

IB Diploma Programme

SY 2019-2020

All information in this booklet was taken from the IB DP Course Syllabi published on the Online Curriculum Centre (occ.ibo.org) and www.ibo.org.



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“Cebu International School is the only school in the Visayas and Mindanao authorised to offer the IB Programme.”

Cebu International School

Accreditations

Cebu International School is the only school in the Philippines that is accredited with all three organizations of the CIS (Council of International Schools), WASC (Western Association of Schools and Colleges) and PAASCU (Philippines Accrediting Association of Schools, Colleges and Universities). CIS is a member of EARCOS (East Asia Regional Council of Schools), The Principal’s Training Centre (PTC), and the Academy for International School Heads (AISH).

International Baccalaureate (IB) Program

Cebu International School is the only school in the Visayas and Mindanao island groups of the Philippines authorised to offer the globally recognized International Baccalaureate (IB) Programme. The school obtained authorization to implement the International Baccalaureate Programme in 1999.

CIS is authorized to offer the IB Primary Years Programme (PYP) and the IB Diploma Programme (DP), and a CIS-developed international preparatory program in grades 6-10.

The DP is a comprehensive and challenging 2-year international pre-university course of study that demands the best from motivated students and teachers. It is widely recognized for its high academic standards.

Students at CIS are encouraged to study for the full IB Diploma, in addition to the CIS High School Diploma, both of which are recognized for entry to universities worldwide.

The IB Diploma Programme

The IB Diploma Programme is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.

Students learn more than a collection of facts. The Diploma Programme prepares students for university and encourages them to:

- ask challenging questions
- learn how to learn
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures

The curriculum contains six subject groups together with a core made up of three separate parts.

This is illustrated by a hexagon with the three parts of the core at its centre.



IB Learner Profile

CIS students 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.
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 act to make a positive difference to the lives of others and to the environment.
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 growth 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 order to support their learning and personal development.

Creativity Activity and Service (CAS)

CAS is at the heart of the Diploma Programme. It is organized around the three strands of creativity, activity and service defined as follows:

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

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

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



Subject Group Choices

Group	Subjects
Studies in Language & Literature	English A: Language & Literature (HL and SL)
Language Acquisition	Mandarin AB Initio (SL only) Spanish AB Initio (SL only) Mandarin B (HL & SL) Spanish B (HL & SL)
Individuals & Societies	History SL/HL Business Management (HL & SL) Psychology (HL & SL)
Sciences	Biology (HL & SL) Physics (HL or SL) Chemistry (HL or SL)
Mathematics	Mathematical Studies SL Mathematics SL Mathematics HL
The Arts	Visual Arts Option A (HL & SL)

Studies in Language & Literature

English A: Language & Literature (HL and SL)

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

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

Language Acquisition

Mandarin AB Initio (SL Only) | Spanish AB Initio (SL Only)

The language ab initio course is organized into three themes.

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

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language ab initio course has a language-specific syllabus that is used in conjunction with the guide. Language ab initio is available at SL only.

Mandarin B (HL & SL) | Spanish B (HL & SL)

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition 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 should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

The language B course is organized into three core topics and 5 options

- Core topics
 - Communication and media
 - Global issues
 - Social relationships
- Choose from two options
 - Cultural diversity
 - Customs and traditions
 - Health
 - Leisure
 - Science and technology

Individuals & Societies

HISTORY SL/HL

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Prescribed Subjects (select 1)

1. Military leaders
2. Conquest and its impact
3. The move to global war
4. Rights and protest
5. Conflict and intervention

World History Topics (select 2)

6. Society and economy (750–1400)
7. Causes and effects of medieval wars (750–1500)
8. Dynasties and rulers (750–1500)
9. Societies in transition (1400–1700)
10. Early Modern states (1450–1789)
11. Causes and effects of Early Modern wars (1500–1750)
12. Origins, development and impact of industrialization (1750–2005)
13. Independence movements (1800–2000)
14. Evolution and development of democratic states (1848–2000)
15. Authoritarian states (20th century)
16. Causes and effects of 20th-century wars
17. The Cold War: Superpower tensions and rivalries (20th century)

HL options:

Depth studies:

History of Asia and Oceania

SL/HL internal assessment

Historical investigation

Business Management (HL & SL)

Business management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal

and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources.

The curriculum model for Diploma Programme business management is a core curriculum for higher level (HL) and standard level (SL) consisting of five topics with common content and learning outcomes. In addition to the core, HL students are expected to complete extension areas of study, in all five topics, adding both depth and breadth to the course. HL students also study one extension topic listed below as topic 6, business strategy.

Business Management Course Outline

HL and SL core

Topic 1: Business organization and environment

Topic 2: Human resources management

Topic 3: Accounts and finance

Topic 4: Marketing

Topic 5: Operations management

The business strategy topic is intended to provide a framework and overview for the students to think in an integrated way about the future strategy of a business or businesses. These skills are particularly relevant when examining the case study and when researching for, and writing, the internal assessment components.

Internal Assessment

HL: Research Project

SL: Written Commentary

PSYCHOLOGY (HL & SL)

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

Psychology Course Outline

Part 1: Core (SL/HL)

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

Part 2: Options (SL/HL)

- abnormal psychology
- developmental psychology
- health psychology
- psychology of relationships.

Part 3: Qualitative research methodology (HL only)

Qualitative research in psychology

Part 4: Simple experimental study (SL/HL)

- Introduction to experimental research methodology

Internal Assessment (HL/SL)

Experimental Study

Distinction between SL and HL

1. The following extensions to the core approaches are studied at HL only:

- the role of animal research in understanding human behaviour
- cognitive processing in the digital world
- the influence of globalization on individual attitudes, identities and behaviour.

This differentiation is reflected in paper 1 section B of the external assessment.

2. SL students are required to study one option while HL students study two options. This differentiation is reflected in paper 2 of the external assessment.

3. HL students will be directly assessed on their understanding of approaches to research in paper 3 of the external assessment. This will cover both qualitative and quantitative research methods.

Sciences

BIOLOGY (HL OR SL)

Biology course outline

Core

1. Cell biology
2. Molecular biology
3. Genetics
4. Ecology
5. Evolution and biodiversity
6. Human physiology

AHL (Additional Higher Level Material)

7. Nucleic acids
8. Metabolism, cell respiration and photosynthesis
9. Plant biology
10. Genetics and evolution
11. Animal physiology

Options

- A. Neurobiology and behaviour
- B. Biotechnology and bioinformatics
- C. Ecology and conservation
- D. Human physiology

Practical scheme of work

Practical activities

Individual investigation (internal assessment – IA)

Group 4 project

PHYSICS (HL OR SL)*Physics Course Outline***Core**

1. Measurements and uncertainties
2. Mechanics
3. Thermal physics
4. Waves
5. Electricity and magnetism
6. Circular motion and gravitation
7. Atomic, nuclear and particle physics
8. Energy production

AHL (Additional Higher Level Material)

9. Wave phenomena
10. Fields
11. Electromagnetic induction
12. Quantum and nuclear physics

Option

- A. Relativity
- B. Engineering physics
- C. Imaging
- D. Astrophysics

Practical scheme of work

Practical activities

Individual investigation (internal assessment – IA)

Group 4 project

CHEMISTRY (HL OR SL)***Chemistry Course Outline*****Core**

1. Stoichiometric relationships
2. Atomic structure
3. Periodicity
4. Chemical bonding and structure
5. Energetics/thermochemistry
6. Chemical kinetics
7. Equilibrium
8. Acids and bases
9. Redox processes
10. Organic chemistry
11. Measurement and data processing

AHL (Additional Higher Level Material)

12. Atomic structure
13. The periodic table—the transition metals
14. Chemical bonding and structure
15. Energetics/thermochemistry
16. Chemical kinetics
17. Equilibrium
18. Acids and bases
19. Redox processes
20. Organic chemistry
21. Measurement and analysis

Option

- A. Materials
- B. Biochemistry
- C. Energy
- D. Medicinal chemistry

Practical scheme of work

Practical activities

Individual investigation (internal assessment – IA)

Group 4 project

Mathematics

Mathematical Studies SL

This course is available only at standard level, and is equivalent in status to mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

Course Outline

Syllabus content

- Topic 1 - Number and algebra
- Topic 2 - Descriptive Statistics
- Topic 3 - Logic, sets and probability
- Topic 4 - Statistical applications
- Topic 5 - Geometry and trigonometry
- Topic 6 - Mathematical models
- Topic 7 - Introduction to differential calculus

Internal Assessment 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.

Mathematics SL

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

Course Outline

Syllabus content

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

Topic 2—Functions and equations

Topic 3—Circular functions and trigonometry

Topic 4—Vectors

Topic 5—Statistics and probability

Topic 6—Calculus

Internal Assessment

Mathematical Exploration

Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

Mathematics HL

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Mathematics HL Course Outline

Core Syllabus Content

Requirements:

All topics in the core are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in this guide.

Topic 1 - Algebra

Topic 2 - Functions and equations

Topic 3 - Circular functions and trigonometry

Topic 4 - Vectors

Topic 5 - Statistics and probability

Topic 6 - Calculus

Option Syllabus Content

Students must study all the sub-topics in one of the following options as listed in the syllabus details.

Topic 7 - Statistics and probability

Topic 8 - Sets, relations and groups

Topic 9 - Calculus

Topic 10 - Discrete mathematics

Mathematical Exploration

Internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

The Arts

Core areas The visual arts core syllabus at SL and HL consists of three equal interrelated areas as shown in figure 2.

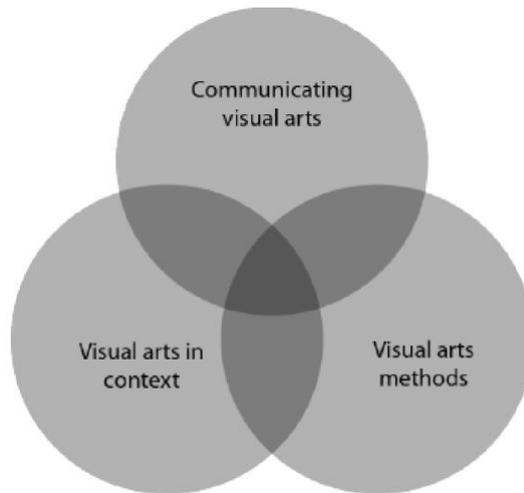


Figure 2

Figure 2 These core areas, which have been designed to fully interlink with the assessment tasks, must be central to the planning of the taught course that is designed and delivered by the teacher. Students are required to understand the relationship between these areas and how each area informs and impacts their work in visual arts.

Visual Arts (Higher Level & Standard Level)

External Assessment

Part 1. Comparative Study (20%)

Part 2. Process Portfolio (40%)

Internal Assessment

Part 3. Exhibition (40%)

Comparative Study

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

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

Process Portfolio

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

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

Exhibition

Students at SL 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.

Students at HL 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.

Conditions for Obtaining the IB Diploma

- CAS requirements have been met
- The candidate's total points are 24 or more
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject
- There is no grade E awarded for theory of knowledge and/or the extended essay
- There is no grade 1 awarded in a subject/level
- There are no more than two grade 2s awarded (HL or SL)
- There are no more than three grade 3s or below awarded
- The candidate has gained 12 points or more on HL subjects
- The candidate has gained 9 points or more on SL subjects
- The candidate has not received a penalty for academic misconduct from the Final Award Committee

Subject Change Details

- Grade 11 Students are allowed to change subjects as long as IB Diploma requirements are still met
- Grade 11 Students are allowed to change subjects within the schedule provided by the school
- Students have to let the teacher of where they originally signed up know that they will sit in the other class (e.g. *signed up in Bio and will sit in Chem class*)
- Subject change may only be allowed within 3 weeks from the 1st day of school
- Change should be accompanied by a letter from parent or email from parent, allowing the student to make the switch
- Students must speak with our College Counselor (Jenny Basa) to consider entry requirements to university if they make a change so they are aware of the consequences of the change. (e.g. a switch from Math SL to Math Studies may mean not being able to apply to a particular program in a university if the course prerequisite is Math SL and Math Studies is not accepted)
- Once the parent letter is received and student has met with the College Counselor regarding college requirements, the DP coordinator will email the teachers concerned (teacher of class they left, teacher of new class), and Loida (as she will update INSIS details of student)

Academic Honesty Verification

Proposed Steps:

1. Student presents a final version of his/her work to the teacher after checking their work for academic honesty.
 - a. DP students must use Turnitin to check their work prior to submitting their final document, and submit the report with the assignment.
 - b. G9 and 10 will be required to submit Turnitin reports for designated assignments
2. The teacher reviews student's work and validity report, and confirms the authenticity of the work by running another Turnitin report.
3. If work is....

A. ... identified as authentic:	B: ... identified as not authentic:
<p>-work is accepted by teacher and graded</p> <p>-Note: if part of IB submission, student and teacher sign authentication form and DP coordinator upon upload confirm student work as authentic</p>	<p>- work is not accepted by teacher and student is shown similarity report (if online submission) or shown evidence of areas that are in question</p> <p>- student redoes the work with strict instructions on resubmission (for example it may be required to be done under supervised conditions)</p> <p>- work is resubmitted as the final submission. - the supervisor will recheck and mark the work as per the published criteria</p> <p>- if the work is still plagiarized, no grade will be awarded.</p> <p>- if student fails to re-submit, no grade will be awarded</p> <p>- academic honesty transgressions are recorded in the student's internal file, and taken into account if further incidents occur; should a further incident occur, a student will be disqualified from academic awards</p>

	<p>- repeat offenders will be reviewed by a disciplinary committee for disciplinary actions, up to and including expulsion.</p> <p>If work is part of an IB submission:</p> <p>-the work may only be redone if the teacher has not provided formal feedback prior to the final submission (formative feedback is acceptable).</p> <p>- If the resubmission is not submitted by the final deadline, no grade will be awarded.</p>
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Frequently Asked Questions (FAQ)

Will all my subject choices be offered?

The school will work toward creating a timetable and teacher load that will meet student interest and/or needs; however, any subject choice not reaching a critical number of students (usually at least five students) will be reassessed by the school's Admin Team in terms of its feasibility to be offered.

If there is an IB subject that I would like to take that is not offered, what are my options?

You could consider online course options providing you satisfy certain criteria (such as demonstrated ability to study individually!). PAMOJA Education (www.pamojaeducation.com) is an IB-approved online course provider for a select number Diploma Programme courses. Pamoja work with CIS to provide a virtual teacher and instruction online, and the school provides supervision and support. Note, students taking online classes with Pamoja need to shoulder all additional expenses.

How many subjects can I take online?

If the course is offered by the school, the school-offered course needs to be taken, and at present the subjects offered are limited, so this limits the potential maximum number of online courses a student can consider. Currently, most students opt for only one online course, but in some cases two, and in very exceptional cases students have even taken three courses. The IB advises students to proceed cautiously. Every student is different—ultimately, the combination of online and traditional courses will vary from school to school and student to student.

Can I still change subjects after I submit the selection form?

Please refer to the Subject change guidelines in the “1st 3 weeks of school” document found in this document.

Can I change levels (HL to SL and vice versa) along the course of the year?

For a limited period of time and in certain cases yes, but there are disadvantages to changing once you have started, so these are only approved on a case by case basis. To start the process, a letter from you AND your parents needs to be submitted to the DP Coordinator indicating the request, with the reasons. The DP coordinator will discuss the

matter with your teachers and the Principal. An interview with student and parent may be required.

When do I register for the IB examinations?

Candidate registrations are done by Nov. 15 in your grade 12 school year.

At this time students will receive an IB registration letter from the DP Coordinator outlining their options: the full IB Diploma, IB Certificate(s) plus the CIS Diploma, or the CIS Diploma.

What is the advantage of taking the IB Diploma?

The IB Diploma is recognized worldwide as one of the best college preparation courses in the world. Taking the a rigorous IB Diploma puts you on a different level in terms of university applications. The IB Diploma is outstanding when compared with other courses as it prepares you with the skills and attitudes useful for being successful with your classes at university.

How much does registration for the IB Diploma cost?

There is a scale of fees generated by IB for each academic year. This fee includes the registration fee plus individual subject fees. This fee ranges between \$1000 to \$1200. This cost is payable by parents upon registration for the IB Diploma as it is not included in annual tuition fees paid to the school.