

# Modern English School Cairo



Tia El Ghalban DP12Y

**International Baccalaureate Diploma Programme  
Options Booklet  
2019-2021**



# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2019-2021

### An Introduction

MES Cairo's International Baccalaureate's Diploma Programme (IBDP) has been running successfully for over a decade. It is now well-established as an appealing option for students who are highly motivated and who seek to be challenged and inspired in their final two years of Secondary School.

Our IBDP graduates describe the programme as a 'lifestyle'! It is more than a course, a set of examinations or a diploma certificate alone. It compels you think differently about yourself and the world around you. You will engage in credited experiences beyond the classroom; you will make a difference for the benefit of yourselves and others. The international educators who designed the programme over 50 years ago were motivated by practical considerations but also by a clear vision: they believed that students all over the world should share a rich academic experience that emphasises critical thinking, intercultural awareness and internationalism. The realisation of their aim lives in the hearts and minds of all students who successfully complete their IB Diploma.

The IB has shown over the course of its history that IB Diploma Programme students are well prepared for success at university. They are accepted by universities all over the world; universities in Cairo give IB Diploma graduates automatic entry into certain courses. MES Cairo IBDP alumni are currently studying at prestigious universities abroad including Oxford, Bath, Edinburgh, Surrey, Southampton, York, London School of Economics, Queens College London, British University of Columbia, Manchester; McGill, Berkeley, MIT, etc.

The attraction of the IBDP is its breadth and depth; students are compelled to maintain their studies across disciplines, whilst delving deeply into academic content, skills and application. Students have an element of choice in the options which comprise their timetable, and can identify particular areas of interest by nominating relevant subjects as Higher Level options (as opposed to Standard Level). This Information booklet provides much more detail about the elements of the IBDP Diploma Programme at MES Cairo and the subjects we offer here at MES Cairo.

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Nicola Singleton  
Whole School Principal



# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2019-2021

### The Six Academic Subjects

IB Diploma Programme students study six subjects along with some extra requirements. They must select one subject from each of the six groups. At least three and not more than four are taken at Higher Level, the remaining are taken at Standard Level.

The IB recommends a minimum of 240 teaching hours for HL courses and 150 hours for SL courses. At MES Cairo we have generously timetabled IB Diploma courses to more than meet these requirements.

#### **GROUP ONE: First Language A - Literature**

More than 80 languages have been offered for examination as part of the IBO's policy of encouraging students to maintain ties to their own culture via the literature of their mother tongue. Modern English School Cairo offers English A Literature and Arabic Language and Literature and we will endeavour to offer any other mother tongue language to meet the needs of students in our IB Diploma Programme. School supported self-study is available for other mother tongue languages but only at SL and in Literature only.

#### **GROUP TWO: Second Language B or *ab initio***

All Diploma students are examined in a second language. Several options are available:

- Language B – is for genuine second language learners with significant previous experience of learning the target language
- *ab initio* Language – is for students with little or no previous experience of learning the language

Modern English School Cairo offers English B HL, Arabic B HL and SL (SL only available to AFL students), French B SL/HL Spanish B SL/HL and French or Spanish *ab initio* SL.

#### **GROUP THREE: Individuals and Societies**

All students are examined in a Humanities subject. Modern English School Cairo offers History, Economics, Business Management and Psychology.

#### **GROUP FOUR: Experimental Sciences**

The group includes Biology, Chemistry and Physics. Practical laboratory skills are developed and collaborative learning is encouraged through a Group 4 project involving the three sciences. At Modern English School Cairo we offer all three sciences, but students must choose either Biology or Physics and Chemistry can be studied in addition to either.

#### **GROUP FIVE: Mathematics**

All IB Diploma students are required to complete a Mathematics course. At Modern English School Cairo, we offer Mathematics Higher Level for the mathematically gifted, Mathematics Standard Level for students who have strong Mathematics skills, and Mathematical Studies (Standard Level) for those students looking for a more general course. An A or A\* grade at GCSE or an A at Honors Mathematics is required for HL Mathematics.



## **GROUP SIX: The Arts and Electives**

All IB Diploma students are encouraged to take one of the Group Six Arts subjects, but students may choose either Chemistry or History instead. The availability of the above courses is contingent upon uptake at a minimum of three students per course and availability of staffing. At Modern English School Cairo we offer Theatre and Visual Arts in this group.

## **THE CORE REQUIREMENTS**

**Theory of Knowledge:** This course is an inter-disciplinary requirement intended to stimulate critical reflection about the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological bias and to develop the ability to analyse evidence.

**Creativity, Activity and Service (CAS):** The IBO's goal is to educate the whole person and foster responsible and compassionate citizens. The CAS component encourages students to share their energy and special talents with others. It encourages students to develop greater awareness of themselves, concern for others and the ability to work cooperatively.

**Extended Essay:** Students are required to research a topic of special interest to them personally and present their findings in the form of an academic essay. The research should represent a minimum of 40 hours and the final essay should be around 4,000 words.

## **Assessment**

All IB Diploma subjects are assessed through a combination of external examinations and internal assessment. The final grade for each subject is based on a scale of 1-7 7 represents the highest attainable grade. In order to gain an IB Diploma; students must obtain a minimum of 24 points out of a possible total of 45, at least 12 of these must come from HL subjects; they must also meet the requirements of the Extended Essay, the TOK course and the CAS programme.



# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2019-2021

### IBDP Student Profile and Entry Requirements

In order to be eligible for a place on the IB Diploma Programme at MES Cairo for the course 2017-2019 students must demonstrate exceptional performance and commitment in the following three aspects of school life:

1. Academics
2. Work Ethic and Attitude to Studies
3. Contribution to the School, Local and/or Global Communities

#### **Academics**

The IB Diploma Programme at MES Cairo is a rigorous pre-university course requiring a high level of academic ability and achievement. The minimum entry requirement for Higher Level subjects is a grade A or B at IGCSE or a grade A on the final report in Grade 10 from the American Section. The minimum entry requirement for Standard Level subjects is a grade C from either IGCSE or Grade B on the final report in Grade 10 from the American Section. If a subject has not been studied previously in Year/Grade 9 or 10 then it is unlikely the student will be eligible to study this subject as part of the IBDP. In certain circumstances, exceptions to the above prerequisites may be considered on a case-by-case basis.

#### **Work Ethic and Attitude to Studies**

The IBDP requires students to be well-organised and fully committed to the programme if they are to succeed. This means consistency throughout the two years of the course. We expect the reports of prospective IBDP students in Grade/Year 9 & 10 to indicate consistent effort and good behaviour. This will also be supported by Teacher and Homeroom Teachers' recommendations and comments.

#### **Contribution to School, Local and/or Global Communities**

The IBDP is more than just a rigorous academic programme. It is a complete educational package designed to promote the best characteristics in students. It is designed to engender an international outlook and compassion and concern for others. In this aspect what students put into the programme determines what they get out of it, and our hope is that all IBDP students maximise their opportunities to contribute to school life and to the local and global community throughout the IBDP learning journey.



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## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: English A Literature HL/SL

In Group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have effectively developed skills of analysis and the ability to support of an argument in clearly expressed writing, sometimes at significant length. The course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

**Aims:** The English A1 Course at both HL and SL aims to:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity to practise and develop the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in students an enjoyment of, and lifelong interest in, literature.

**Objectives:** Candidates will be expected to demonstrate:

- an ability to approach works in an independent manner which reveals a personal response to literature
- an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- a command of the language appropriate for the study of literature and an appreciation of the need for an effective register and style in both written and oral communication
- a sound approach to literature through consideration of the works studied
- a thorough knowledge both of the individual works studied and of the relationships between groups of works studied
- an appreciation of the similarities and differences between literary works from different ages and cultures
- an ability to comment on the language, content, structure, meaning and significance of both familiar and unfamiliar pieces of writing
- an awareness of the effects of structure, technique and style as employed by authors
- an ability to structure ideas and arguments, both orally and in writing, in a sustained and logical way, and to support them with precise and relevant examples.

**Internationalism:** The English A1 programme is international by nature. The Works in Translation element involves the study of two works (three for Higher Level) written by different French authors in Part 1. In Part 3, it incorporates the comparative study of a European drama text and Part 4 involves the study of a collection of short stories originally written in Bengali by the Indian author Rabindranath Tagore. The works selected for Parts 2, 3 and 4 include prose and poetry written by authors from many different Anglophone cultures. This mix provides insights into different cultures across both space and time.

**Course Content:** Students will undertake literary study of 10 texts common to both HL and SL, with an additional 4 texts studied at HL. The proposed text list is as follows:





- **Part 1: Words in Translation: French Literature**

Gustave Flaubert	Madame Bovary*	HL/SL
Albert Camus	The Outsider*	HL/SL
Jean Paul Sartre	No Exit*	HL
- **Part 2: Detailed Study**

William Shakespeare	The Tempest	HL/SL
John Donne	Selected Poems	HL/SL
F.Scott Fitzgerald	The Great Gatsby	HL
George Orwell	Essays	HL
- **Part 3: Literacy Genres: Conflict in Drama**

Arthur Miller	A View from the Bridge	HL/SL
Tennessee Williams	Cat on a Hot Tin Roof	HL/SL
William Shakespeare	Hamlet	HL
Samuel Beckett	Waiting for Godot*	HL/SL
- **Part 4: Free Choice Theme: The Portrayal of Women in Literature**

Charlotte Bronte	Jane Eyre	HL/SL
Jean Rhys	Wide Sargasso Sea	HL/SL
Rabindranath Tagore	Selection of Short Stories*	HL/SL

\*World Literature texts translated into English

## Assessment:

### External Assessment

<b>Paper 1: (HL 2 hours/SL 1½ hours)</b>	<b>20%</b>
Commentary on one of two unseen texts	
<b>Paper 2: (HL 2 hours/SL 1½ hours)</b>	<b>25%</b>
One essay on the Part 3 works	
<b>Reflective statement and literary essay on one Part 1 work</b>	<b>25%</b>

### Internal Assessment

<b>HL/SL Individual Oral Commentary on Part 2 works</b>	<b>15%</b>
<b>HL/SL Individual Oral Presentation on Part 4 works</b>	<b>15%</b>

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## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: Arabic A Language and Literature HL/SL

**Aims:** The main aims of the Arabic course are to enable the students to:

- communicate fluently in everyday situations such as home and school and for a variety of purposes
- consider language as a tool to understand any oral or written texts related to linguistic cultural, social, enjoyment and artistic topics
- use the language appropriately and in the correct register
- strengthen their intellectual capacity and refine their behaviour and feeling
- have opportunities for the enjoyment, appreciation and respect of other cultures.

**Objectives:** Candidates will be expected to:

- recognise different literary texts and forms of prose and poetry
- engage in critical studies and develop an awareness of the influence of the environment on human creativity
- understand the rules of grammar and use them appropriately
- write different forms of letters, reports, essays and messages
- master all language constructions
- read properly & understand
- elicit ideas and their logical sequence and extract specific information
- understand and use an extensive range of vocabulary and register
- appreciate the techniques and styles employed by authors of the language and how they present ideas, themes, feelings and attitudes
- further develop insight into different cultures
- express ideas, feelings and attitudes
- arrange facts and opinions with clarity & fluency in appropriate register and style
- be able to assimilate and react to events and to express personal responses to a range of texts
- engage in critical comments on the technique and style employed by writers and be able to analyse characters and events and to critique literary texts.

**Internationalism:** The curriculum aims to connect all cultures and use the language as a means to familiarise students with other cultures in the world.

### Course Content

- **Part 1: Words in Translation**

Henrik Ibsen	A Doll's House	HL/SL
Charlotte Bronte	Jane Eyre	HL/SL
Sophocles	Antigone	HL
- **Part 2: Detailed Study**

Yehia Hakki	The Lamp of Umm Hashem	HL/SL
Ado Farass El Hamadani	Prisoner's Complaint	HL/SL
Naguib Mahfouz	The Thief and The Dogs	HL
- **Part 3: Literary Genres**

Naguib Mahfouz	Midaq Alley	HL/SL
Taha Hussein	The Days	HL/SL
Tawfeek El Hakim	Diaries of a Countryside Deputy	HL/SL





- **Part 4: Free Choice Theme: Options**

Naguib Mahfouz

Children of Gebelawi

HL/SL

Tawfik El Hakim

By the light of the Sun of Thought

HL/SL

Tawfik El Hakim

Princess Shams

HL/SL

## **Assessment:**

### **External Assessment**

#### **Paper 1 (HL 2 hours/SL 1 hour 30 minutes)**

**20%**

Commentary on one of two unseen texts

#### **Paper 2 (HL 2 hours/SL 1 hour 30 minutes)**

**25%**

One essay on the Part 3 works

#### **Reflective statement and literacy essay on one Part 1 work**

**25%**

### **Internal Assessment**

#### **HL/SL Individual Oral Commentary on Part 2 works**

**15%**

#### **HL/SL Individual Oral Presentation on Part 4 works**

**15%**

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# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: English Language B SL/HL

#### Aims:

Language B is an additional language-learning course designed for students with some previous learning of that language. 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. The English B Course has as its ultimate aim the development of students' linguistic skills such that they can speak and understand the spoken word as well as read and write the language to a high level of competence while always bearing in mind that for these students English is a foreign language. Students need to feel confident at this level in the four language skills of Listening, Reading, Writing and Speaking. The course also develops students' knowledge and understanding of the culture and way of life of English speaking countries.

#### Objectives:

- Speaking: Choosing the correct register depending on social and cultural context, using relevant vocabulary, employing correct grammar and syntax
- Listening: Picking up the register depending on social and cultural context, understanding dialects and world variations, supplying unknown vocabulary from the context, detecting humour and irony.
- Reading: Understanding a wide range of factual and fictional written material, appreciating different types of fiction, coping with a range of newspapers and magazines, facing very different types of humour (most of the set texts have been chosen for their humour as well as their factual content or style)
- Writing: Developing the ability to write a wide variety of documents – letters, both formal and informal, a diary, a short story, etc.

#### Internationalism:

The study of an additional language adds to the international dimension of the Diploma Programme. Within Group 2, intercultural understanding is a major cohesive element of the syllabus. While learning French, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the French culture. With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviours. Furthermore, the course will enable students to learn about the societies in which English is spoken.

#### Course Content:

The core is divided into three areas and is a required area of study:

- Communication and media
- Global issues
- Social relationships

In addition, teachers select two from the following five options:

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology



## For HL only: An additional two text studies chosen by the teacher

Teaching and learning methods will be extremely varied involving presentations, interviews, debates, textual analysis, film clips, videos, newspaper reports, songs – in short, anything and everything that will help to develop an understanding and appreciation of the English language as it is spoken and written throughout the world.

## Assessment Outline:

### External Assessment

#### **Paper 1 (1 hour 30 minutes): Receptive skills** **25%**

Text-handling exercises on four written texts, based on the core.

#### **Paper 2 (1 hour 30 minutes): Written productive skills** **25%**

One writing exercise of 250–400 words from a choice of five, based on the options.

#### **Written assignment: Receptive and written productive skills** **20%**

Intertextual reading followed by a written exercise of 300–400 words plus a 100-word rationale, based on the core. For HL only an assignment based on one of the texts studied

### Internal Assessment

Internally assessed by the teacher and externally moderated by the IB.

#### **Individual oral (8–10 minutes)** **20%**

Based on the options: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher.

#### **Interactive oral activity** **10%**

Based on the core: Three classroom activities assessed by the teacher.





# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: French Language B HL/SL or Spanish Language B SL/HL

#### Aims:

Language B is an additional language-learning course designed for students with some previous learning of that language. 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. The French B/Spanish B Course has as its ultimate aim the development of students' linguistic skills such that they can speak and understand the spoken word as well as read and write the language to a high level of competence while always bearing in mind that for these students French is a foreign language. Students need to feel confident at this level in the four language skills of Listening, Reading, Writing and Speaking. The course also develops students' knowledge and understanding of the culture and way of life of France.

#### Objectives:

- Speaking: Choosing the correct register depending on social and cultural context, using relevant vocabulary, employing correct grammar and syntax.
- Listening: Picking up the register depending on social and cultural context, understanding dialects and world variations, supplying unknown vocabulary from the context, detecting humour and irony.
- Reading: Understanding a wide range of factual and fictional written material, appreciating different types of fiction, coping with a range of newspapers and magazines, facing very different types of humour (most of the set texts have been chosen for their humour as well as their factual content or style).
- Writing: Developing the ability to write a wide variety of documents – letters, both formal and informal, a diary, a short story, etc.

#### Internationalism:

The study of an additional language adds to the international dimension of the Diploma Programme. Within group 2, intercultural understanding is a major cohesive element of the syllabus. While learning French/Spanish, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the French Spanish culture... With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviours. Furthermore, the course will enable students to learn about the societies in which French / Spanish is spoken.

#### Course Content:

The core is divided into three areas and is a required area of study:

- Communication and media
- Global issues
- Social relationships

In addition, teachers select two from the following five options:

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology



## Assessment Outline SL

Assessment component	
<b>External Assessment (3 hours 30 minutes)</b> <b>Paper 1 (1 hour 30 minutes):</b> Productive skills – writing (30 marks)  One writing task of 450-600 words from a choice of three, each from different theme, choosing a text type from among those listed in the examination instructions.  <b>Paper 2 (2 hours):</b> Receptive skills-separate sections for listening and reading (65marks)  <b>Listening comprehension (45 minutes) (25 marks)</b>  <b>Reading comprehension (1 hour) (40 marks)</b>  Comprehension exercises on three audio passages and three written texts, drawn from all five themes	75% 25%          50%
<b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. <b>Individual oral Assessment</b> A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%

## Assessment Outline HL

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

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# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: Arabic Language B SL/HL

**Aims:** The Arabic B Course has, as its ultimate aim, the development of students' linguistic skills such that they can speak and understand the spoken word as well as read and write the language to a high level of competence while always bearing in mind that for these students, Arabic is a foreign language. Students need to feel confident at this level in the four language skills of Listening, Reading, Writing and Speaking. The course also develops students' knowledge and understanding of the culture and way of life of the Arab speaking world.

#### Objectives:

- Speaking: Choosing the correct register depending on social and cultural context, using relevant vocabulary, employing correct grammar and syntax
- Listening: Picking up the register depending on social and cultural context, understanding dialects and world variations, supplying unknown vocabulary from the context, detecting humour and irony.
- Reading: Understanding a wide range of factual and fictional written material, appreciating different types of fiction, coping with a range of newspapers and magazines, facing very different types of humour (most of the set texts have been chosen for their humour as well as their factual content or style)
- Writing: Developing the ability to write a wide variety of documents – letters, both formal and informal, a diary, a short story, etc.

#### Internationalism:

There is a sense in which internationalism lies at the heart of any Language B since by definition it is a foreign language for all those studying it. Furthermore, the course will enable students to learn about the societies in which Arabic is spoken.

**Course Content:** Includes contextualised study of the following topics:

- Communications and the media
- Global Studies
- Social relationships

Two options form the following

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

**Higher Level Only: Students study two books of literature chosen by the teacher**

Teaching and learning methods will be extremely varied involving presentations, interviews, debates, textual analysis, film clips, videos and newspaper reports – in short, anything and everything that will help to develop an understanding and appreciation of the Arabic language as it is spoken and written throughout the world.





## Assessment Outline SL

Assessment component	
<b>External Assessment (3 hours 30 minutes)</b> <b>Paper 1 (1 hour 30 minutes):</b> Productive skills – writing (30 marks)  One writing task of 450-600 words from a choice of three, each from different theme, choosing a text type from among those listed in the examination instructions.  <b>Paper 2 (2 hours):</b> Receptive skills-separate sections for listening and reading (65marks)  <b>Listening comprehension (45 minutes) (25 marks)</b>  <b>Reading comprehension (1 hour) (40 marks)</b>  Comprehension exercises on three audio passages and three written texts, drawn from all five themes	75% 25%          50%
<b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. <b>Individual oral Assessment</b> A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%

## Assessment Outline HL

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

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# MODERN ENGLISH SCHOOL CAIRO



## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: Spanish Language B or French Language B *ab initio* SL

**Aims:** The Language *ab initio* SL aims to:

- enable students who know very little or absolutely no previous knowledge to develop a knowledge of the language and the relevant oral linguistic skills so that at the end of the course they can communicate effectively in everyday situations
- enable students to develop the necessary written linguistic skills so that they can write Spanish or French of a standard that allows communication and read the language at a similar level

**Objectives** Candidates will be expected to demonstrate the ability to:

- communicate information and some basic ideas clearly and effectively, in a limited range of situations
- understand and use accurately the essential spoken and written forms of the language in a limited range of situations
- understand and use a limited range of vocabulary in common usage
- use a register that is generally appropriate to the situation
- show an awareness of some elements of the culture of Spanish or French speaking countries around the world.

#### **Internationalism:**

The *ab initio* SL programme aims to promote internationalism in two main ways. Firstly, by definition learning a new language is a journey of exploration into a different culture and a means of seeing the world through very different eyes. Secondly, Spanish or French is not just spoken in Spain or France but is the first or second language of many other countries each of which has a unique culture. The course tries to open a window on several of those cultures by using texts written by members of those cultures.

#### **Course Content:**

The language *ab initio* course is organised 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. Language *ab initio* is available at SL only.

Vocabulary is introduced and consolidated, grammar is reinforced, pronunciation guided and intonation improved by as wide a range of activities as possible. Conversation galore, videos, role play, Spanish newspapers, advertisements, children's books – anything and everything that helps students to acquire Spanish language skills will be used. Students are introduced to a wide range of texts from guide books to telephone directories, from cartoons to restaurant menus. Students are also encouraged to use e-mail facilities with students in a Spanish or French IB schools.

## Course Overview: Spanish or French Ab Initio



Course Outline is organised into three themes:

### Assessment:

Individual and society	Leisure and work	Urban and rural environment
Daily routines	Employment	Environmental concerns
Education	Entertainment	Global issues
Food and drink	Holidays	Neighbourhood
Personal details	Media	Physical geography
Physical health	Sport	Town and services
Relationships	Technology	Weather
Shopping	Transport	

### External assessment:

**Written assignment: Receptive and productive skills** **20%**

A piece of writing (typed) in the target language. Min. 200 words, max 350 words

**Paper 1 Reading comprehension (90 min.): Receptive skills** **30%**  
**Paper 2 Writing (60 min.): Productive skills** **25%**

Two compulsory writing exercises.

**Section A:** One question from a choice of two. Min. 50 words

**Section B:** One question from a choice of three. Min. 100 words

### Internal assessment:

**Individual oral (10 min.): Interactive skills** **25%**

Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course.

**Part 1:** Presentation of a visual stimulus from a choice of two by the student. 1-2min.

**Part 2:** Follow-up questions on the visual stimulus. 2-3 min.

**Part 3:** General conversation including at least two questions on the written assignment. 5 min.



# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: History SL/HL

**Aims:** The main aims of the History course are to promote:

- the acquisition and understanding of historical knowledge in breadth and in depth, and from different cultures
- a developing appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
- international awareness and understanding of people living in a variety of places at different times
- a better understanding of the present through an understanding of the past
- an ability to use and communicate historical knowledge and understanding
- a lasting interest in history.

**Objectives:** Candidates are expected to be able to:

- comprehend, analyse, evaluate and integrate source material critically as historical evidence
- demonstrate historical understanding of 20<sup>th</sup> century world history through the acquisition, selection, effective use and synthesis of knowledge
- explain different approaches to, and interpretations of, historical events and topics
- place events in their historical context
- explain the causes and effects of historical continuity and change
- present arguments that are clear, coherent, relevant and well substantiated
- present historical explanations from an international perspective
- plan, organise and present an individual historical investigation
- demonstrate an in-depth historical understanding of approximately 100 years of history (from between circa 1750 to 1995) of one region, through the acquisition, selection, effective use and synthesis of knowledge.

#### Internationalism:

The History course approaches internationalism by encouraging the study of global affairs throughout the course of the 20<sup>th</sup> century. The course will also consider the significance and impact of events in Europe and the Middle East in a global context.

#### Course content:

- Rights and Protests: Civil Rights movement in the US and Apartheid South Africa.
- Causes and effects of 20<sup>th</sup> Century wars.
- Authoritarian states: Mao, Castro, Franco.
- Regional option (HL only): Aspects of the history of Africa and the Middle East
- Historical investigation: A historical investigation of a chosen topic. This will provide students with an opportunity to utilize skills in researching, presenting information, handling evidence, fieldwork and identifying interpretations.

#### Assessment:

##### External Assessment (SL in brackets)

- **Paper 1: (1 hour)** **20% (30%)**  
Four short answer/Structured questions based on documents  
All four questions on the selected Prescribed Subject (Rights + Protests) to be answered
- **Paper 2: (1½ hours)** **25% (45%)**  
An essay paper based on the 20<sup>th</sup> century world history topics



- Causes and effects of 20<sup>th</sup> Century wars.
- Authoritarian states: Mao, Castro, Franco.

Students are required to answer two extended response questions from a choice of five on each world history topic

- **Paper 3 (HL Only): (2½ hours)**

**35%**

An essay paper based on the regional option (Africa + the Middle East)  
Students respond to three extended response questions.

**Internal Assessment (SL in brackets)**

- Historical Investigation

**20% (25%)**

Candidates must undertake a historical investigation.  
Internally assessed by the teacher and externally moderated.



# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: IB Psychology (SL/HL) Group 3

**Psychology is the scientific study of the mind and human behaviour.**

**Aims:** The aims of the psychology course at SL and at HL are to:

- Develop an awareness of how psychological research can be applied for the benefit of human beings Ensure that ethical practices are upheld in psychological inquiry
- Develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
- Develop an understanding of alternative explanations of behaviour
- Understand and use diverse methods of psychological inquiry

**Objectives:** Students are assessed in Psychology on the following key skills, relevant and applicable to all other subjects within the IB and for further study:

- Knowledge and understanding of specified content including, key concepts, psychological research methods, theories, studies and applications
- Application and analysis of research and concepts in order to formulate an argument
- Synthesis and evaluation of psychological theories and empirical studies

#### **Course content:**

**Part 1: Core (SL/HL) 40% of total mark at HL, 50% of total mark at SL**

- The biological level of analysis
- The cognitive level of analysis
- The sociocultural level of analysis

**Part 2: Options (SL/HL) 20% of total mark at HL, 25% of total mark at SL**

Higher level students study both options, standard level students study one.

- Abnormal psychology
- Psychology of human relationships

**Part 3: Research methodology (HL only) 20% of total mark**

- Qualitative and quantitative research in psychology

**Part 4: Simple experimental study (SL/HL) 25% of total mark at SL and 20% of total mark at HL**

- Introduction to experimental research methodology (1,800 to 2,200 word in length)

#### **Assessment**

##### **External Assessment**

**Paper 1 (2 hours) Section A:** Three 9 mark compulsory questions on part 1 of the syllabus.

**Section B:** Three 22 mark questions on part 1 of the syllabus. Students choose one 22 mark question to answer in essay form. (49 marks)



### **Paper 2 (1 hour at SL/2 hours at HL)**

Fifteen 22 mark questions on part 2 of the syllabus. Students choose **one 22 mark question** to answer in essay form from one option at SL and two 22 mark questions on the two options studied at HL.

### **Paper 3 (1 hour) HL ONLY**

Three compulsory questions based on an unseen text, covering part 3 of the syllabus. (24 marks)

### **Internal Assessment**

A report of a simple experimental study conducted by the student (between 1,800 and 2,200 words in length).



# MODERN ENGLISH SCHOOL CAIRO



## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: Geography HL/SL

#### Aims:

The aims of the geography syllabus at SL and HL are to enable students to:

- Develop an understanding of the interrelationships between people, places, spaces and the environment
- Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- Appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change

#### Objectives

There are four main assessment objectives examined in IB Geography:

- Knowledge and understanding of the core and optional themes as well as a specific geographic research project
- Application and analysis of geographic concepts
- Synthesis and evaluation of geographic concepts, theories and perceptions and use these concepts to formulate arguments
- Select, use and apply a variety of appropriate skills and techniques to prescribed contexts and examination questions

#### **Paper 1 – Geographic Themes - Patterns and Change (HL and SL Students) 35% of total mark at SL, 35% of total mark at HL**

The core themes provide an overview of the geographic foundation for the key global issues of our times. The purpose is to provide a broad factual and conceptual introduction to each topic and to the United

There are seven core theme options – SL Study two options and HL Study three, choices include:

- Freshwater
- Oceans + Coastal margins
- Extreme environments
- Geophysical hazards
- Leisure tourism +Sport
- Food + health
- Urban Environments

#### **Paper 2 – The Core (40% of total mark SL, 25% of total mark at HL)**

In this unit, Geographic perspectives are studied related to Global change. Topics studied are:

- Population distribution – changing population.
- Global Climate – Vulnerability and resistance.
- Global resource consumption and security.



### **Paper 3 - HL Extension - Global Interactions (20% of total mark at HL)**

There are three HL core units in the HL extension:

- Power, Places + networks.
- Human developments + diversities.
- Global risks and residence.

### **Internal Assessment (25% of total mark at SL and 20% of total mark at HL)**

The fieldwork study involves 20 hours of teaching time for both HL and SL students. The study area chosen can be from the core theme, the optional themes, or the global interactions at the local level topic of the HL extension. It is possible to combine two or more topics or themes. The fieldwork must be on a local scale and involve the collection of primary information. The chosen topic may be physical or human, or may integrate the two approaches. The internal assessment is completed as one 2500 word report.

### **Examination**

#### **Paper 1: 1 hour 30 minutes at SL, 2 hours 15 minutes at HL**

Examination on the core themes

- Each Core theme has a structured question and an extended answer question from a choice of two.

#### **Paper 2: 1 hour 15 minutes (HL + SL)**

Examination on the Geographic Perspectives.

Section A: Three structured questions, based on each of perspectives covered (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: Higher level only extension paper**

A choice of three extended answer questions with parts, based on each of the HL extension topics (28 marks)

#### **Internal assessment: 20 hours**

Fieldwork can be based on any topic studied within the course. Maximum word limit 2500 words (25 marks)

#### **Geography and prior learning**

The geography course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required.

**Jennifer Rainford**

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## Course Overview: Business Management HL/SL

### Aims:

The main aim of the Business Management course is to provide the students with core knowledge of Business and Management and the ability to think critically about the subject. To promote an awareness and understanding of internationalism is also one of the main aims. We will achieve these aims by exploring business issues from different cultural perspectives.

### Objectives:

Candidates should:

- develop an understanding and knowledge of business concepts and theories
- identify social and cultural factors and ethical considerations in the actions of organisations
- select, interpret and analyse data and recommend solutions to problems

A key objective throughout is the ability to apply theories to real-life situations.

### Internationalism:

Developing international-mindedness is at the heart of the Diploma Programme business management course. Of all organizations and actors in society, businesses are among those most affected by and affecting the forces of globalization. Many businesses operate across national borders, and even seemingly local businesses are influenced by international competition. The business management course helps students understand and evaluate the implications of business activity in an interconnected, global market.

The following six concepts underpin the Diploma Programme business management course:

- Change
- Culture
- Ethics
- Globalization
- Innovation
- Strategy

All teachers will integrate this conceptual approach to their current teaching of the course content.

### Course Content:

- |   |       |
|---|-------|
| • Business Organisation and Environment | HL/SL |
| • Human resources                       | HL/SL |
| • Accounts and Finance                  | HL/SL |
| • Marketing                             | HL/SL |
| • Operations Management                 | HL/SL |
| • Research Project                      | HL/SL |

### Assessment:

#### External Assessment: Higher Level

- |                       |     |
|-----------------------|-----|
| • Paper 1: (135 mins) | 35% |
|-----------------------|-----|



Three compulsory sections:

**Section A:** Students answer 2 of 3 structured questions based on the case study issued in advance by the IBO. (20 marks)

**Section B:** Students answer one compulsory question including evaluative skills. (20 marks)

**Section C:** One compulsory question focussing on strategic decision-making. (20 marks)

- **Paper 2: (135 mins)** **40%**

Three compulsory sections:

**Section A:** Students answer one of two structured questions based on stimulus material with a quantitative element. (10 marks)

**Section B:** Students answer two of three structured questions based on stimulus material. (40 marks)

**Section C:** Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (20 marks)

**Internal Assessment: Higher Level**

- Coursework **25%**  
Candidates produce a 2000 word research project.

**External Assessment: Standard Level**

- **Paper 1: (75 mins)** **30%**

Two compulsory sections:

**Section A:** Students answer 2 of 3 structured questions based on the case study issued in advance by the IBO. (20 marks)

**Section B:** Students answer one compulsory question including evaluative skills. (20 marks)

- **Paper 2: (105 mins)** **45%**

Two compulsory sections:

**Section A:** Students answer 1 of 2 structured questions based on stimulus material with a quantitative element. (10 marks)

**Section B:** Students answer one of three structured questions based on stimulus material. (20 marks)

**Section C:** Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (20 marks)

**Internal Assessment: Standard Level**

- Coursework: **25%**  
Candidates produce a written commentary

# MODERN ENGLISH SCHOOL CAIRO



## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: Economics HL/SL

#### Aims:

The aims of the Economics HL/SL course are to enable students to:

- provide students with a core knowledge of economics
- encourage students to think critically about economics
- promote an awareness and understanding of internationalism in economics
- encourage students' development as independent learners
- enable students to distinguish between positive and normative economics
- enable students to recognise their own tendencies for bias.

#### Objectives:

Candidates will be expected to:

- have an understanding and knowledge of economic concepts and theories
- apply economic theory to a range of circumstances and a variety of situations
- analyse information through the use of economic concepts and theories
- evaluate concepts and theories from different economic perspectives.

#### Internationalism:

The IB Economics course emphasises internationalism by promoting an awareness in students of the key role of economics in international affairs. Economics can both improve cooperation and understanding between countries and, unfortunately, cause extensive damage. Students will be asked to evaluate economic theories and events from the point of view of different individuals, nations and cultures in the world economy in order to better understand their full impact.

#### Course Content:

##### Section 1:

- **Microeconomics**  
Competitive markets: demand and supply (some topics HL only)  
Elasticity  
Government intervention (some topics HL extension, plus one topic HL only)  
Market failure (some topics HL only)  
Theory of the firm and market structures (HL only)
- **Section 2: Macroeconomics**  
The level of overall economic activity (one topic HL extension)  
Aggregate demand and aggregate supply (one topic HL only)  
Macroeconomic objectives (some topics HL extension, plus one topic HL only)  
Fiscal policy  
Monetary policy
- **International Economics**  
International trade (one topic HL extension, plus one topic HL only)  
Exchange rates (some topics HL extension)  
The balance of payments (one topic HL extension, plus some topics HL only)  
Economic integration (one topic HL extension)  
Terms of trade (HL only)



## **Development Economics**

Economic development

Measuring development

The role of domestic factors

The role of international trade (one topic HL extension)

The role of foreign direct investment (FDI)

The roles of foreign aid and multilateral development assistance

The role of international debt

The balance between markets and intervention

### **Assessment:**

#### **External Assessment: Higher Level**

##### **Paper 1: (1 hour 30mins)**

**30%**

Students answer two questions in total, one from section A and one from section B. In each section, students are required to answer one question from a choice of two.

##### **Paper 2: (1 hour 30mins)**

**30%**

Students answer two questions in total, one from section A and one from section B. In each section, students are required to answer one question from a choice of two.

##### **Paper 3: (1 hour)**

**20%**

Students answer two questions in total, from a choice of three questions.

#### **Internal Assessment: Higher Level**

Portfolio of three commentaries. Weighting of 20%

#### **External Assessment: Standard Level**

##### **Paper 1 (1 hour 40mins)**

**40%**

Students answer two questions in total, one from section A and one from section B. In each section, students are required to answer one question from a choice of two.

##### **Paper 2 (1 hour 30mins)**

**40%**

Students answer two questions in total, one from section A and one from section B. In each section, students are required to answer one question from a choice of two.

#### **Internal Assessment: Standard Level**

Portfolio of three commentaries

**20%**

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# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: Biology HL/SL

**Aims:** The aims of the Biology course are to:

- provide opportunities for scientific study and creativity within a global context
- develop the ability to analyse, evaluate and synthesise scientific information
- engender an awareness of the need for and the value of effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology.

**Objectives:** The objectives of this course are essentially to identify the social, moral, and economic effects of science upon environmental and technological contexts. With this in mind, students should achieve the following objectives:

- demonstrate, understand and apply scientific facts, methods, techniques and terminologies
- construct, analyse and evaluate scientific methods and explanations
- demonstrate the personal skills of cooperation and responsibility.

**International Mindedness:** The Biology course approaches global perspectives by considering the work and communication of scientists all over the world, in addition to discussing several global economic and environmental problems which are of great interest to us all.

#### Course Content:

##### Core

- Cell biology
- Molecular biology
- Genetics
- Ecology
- Evolution and biodiversity
- Human physiology

##### Additional higher level (AHL)

- Nucleic acids
- Metabolism, cell respiration and photosynthesis
- Plant biology
- Genetics and evolution
- Animal physiology

##### Options (Students pick one)

1. Neurobiology and behaviour
2. Biotechnology and bioinformatics
3. Ecology and conservation
4. Human physiology





## Assessment:

### External Assessment: Higher Level

- **Paper 1: (1 hour)** **20%**  
40 multiple choice questions
- **Paper 2: (2 ¼ hours)** **36%**  
Two sections:  
Section A: one data-based question and several short-answer questions  
Section B: two extended response questions
- **Paper 3: (1 ¼ hours)** **20%**  
Two sections:  
Section A: short-answer questions based on experimental skills and technique  
Section B: short-answer and extended-response questions from one option

### Internal Assessment: Higher Level

- Practical investigations **24%**

### External Assessment: Standard Level

- **Paper 1: (¾ hour)** **20%**  
30 multiple-choice questions
- **Paper 2: (1 ¼ hours)** **32%**  
Two sections:  
Section A: one data-based question and several short-answer questions  
Section B: one extended response question
- **Paper 3 (1 hour)** **24%**  
Two sections:
  - Section A: short-answer questions based on experimental skills and techniques
  - Section B: short-answer and extended-response questions from one option

### Internal Assessment: Standard Level

- Practical investigations **24%**

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# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: Chemistry SL/HL

**Aims:** Through studying any of the Group 4 subjects, students should become aware of how scientists work and communicate with each other. While the 'scientific method' may take on a wide variety of forms, it will generally involve the formation, testing, and modification of hypotheses through observation and measurement, under the controlled conditions of an experiment. It is this approach, along with the falsifiability of scientific hypotheses, that distinguishes the experimental sciences from other disciplines and characterises each of the subjects within Group 4.

**Objectives:** The objectives for all Group 4 subjects reflect those parts of the aims that will be assessed. Wherever appropriate, the assessment will draw upon environmental and technological contexts and identify the social, moral, and economic effects of science.

**International Mindedness:** The Chemistry course emphasises internationalism whenever possible by stressing the cultural origins of various aspects of Chemistry, by looking at the problems and solutions formulated by various societies, and by looking at the global environmental issues connected with Chemistry.

#### Course Content:

##### Core

- Stoichiometric relationships
- Atomic Structure
- Periodicity
- Chemical bonding and structure
- Energetics/thermochemistry
- Chemical Kinetics
- Equilibrium
- Acids and Bases
- Redox processes
- Organic Chemistry
- Measurement and Data Processing

##### *Additional higher levels*

- Further Atomic Structure
- The periodic table—the transition metals
- Further Bonding
- Further Energetics
- Further Kinetics
- Further Equilibrium
- Further Acids and Bases
- Further Redox processes
- Further Organic Chemistry
- Further Measurement and analysis
- Group 4 Project

Students study a further topic from a choice of -

- Option A: Materials
- Option B: Biochemistry
- Option C: Energy
- Option D: Medicines chemistry



## Assessment:

### External Assessment: Higher Level

- **Paper 1: (1 hour)** **20%**  
40 multiple choice questions
- **Paper 2: (2 ¼ hours)** **36%**  
Two sections:  
Section A: one data-based question and several short-answer questions  
Section B: two extended response questions
- **Paper 3: (1 ¼ hours)** **20%**  
Two sections:  
Section A: short-answer questions based on experimental skills and techniques  
Section B: short-answer and extended-response questions from one option

### Internal Assessment: Higher Level

- Practical investigations **24%**

### External Assessment: Standard Level

- **Paper 1: (¾ hour)** **20%**  
30 multiple-choice questions
- **Paper 2: (1 ¼ hours)** **32%**  
Two sections:  
Section A: one data-based question and several short-answer questions  
Section B: one extended response question
- **Paper 3 (1 hour)** **24%**  
Two sections:  
Section A: short-answer questions based on experimental skills and techniques  
Section B: short-answer and extended-response questions from one option

### Internal Assessment: Standard Level

- Practical investigations **24%**

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# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: Physics SL/HL

#### Aims:

The main aim of the Physics course is to provide opportunities for scientific study and creativity within a global context, which will stimulate and challenge students. While the 'scientific method' may take on a wide variety of forms, it will generally involve the information, testing, and modification of hypotheses through observation and measurement, under the controlled conditions of an experiment. The overall aim of the course is to develop experimental and investigative scientific skills and encourage an understanding of the relationships between scientific subjects and the over-arching nature of the scientific method.

#### Objectives:

Candidates should be able to apply and use scientific facts and concepts, scientific methods and techniques, scientific terminology to communicate effectively, and appropriate methods to present scientific information, demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving and, finally, demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

#### Course Content:

##### Core

- Measurement and uncertainties
- Mechanics
- Thermal Physics
- Waves
- Electric and magnetism
- Circular motion and gravitation
- Atomic, Nuclear and Particle Physics
- Energy Production

##### *Additional Higher Level*

- Wave Phenomena
- Fields
- Wave Phenomena
- Electromagnetic Induction
- Quantum and Nuclear Physics
- Group 4 Project

Students at SL and HL are required to study one options from A–D.

- Option A: Relativity
- Option B: Engineering Physics
- Option C: Imaging
- Option D: Astrophysics

#### Assessment:

##### External Assessment: Higher Level

##### Paper 1: (1 hour)

20%

40 multiple choice questions

##### Paper 2: (2 ¼ hours)

36%

Two sections:

Section A: one data-based question and several short-answer questions

Section B: two extended response questions



**Paper 3: (1 ¼ hours)**

**20%**

Two sections:

Section A: short-answer questions based on experimental skills and techniques

Section B: short-answer and extended-response questions from one option

**Internal Assessment: Higher Level**

Practical investigations

**24%**

**External Assessment: Standard Level**

**Paper 1: (¾ hour)**

**20%**

30 multiple-choice questions

**Paper 2: (1 ¼ hours)**

**32%**

Two sections:

Section A: one data-based question and several short-answer questions

Section B: one extended response question

**Paper 3 (1 hour)**

**24%**

Two sections:

Section A: short-answer questions based on experimental skills and techniques

Section B: short-answer and extended-response questions from one option

**Internal Assessment: Standard Level**

Practical investigations

**24%**

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# MODERN ENGLISH SCHOOL CAIRO



## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: Mathematics HL

#### Aims:

Mathematics, as HL subject, caters for students with a strong 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. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. The main aims of the Mathematics HL course are to enable students to:

- appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives
- foster enjoyment in engaging in mathematical pursuits and to develop an appreciation of the beauty, power and usefulness of mathematics
- develop logical, critical and creative thinking in mathematics
- develop mathematical knowledge, concepts and principles
- employ and refine the power of abstraction and generalisation
- develop patience and persistence in problem-solving
- develop awareness of, and utilise the potential of, technological developments in a variety of mathematical contexts
- communicate mathematically, both clearly and confidently, in a variety of contexts

#### Objectives:

Having followed the Mathematics HL course, candidates will be expected to:

- know and use mathematical concepts and principles
- read and interpret a given problem in appropriate mathematical terms
- organise and present information/data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical techniques
- understand the significance and reasonableness of results
- recognise patterns and structures in a variety of situations and draw inductive generalisations
- demonstrate an understanding of, and competence in, the practical applications of mathematics
- use appropriate technological devices as mathematical tools.

#### Internationalism:

One of the aims of this course is to enable students to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. This aim is achieved by discussing relevant issues like differences in notations, the lives of mathematicians set in an historical and/or social context, the cultural context of mathematical discoveries, the ways in which certain mathematical discoveries were made in terms of the techniques used, the attitudinal divergence of different societies towards certain areas of mathematics and or the universality of mathematics as language.

#### Course Content:

- Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Vectors
- Statistics and Probability
- Calculus – core and option



## Assessment:

### External Assessment

Written papers

- |  |            |
|--|------------|
| ● <b>Paper 1: (2 hours)</b>                              | <b>30%</b> |
| Written Paper – no calculator allowed                    |            |
| ● <b>Paper 2: (2 hours)</b>                              | <b>30%</b> |
| Written Paper – graphic display calculator (GDC) allowed |            |
| ● <b>Paper 3: (1 hour)</b>                               |            |
| Written paper on the option studied – GDC allowed        | <b>20%</b> |

### Internal Assessment

**20%**

- Mathematical Exploration  
A piece of individual written work which involves investigating an area of mathematics. The topic will be decided by the end of the first year and a first draft will be handed in at the beginning of the second year. The final essay will be completed by the end of the first term of the second year.

## Note:

Since Mathematics HL is a particularly demanding course designed for students with a strong background in Mathematics, the ideal credentials for studying IBDP Mathematics HL are at least an A- for Algebra 2 Honors in Grade 10 for students enrolling from the American Section, and an A or A\* in IGCSE Mathematics for students enrolling from the British Section. Students who do not meet these guidelines will be considered on a case-by-case basis. Some students may be required to sit an entry test prior to admission on the Mathematics HL course.

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# MODERN ENGLISH SCHOOL CAIRO

International Baccalaureate 2019-2021

## Course Overview: Mathematics SL

### Aims:

Mathematics, as a SL subject, caters for students who possess a good 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 require a sound mathematical background as they prepare for future studies in subjects such as Chemistry, Economics, Psychology and Business Administration. The main aims of the Standard Level course are to enable students to:

- appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives
- foster enjoyment in engaging in mathematical pursuits and to develop an appreciation of the elegance, power and usefulness of mathematics
- develop logical, critical and creative thinking in mathematics
- develop mathematical knowledge, concepts and principles
- employ and refine the power of abstraction and generalisation
- develop patience and persistence in problem-solving
- develop awareness of, and utilise the potential of, technological developments in a variety of mathematical contexts
- communicate mathematically, both clearly and confidently, in a variety of contexts

### Objectives:

Having followed the Mathematics SL course, candidates will be expected to:

- read and interpret a given problem in appropriate mathematical terms
- organise and present information/data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical techniques
- understand the significance and reasonableness of results
- recognise patterns and structures in a variety of situations and draw inductive generalisations
- demonstrate an understanding of, and competence in, the practical applications of mathematics
- use appropriate technological devices as mathematical tools.

### Internationalism:

One of the aims of this course is to enable students to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. This aim is achieved by discussing relevant issues like differences in notations, the lives of mathematicians set in an historical and /or social context, the cultural context of mathematical discoveries, the ways in which certain mathematical discoveries were made in terms of the techniques used, the attitudinal divergence of different societies towards certain areas of mathematics and or the universality of mathematics as a language.

### Course Content:

- Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Vectors
- Statistics and Probability
- Calculus



## Assessment:

### External Assessment

Written papers

- |                                       |            |
|---------------------------------------|------------|
| ● <b>Paper 1: (1.5 hours)</b>         | <b>40%</b> |
| Written Paper – no calculator allowed |            |
| ● <b>Paper 2: (1.5 hours)</b>         | <b>40%</b> |
| Written Paper – calculator allowed    |            |

### Internal Assessment

**20%**

- Mathematical Exploration  
A piece of individual written work which involves investigating an area of mathematics. The topic will be decided by the end of the first year and a first draft will be handed in at the beginning of the second year. The final essay will be completed by the end of the first term of the second year.

David Yule  
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# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate 2019-2021

### Course Overview: Mathematical Studies SL

#### Aims:

This course is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. The nature of Mathematical Studies is such that it concentrates on mathematics which can be applied to contexts related as far as possible to other curriculum subjects.

The main aim of the Mathematical Studies SL course is to enable students to develop logical, critical and creative thinking in mathematics and to develop their mathematical knowledge, concepts and principles. Moreover, the course is designed to help students develop patience and persistence in problem-solving and to employ and refine the power of abstraction and generalisation.

#### Objectives:

Candidates will be expected to:

- know and use mathematical concepts and principles
- read and interpret a given problem in appropriate mathematical terms
- know and use appropriate notations and terminologies and formulate a mathematical argument clearly
- use appropriate technological devices to organise data in tabular, graphical or diagrammatic forms
- demonstrate an understanding of, and competence in, the practical applications of mathematics

**Internationalism:** One of the aims of this course is to enable students to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. This aim is achieved by discussing relevant issues like differences in notations, universality of mathematics as a language, the cultural context of mathematical discoveries and the attitude divergence of different societies towards certain areas of mathematics.

#### Course Content:

- Number and Algebra
- Descriptive Statistics
- Logic, Sets and Probability
- Statistical Applications
- Geometry and Trigonometry
- Mathematical Models
- Introduction to Differential Calculus

#### Assessment:

##### External assessment

- |                                    |            |
|------------------------------------|------------|
| • Paper 1: (1.5 hours)             | <b>40%</b> |
| Written Paper – calculator allowed |            |
| • Paper 2: (1.5 hours)             | <b>40%</b> |
| Written Paper – calculator allowed |            |

##### Internal assessment

**20%**

- Project: A piece of individual written work which involves the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. The topic will be decided by the end of the first year and the data handed in at the beginning of the second year. The analysis of the information will be completed by the end of the first term of the second year.

**David Yule**

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# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate 2019-2021

### Course Overview: Visual Arts HL/SL

#### Aims:

Education by means of the arts is so valuable because it fosters the development of the whole personality, uniting intellectual activity with physical skills, but fusing them in a creative process that is itself among the most precious attributes of man.

- Through the IB Art course students will extend their study of Art. They will continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions. They will grow more sophisticated in their working knowledge of Art reflecting their feelings and emotions and will continue to expand their abilities to evaluate the merits of their efforts.
- Art ranges from crafts, drawing, and painting, to sculpture and design, from architecture to computer aided design and photographs; any of these can be used to help students meet the educational goals embodied in this course.
- Art complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetic experience. It is a form of communication and a means of expressing ideas and feelings.
- IB Art should encourage personal expression through imagination, sensitivity, conceptual thinking, and powers of observation, analytical ability and practical skills. It should lead to greater understanding of the role of art in the history of civilisations and widen cultural horizons and enrich the individual. The IBDP Art course aims to combine a breadth and depth of study so that it may accommodate a wide range of abilities and individual resources.

#### Objectives:

- To develop students' thinking, working, communicating, problem-solving, reasoning, and investigating skills.
- To provide for their growing familiarity with the ideas, concepts, issues and knowledge important in Art, within national and global contexts.
- To understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work.
- To develop increasing abilities to use precise terminology and evaluate artistic aesthetic qualities in works of art, nature, and human-made environments. In doing so students can reflect on the nature of human involvement in art as a viewer, creator, and participant.

#### Internationalism:

Art has become an increasingly prominent factor in globalisation. Art is pivotal in the process of representation, reaction, and construction of global identities. How we view the spectrum from low art to high art, marginal to mainstream, is an underlying theme that is evolving.

The IBDP Art course includes a study of the various art forms of many different cultures over many periods of time. Art crosses all boundaries of space and time and every culture since the Palaeolithic period has produced artistic expressions of what it meant to be human for that group of people at that time. The IBDP Art course enables students to study the artistic work of those cultures and to reinterpret their insights.

The IBDP Art course consists of three linked compulsory parts, theoretical practice; art-making practice; and curatorial practice which are all reflected in the comparative study, process portfolio and the visual arts journal.



In common to each course are core elements which include the:

- Introduction to art concepts, criticism and analysis
- Acquisition of studio technical and media skills
- The relationship of art to socio-cultural and historical contexts.

**Course Content:**

- Observational drawing and painting
- Interpretive painting
- City culture and built environment
- Portraits and Identity
- Social and political sculpture and installations
- Recycled art
- Personal culture
- Artists and moral responsibility
- Personal projects of student's choice

**Assessment (HL and SL):**

**External Assessment**

**(60%)**

- Process portfolio – including artist research, experimentation with media and materials, development of ideas and proposals for large scale outcome. 13 – 25 pages in at least 3 different art making forms. (40 %)
- Comparative study – an in depth research project of 10-15 pages examining at least 3 three artworks from two or more artists. 3-5 pages evaluating how this research influences students' visual responses and a list of sources. **(20%)**

**Internal Assessment**

**(40%)**

- Exhibition – production, and curating of 8-11 resolved art works with a maximum 700 word statement to explain the rationale behind the work.

**Jean Bennett**  
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# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: Theatre HL/SL

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

#### Aims

The Theatre course are to enable students to:

- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time, place and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills.
- Explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
- Understand and engage in the processes of transforming ideas into action (theatre processes)
- Develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)
- Understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).

#### Theatre and CAS

Studying theatre provides excellent opportunities for students to make links with their CAS activities. The experiential nature of the subject combines effectively with a range of CAS activities which complement and counterbalance the academic rigour of the Diploma Programme.

#### Theatre and Theory of Knowledge

Students of the arts subjects study the various artistic ways through which knowledge, skills and attitudes from different cultural traditions are developed and transmitted. These subjects allow students to investigate and reflect on the complexities of the human condition. By exploring a range of materials and technologies, students should aim to develop an understanding of the technical, creative, expressive and communicative aspects of the arts.

#### Theatre and International-mindedness

International-mindedness represents an openness and curiosity about the world and its people. It begins with students understanding themselves in order to effectively connect and collaborate with others. The arts provide a unique opportunity for students to recognize the dynamic cultural influences around them and the significance of diversity in the making of theatre. The IB Diploma Programme theatre course gives students the opportunity to study a wide variety of performance styles, Theatre traditions, theatre theorists and play texts. Students are expected to explore and engage with theatre from a variety of contexts. Through creating, investigating, critically analysing and appreciating differing forms and styles, students deepen their understanding of theatre, as well as their knowledge, understanding and experience of the arts within the global community. They become more informed and reflective, and develop their abilities to become enriched practitioners, communicators, collaborators and creative thinkers. They learn to acknowledge the aspects that appear in all performance forms and theatre traditions, and also to recognise the unique ways in which particular cultures express and represent their values and identity through shared performance.



### **Prior learning**

The Theatre course at both SL and HL requires no previous experience.

The course is designed to enable students to experience theatre on a personal level and achievement in this subject is reflected in how students develop, extend and refine the knowledge, skills and attitudes necessary for studying theatre. Students' individual ability to be creative and imaginative and to communicate in dramatic form will be developed and extended through the theoretical and practical content of the course.

### **Course Content**

- Theatre in context
- Theatre processes
- Presenting Theatre

### **Assessment**

#### **External assessment**

**Task 1:** Solo theatre piece (HL only)

**Task 2:** Director's notebook (SL and HL)

**Task 3:** Research presentation (SL and HL)

#### **Internal assessment**

**Task 4:** Collaborative project (SL and HL)



# MODERN ENGLISH SCHOOLCAIRO

## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: Creativity, Activity, Service (CAS) Programme

Central to the International Baccalaureate Diploma Programme is the premise that we are developing students who are well-rounded individuals, who are strong in academic studies, as well as having the drive and ability to empathise with others and who want to make their positive difference in society.

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements of the Diploma Programme experience, alongside Theory of Knowledge and the Extended Essay, and provides an important counterbalance to a student's academic studies.

The three strands of CAS are:

**Creativity:** *arts, and other experiences that involve creative thinking and skill development.*

**Activity:** *physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.*

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

Successful completion of CAS is a **requirement** for the award of the IB Diploma. CAS is not formally assessed as such, but evidence and documentation must be provided to show that a student has organised and attended activities to enable them to achieve the seven learning outcomes over a continuous period of 18 months. In order to achieve this, students need to maintain an up-to-date online CAS folder on managebac that logs and records their CAS experience and requires that they show genuine self-reflection.

The focus is not simply on counting hours; most importantly CAS is about experiential learning and allowing students to develop key skills through practical experience and reflection. As a rough guideline, students can aim towards 150 hours split equally across the 3 areas of Creativity and Service.

**The seven learning outcomes for students in CAS are:**

1. **Strength and Growth**
2. **Challenge and Skills**
3. **Initiative and planning**
4. **Commitment and Perseverance.**
5. **Collaborative Skills**
6. **Global Engagement**
7. **Ethics of Choices and Actions**

All seven outcomes must be present for students to complete the CAS requirement of the IB Diploma. Some may be demonstrated many times, in a variety of experiences; others less so. Students will demonstrate that they are meeting the learning outcomes through appropriate setting of activity goals, ongoing reflection and activity evaluation. The CAS experiences must include one collaborative project of significance, lasting for a minimum of one month.





The CAS programme should be personalised so it is the student's own. Students should choose activities that they are passionate about as they need to make a weekly commitment of about one hour for each strand of CAS (3 hours per week in total). Students should challenge themselves by trying new endeavours and taking themselves outside of their comfort zone. CAS activities can be After School Activities (ASAs) and school projects, but students are expected and encouraged to initiate activities themselves and to get involved in projects/activities outside of school.

We are delighted to share with your comments from the International Baccalaureate on our CAS Programme. Our CAS Programme was deemed "*excellent*" and both "*challenging and meaningful to all involved*". MES Cairo was described as a "*school that has a well-structured and organised CAS programme.*"

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# MODERN ENGLISH SCHOOL CAIRO



## International Baccalaureate Diploma Programme 2019-2021

### Course Overview: Theory of Knowledge

The **Theory of Knowledge (TOK)** programme is central to the educational philosophy of the International Baccalaureate Diploma Programme. It challenges students to reflect critically on the different ways in which we know, or think and say that we know, and thus prompts them to consider the role which knowledge plays in different disciplines and different cultures. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognise the significance of the context.

**Aims:** The aims of the Theory of Knowledge programme are to:

- develop a fascination with the richness of knowledge as a human endeavour, and an understanding of the empowerment that follows from reflecting upon it
- develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed, by communities and individuals
- encourage students to reflect on their experiences as learners, in everyday life and in the Diploma Programme, and to make connections between academic disciplines and between thoughts, feelings and actions
- encourage an interest in the diversity of ways of thinking and ways of living of individuals and communities, and an awareness of personal and ideological assumptions, including participants' own
- encourage consideration of the responsibilities originating from the relationship between knowledge, the community and the individual as citizen of the world.

#### Objectives:

TOK students should be able to:

- analyse critically knowledge claims, their underlying assumptions and their implications
- generate questions, explanations, conjectures, hypotheses, alternative ideas and possible solutions in response to knowledge issues concerning areas of knowledge, ways of knowing and students' own experience as learners
- demonstrate an understanding of different perspectives on knowledge issues
- draw links and make effective comparisons between different approaches to knowledge issues that derive from areas of knowledge, ways of knowing, theoretical positions and cultural values
- demonstrate an ability to give a personal, self-aware response to a knowledge issue
- formulate and communicate ideas clearly with due regard for accuracy and academic honesty.

#### Course Content:

- Ways of Knowing: Sense Perception, Language, Reason, Emotion, Intuition, Faith, Imagination, Memory
- Areas of Knowledge: Mathematics, Natural Sciences, Human Sciences, History, The Arts, Ethics, Religious Systems, Indigenous knowledge Systems.

The course will largely be made up of discussions, thus student attendance and participation is key to success on the course. Students are required to be active in class debates, complete regular written assignments and prepare short presentations for the class, where set.



### **Assessment:**

There are assessment tasks that contribute to a student's final grade in TOK. Through the course students will have opportunities to complete practice assessment tasks.

- TOK Presentation. This should be of about ten minutes (per group member) in length and can be given individually, or in a small group. This is on a topic of the students choosing and students must complete a presentation planning document and a self-evaluation report.
- TOK Essay. Each student has to write an essay of approximately 1200 to 1600 words in length on one of seven prescribed titles. This will normally be written in T2 of DP12 but preparation for the essay will take place during T1 of DP12. Students are allowed to be given formal feedback from their TOK Teacher on one draft of their essay.

The marks from the TOK assessment are combined with the marks for the Extended Essay to award students a maximum of three additional points which raise the maximum possible Diploma score.

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