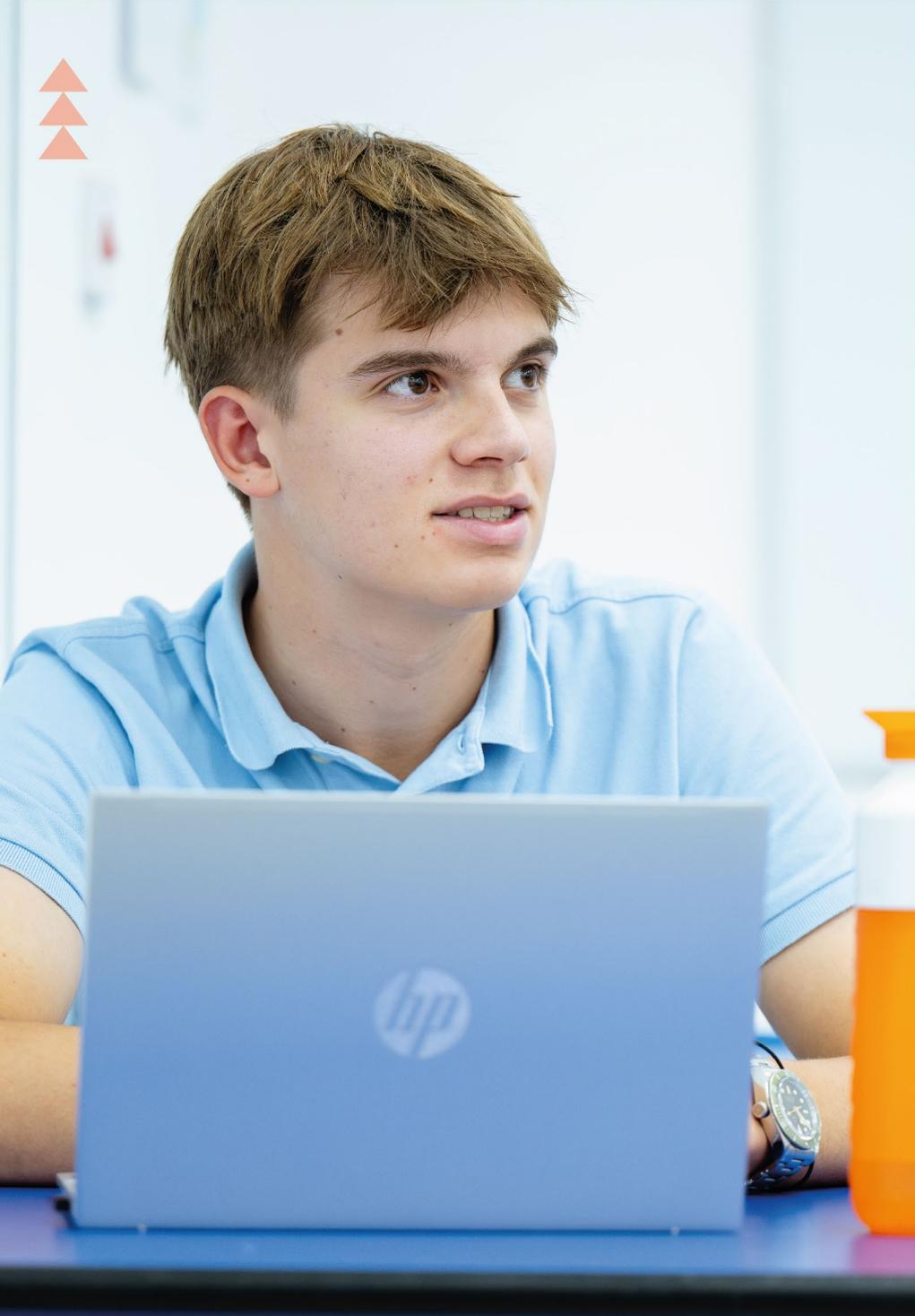




COMPASS INTERNATIONAL SCHOOL
A NORD ANGLIA EDUCATION SCHOOL

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

THEMAID CAMPUS





The International Baccalaureate Diploma Programme aims to do more than other curricula by developing enquiring, knowledgeable and caring young people who are motivated to succeed.

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The IB Diploma Programme



Message from the Head of Secondary

Dear Students,

We are delighted to introduce the International Baccalaureate Diploma Programme at Compass International School Doha. We believe the IB Diploma Programme represents the gold standard of pre-university and pre-employment education.

The breadth and depth of study required within the programme mean it is recognised globally as outstanding preparation for life beyond school. The IB Diploma Programme is designed to inspire a genuine love of learning, foster personal growth, and equip students with the skills, mindset, and resilience needed to thrive in the opportunities and challenges of the 21st century.

The academic demands of the IB Diploma Programme are considerable, and a strong foundation through IGCSEs or equivalent qualifications is essential. At Compass International School Doha, we expect Diploma candidates to have achieved a minimum of a Grade 5 or C in each of the six subjects they wish to study. This represents the minimum prerequisite for entry and ensures students are well prepared for the rigour of the programme.

There is much to consider as students take their first steps towards joining the IB Diploma Programme. The educational provision is deliberately designed to promote a commitment to lifelong learning and to embed the attributes of the IB Learner Profile from the very beginning of the course.

Whether students choose the IB Diploma Programme or one of our alternative pathways, aspirations for study and life beyond Compass International School



should play a central role in shaping subject choices. An awareness of university entry requirements, as well as the subject knowledge and skills required for future careers, will support informed and purposeful decision-making.

We believe all students should approach these choices with ambition and confidence. Success within Compass PLUS is nurtured through the right balance of opportunity, time, guidance, support, motivation, and respect.

This guide, alongside our information events and one-to-one guidance sessions, is designed to support every student in making the right choices. We hope you find it a valuable starting point, and we look forward to supporting you as you take your next steps within Compass PLUS.

Kind Regards,

Thomas Kinnersley
Head of Secondary, Themaid Campus

Message from the IB Coordinator

Introduction

The International Baccalaureate offer a curriculum like no other. The programme is rigorous and complex and also aims to nurture each individual student so they can be successful global citizens. The programme aims to develop students who have excellent breadth and depth of knowledge—students who flourish physically, intellectually, emotionally and ethically. It is for this reason that I am so proud to be a part of delivering this programme – it is not only about supporting students to experience a rigorous academic experience but also the philosophy is rooted in helping our young people to be happy, healthy and to make a positive contribution to their community.

Please contact me directly if you have any questions about the content of this prospectus or the IB Diploma Programme and IB Courses.

My e-mail address is **edward.harris@nais.qa**.

Course Outline

The International Baccalaureate Diploma Programme is a two-year, academically rigorous, post-16 course. The IB Diploma Programme is currently taught in 140 countries around the world and is internationally recognised as the best pre-university course offered anywhere in the world.

The IB Diploma Programme provides an internationally accepted qualification recognised for university entry by higher education institutions worldwide, and allows students to reach the standards set by national education systems worldwide.

No other qualification is recognised by so many institutions in different countries, and no other programme will prepare you better for a college or university education and the world of work.



The Diploma Programme has been commended for introducing interdisciplinary thinking to students and is “more academically challenging and broader than three or four A-Levels.”

This guide is designed to make you aware of the different requirements and sections of the IB Diploma Programme, the option of the IB Courses Programme, and the choices you have as students and parents as you begin your post-16 educational journey.

Compass International School has a record of success delivering the IB Diploma Programme and we are able to offer a wide selection of subject choices. This range of provision will allow you to progress to the next stage of your education and future career.

Kind Regards,

Edward Harris

IB Coordinator, Themaïd Campus

Message from the IB Coordinator

Studying the full IB Diploma vs IB Diploma Programme Course

The 'full' IB Diploma Programme:

At Compass PLUS, students undertake the 'full' IB Diploma Programme and will be entered for the six academic subjects chosen from the school's offerings. Subjects must be chosen in the six subject groups in order to validate the Diploma. In addition, students will also undertake study of the 'Core' elements of the IB Diploma Programme - Creativity, Activity, Service (CAS), Extended Essay (EE) and Theory of Knowledge (TOK).

Each subject is marked out of a total of 7 marks and three 'Core Points' are offered for successful completion of those elements. The full Diploma Programme is scored out of a maximum total of 45 points. Students will need to obtain a minimum of 24 points (out of a possible 45) with no failing conditions to be awarded the Diploma.

Students successfully complete their course year-after-year at Compass International School and go on to study at universities and colleges around the world. **The choice of study programme should be made with post-18 or career entry in mind.**

For the IB Diploma students MUST ensure that they:

- Complete all teaching hours requested by the IB - 240 hours of Higher Level (HL) and 150 hours for Standard Level (SL)
- Complete all external assessment components for completion of the subject.
- Complete all Internal Assessment (IA) required for completion of the subject.
- Complete all final examinations.
- Complete all internal assessment and classwork required by IB teachers at Compass International School.
- Complete all internal formal assessment requirements of the IB Programmes at Compass International School - End-of-Year examinations (Year 12) and Mock Examinations (Year 13).

In Year 13, students are registered as either an IB Diploma student, however if they do not meet academic expectations then the IB coordinator does reserve the right to seek alternative options. These will be explained to all stakeholders in advance of any decisions.

The IB Learner Profile



IB Learners strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Courageous

We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

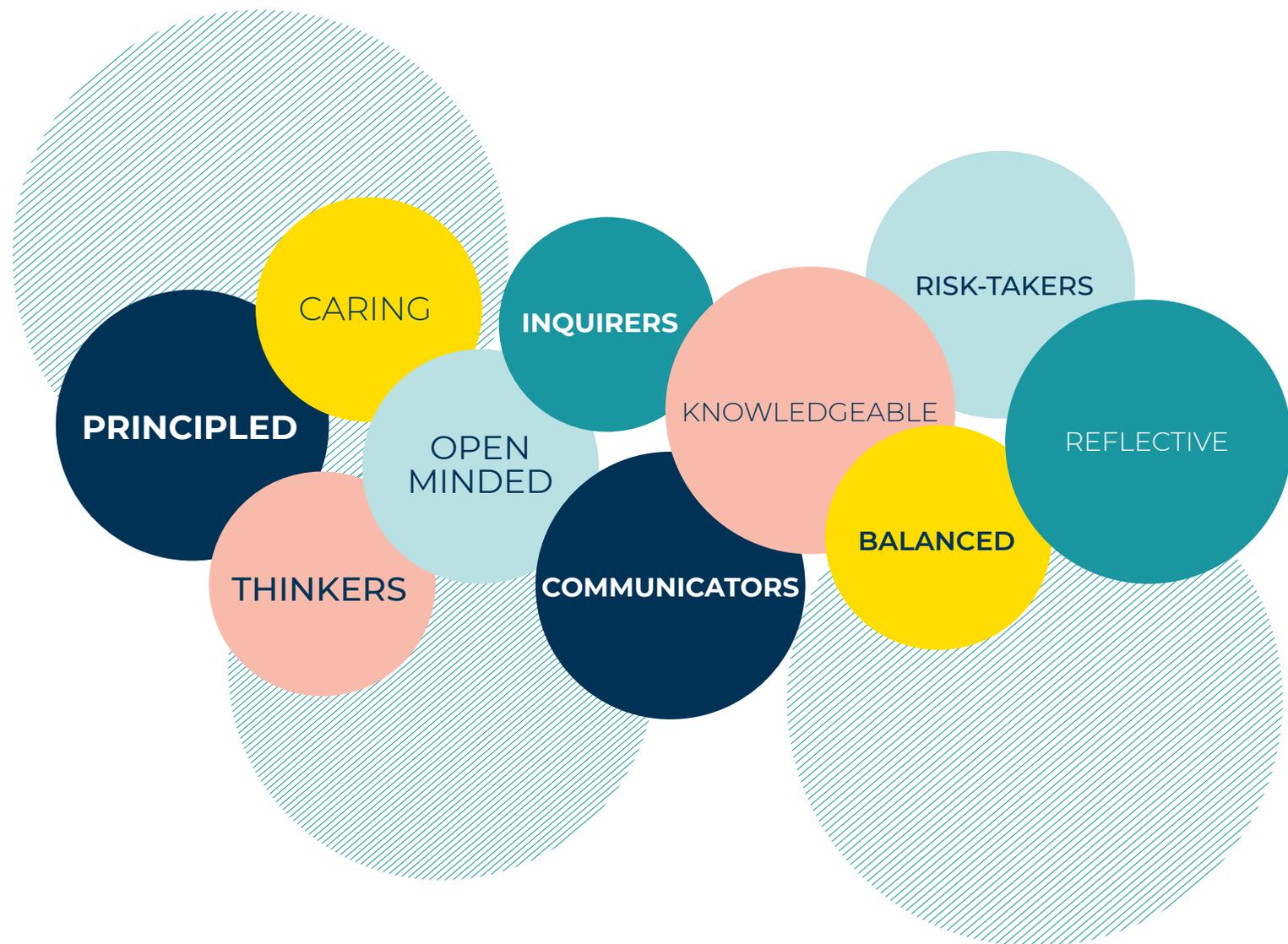
We understand the importance of balancing different aspects of our lives, intellectual, physical, and emotional, to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

* International Baccalaureate Organisation 2006

The IB Learner Profile



International Mindedness

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

Compass International School and the IB Diploma Programme encourages students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Subjects

The International Baccalaureate Diploma Programme presents a variety of challenges. Students must follow six subjects and choose one subject from each of the five groups (1 to 5), ensuring breadth of knowledge and understanding. Students must also choose either a subject from Group 6 (The Arts) or a second, 'elective', subject from Groups 3 or 4.

There is the opportunity for students to choose two subjects from Group 1. Those students who wish to pursue their studies within their 'Mother Tongue' language can opt to choose the 'School Supported Self Taught' (SSST) option under the supervision of an approved tutor. The SSST course is offered as a Language A: Literature course, and if two subjects are chosen from Group 1, the student is not required to study a subject from Group 2. Successful completion of both Language A courses (and all other components for the Diploma Programme) would mean a student qualifies for a 'Bilingual Diploma'. For further details on the School Supported Self-taught option please contact the IB Diploma Coordinator directly.

In addition to the subject choices outlined, students can choose to study IB Diploma Programme subjects Online with Pamoja Education. Pamoja Education are the only IBO-affiliated company that are licensed to offer IB Diploma Programme subjects. Study in these courses requires the same levels of engagement and taught hours as in-school provision. Schools who have students engaged with Pamoja appoint a Site-Based Coordinator (SBC) to support

Online students. Please note that there are additional costs to students associated with taking an online Pamoja course. Should students be interested in studying an Online subject they should contact Compass International School's IB Diploma Coordinator, Mr. Edward Harris, **edward.harris@nais.qa**.

Further information can be found by visiting the Pamoja Education website:
<https://pamojaeducation.com/ib-diploma>

Academic subjects in the IB Diploma Programme can be studied at two levels - Higher Level (HL) or Standard Level (SL). Students are required to study three subjects at HL and three subjects at SL. Higher Level courses require 240 hours of engagement and Standard Level subjects require 150 hours. When choosing the HL/SL combination, students are advised to think carefully about their enjoyment and engagement in a subject. Crucially, students must also consider the entry requirements for onward university courses and career options when deciding.

It is not uncommon for entry into a university or higher education institution to require a candidate to study a specific subject or combination of subjects. *The choice of Higher Level and Standard Level subject combinations is therefore an important one.* The implications of the choice may resonate into the university or career options available to a student and should be considered carefully.





In addition to the six IB Diploma Programme subjects, the course features the three 'Core' elements that broadens students' educational experience and challenges them to apply their knowledge and skills.

IB Course Subjects

Creativity, Activity, Service (CAS)

CAS requires the engagement with seven learning outcomes and allows students to demonstrate skills and aptitudes that they have, which may not be applicable in the academic sphere. All of the learning outcomes must be met, a CAS Project completed, and recorded in the student's personal 'CAS portfolio'. The portfolio is completed incrementally over the full two-years of the Programme and failure to meet the passing criteria for CAS means a full Diploma will not be awarded. Throughout the CAS engagement, some learning outcomes may be demonstrated many times, in a variety of activities. A successful completion of CAS requires that there is evidence for every outcome.

Further details are available on the specific requirements of CAS at the beginning of Year 12 in the "CAS Student Handbook".

The Extended Essay (EE)

The Extended Essay is a 4000-word independent research project. The 'EE' requires students to research a topic of their choice, and write an essay that meets the subject-specific criteria of the topic. The finished essay allows students to demonstrate detailed knowledge in one particular area of study and also develop the desirable skills of independent research, engagement, written communication, and independent thought.

Theory of Knowledge (TOK)

The Theory of Knowledge course challenges students to look at how and why knowledge is gained, bolstering their critical thinking abilities and enabling them to analyse and reflect on situations in all areas of life. TOK is the 'turbo charge' of the IB Diploma Programme as the higher level thinking skills required to be successful here have beneficial impacts when applied across all other subjects.

IB Diploma Programme Subject Offering

The International Baccalaureate Diploma Programme offers a wide variety of subject choices within the curriculum model. However, the subjects offered by schools are based on a variety of factors including students' previous learning experiences, cultural implications, the expertise and experience and availability of the teaching faculty and the philosophy of the school.

*Some subject offerings may be dependent on numbers in all subject groups.

Group 1

Studies in English Language and Literature
Language A: English Language and Literature (HL/SL)

Group 2 - Language Acquisition

Arabic B (HL/SL)
Spanish B (HL/SL)
French B (HL/SL)
Spanish ab initio (SL)
French ab initio (SL)
Mandarin ab initio – via Pamoja Education – Online course*
(School Supported Self-taught Language A – see IB Diploma Coordinator)

Group 3 - Individuals and Societies

Business Management (HL/SL)
Economics (HL/SL)
Geography (HL/SL)
History (HL/SL)
Psychology (HL/SL)
Philosophy (HL/SL) - via Pamoja Education Online course*
Digital Society (HL/SL) - via Pamoja Education - Online course*

Group 4 - Sciences

Biology (HL/SL)
Chemistry (HL/SL)
Physics (HL/SL)
Sports, exercise and health sciences (HL/SL)
Computer Science (HL/SL)

Group 5 - Mathematics

Mathematics: Analysis and Approaches (HL/SL)
Mathematics: Application and Interpretation (HL/SL)

Group 6 - The Arts

Visual Arts (HL/SL)
Film (HL/SL) – via Pamoja Education – Online course*
or an 'Elective' subject chosen from Group 3 or Group 4

* Enrollment and study on a Pamoja Education Online course is charged at an additional fee - please ask the IB Coordinator for more details.

Subject Blocks and Making the Right Subject Choices

There are certain subjects 'blocked together' to enable the school timetable to be created. Therefore certain subjects cannot be chosen together. Currently the following subjects will be grouped together:

Group 1

Timetable 'block' 1

Language A: English A: Language and literature (HL/SL)

Group 2

Timetable 'block' 2

Arabic B (HL/SL)

Spanish B (HL/SL)

French B (HL/SL)

Spanish ab initio (SL)

French ab initio (SL)

Mandarin ab initio – **via Pamoja Education** – Online course

(School Supported Self-taught Language A – see IB Diploma Coordinator)

Group 3

Timetable 'block' 3

Business Management (HL/SL)

Economics (HL/SL)

Geography (HL/SL)

History (HL/SL)

Digital Society (HL/SL) – **via Pamoja Education** – Online course*

Philosophy (HL/SL) – **via Pamoja Education** – Online course

Psychology (HL/SL)

Group 4

Timetable 'block' 4

Biology (HL/SL)

Chemistry (HL/SL)

Physics (HL/SL)

Sports, exercise and health sciences (HL/SL)

Group 5

Timetable 'block' 5

Mathematics Analysis and Approaches (HL/SL)

Mathematics Application and Interpretation (HL/SL)

Group 6

Timetable 'block' 6

Visual Arts (HL/SL)

or an 'Elective' subject chosen from Group 3* or Group 4*

***subject offering dependent on viability**

Students must think about their 'next steps' after completing the Programme to ensure they have chosen the most appropriate/relevant combination of subjects **at the beginning** of their Year 12 studies.

In order to make an informed decision, it is vitally important that student and parents have discussions with teachers, the IB Diploma Coordinator and the school's University Guidance Councillor.

At Compass International School Doha, we have a wide range of students who are pursuing a multitude of career pathways. Below are some examples of potential future career aspirations and subject combinations:



Subject Blocks and Making the Right Subject Choices

Economics

- Group 1: English A: Language and literature (SL)
- Group 2: Spanish ab initio (SL)
- Group 3: History (HL)
- Group 4: Biology (SL)
- Group 5: Mathematics – Analysis and approaches (HL)
- Group 6: Economics (HL)

Medical Doctor

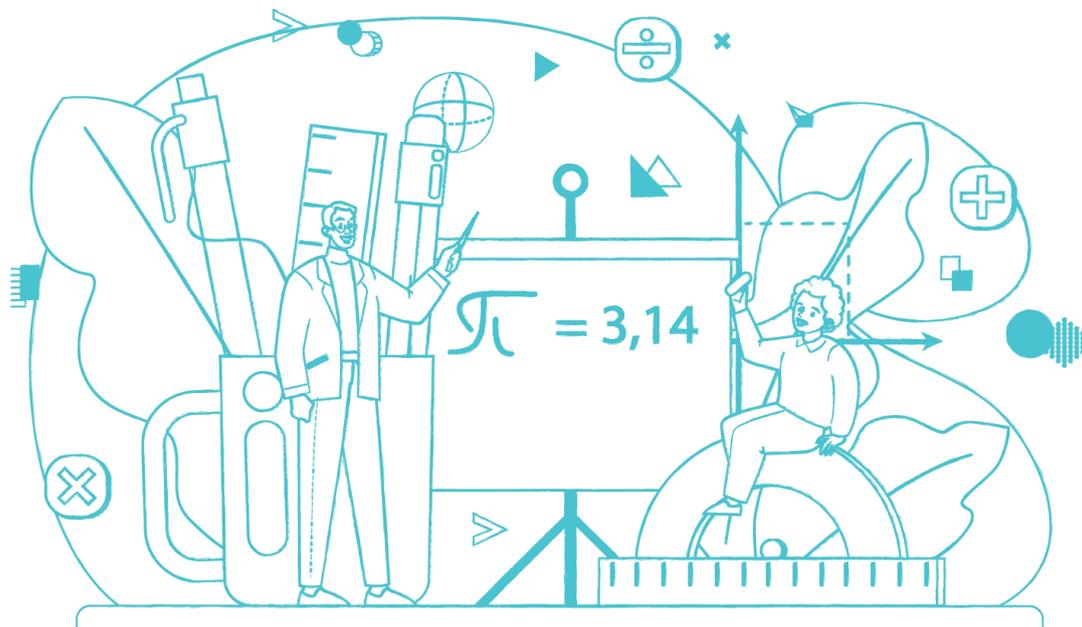
- Group 1: English A: Language and literature (HL)
- Group 2: Spanish ab initio (SL)
- Group 3: Geography (SL)
- Group 4: Biology (HL)
- Group 5: Mathematics - Application and interpretations (SL)
- Group 6: Chemistry (HL)

Engineer

- Group 1: English A: Language and literature (SL)
- Group 2: French B (HL)
- Group 3: History (SL)
- Group 4: Physics (HL)
- Group 5: Mathematics – Analysis and Approaches (HL)
- Group 6: Chemistry (SL)

Architecture

- Group 1: English A: Language and literature (SL)
- Group 2: Spanish B (HL)
- Group 3: History (SL)
- Group 4: Physics (SL)
- Group 5: Mathematics – Applications and interpretations (HL)
- Group 6: Visual Arts (HL)



Assessment Expectations

Assessment Requirements

Both external and internal assessments are used in the IB Diploma Programme. Attested IBO Examiners assess work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by IB-approved examiners. Students take written examinations at the end of the programme, which are marked externally by IB Diploma Programme examiners.

Key features of the International Baccalaureate Diploma Programme:

The grades awarded for each course range from 1 (lowest) to 7 (highest).

If a student attains a Grade 7 in each of their six subjects this will give them a total of 42 points.

There are three (3) extra points to be gained from the 'Core' elements of the Diploma Programme.

The 'Core' points are determined by a matrix dependent on the score achieved on an A-E scale for the Extended Essay and Theory of Knowledge:

TOK/ EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

The highest total that an IB Diploma Programme student can be awarded is 45 points.

Assessment Expectations (cont.)

Key requirements of the IB Diploma Programme:

In order to pass the IB Diploma, a student must ensure that:

- They have gained a minimum of 24 points out of a possible total of 45 and have met all of the passing criteria for the Diploma.

In addition to gaining 24 points, students must meet the following criteria in order to pass the Programme.

- They have met all the CAS requirements.
- They have attained a minimum of a Grade D in both the Extended Essay and Theory of Knowledge course.
- They have not attained a Grade N for either the Extended Essay, Theory of Knowledge or a contributing subject ('N' denotes 'no grade given').
- They have not attained a Grade 1 in a subject/level.
- They have not attained a Grade 2, three or more times (HL or SL).
- They have not attained a Grade 3 or below four or more times (HL or SL).
- They attain a minimum of 12 points on HL subjects.
- They attain a minimum of nine (9) points on SL subjects.

Expectations of an IB Student

Throughout a student's time in Year 12 and 13, we expect students to abide by the expectations set out in our IB Diploma Programme Student Agreement.

This states that:

- Students are proactive, seeking help from their teachers after school and/or during break if they do not understand work from a particular topic/unit.
- Students achieve a minimum attainment level of an IB Grade 4 out of 7 for their individual IB subjects that will be closely monitored throughout their time at school.
- Students exhibit an industrious work ethic completing all assignments on time.
- Students pay attention in class, participate in class discussions and ensure they keep well-organised and structured class/revision notes.
- Students abide by all school rules (including formal dress code) and conduct themselves in a manner befitting a senior student within the school community.
- Students achieve a minimum attendance record of 90%.
- Students abide by the Academic Code of Conduct issued by Compass International School Doha and the IBO.

Syllabus - Core Subjects

Extended Essay

One of the most interesting and challenging things students will complete in the IB Diploma Programme is their Extended Essay. The essay is based on the independent research undertaken by the student into a topic of special interest and written to a maximum of 4,000 words.

In order to earn the full award of the IB Diploma Programme, all candidates must submit an Extended Essay on a topic of their choice in one of the subjects offered in the IB Diploma Programme. Students must attain a minimum of a Grade D.

The Extended Essay provides the student with the opportunity to engage in independent research, with emphasis placed on the development of the skills of organising and expressing ideas logically and coherently. The Extended Essay is launched in the middle of Year 12 to allow students to settle into the programme before the research begins. Students are supervised by a teacher qualified to teach in the subject of their essay, or someone who is suitably familiar with the subject area. Supervision and advice are provided throughout the course of the research and writing process.

Aims of the Extended Essay

To provide students with the opportunity to:

- Pursue independent research on a focused topic.
- Develop research and communication skills.
- Develop the skills of creative and critical thinking.
- Engage in a systematic process of research appropriate to the subject.
- Experience the excitement of intellectual discovery.

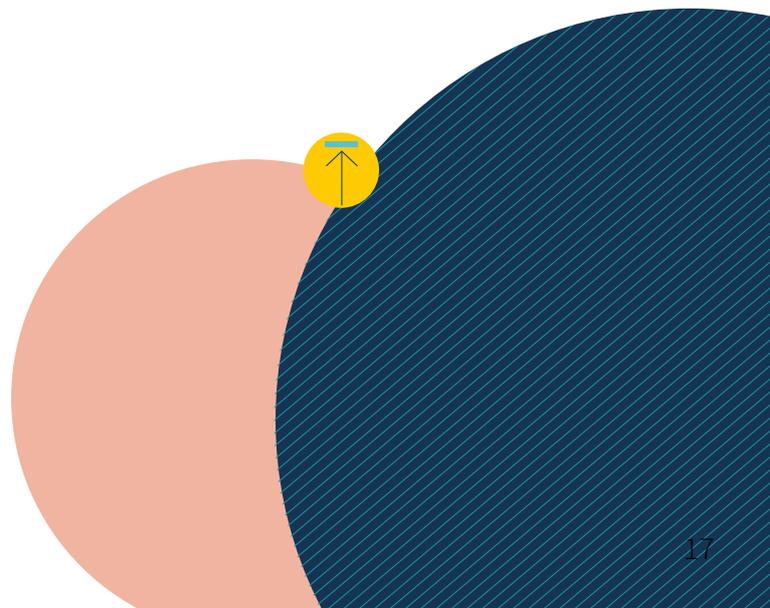
Assessment

Extended Essays are marked externally by examiners from all over the world appointed by the IBO. The Extended Essay is not returned to the student and, on submission, becomes the intellectual property of the IBO unless the student fills in a form requesting that copyright be retained.

Below follows a brief outline of the general assessment criteria as used by all IB examiners.

Students are expected to:

- Plan and pursue a research project with intellectual initiative and insight.
- Formulate a precise research question.
- Gather and interpret material from sources appropriate to the research question.
- Structure a reasoned argument in response to the research question on the basis of the material gathered.
- Present the Extended Essay in a format appropriate to the subject, acknowledging sources using appropriate procedures, e.g. Harvard referencing.
- Use the terminology and language appropriate to the subject with skill and understanding.
- Apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research.



Syllabus - Core Subjects (cont.)

Theory of Knowledge

The Theory of Knowledge (TOK) course will develop students' critical thinking skills and enhance their powers of reasoning. These skills will allow them to carry out more effective research, be more demanding and rigorous in their studies and be more intellectually independent.

TOK plays a special role in the IB Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasise connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge they share.

The raw material of TOK is knowledge itself.

Students think about how knowledge is arrived at in the various disciplines, what the disciplines have in common and the differences between them. The fundamental question of TOK is "how do we know that?" The answer might depend on the discipline and the purpose to which the knowledge is put. TOK explores methods of inquiry and tries to establish what it is about these methods that makes them effective as knowledge tools. In this sense, TOK is concerned with knowing about knowing.

The overall aim of TOK is to encourage students to formulate answers to the question "How do you know?" In a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

Specifically, the aims of the Theory of Knowledge course are for students to:

- Make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world.
- Develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions.

- Critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives.
- Understand that knowledge brings responsibility which leads to commitment and action.

Assessment

It is expected that by the end of the Theory of Knowledge course, students will be able to:

- Identify and analyse the various kinds of justifications used to support knowledge claims.
- Formulate, evaluate and attempt to answer knowledge questions.
- Examine how academic disciplines/ areas of knowledge generate and shape knowledge.
- Understand the roles played by ways of knowing in the construction of shared and personal knowledge.
- Explore links between knowledge claims, knowledge questions, ways of knowing and areas of knowledge.
- Demonstrate an awareness and understanding of different perspectives and be able to relate these to one's own perspective.
- Explore real-world objects and present, in an exhibition, how these objects represent or contribute to knowledge.

Every student receives the highest personalisation and priority to ensure excellence in education.



Group 1: Studies in Language and Literature

Language A: English: Language and literature (HL/SL)

Syllabus Outline

There are three key areas of exploration:

- Readers, writers and texts
- Time and space
- Intertextuality: connecting texts

At HL, each area of exploration will include the study of at least two literary works, and will cover at least three literary forms, periods, and places.

At SL, each area of exploration will include the study of at least one literary work. Works will cover at least two literary forms, periods, and places.

HL Texts to be studied:

Students will study at least six literary works. At least two works must be from the Prescribed Reading List (PRL) and written originally in English; at least two works will be from the PRL and in translation (i.e. not originally in English); two works may be chosen freely, from the PRL or elsewhere, and may be in translation.

SL Texts to be studied:

Students will study four literary works. At least one work must be from the Prescribed Reading List (PRL) and written originally in English; at least one work must be from the PRL and in translation (i.e. not originally in English); two works may be chosen freely, from the PRL or elsewhere, and may be in translation).

Language A: Assessment (HL) External Assessment - 80%

- Paper 1 (35%): guided textual analysis (20 marks).
The paper consists of two unseen texts. Students write two analytical responses to both texts. (2 hours 15 minutes)

- Paper 2 (25%): comparative essay (25 marks). The paper consists of writing one of four essay questions about two literary texts that have been studied. (1 hour 45 minutes)
- Higher Level Essay: (20%) (30 marks)
Students produce a 1200 to 1500-word academic essay on a non-literary or literary text or texts.

Language A: Internal Assessment - 20%

- Individual Oral (20%) (40 marks): This will consist of a presentation on a chosen global issue using a literary and non-literary text selected from works that have been studied. (15 minutes)

Language A: Assessment (SL) External Assessment - 70%

- Paper 1 (35%): guided textual analysis (40 marks).
The paper consists of two unseen texts. Students write an analysis of one of these texts. (1 hour 15 minutes)
- Paper 2 (35%): comparative essay (25 marks).
The paper consists of writing one of four essay questions about two literary texts that have been studied. (1 hour 45 minutes)

Internal Assessment - 30%

- Individual Oral (30%) (40 marks): This will consist of a presentation on a chosen global issue using a literary and non-literary text selected from works that have been studied. (15 minutes)

Group 2: Language Acquisition

Arabic B (HL/SL) or French B or Spanish B (HL/SL) / French or Spanish ab initio (SL)

Syllabus Outline

There are three areas of study, these are; Language, Texts and Theme; which provide the basis of the two-year language course. These three fundamental areas are interconnected and should be studied concurrently. Interactive, productive and receptive skills are developed through study in these three areas and are of equal importance.

The language syllabus is defined in two documents: the language guide and the language-specific syllabus.

The language-specific syllabus is a document containing both the prescribed grammar and lexicon necessary in order for students to meet the assessment objectives of the language course. Each language course has its own language-specific syllabus. The three common elements in each language-specific syllabus are:

- Vocabulary lists under topic headings
- A list of prescribed grammar
- A list of the instructions for the written examination papers

Language B: Arabic B (HL/SL) or French B or Spanish B (HL/SL)

Syllabus Outline

In the language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. HL students will study at least two literary texts.

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 (5) prescribed Themes are:

- Identities
- Experiences
- Human Ingenuity
- Social Organization
- Sharing the Planet

Language B Assessment (SL) External Assessment (3 hours)

Paper 1 (1 hour 15 minutes):

- Productive skills — writing (30 marks)
- One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions

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/Oral Assessment

- This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.
- A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme (30 marks).

Language B Assessment (HL) External assessment (3 hours 30 minutes)

Paper 1 (1 hour 30 minutes):

- Productive skills—writing (30 marks)
- One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions

Paper 2 (2 hours):

- Receptive skills—separate sections for listening and reading (65 marks)
- Listening comprehension (1 hour) (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/ Individual Oral Assessment

- This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.
- A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus (30 marks)

French or Spanish ab initio (SL) Syllabus Outline

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.

In the language ab initio course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through

receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The five (5) prescribed Themes are:

- Identities
- Experiences
- Human Ingenuity
- Social Organization
- Sharing the Planet

Ab initio Assessment (SL only) External Assessment (2 hours 45 minutes)

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

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/ Individual Oral Assessment

- This component is internally assessed by the teacher and externally moderated by the IB at the end of the course
- A conversation with the teacher, based on a visual stimulus and at least one additional course theme (30 marks)

School Support Self-taught (SSST) – Language A: Literature options

For further information on SSST options available at Compass international School, please contact the IB Diploma Coordinator directly.

Group 3: Individuals and Societies -Business Management (HL/SL)

Syllabus Outline

- Unit 1: Introduction to Business Management
- Unit 2: Human Resource Management
- Unit 3: Finance and Accounts
- Unit 4: Marketing
- Unit 5: Operations Management

Business Management: Assessment (SL) External Assessment - 70%

- Paper 1 (35%): Syllabus content consisting of units 1-5. (1 hour and 30 minutes)
- Paper 2 (35%): Syllabus content consists of units 1-5. (1 hour and 30 minutes)

Internal Assessment - 30%

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

- Business research project: Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens. Maximum 1,800 words. (25 marks).

Business Management: Assessment (HL) External Assessment - 80%

Paper 1 (25%): Based on a pre-released statement that specifies the context and background for the unseen case study
Syllabus content: Units 1–5 excluding HL extension topics.

Paper 2 (30%): Based on the unseen stimulus material with a quantitative focus. (1 hour 45 minutes) Syllabus content: Units 1–5 including HL extension topics.

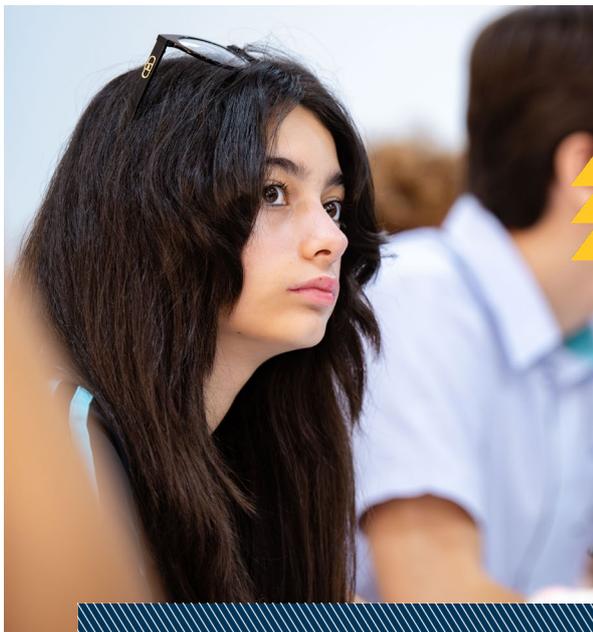
Paper 3 (25%): Based on unseen stimulus material about a social enterprise. Syllabus content: Unit 1–5 including HL extension topics.

Students answer one compulsory question based on the unseen stimulus material (25 marks)

Internal Assessment - 20%

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

- Business research project: Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens. Maximum 1,800 words. (25 marks).



Group 3: Individuals and Societies - Economics (HL/SL)

Syllabus Outline

Section 1: Introduction to Economics:

This section focuses on the issue of scarcity in global resources and the choices that producers and consumers make to efficiently allocate these resources in order to maximise economic well-being.

Section 2: Microeconomics

Here we will study the interaction between consumers and producers in a market to decide levels of output and consumption. We will also consider how these markets can fail and how governments can intervene to try and improve social welfare for citizens.

Section 3: Macroeconomics

Macroeconomics focuses on how we measure economic output and the way we measure the success of economies. We will also discuss how governments and other agents can influence the macro-economy with policies designed to boost or slow down economic growth.

Section 4: The Global Economy

Finally, we will look at the global nature of economics and how countries interact with each other to boost global output. We will consider the benefits of free trade and why some countries decide to protect their own domestic producers.

Internal Assessment

Portfolio of three commentaries.

Economics: Assessment (SL)

External Assessment (3 hours) - 70%

Paper 1 – 30%: An extended response paper worth 25 marks (1 hour and 15 minutes). Students will answer one question from a choice of three.

Paper 2 – 40%: A data response paper worth 40 marks (1 hour and 45 minutes). Students will answer one question from a choice of two.

Internal Assessment -30% (20 teaching hours)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. Maximum 800 words for each commentary (45 marks).

Economics: Assessment (HL)

External assessment (4 hours and 45 minutes) - 80%

Paper 1 – 20%: An extended response paper worth 25 marks (1 hour and 15 minutes). Students will answer one question from a choice of three.

Paper 2 – 30%: A data response paper worth 40 marks (1 hour and 45 minutes). Students will answer one question from a choice of two.

Paper 3 – 30%: A policy paper worth 60 marks (1 hour and 45 minutes). Students will answer two compulsory questions.

Internal assessment -20% (20 teaching hours)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. Maximum 800 words for each commentary (45 marks).

Group 3: Individuals and Societies - Geography (HL/SL)

Syllabus Outline

Part 1: Geographic themes — seven options.

Two options are studied at SL, and three at HL.

- Freshwater — drainage basins
- Oceans and coastal margins
- Extreme environments
- Geophysical hazards
- Leisure, tourism and sport
- Food and health
- Urban environments

Part 2: SL and HL core

- Geographic perspectives—global change
- Population distribution—changing population
- Global climate—vulnerability and resilience
- Global resource consumption and security

Part 3: HL Core extension (HL only)

- Geographic perspectives—global interactions
- Power, places and networks
- Human development and diversity
- Global risks and resilience

Internal Assessment Fieldwork (SL/HL)

Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation.

Geography: Assessment (SL)

External Assessment - 75%

Paper 1 (35%): Each option has a structured question and one extended answer question from a choice of two. 20 (10 + 10) marks per option - total 40 marks. 45 minutes per option question. (1 hours 30 minutes)

Paper 2 (40%): Total 50 marks.(1 hour 15 minutes)

- Section A: Three structured questions, based on each SL/HL Core Unit. (30 marks)
- Section B: Infographic or visual stimulus, with structured questions. (10 marks)
- Section C: One extended answer question from a choice of two. (10 marks)

Internal Assessment (HL/SL) - Fieldwork – 25%

Geography: Assessment (HL)

External Assessment - 80%

Paper 1 (35%): Each option has a structured question and one extended answer question from a choice of two. 20 (10 + 10) marks per option - total 60 marks. 45 minutes per option question. (2 hours 15 minutes)

Paper 2 (25%): Total 50 marks.

1 hour 15 minutes)

- Section A: Three structured questions, based on each SL/HL Core Unit. (30 marks)
- Section B: Infographic or visual stimulus, with structured questions. (10 marks)
- Section C: One extended answer question from a choice of two. (10 marks)

Paper 3 (20%): Choice of three extended answer questions, with two parts, based on each HL core unit. Total 28 marks. (1 hour)

Part A: 12 marks

Part B: 16 marks

Internal Assessment (HL/SL) - Fieldwork – 20%

Group 3: Individuals and Societies - History (HL/SL)

Syllabus Outline

The History IB Diploma Programme course fosters an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgements of, different cultures, political systems and national traditions. The content of the history course is intrinsically interesting, and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally.

The international perspective in the IB Diploma Programme History course provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world.

Prescribed subject (HL/SL)

- Rights + Protest (Civil Rights in the USA and South African Apartheid.)

World history topics (HL/SL)

- Authoritarian States 20th Century
- Causes + Effects of 20th Century Wars

History Higher Level Options:

Historical Depth studies

History of Europe

History: Assessment (SL)

External Assessment - 75%

Paper 1 (30%): Source-based paper based on our prescribed subject, answering four structured questions. (1 hour)

Paper 2 (45%): Essay paper based on our world history topics. Answer two essay questions, one on each topic of study. (1 hour 30 minutes)

Internal Assessment - 25%

Historical investigation: All students are required to complete a historical investigation into a topic of their choice. This takes the form of a 2,200-word essay that will be on a question worked out by the student themselves. Whilst extensive support will be offered, it is incumbent upon the student to be self-motivated and answer the question through their own research and effort. Students will be required to evaluate different sources of information as well as create a strong argument around the central question that they have devised. (20 hours)

History: Assessment (HL)

External Assessment - 80%

Paper 1 (20%): Source-based paper based on our prescribed subject, answering four structured questions. (1 hour)

Paper 2 (25%): Essay paper based on our world history topics. Answer two essay questions, one on each topic of study. (1 hour 30 minutes)

Paper 3 (35%): Essay paper based on our historical depth studies. Answer any three essay questions from our topics of study. (2 hours 30 minutes)

Internal Assessment - 20%

Historical investigation: All students are required to complete a historical investigation into a topic of their choice. This takes the form of a 2,200-word essay that will be on a question worked out by the student themselves. Whilst extensive support will be offered, it is incumbent upon the student to be self-motivated and answer the question through their own research and effort. Students will be required to evaluate different sources of information as well as create a strong argument around the central question that they have devised. (20 hours)

Group 3: Individuals and Societies -Psychology (HL/SL)

Syllabus Outline

Part 1 Core:

- Biological approach to understanding behaviour
- Cognitive approach to understanding behaviour
- Sociocultural approach to understanding behaviour

Part 2 Options:

- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships

Psychology: Assessment (SL)

External Assessment- 75%

Paper 1(50%): Total 49 marks (2 hours)

- Section A: Three compulsory short-answer questions on the core approaches to psychology. (27 marks)
- Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. (22 marks)

Paper 2(25%): Total 22 marks (1 hour)

- One question from a choice of three on one option

Internal Assessment- 25%

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

- Experimental study: A report on an experimental study undertaken by the student. (22 marks)

Psychology: Assessment (HL)

External Assessment- 80%

Paper 1(40%): Total 49 marks (2 hours)

- Section A: Three compulsory short-answer questions on the core approaches to psychology. (27 marks)
- Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. One, two or all 3 of the essay questions will come from the HL extension topics. (22 marks)

Paper 2(20%): Total 44 marks (2 hours)

- Two questions; one from a choice of three on each of two options.

Paper 3(20%): Total 24 marks (1 hour)

- Three short-answer questions and two extended response questions from a list of static questions on approaches to research

Internal Assessment- 20%

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

- Experimental study: A report on an experimental study undertaken by the student. (22 marks)



IB Learner Profile

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

Open-minded

Caring

Courageous

Balanced

Reflective

Group 4: The Sciences - Biology (HL/SL)

Syllabus Outline

The syllabus is divided into four themes:

- A) Unity and Diversity
- B) Form and Function
- C) Interaction and Interdependence
- D) Continuity and Change

Each of these themes covers the following Units:

1) Molecules

- Water
- Nucleic acids
- Carbohydrates and lipids
- Proteins
- Enzymes and metabolism
- Cell respiration
- Photosynthesis
- DNA replication
- Protein synthesis
- Mutation

2) Cells

- Origins of cell
- Cell structure
- Viruses
- Membranes and transport
- Organelles
- Cell specialization
- Chemical signaling
- Nuclear signaling
- Cell and nuclear division
- Gene expression (HL)
- Water potential

3) Organisms

- Diversity of organisms
- Classification and cladistics (HL)
- Gas exchange
- Transport
- Muscle and motility (HL)
- Integration of body systems
- Defense against disease
- Reproduction
- Inheritance
- Homeostasis

4) Ecosystems

- Evolution and speciation
- Conservation of biodiversity
- Adaptation to environment

- Ecological niches
- Population and Communities
- Transfer of energy and matter
- Natural selection
- Stability and change
- Climate change

Biology: Assessment (SL)

External assessment - 80%

Paper 1 (36%): 1 hour 30 minutes.

1A: Multiple-choice questions on Core.

1B: Data analysis questions with four questions Syllabus related. Total marks out of 55.

Paper 2 (44%): 1 hour 30 minutes

Section A: Data-based and short answer questions.

Section B: Extended Response Questions. (50 Marks).

Internal Assessment - 20%

The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours)

Biology: Assessment (HL)

External Assessment – 80%

Paper 1 (36%): 2 hours

1A: Multiple-choice questions on Core and Higher Level

1B: Data analysis questions with four questions Syllabus related. Total marks out of 75

Paper 2 (44%): 2 hours 30 minutes

Section A: Data-based and short answer questions.

Section B: Extended Response Questions
Marks out of 80

Internal Assessment – 20%

Individual investigation: The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours).

Group 4: The Sciences - Chemistry (HL/SL)

Syllabus Outline

The syllabus has been divided into two sections:

- Structure** - Structure refers to the nature of matter from simple to more complex forms.
- Reactivity** - Reactivity refers to how and why chemical reactions occur.

Structure 1. Models of the particulate nature of Matter

- Introduction to the particulate nature of Matter
- Nuclear atom
- Electron configuration
- The mole
- Ideal gases

Structure 2. Models of bonding and structure

- The Ionic model
- The covalent model
- The metallic model
- From models to materials

Structure 3. Classification of matter

- The periodic Table (Classification of Elements).
- Functional groups (Classification of organic compounds)

Reactivity 1. What drives chemical reactions?

- Measuring Enthalpy changes
- Energy Cycles
- Energy from Fuels
- Entropy and Spontaneity (HL)

Reactivity 2. How much, how fast and how far?

- The amount of Chemical change
- The rate of chemical change
- The extent of chemical change

Reactivity 3. What are the mechanisms of chemical change?

- Proton transfer reactions
- Electron transfer reactions
- Electron sharing reactions.
- Electron pair sharing reactions.

Practical scheme of work - Practical activities: Investigation (internal assessment—IA) Group 4 project.

Chemistry: Assessment (SL)

External Assessment - 80%

Paper 1 (36%): 1 hour 30 minutes.

1A: Multiple-choice questions on Core. Students will be provided with a periodic table.

1B: Data analysis questions, this provides opportunity to assess some experimental skills and techniques.

Total marks out of 55.

Paper 2 (44%) 1 hour 30 minutes.

Short-answer and extended-response questions on Core material. The use of calculators is permitted. A chemistry data booklet is to be provided by the school. Marks out of 50.

Internal Assessment - 20%

Individual investigation: The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours).

Marks out of 24.

Chemistry: Assessment (HL)

External Assessment - 80%

Paper 1 (36%): 2 hours

1A: Multiple-choice questions on core and AHL material.

1B: Data analysis questions, this provides.

Opportunity to assess some experimental skills and techniques. Marks out of 75.

Paper 2 (44%): 2 hours and 30 minutes

Short-answer and extended-response questions on core and AHL material. The use of calculators is permitted. A chemistry data booklet is to be provided by the school.

Marks out of 90.

Internal Assessment - 20%

Individual investigation: The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours).

Marks out of 24

Group 4: The Sciences - Physics (HL/SL)

Syllabus Outline

The syllabus is divided into five sections:

A) Space, Time and Motion

- Kinematics
- Force and Momentum
- Work, energy and power
- Rigid body mechanics (HL)
- Galilean and special relativity (HL)

B) The particulate nature of matter

- Thermal energy transfers
- Greenhouse effect
- Gas laws
- Thermodynamics (HL)
- Current and circuits

C) Wave behaviour

- Simple harmonic motion
- Wave model
- Wave phenomena
- Standing waves and resonance
- Doppler effect

D) Fields

- Gravitational fields
- Electric and magnetic fields
- Motion in electromagnetic fields
- Induction (HL)

E) Nuclear and quantum physics

- Structure of the atom
- Quantum physics (HL)
- Radioactive decay
- Fission
- Fusion and stars

Physics: Assessment (SL) External Assessment - 80%

Paper 1 (36%): 1 hour 30 minutes.

1A: Multiple-choice questions on Core.

1B: Data analysis

Total marks out of 55.

Paper 2 (44%): 1 hour 30 minutes

Section A: Data-based and short answer questions.

Section B: Extended Response Questions. (50 Marks).

Internal Assessment - 20%

Individual investigation: The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours)

Physics: Assessment (HL) External Assessment - 80%

Paper 1 (36%): 2 hours

1A: Multiple-choice questions on Core and Higher Level

1B: Data analysis

Total marks out of 75

Paper 2 (44%): 2 hours 30 minutes

Section A: Data-based and short answer questions.

Section B: Extended Response Questions
Marks out of 90.

Internal Assessment - 20%

Individual investigation: The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours)

Group 4: The Sciences - Computer Science (HL/SL)

Course Overview

The IB Diploma Programme Computer Science course is a dynamic and intellectually challenging subject that encourages students to develop computational thinking, problem-solving skills, and an understanding of how computer systems impact individuals and societies. The course blends theoretical foundations with practical application, enabling students to explore how computers work, how software is designed, and how digital solutions can be created to solve real-world problems.

Computer Science is well suited to students who enjoy logical thinking, creativity, and analytical problem-solving. The course supports pathways into a wide range of university courses and careers, including computer science, software engineering, data science, artificial intelligence, cybersecurity, engineering, mathematics, economics, and digital design.

Syllabus Outline

The Computer Science syllabus is structured around core topics studied at both Standard Level (SL) and Higher Level (HL), with additional depth and complexity at HL.

Core Topics (SL & HL):

- System fundamentals – computer systems, hardware, software, and networks
- Computer organisation – data representation, logic, and machine architecture
- Networks – communication, protocols, security, and the internet
- Computational thinking, problem-solving, and programming
- Databases – data modelling, queries, and database management
- Ethical, social and environmental impacts of computer science

Higher Level (HL) Extension Topics:

- Advanced system fundamentals
- Abstract data structures and algorithms
- Resource management
- Control systems and modelling

Students also complete a practical programming component, developing skills in algorithmic thinking, code design, testing, and evaluation.

Internal Assessment (SL & HL)

Computational Solution – 30%

All students complete a substantial programming project in which they:

- Identify a real-world problem
- Design and implement a computational solution
- Develop original code
- Test, evaluate, and reflect on the effectiveness of the solution

This project allows students to demonstrate independence, creativity, and applied technical skills. The task is internally assessed by the teacher and externally moderated by the IB.

Assessment Structure

Standard Level (SL)

External Assessment – 70%

- Paper 1 (1 hour 30 minutes) – Core topics (45%)
- Paper 2 (1 hour) – Option topic (25%)

Internal Assessment – 30%

- Computational Solution

Higher Level (HL)

External Assessment – 80%

- Paper 1 (2 hours) – Core and HL extension topics (40%)
- Paper 2 (1 hour 15 minutes) – Option topic (20%)
- Paper 3 (1 hour) – HL extension case study (20%)

Internal Assessment – 30%

- Computational Solution

Skills Developed

Through studying Computer Science, students will:

- Develop strong computational and logical thinking skills
- Learn to design, write, test and evaluate programs
- Understand how computer systems operate and communicate
- Analyse ethical, security, and societal implications of technology
- Build resilience, precision, and problem-solving confidence

Recommended Background

Students are not required to have studied Computer Science previously; however, success in the course is supported by:

- Strong logical and mathematical reasoning skills
- Confidence with problem-solving and abstract thinking
- A willingness to engage with programming and technical challenges

Future Pathways

Computer Science supports a wide range of university and career pathways, including:

- Computer Science and Software Engineering
- Artificial Intelligence and Data Science
- Cybersecurity and Networking
- Engineering and Mathematics
- Business, Economics, and Digital Innovation

The subject is highly regarded by universities worldwide and complements Mathematics and Sciences particularly well within the IB Diploma Programme.

Group 4: The Sciences -Sport, exercise and health science (HL/SL)

Syllabus Outline

The course is organised under three main themes: Exercise, Physiology and Nutrition of the Human Body; Biomechanics; Sports Psychology and Motor Learning. These themes are distinct, but also share many overlapping features; studying the similarities and connections between them is a central component of the course.

Integral to the student experience of the DP SEHS course is the learning that takes place through scientific inquiry, both in the classroom and in field work or the laboratory. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

Course Content

A. Exercise Physiology and Nutrition of the Human Body

- Communication
- Hydration and nutrition
- Response

B. Biomechanics

- Generating movement in the body
- Forces, motion and movement
- Injury

C. Sports psychology and motor learning

- Individual differences
- Motor learning
- Motivation
- Stress and coping
- Psychological skills

Assessment:

Paper 1- 36% of final grade.

Paper 2- 40% of final grade.

Scientific investigation- 24% of final grade.

External Assessment

Paper 1A-Multiple-choice questions. (SL 1.5hours) (HL 1.75hours).

Paper 1B: Data-based questions and questions on experimental work.

Paper 2: Short answer and extended-response questions (SL 1.5hours) (HL 2.5 hours).

Internal Assessment

Scientific investigation- The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,200 words (10 hours)

Group 5: Mathematics

Mathematics: Analysis and Approaches (HL/SL)

Syllabus outline

Analytic methods with an emphasis on calculus – appropriate for pure mathematicians, engineers, scientists, economists, those with an interest in analytic methods. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or some economics. HL will investigate the syllabus in more depth.

Mathematics: Application and Interpretation (SL)

Syllabus outline

Applications and interpretation with an emphasis on statistics, modelling and use of technology – appropriate for those with an interest in the applications of mathematics and how technology can support this. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, medicine, statistics, business, some economics courses, psychology, and design. HL will investigate the syllabus in more depth.

Mathematics Analysis and Approaches (HL/SL)/Mathematics Application and Interpretation (SL/HL) - both routes:

- Number and Algebra
- Functions
- Geometry and Trigonometry
- Statistics and Probability
- Calculus

Internal Assessment- 20%

Development and investigational, problem-solving and modelling skills and exploration.

Mathematics: Assessment (SL)

Paper 1(40%): 80 marks

Paper 2(40%): 80 marks

Internal Assessment - 20% of final mark

Mathematics - Assessment (HL)

Paper 1(30%): 110 marks

Paper 2(30%): 110 marks

Paper 3(20%): 55 marks

Internal Assessment - 20% of final mark



Group 6: Arts - Visual Arts (HL/SL)

Syllabus Outline

The visual Arts Core Syllabus at SL and HL consists of three interrelated areas. These Core areas consist of Communicating, Context, and Methods of Visual Art.

Visual Arts in Context

The 'Visual Arts in Context' section of the syllabus provides a lens through which students are encouraged to explore perspectives, theories and cultures that inform and influence visual arts practice. Students should be able to research, understand and appreciate a variety of contexts and traditions and be able to identify links between them.

Visual Arts Methods

The 'Visual Arts Methods' section of the syllabus addresses ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods.

Communicating Visual Arts

The 'Communicating Visual Arts' section of the syllabus involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. It engages students in making decisions about the selection of their own work.

Visual Arts - Assessment (SL)

External assessment - 60%

Part 1 (20%): Comparative study. Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.

Part 2 (40%): 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.

Internal assessment - 40%

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.

Visual Arts - Assessment (HL)

External assessment - 60%

Part 1 (20%): Comparative study. Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.

Part 2 (40%): 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.

Internal assessment - 40%

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.

10 Reasons



Diploma Programme

why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



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