



**Evolution International School**  
**IB Diploma Handbook**  
**Class of 2023**

**Evolution...**  
**leading change**

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## **Evolution International School Mission Statement**

Create an evolutionary environment that enables everyone to reach their full potential

Model tolerance and the responsible use of technology

Value knowledge, cultural identity and our planet

## **The International Baccalaureate 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.

## The International Baccalaureate Learner Profile

Informed by the International Baccalaureate (IB) mission to develop active, compassionate and lifelong learners, the IB programmes foster a distinctive set of attributes. These qualities—embodied in the IB learner profile—prepare IB students to make exceptional contributions on campus.

Disposition	Description
<b>Inquirers</b>	<p>We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.</p> <p><i>University faculties regularly note IB students' passion for discovery.</i></p>
<b>Knowledgeable</b>	<p>We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p> <p><i>IB students are extraordinarily well prepared for the academic requirements of university coursework</i></p>
<b>Thinkers</b>	<p>We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</p> <p><i>IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking "why?"</i></p>
<b>Communicators</b>	<p>We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively and willingly in collaboration with others.</p> <p><i>IB students regularly deliver stimulating presentations and drive excellence in group assignments</i></p>
<b>Principled</b>	<p>We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.</p> <p><i>IB students are infused with the academic integrity that is a fundamental value of universities and colleges.</i></p>
<b>Open-minded</b>	<p>We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</p> <p><i>IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best tertiary institutions</i></p>
<b>Caring</b>	<p>We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p>

	<i>IB students bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives</i>
<b>Risk-takers</b>	<p>We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.</p> <p><i>IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material</i></p>
<b>Balanced</b>	<p>We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others.</p> <p><i>IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development</i></p>
<b>Reflective</b>	<p>We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.</p> <p><i>IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.</i></p>

## The International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme (IBDP) is a two-year educational programme primarily aimed at 16-to-19-year-olds.

The programme provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide. It was developed in the early-to-mid-1960s in Geneva, Switzerland, by a group of international educators.

Administered by the International Baccalaureate (IB), the IBDP is taught in schools in one of three languages: English, French, or Spanish. In order to participate, students must attend an IB school. IBDP students complete assessments in six subjects, one from each subject group, and three core requirements. Students are evaluated using both internal and external assessments, and courses finish with an externally assessed series of examinations, usually consisting of two or three timed written tests. Internal assessment varies by subject: there may be oral presentations, practical work, or written work. In most cases, these are initially graded by the classroom teacher, whose grades are then moderated, as necessary, by an appointed external moderator.

As the IBDP has grown so has its reputation for excellence, the IBDP is now recognized in almost every country in the world as one of the pre-eminent pre-university qualifications.

## The DP Curriculum framework



The curriculum is made up of the DP core and six subject groups.

Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

- **Theory of knowledge**, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- **The extended essay**, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- **Creativity, activity, service**, in which students complete a project related to those three concepts.

The six subject groups are:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts (or one additional subject from groups 1-4)

There are different courses within each subject group.

All IB Diploma students must choose

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

## The IB Diploma Programme of Study

The IB Diploma programme (IBDP) at Evolution builds on the school's international curriculum taught from Montessori stages to grade 10. Grades 9 and 10 specifically are designed to prepare students for the course of study of the Diploma Programme (DP). They are two years of study that introduce students to the different courses they might choose for their specialization in the DP (For more information please check the DP prep handbook).

The IBDP is a two- year (grades 11-12) international curriculum that allows students to fulfill the requirements for university entrance whether locally or internationally. Internationally mobile students are able to transfer into the IB Diploma Programme from other IB World schools, as well as from other school systems as long as they fulfill the school's admissions requirements at the beginning of grade 11.

### Entry Requirements

#### a- Internal Applicants

Evolution students graduating from grade 10 are automatically enrolled in the IB Diploma Programme upon satisfactory results, according to the following criteria:

Using the IB 7-point scale\* (please see below) for grading students:

- Student must not get a 1 in any subject
- Student must not get more than two 2s
- Students must not get more than three 3s
- Student must get at least a 4 in one science
- Student must get at least a 4 in maths
- Student must get at least a 4 in English
- Student must pass all internal projects for all subjects
- Student must complete and pass a 2000 word piece of research at the end of grade 10
- Student must successfully complete the school's community and service requirements

#### \*IB 7-point scale

- 7: Excellent
- 6: Very Good
- 5: Good
- 4: Satisfactory
- 3: Mediocre
- 2: Poor
- 1: Very Poor

Students who the school feels may struggle in the IBDP are given guidance from grade 6 as to their academic progress and their likelihood for success as they get older. The school offers support for any student who may be struggling but will keep revisiting the student's progress with parents based on internal assessments, classwork, homework and external results over the coming five years. Ultimately, it is the parents' choice to keep their child in the school as long as they have clear and realistic expectations. Student options post grade 10 will be discussed with both student and parents.

In exceptional circumstances a student on the SEN register may be considered by the SMT and SENCO for an alternative pathway which consists of studying eight IGCSEs for two years in grades 11 and 12 with examinations staggered over the two years and graduating from school with 8 IGCSEs.

### **b- External Applicants**

External applicants are assessed individually. There are no universal, formal entry requirements; however, in order to have access to instruction and to the course materials, it is a pre-requisite that a student has competent English skills – speaking, listening, reading and writing. External applicants must successfully pass a CAT4 assessment and a maths assessment in addition to providing a satisfactory body of evidence to show that community service has been previously undertaken.

It is expected that all students entering the IBDP will take the external exams and IAs. Students must enter IB external exams to be eligible for university admission in Egypt.

## **Course Selection**

All Grade 11 and 12 courses at Evolution International School are IB courses.

Students should start the process of choosing their personal programme by consulting the list of subjects offered by the school. Students have several meetings with the school's college counselor and DP coordinator before making a final list of their chosen subjects.

As well as considering their personal strengths in individual subjects, when making course selections students should also take into account their future education and career plans. Students should become familiar with the specific requirements of the universities in the countries to which they intend to apply as **different universities in different countries have different entrance requirements**. It is very important that you are aware that specific subjects or combinations of subjects could be required (or excluded) by the country or university of your choice. Information about universities is available from Evolution International School's college counselor.

It is strongly recommended that students spend as much time as possible discussing their options with as many people as possible, including parents and teachers. Decisions made at this stage in a student's education could affect the rest of their lives, so it is vital that choices are made only after full research and consultation.

### **Grading**

All IB courses, HL and SL, are graded on the IB 7-point scale



## The Award of the IB Diploma

A student will be eligible for the award of the IB Diploma if he/she meets the criteria outlined by the IB (below). This will include taking external examinations in all courses, plus completing additional work specific to the IB Diploma: Theory of Knowledge (TOK), Creativity, Activity & Service (CAS) and the Extended Essay. The award of the IB Diploma is made externally by the IB.

### The Award of the IB Diploma

To be a successful IB Diploma student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record, and to complete work on time and to an appropriate standard.

In all courses, students must complete mandatory coursework assignments; this coursework amounts to 20-30% of the final grade for each course, depending on the nature of the course and as outlined by the IBO. The key to doing this work to an acceptable standard is organization, and the ability of keeping to internal deadlines.

There is a maximum of seven points available for each of the six required elective courses; in addition, there are three points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at Higher Level.

In general, in order to receive the IB Diploma, a student will have to score 24 points or more in total according to the below outlined criteria and students need to be aware that a score of 24 points will not always guarantee a pass.

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

## University Entrance

The IB Diploma is a rigorous and demanding programme that provides students with a first-class preparation for their future after graduating from school. Students follow a course of study with a global reputation for academic excellence, and universities in Egypt and throughout the world recognize the IB Diploma as an entrance qualification to higher education degree courses. In some countries, such as the United States and Canada, the IB Diploma qualifies students for advanced placement or academic credits; furthermore, students with the IB Diploma are accepted at a higher rate at selective U.S. universities than those with other qualifications.

## The Core IB Curriculum

### Theory of Knowledge (ToK)

Theory of Knowledge is a course focused on the question, “How do we know?” Students are taught to seek out knowledge through critical thinking and analysis of the Ways of Knowing: Perception, Emotion, Reason, Imagination, Faith, Intuition, Memory and Language. By the end of the course, students should be proficient in formulating arguments and analyzing knowledge claims. The central features of the Theory of Knowledge course are critical analysis questions called Knowledge Issues.

#### ToK Course Content

Students complete one hundred hours over the two-year course. The course is comprised of eight units focused on the following Areas of Knowledge and other main themes; each unit lasts approximately five weeks, and is taught by a teacher specialized in that area of study. These units are:

- Mathematics
- Natural Sciences
- Human Sciences
- History
- Art
- Ethics
- Religious Knowledge systems
- Indigenous Knowledge systems

#### Assessment

During the two years of the course, students are officially assessed for their IB Diploma, based solely on two pieces of work:

- The ToK Group Exhibition (approximately ten minutes per student). This is done during the first year (grade 11) and is supervised and assessed by a teacher in the school. The final grade is then sent to the IB.
- The ToK Essay on a prescribed title (1,200-1,600 words). This is supervised by a teacher in the school, and then graded externally by an IB examiner.

The final ToK grade and the final Extended Essay grade are entered into the Diploma Points Matrix (see below) to award a possible maximum of 3 extra points to be added to a student’s Diploma score. Candidates not submitting satisfactory work in either area will fail the Diploma.

### The Extended Essay

The Extended Essay is an in-depth study of a limited topic within a subject. Its purpose is to provide a student with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the Extended Essay in compliance with IB guidelines. Students are required to devote 40+ hours to the essay over the course of twelve months.

## Subject Choice

In choosing a subject, an essential consideration should be the personal interest of the student. The subject should offer the opportunity for in depth research but should also be limited in scope. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation.

Extended Essays submitted in Language A (English) or Language B (Arabic or French) must be written in that language.

All other essays must be in English.

## Organization of the Extended Essay

The Extended Essay is limited to 4,000 words and should include an abstract, an introduction, a development methodology, a conclusion, a bibliography, and any necessary appendices.

The Extended Essay is externally examined. Marks are awarded against a set of published criteria (both general and subject-specific).

The final Extended Essay grade and the final ToK grade are entered into the Diploma Points Matrix (see below) to award a possible maximum of 3 extra points to be added to a student's Diploma score. Candidates not submitting satisfactory work in either area will fail the Diploma.

## The IB Diploma Point Matrix

	TOK - A	TOK - B	TOK - C	TOK - D	TOK - E	TOK - NS
EE - A	3	3	2	2	fail	fail
EE - B	3	2	2	1	fail	fail
EE - C	2	2	1	0	fail	fail
EE - D	2	1	0	0	fail	fail
EE - E	fail	fail	fail	fail	fail	fail
EE - NS	fail	fail	fail	fail	fail	fail

## The CAS Programme

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

- Increased their awareness of their own strengths and areas for growth: They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward;
- Undertaken new challenges: A new challenge may be an unfamiliar activity, or an extension to an existing one;
- 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;

- Worked collaboratively with others: Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of Creativity, Action and Service, is required;
- Shown perseverance and commitment in their activities: At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- Engaged with issues of global importance: Students 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);
- Considered the ethical implications of their actions: Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, or 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 CAS advisers;
- Developed new skills: As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area. This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance.

Evolution students are expected to:

- Self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS program;
- Plan, do and reflect (plan activities, carry them out and reflect on what they have learned);
- Undertake at least one interim review and a final review with their CAS adviser;
- Take part in a range of activities, including at least one project, some of which they have initiated themselves;
- Keep records of their activities and achievements, including a list of the principal activities undertaken;
- Show evidence of achievement of the eight CAS learning outcomes.

## The International Baccalaureate at Evolution

School years from Montessori stage to grade 10 at Evolution International School ensure a strong preparation for students to successfully complete the IB Diploma Programme in grades 11 and 12.

Grades 9 and 10 specifically are designed in a way to introduce students to some of the DP components (please see the DP prep handbook for more details)

### DP Pathways

The majority of students have a natural academic preference, and these can usually be classified as an interest in one of the liberal arts, sciences, engineering, or arts.

- Liberal arts students have a strong interest in the humanities and an enjoyment in written argument and debate.
- Science students have an enjoyment of experimental research and quantitative analysis, and have good numeracy skills.
- Engineering students have a strong interest in mathematics and physics as well as strong numeracy skills.
- Arts students enjoy the creative process, have some artistic flair, and will be able to generate independent workbooks/projects

These preferences mean the majority of students choose one of four different diplomas, as follows:

	Liberal Arts Bac.	Science Bac.	Engineering Bac.	Arts Bac.
<b>Group 1</b>	Language A	Language A	Language A	Language A
<b>Group 2</b>	Language B	Language B	Language B	Language B
<b>Group 3</b>	<b>Humanity 1 (HL)</b>	Humanity	Humanity	Humanity
<b>Group 4</b>	Science	<b>Science 1 (HL)</b>	<b>Science 1 (HL)</b>	Science
<b>Group 5</b>	Mathematics	Mathematics	<b>Mathematics (HL)</b>	Mathematics
<b>Group 6</b>	<b>Humanity 2 (HL)</b>	<b>Science 2 (HL)</b>	Science 2	<b>Arts (HL)</b>

When we add some subjects, we often have individual programmes that look like this:

	Liberal Arts Bac.	Science Bac.	Engineering Bac.	Arts Bac.
<b>Group 1</b>	Language A	Language A	Language A	Language A
<b>Group 2</b>	Language B	Language B	Language B	Language B
<b>Group 3</b>	<b>ITGS (HL)</b>	Humanity	Humanity	Humanity
<b>Group 4</b>	Science	<b>Biology (HL)</b>	<b>Physics (HL)</b>	Science
<b>Group 5</b>	Mathematics	Mathematics	<b>Mathematics (HL)</b>	Mathematics
<b>Group 6</b>	<b>Business Management (HL)</b>	<b>Chemistry (HL)</b>	Chemistry	<b>Visual Arts (HL)</b>
<b>Notes</b>	This can lead to law, journalism, business, politics, diplomacy, government.	This is the typical medical school diploma.	This is a typical engineering school diploma; students must study chemistry at SL to qualify for this diploma.	The single arts subject in Group 6 provides access to specialist art, schools but will also support courses in media, design in addition to other literature studies.
<b>N.B</b>	<b>Students must then add the required subjects to achieve 3 SL and 3 HL subjects according to their areas of strengths and interests</b>			

## Group 1: Studies in Language and Literature

Language A: Language and Literature (English)

Language and Literature is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process (in language and literature). This course is designed for students who have experience of using the language in an academic context, and supports future academic study in the subject by developing a high social, aesthetic and cultural literacy, as well as effective communication skills.

The aims of all subjects in studies in language and literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation

4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

Assessment:

SL:

- 1- Completion of an oral assessment (internally assessed by the teacher and externally moderated by the IB at the end of the course)
- 2- Two external examination papers
  - Paper 1: Guided textual analysis
  - Paper 2: Comparative essay

HL:

- 1- Completion of an oral assessment (internally assessed by the teacher and externally moderated by the IB at the end of the course)
- 2- HL essay (1,200 – 1,500 words in length, externally assessed)
- 3- Two external examination papers
  - Paper 1: Guided textual analysis
  - Paper 2: Comparative essay

## Group 2: Language Acquisition

Language B: (Arabic, French)

Language B (HL or SL) is an additional language learning course designed for students with some previous learning of that language. The foci of these courses are language acquisition, intercultural understanding, and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and are related to the culture(s) concerned.

Assessment:

SL:

- 1- Completion of an oral assessment (internally assessed by the teacher and externally moderated by the IB at the end of the course)
- 2- Two external examination papers
  - Paper 1: Productive skills (one writing task, 250 – 400 words)
  - Paper 2: Receptive skills (reading and listening)

HL:

- 1- Completion of an oral assessment (internally assessed by the teacher and externally moderated by the IB at the end of the course)
- 3- Two external examination papers
  - Paper 1: Productive skills (one writing task, 450-600 words)
- 2- Paper 2: Receptive skills (reading and listening)

Language ab initio: (French)

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.

Assessment:

SL (only):

- 1- Completion of an oral assessment (internally assessed by the teacher and externally moderated by the IB at the end of the course)
- 2- Two external examination papers
  - Paper 1: Productive skills (two written tasks, 70 – 150 words each)
  - Paper 2: Receptive skills (reading and listening)

The following aims are common to both language B and language ab initio.

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.

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

The five prescribed themes are:

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

### Group 3: Individuals and Societies

The aims of all subjects in group 3, individuals and societies are to:

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
2. develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material
4. promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies
5. develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
6. enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.



## Information Technology in a Global Society (ITGS)

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

In addition to the aims of group 3 subjects, the aims of the information technology in a global society (ITGS) course at SL and HL are to:

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

### Assessment

SL:

#### 1-Project:

The project requires the development of an original IT product for a specified client. (This component is internally assessed by the teacher and externally moderated by the IB at the end of the course)

#### 2-Two external exam papers

HL:

#### 1-Project:

The project requires the development of an original IT product for a specified client. (This component is internally assessed by the teacher and externally moderated by the IB at the end of the course)

#### 2-Three external exam papers

### Business Management

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

In addition to the aims of group 3 subjects, the aims of the business management course at HL and SL are to:

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

### Assessment

SL:

1- Written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words.

(This component is internally assessed by the teacher and externally moderated by the IB at the end of the course)

2- Two external exam papers

HL:

1- Research project on an issue facing an organisation or a decision to be made by an organisation (or several organisations)

(This component is internally assessed by the teacher and externally moderated by the IB at the end of the course)

2- Two external exam papers

## Group 4: Sciences

### Nature of Biology, Chemistry and Physics

Through studying biology, chemistry or physics, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes these subjects. The aims enable students, through the overarching theme of “the nature of science”, to:

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

- Develop an appreciation of the possibilities and limitations of science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. The syllabus encourages the development of certain skills, attributes and attitudes. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options.

Experimental work is carried out both individually and in small groups and support is given where possible to students for whom English is a second or other language.

Assessment:

SL & HL:

All subjects are assessed through three written examination papers in addition to the presentation of laboratory reports prepared over the two-year course. All students must also show evidence of participation in the trans-disciplinary group 4 project.

## Group 5: Mathematics

The aims of all DP mathematics courses are to enable students to:

1. develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
2. develop an understanding of the concepts, principles and nature of mathematics
3. communicate mathematics clearly, concisely and confidently in a variety of contexts
4. develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
5. employ and refine their powers of abstraction and generalization
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
7. appreciate how developments in technology and mathematics influence each other
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
11. develop the ability to reflect critically upon their own work and the work of others
12. independently and collaboratively extend their understanding of mathematics.

### Mathematics Applications and Interpretation (AI)

This course is offered at Standard level only for students seeking to satisfy the IBDP requirement for Group 5 and who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

#### Assessment:

- SL:
- 1-Mathematical exploration: This is a piece of written work that involves investigating an area of mathematics (This component is internally assessed by the teacher and externally moderated by the IB at the end of the course)
  - 2-Two external exam papers

### Mathematics Analysis and Approaches (AA)

This course is offered at High Level only for students seeking the completion of a diploma that would qualify them for engineering schools.

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series, and proof by induction at HL.

#### Assessment:

- HL:
- 1-Mathematical exploration: This is a piece of written work that involves investigating an area of mathematics (This component is internally assessed by the teacher and externally moderated by the IB at the end of the course)
  - 2-Three external exam papers

## Group 6: The Arts

### Visual Arts

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

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

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. 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.

The aims of the arts subjects are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.

In addition to these aims, the aims of the visual arts course at SL and HL are to enable students to:

1. make artwork that is influenced by personal and cultural contexts
2. become informed and critical observers and makers of visual culture and media
3. develop skills, techniques and processes in order to communicate concepts and ideas.

Assessment:

SL and HL:

### **External assessment**

#### **Part 1: Comparative study**

Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

SL Students:

- SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).
- SL students submit a list of sources used.

HL Students:

- HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).
- HL students submit 3–5 additional screens which analyse the extent to which their work and practices have been influenced by the art and artists examined.
- HL students submit a list of sources used.

## Part 2: Process portfolio

Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

SL Students:

- SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.

HL Students:

- HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.

## Internal assessment

(This task is internally assessed by the teacher and externally moderated by the IB at the end of the course)

## Part 3: Exhibition

Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

SL Students:

- SL students submit a curatorial rationale that does not exceed 400 words.
- SL students submit 4–7 artworks.
- SL students submit exhibition text for each selected artwork.

SL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.

HL Students:

- HL students submit a curatorial rationale that does not exceed 700 words.
- HL students submit 8–11 artworks.
- HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.

HL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.

## IB Coursework Deadlines, Class of 2023

All assignments are due by the submission dates set out below. Please note that final deadlines (day/month) will be confirmed closer to the date by the subject teachers and communicated to the students and parents through ManageBac. It is the student’s responsibility to ensure that he/she makes a careful note of the due date for each assignment—for written work and oral presentations—and presents this work on time.

IB Diploma deadlines and interim submission dates are placed on ManageBac and are posted in the DP Research Hub. The school will not accept that a student has not been informed of IB coursework deadlines.

Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss strategies which will allow them to meet their commitments. Students with an absence for the day that an assignment was due must hand in the assignment by email where possible, or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

Coursework Assignment	Deadline
Group 1: HL Essay Individual Oral Presentation	December 2022 January 2023
Group 2: Individual Oral Presentation	February 2023
Group 3: Business SL written commentary Business HL research project  ITGS project	May 2022 November 2022  December 2022
Group 4: Group 4 project  Biology scientific investigation Chemistry scientific investigation Physics scientific investigation	June 2022  January 2023 January 2023 January 2023
Group 5: Mathematics individual exploration	November 2022
Group 6: Process portfolio Comparative study Exhibition	January 2023 February 2023 March 2023

The Core	CAS	
	CAS Reflection Complete	February, 2023
	TOK	
	TOK Presentation	March, 2022 DP1
	TOK Essay	January, 2023
	EE	
	EE Final Submission	December, 2022

## Policy to practice for IBDP deadlines

### Coursework Deadlines

The school has published a list of coursework deadlines, and we expect students and teachers to respect these. A significant proportion of each subject grade is derived from coursework scores; therefore, the school has a duty to do all it can to ensure that each student's coursework represents their best efforts. The school has a right and a responsibility to set internal coursework deadlines that

- a) ensure that the teacher and student, and the school and our families, have shared expectations for the submission of IB DP coursework;
- b) provide students with 'scaffolding' around which to build their own time-management skills and so manage their coursework commitments successfully;
- c) provide students and teachers with a framework that, as far as is possible, avoids simultaneous demands from different subjects, ensuring that every student has sufficient time and support to submit quality work in each subject area;
- d) ensure that students do not fall behind, and so have multiple demands for coursework late in grade 12.



## Homework

Homework is an extension of the regular daily school work and is given in all courses. The functions of homework are to help students prepare for classes, and develop the skills of organization, time management, independent responsibility, self-direction and self-discipline.

Long-range assignments such as reports and projects take careful planning and organization on the part of the student. Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers, counselors, and the learning support department.

The amount of homework assigned normally increases as the student progresses through school and varies throughout the year. By Grades 11 and 12 this will be between a minimum of ten and twelve hours a week.

The nature of the homework will vary but it can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects. Getting work done on time requires careful planning, organization, determination, and self-discipline. These qualities are important in the later working-careers of students and in their personal lives. To promote the habit of punctuality, while recognizing that difficulties can arise, our policy is that:

- All assignments are due by the deadline set by the teacher (Diploma coursework or any other assignment). It is the class teacher's responsibility to ensure that the due date – for written work and oral presentations – is clearly understood by all of the students in the class.
- Students who anticipate having difficulty meeting a deadline **must** see the teacher well before the due date to discuss a possible extension. An extension may be granted if the teacher judges that there is an acceptable and legitimate reason.
- Students with an absence for the day that an assignment was due should hand in the assignment by email where possible or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

## Academic Honesty Policy

Evolution international School is committed to academic honesty and will ensure that all students in the IB Diploma Programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Academic dishonesty is a practice which may result in a student gaining an unfair advantage over another by means not sanctioned by the school or an examining body during an assessment. This may include but not be limited to:

- plagiarism - copying the work of others without giving proper acknowledgment
- collusion - working with others to produce work which does not follow the school policy on academic honesty
- fabrication - inventing or counterfeiting information for use in any academic exercise

- duplication of work – submitting the same paper for two different classes
- taking unauthorized material into an exam room - taking in notes, electrical devices, etc. which may give the candidate an unfair advantage over others
- stealing examination materials - taking exam/assessment papers before they are released to students
- disruptive behaviour during an exam or assessment - distracting others during an exam/assessment

### Measures taken to provide education and support

- All students and teachers will receive a copy and explanation of the policy at the beginning of the course. Teachers will receive training on implementation and monitoring of the policy
- Explicit instruction will be embedded into course outlines for each subject
- Students will have access to a Student Handbook, which will reference academic honesty procedures.

### Investigation Procedure—reporting, recording and monitoring

If the incident relates to an internal assessment, the DP coordinator must be notified and the following will apply.

- The teacher will notify the DPC with supporting documentation if malpractice is suspected.
- The DPC will determine whether malpractice has taken place based on information gathered through the investigation. This investigation may include interviewing the student or witnesses and allowing the student to provide explanation.
- The DPC will inform the parents of the process irrespective of the outcome.
- If evidence of malpractice is confirmed, the student and parents will be notified in writing and informed of the consequences (vary according to 1st, 2nd or 3rd offence – see Consequences of Academic Misconduct section in the school’s academic honesty policy). Appeal provisions will accompany this correspondence
- An appeal must be submitted within school days of the date of the letter.
- The DPC will consider the appeal and make a decision.
- Copies of all records of investigation, correspondence and the assessment item will be kept in the student’s file.

### Consequences of academic misconduct

If the incident relates to an external assessment

- If misconduct is identified prior to the formal submission date to the school but prior to submission to the IB, then the work will be required to be revised and resubmitted in time to meet the formal assessment due date. If the student fails to resubmit by the formal date, an NA will be recorded.
- If misconduct is detected, once the assessment has been formally submitted on the due date and confirmed following investigation, an NA will be recorded on the appropriate mark sheet and no grade will be awarded for the subject concerned. This may seriously impact on the student’s eligibility for the Diploma under IB rules.
- If teachers detect misconduct after work has been formally submitted and accepted for assessment to the IB, the IB must be informed. The IB Diploma or a Certificate may be withdrawn from a candidate at any time if misconduct is subsequently established.

### The rights of the student

If suspected of a breach of academic honesty students are entitled to a right of appeal and investigation will include an interview with candidate(s) involved.

## Information Directory

About the IB Diploma Programme	Ms. Farah Seif (IBDP Coordinator) <a href="mailto:fseif@lvng.net">fseif@lvng.net</a>
About the CAS Programme	Ms. Rehab Helal (CAS Coordinator) <a href="mailto:rhelal@lvng.net">rhelal@lvng.net</a>
About the ToK Course	Ms. Marianne Abdallah (ToK Coordinator) <a href="mailto:mabdallah@lvng.net">mabdallah@lvng.net</a>
About the Extended Essay	Ms. Sherin Abd Rabouh <a href="mailto:sabdrabouh@lvng.net">sabdrabouh@lvng.net</a> (EE coordinator)
About the IB	<a href="http://www.ibo.org">www.ibo.org</a>
For external (non-Evo) applications	Ms. Ingy Abdelwahab (Admissions) <a href="mailto:admissions@lvng.net">admissions@lvng.net</a> Tel: +201003566688
About Evolution International school	<a href="http://www.eisng.lvng.net">www.eisng.lvng.net</a> Tel: +201003666223

This handbook is a heavily modified version of the International School of Paris IB Diploma Handbook available at: [https://www.isparis.edu/uploaded/Documents/B2S\\_2018-19/IBDP\\_Handbook\\_Class\\_of\\_2019.pdf](https://www.isparis.edu/uploaded/Documents/B2S_2018-19/IBDP_Handbook_Class_of_2019.pdf)