. **Increased your awareness of your own strengths and areas for growth**—You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.
2. **Undertaken new challenges**—A new challenge may be an unfamiliar activity, or an extension to an existing one.
3. **Planned and initiated activities**—Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.
4. **Worked collaboratively with others**—Collaboration can be shown in many different activities. You may choose to engage in a project or activity with other students at school, or you may be involved in an event or endeavor with a group in your local community.
5. **Shown perseverance and commitment in your activities**—At a minimum, this implies regular participation and accepting a share of the responsibility for dealing with challenges that arise in the course of activities.

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6. **Engaged with issues of global importance**—You may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).
7. **Considered the ethical implications of your actions**—Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with other members of your group or with your CAS advisor.

All eight outcomes must be present for you to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that **there is some evidence for every outcome.**

How will I be evaluated?

Evaluations

The eight CAS Learning Outcomes are used in evaluating activities and participation. Each of your CAS activities or projects will be evaluated by you, your CAS Advisor and the CAS Coordinator as you plan, implement and complete them. Reflections, feedback and evaluations will be communicated and conducted primarily through ManageBac.

For each completed project, you will complete a **self-review in the form of reflection.** Your CAS advisor will confirm this on ManageBac. These files will be saved to your ManageBac account.

At the end of the program, your CAS coordinator will complete and submit a student **“CAS Report”** detailing your activities and involvement, as well as a formal evaluation of these. This report will be submitted to IB as evidence of completion of your CAS requirements.

Steps for recording CAS activity on ManageBac

STEP 1: ADDING A CAS ACTIVITY/PROJECT

In order to keep track of your hours, activities and evidence, you will use ManageBac to record the bulk of your CAS involvement.

Each time you begin a new activity or project, you will need to log on to your ManageBac CAS Portfolio; follow the “Initial Self-Review” instructions on p. 16 to add a CAS activity. Click on the button “**Add CAS Activity**”. **You must complete all fields of the “Add CAS Activity” page.**

STEP 2: ADDING REFLECTIONS

To document your progress, experiences and day-by-day developments, you will add new reflections to your project/activity on ManageBac (“**Add New Reflection**”). You will be prompted to add a written reflection to your Journal. To guide your in-progress reflections, consider using any of the following prompts at different stages/tasks of your activity/project:

- What do you perceive and notice?
- How do you feel being involved?
- What do you think and feel about the activity itself?
- What does the activity mean to you?
- What value does the activity have?
- What did you learn from this activity, and how might you extrapolate from this to apply any lesson to your life more generally?

You could also consider the ethical aspects:

- What is service?
- Why is service to the family not considered as a service?
- Am I trying to help or empower people with a service?
- What obligation do I have to the person who is being served?
- How do I finish a service relationship?
- What do I do if the person does not want my service?

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Your Journal entries can be illustrated or supported by uploading a variety of visual components:
Website, YouTube, Photos, Files

STEP 3: ADDING EVIDENCE

To add evidence, you will follow the same process as for adding new reflections (“**Add New Reflection**”). Often, adding reflections and evidence will go hand-in-hand.

For each project/activity, you must show **evidence of one or more of the 8 Learning Outcomes**.

Evidence may include, but is not limited to, the following:

- **Digital media evidence**—photographs, film/video, audio recordings, blogs, web pages, etc.
- **Printed evidence**—correspondence (e.g., letters, cards, emails), published articles/interviews, awards, certificates of completion, creative writing (e.g., poetry, short stories), mentor/teacher evaluations/assessments, publicity materials (e.g., announcements, fliers, posters), etc.
- **Other documentation/physical proof of your involvement**. When evidence is in the form of a physical object, it should be photographed, labeled and dated appropriately, and uploaded to ManageBac.

STEP 4: ADDING POST-PROJECT/ACTIVITY REFLECTION

Reflection upon the completion of a project or activity is an excellent way summarize your experience by exploring how you did or did not meet your goals, what you learned, what you would do differently and how all involved were impacted by your endeavor.

To add your end-of-project/activity reflections, you must first **complete and upload a Project/Activity Completion form**; there is a separate form for Integrated Projects (*pp. 30-31*). Follow the same steps for adding new reflections/uploading files.

Next, click on the “**CAS Questions**” tab on your project/activity page. **For each project/activity completed, you must answer each of the following Learning Outcome questions** (the questions are provided for you on ManageBac):

- How did your involvement in your activities increase your awareness of your own strengths and areas for growth?

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- In which activities did you undertake new challenges? (A new challenge may be an unfamiliar activity, or an extension to an existing one.)
- Which activities did you plan and initiate?
- How did you work collaboratively with others?
- Which activities enabled you to show perseverance and commitment?
- In which activities did you engage with issues of global importance? (E.g., environmental concerns, caring for the elderly, helping the needy)
- In which ways did you consider the ethical implications of any of your activities on others?
- Which activities allowed you to develop new skills? What were the results of that learning?

STEP 5: SUBMITTING YOUR COMPLETED PROJECT/ACTIVITY FOR REVIEW & APPROVAL

When all forms, evidence and reflections have been recorded, submit your activity for approval to your CAS Advisor, Coordinator (and Supervisor, if this person is not your Advisor).

Next, click the “**Complete Supervisor Review**” button. Supervisors will receive an email notification of your completion and will review your activity via ManageBac.

Celebrations of CAS experiences

Due to the time and effort you put into this area of your IB Diploma, it is important to celebrate your CAS achievements. Throughout the Diploma course this will be done in the following ways:

- Assembly presentations
- Articles in Pejaten Bytes
- CAS section of school website
- CAS Fair
- CAS project handover
- GINDO Conference