



# Modern English School Cairo



Malak Atef DP12 Class of 2022

# IB Diploma Programme Options Booklet 2023-2025

# MODERN ENGLISH SCHOOL

## CAIRO



Modern English School Cairo is a learning community which provides a high quality education for children from Foundation Stage One to university entrance level, serving the needs of Egyptian and international families in Cairo. Our broad education is based upon the British Curriculum in Primary. In Secondary, we offer a choice between a British Curriculum, an American Curriculum and the International Baccalaureate Diploma Programme. Arabic and Religious Studies are taught throughout the school.

### **Our Mission:**

**Leadership through Education: Care, Challenge, Inspire**

### **We Believe In:**

- Recognising the value of each individual and his/her relationship with others;
- Promoting international understanding and responsible citizenship in a multicultural context, reflecting the best of Arab, Western and other world cultures;
- Providing a supportive, inspiring environment which encourages learners to aim high and achieve their aspirations;
- Creating opportunities for all to develop confidence, responsibility and integrity.

## **GRADUATE PROFILE**

<b>An MES Cairo graduate is:</b> <ul style="list-style-type: none"><li>• A leader</li><li>• Confident</li><li>• Articulate</li><li>• Flexible</li><li>• Pro-active</li><li>• Reflective</li><li>• Principled</li><li>• Independent</li><li>• Resourceful</li><li>• Resilient</li><li>• Inspired</li><li>• Creative</li><li>• Visionary</li></ul>	<b>An MES Cairo graduate can:</b> <ul style="list-style-type: none"><li>• Communicate fluently in the English language</li><li>• Intelligently express their views</li><li>• Problem solve</li><li>• Lead by example</li><li>• Recognise personal strengths and passions</li><li>• Relate well to others</li><li>• Take appropriate risks</li><li>• Make a difference</li></ul>	<b>An MES Cairo graduate shows:</b> <ul style="list-style-type: none"><li>• Integrity</li><li>• Initiative</li><li>• Empathy</li><li>• Excellent interpersonal skills</li><li>• Appreciation of individuals' rights and responsibilities</li><li>• Cultural awareness</li><li>• Respect for self and others</li><li>• Global understanding</li><li>• Commitment to lifelong learning</li><li>• Understanding of the Egyptian culture and the Arabic language</li></ul>
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# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2023-2025

### An Introduction

MES Cairo's International Baccalaureate's Diploma Programme (IBDP) has been running successfully since 2006. It is now well-established as an appealing option for students who are highly motivated and who seek to be cared for, 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 to 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, 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  
School Director

### THE SIX ACADEMIC SUBJECTS

IB Diploma Programme students study six subjects. They must select one subject from each of the six groups. At least three and not more than four are taken at Higher Level, while 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 develop their first language. Modern English School Cairo offers English A Literature and Arabic Language and Literature and we will endeavour to offer any other 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. It is also possible for students to take two Language A courses, which will result in them being awarded a Bilingual Diploma.

#### **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  
English B SL  
Arabic B HL  
Arabic B SL (SL only available to AFL students)  
French B HL  
French B SL  
French Ab Initio  
Spanish B HL  
Spanish B SL  
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 Analysis and Approaches' at Higher or Standard Level, or, 'Mathematics Applications and Interpretations' also at Higher or Standard Level. Your Coordinator and Maths teachers will advise you on the course that is best suited to your university aspirations. An A or A\* grade at GCSE or an A at Honors Mathematics is required for HL Mathematics courses.

### **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 2023-2025

### IBDP Student Profile and Entry Requirements

In order to be eligible for a place on the IB Diploma Programme at MES Cairo for the 2023-2025 course 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.

### 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 cultural perspectives. They will also have effectively developed skills of analysis and the ability to support 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:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature

#### Objectives:

Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms

Analyse and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns

Communicate

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations

#### Internationalism

The English A1 programme is international in nature and includes translated works from around the globe and from various points in human history. Two of the works studied are by French authors, the course also looks at American literature, as well as other European texts throughout the two years. The course is broken into three areas of exploration including **readers writers and texts, time and space and Intertextuality.**



Students are required to look at the text from a cultural, historical and political context broadening their understanding of the impact of the written word to be a critique of the time and place in which it was written.

Course content: Students will undertake literary study of 9 texts common to both SL and HL, with an additional 4 texts studied at HL.

The text list is as follows:

**Readers, Writers and Texts (For Individual Oral)**

Poetry Collection	Maya Angelou	SL/HL
Watchmen	Alan Moore	SL/HL
Songs and Poetry	Donne and Dylan	SL/HL
Essays	George Orwell	HL Only

**Time and Space (For Coursework Essay)**

Madame Bovary	Gustave Flaubert	SL/HL
The Outsider	Albert Camus	SL/HL
Short stories	R. Tagore	SL/HL
Jane Eyre	Charlotte Bronte	HL Only
Wide Sargasso Sea	Jean Rhys	HL Only

**Intertextuality (For Paper 2)**

A View from the Bridge	Arthur Miller	SL/HL
Antigone	Sophocles	SL/HL
Collected Plays	David Mamet	SL/HL
Hamlet	Shakespeare	HL Only

**Assessment**

Paper 1 Examination (HL 2hrs 15/SL 1hr 15)	35%
Paper 2 Examination (HL and SL 1hr 45)	35% (SL) 25% (HL)
Coursework Essay (HL only)	20%
Individual Oral Examination	30% (SL) 20% (HL)

Suzanne Sheehan  
Deputy Headteacher and  
[ssheehan@mescairo.com](mailto:ssheehan@mescairo.com)



# MODERN ENGLISH SCHOOL CAIRO



## International Baccalaureate Diploma Programme 2023-2025

### Course Overview: Arabic A Language and 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 cultural perspectives. They will also have effectively developed skills of analysis and the ability to support 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:**

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature

#### **Objectives:**

##### **Know, understand and interpret**

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms

##### **Analyse and evaluate**

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns

##### **Communicate**

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations



Course content: Students will undertake literary study of 9 texts common to both SL and HL, with an additional 4 texts studied at HL.

The text list is as follows:

**Readers, Writers and Texts (For Individual Oral)**

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
Tawfik El Hakim	By the light of the Sun of Thought	HL/SL

**Time and Space (For Coursework Essay)**

Henrik Ibsen	A Doll's House	HL/SL
Naguib Mahfouz	Children of Gebelawi	HL/SL
Tawfik El Hakim	Princess Shams	HL/SL
Charlotte Bronte	Jane Eyre	HL/SL
Sophocles	Antigone	HL

**Intertextuality (For Paper 2)**

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

**Assessment**

Paper 1 Examination (HL 2hrs 15/SL 1hr 15)	35%
Paper 2 Examination (HL and SL 1hr 45)	35% (SL) 25% (HL)
Coursework Essay (HL only)	20%
Individual Oral Examination	30% (SL) 20% (HL)

Ahmed Hassan  
Head of Arabic (IBDP)  
[ahassan@mescairo.com](mailto:ahassan@mescairo.com)

# MODERN ENGLISH SCHOOL CAIRO



## International Baccalaureate Diploma Programme 2023-2025

### 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 French and Spanish 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 English the student becomes aware of the similarities and differences between his or her own culture(s) and those of the English culture one only. 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:

##### Five Prescribed themes:

1. Identities
2. Experiences
3. Human Ingenuity
4. Sharing the Planet
5. Social Organisation



### Assessment Outline SL

**External Assessment (3 hours) 75%**

**Paper 1 (1 hour 15 minutes) 25%**

- One writing task of 250-400 words (30 marks)

**Paper 2 (1 hour 45 minutes) 50%**

- Listening comprehension (45 minutes) (25 marks)
- Reading comprehension (1 hour) (40 marks)

**Individual oral Assessment 25%**

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)

### Assessment Outline HL

**External Assessment (3 hours 30 minutes) 75%**

**Paper 1 (1 hour 30 minutes): 25%**

- One writing task of 450-600 words (30 marks)

**Paper 2 (2 hours) 50%**

- Listening comprehension (1 hour) (25 marks)
- Reading comprehension (1 hour) (40 marks)

**Individual oral Assessment 25%**

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)

Suzanne Sheehan  
Deputy Headteacher and  
[ssheehan@mescairo.com](mailto:ssheehan@mescairo.com)



# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2023-2025

### 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 or Spanish 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 in Spanish 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/Spanish, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the French or 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:

##### Five Prescribed themes:

1. Identities
2. Experiences
3. Human Ingenuity
4. Sharing the Planet
5. Social Organisation



### Assessment Outline SL

**External Assessment (3 hours) 75%**

**Paper 1 (1 hour 15 minutes) 25%**

- One writing task of 250-400 words (30 marks)

**Paper 2 (1 hour 45 minutes) 50%**

- Listening comprehension (45 minutes) (25 marks)
- Reading comprehension (1 hour) (40 marks)

**Individual Oral Assessment 25%**

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)

### Assessment Outline HL

**External Assessment (3 hours 30 minutes) 75%**

**Paper 1 (1 hour 30 minutes): 25%**

- One writing task of 450-600 words (30 marks)

**Paper 2 (2 hours) 50%**

- Listening comprehension (1 hour) (25 marks)
- Reading comprehension (1 hour) (40 marks)

**Individual oral Assessment 25%**

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)

**Fiona Currie**

**Head of World Languages (British and IBDP)**

[fcurrie@mescairo.com](mailto:fcurrie@mescairo.com)



# MODERN ENGLISH SCHOOL CAIRO



## International Baccalaureate Diploma Programme 2023-2025

### Course Overview: Arabic 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 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.

#### 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 Arabic, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the Arabic 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 Arabic is spoken.

#### Course Content:

##### Five Prescribed themes:

1. Identities
2. Experiences
3. Human Ingenuity
4. Sharing the Planet
5. Social Organisation



### Assessment Outline SL

**External Assessment (3 hours) 75%**

**Paper 1 (1 hour 15 minutes) 25%**

- One writing task of 250-400 words (30 marks)

**Paper 2 (1 hour 45 minutes) 50%**

- Listening comprehension (45 minutes) (25 marks)
- Reading comprehension (1 hour) (40 marks)

**Individual oral Assessment 25%**

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)

### Assessment Outline HL

**External Assessment (3 hours 30 minutes) 75%**

**Paper 1 (1 hour 30 minutes): 25%**

- One writing task of 450-600 words (30 marks)

**Paper 2 (2 hours) 50%**

- Listening comprehension (1 hour) (25 marks)
- Reading comprehension (1 hour) (40 marks)

**Individual Oral Assessment 25%**

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)

Ahmed Hassan  
Head of Arabic (IBDP)  
[ahassan@mescairo.com](mailto:ahassan@mescairo.com)

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

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

- enable students who know very little or have 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:**

##### **Five Prescribed themes:**

1. Identities
2. Experiences
3. Human Ingenuity
4. Sharing the Planet
5. Social Organisation

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, 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:

External assessment:

Paper 1 – Writing (1 Hour) – 70 - 150 Words – 30 Marks	25%
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Paper 2 – Listening – (45 min.) – 25 Marks	
Reading – (1 Hour) – 40 Marks	50%

Internal assessment: (7-10 min) – 30 Marks	25%
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Discussion on a visual stimulus followed by a discussion on individual themes.

Fiona Currie  
Head of World Languages (British and IBDP)  
[fcurrie@mescairo.com](mailto:fcurrie@mescairo.com)

### Course Overview: History HL/SL

**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:

- The move to Global War.
- Causes and effects of 20<sup>th</sup> Century the Cold War.
- Authoritarian states: Hitler, Mussolini, Castro.
- Regional option (HL only): History of Europe.
- 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 sources.  
All four questions on the selected Prescribed Subject (move to Global War) to be answered
- **Paper 2: (1½ hours)** **25% (45%)**  
An essay paper based on the 20<sup>th</sup> century world history topics



- The Cold War.
- Authoritarian states: Hitler, Mussolini, Castro.
- 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 (Europe)  
Students respond to three extended response questions.
- **Internal Assessment (SL in brackets)** **20% (25%)**  
Historical Investigation  
Candidates must undertake a historical investigation.  
Internally assessed by the teacher and externally moderated.

Jennifer Rainford  
Head of Humanities (British and IBDP)  
[jrainford@mescairo.com](mailto:jrainford@mescairo.com)



### Course Overview: Global Politics SL/HL

#### Aims:

The aims of the global politics course at SL and HL are to enable students to understand key political concepts and contemporary political issues in a range of contexts, develop an understanding of the local, national, international and global dimensions of political activity, understand, appreciate and critically engage with a variety of perspectives and approaches in global politics, appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

#### Objectives:

- Demonstrate knowledge and understanding of key political concepts and contemporary issues in global politics
- Demonstrate understanding of a political issue in a particular experiential situation (engagement activity):
- Apply knowledge of key political concepts to analyse contemporary political issues in a variety of contexts
- Use political concepts and examples to formulate, present and sustain an argument
- Compare, contrast, synthesize and evaluate a variety of perspectives and approaches to global politics, and evaluate political beliefs, biases and prejudices, and their origin

#### Course Content:

- Core units: people, power and politics
  - Power, sovereignty and international relations
  - Human rights
  - Development
  - Peace and conflict
- Engagement activity:
  - An engagement on a political issue of personal interest, complemented with research 20
- HL extension:
  - global political challenges Political issues in two of the following six global political challenges researched and presented through a case-study approach:
    - Environment
    - Poverty
    - Health
    - Identity
    - Borders
    - Security

#### Assessment outline—SL

<b>External assessment (3 hours)</b>	<b>75%</b>
<b>Paper 1 (1 h 15 min)</b>	<b>30%</b>
Four compulsory short-answer/structured questions	
<b>Paper 2 (1 h 45 min)</b>	<b>45%</b>
Extended response paper based on the four core units	
Two essays from a choice of eight, each selected from a different core unit.	



**Internal assessment (20 hours)**

**Engagement activity**

**25%**

A written report (2,000-word maximum) on a political issue explored through engagement and research

**Assessment outline—HL**

**External assessment (4 hours)**

**60%**

**Paper 1 (1 h 15 min)**

**20%**

Four compulsory short-answer/structured questions

**Paper 2 (2 h 45 min)**

**40%**

Extended response paper based on the four core units

Three essays from a choice of eight, each selected from a different core unit.

**Internal assessment (110 Hours)**

**40%**

**Engagement activity**

**20%**

A written report (2,000-word maximum) on a political issue explored through engagement and research

**20%**

**HL extension:**

Two video recorded oral presentations (10 minutes maximum each) of two case studies chosen from two different HL extension topics

### Course Overview: IB Psychology SL/HL

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 IBDP 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).

Jennifer Rainford  
Head of Humanities (British and IBDP)  
[jrainford@mescairo.com](mailto:jrainford@mescairo.com)



# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2023-2025

### 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 have influence on 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 |
| • Internal Assessment                   | 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

Vicky Harris

Head of Commercial Studies (British and IB)

[vharris@mescairo.com](mailto:vharris@mescairo.com)





# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2023-2025

### Course Overview: Economics HL/SL

#### Aims:

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

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

#### Objectives:

Candidates will be expected to:

- demonstrate knowledge and understanding of current economic issues and data, and specific content.
- apply economic concepts and theories to real-world situations.
- examine, discuss and evaluate economic concepts, information and theories.
- produce well-structured written material, using appropriate economic theory, concepts and terminology.
- produce well-structured written and material, using appropriate economic theory, concepts, terminology, quantifiable data and the news media.

#### Internationalism:

The economics course promotes international-mindedness through a curriculum that allows for the exploration of economics within a decidedly global context. Throughout the course, teachers have the freedom to choose a range of both local and global examples, case studies and inquiries that are most relevant to their student populations in order to animate the main content. This flexibility ensures that the course remains relevant and responsive to the rapidly changing global environment.

#### Course Content:

The following key concepts underpin the Diploma Programme Economics course:

**Scarcity, Choice, Efficiency, Equity, Economic well being, Sustainability, Change, Interdependence and Intervention**

Teachers will integrate this conceptual approach to their current teaching of the courses content.



**Unit 1:** Introduction to economics

**Unit 2:** Microeconomics

**Unit 3:** Macroeconomics

**Unit 4:** The global economy

Internal Assessment

SL/HL

SL/HL

SL/HL

SL/HL

SL/HL

## **External Assessment:**

### **Paper 1:** (1hr 15mins) HL and SL – 25marks

There are three essay style questions from Microeconomics, Macroeconomics and Global Economy. Each essay question in Paper 1 consists of two parts, (a) and (b). Students are required to answer **ONE** question.

The paper is worth 20% for HL and 30% for SL

Question A – 10 marks

Question B – 15 marks (provide a real world example integrated in their essay)

### **Paper 2:** (1hr 45mins) HL and SL – 40marks

A data response paper covering all the units (Microeconomics, Macroeconomics and Global Economy) however, HL topics are not used in this paper. HL is worth 30% and SL is worth 40%. There are two questions on this paper and you are required to answer **ONE** of them.

Both questions will follow the same format. There will be a number of sets of data in the form of pieces of written text and tables or graphs displaying numeral data. You are allowed to use a calculator as part (b) questions usually involve some numerical analysis.

The last question (g) carries 37.5% of the marks. It is essential that you leave yourself ample time to address that question part fully and demonstrate evaluation – this question is worth 15marks and is an essay style question using information from the data response.

### **Paper 3:** (1 hr) **HL ONLY**

This is a policy paper. This paper is written by higher level students only. Tests topics across the whole syllabus, but especially the HL extension topics. You only choose **ONE** question.

Each paper 3 question has 9 sub-questions from questions (a) to (h). Using the data provided, your knowledge of economics and your answers to parts (a) to (g). In question (h) you would recommend a policy which could be introduced by the government of country Y to address the problem of obesity as an example.

**Internal Assessment (IA)** 45marks in total – 14marks for each of the 3 commentaries and 3marks for completing the 3 commentaries.

A portfolio of 3 commentaries from each of the 3 units (microeconomics, macroeconomics and global economy)

HL – 20% / SL – 30%

**Vicky Harris**

**Head of Commercial Studies (British and IB)**

[vharris@mescairo.com](mailto:vharris@mescairo.com)

## International Baccalaureate Diploma Programme 2023-2025

### 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 Topics*

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

##### *Students study a further topic from a choice of -*

- Neurobiology and behaviour
- Biotechnology and bioinformatics
- Ecology and conservation
- 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%**

Brendan Rainford  
IBDP coordinator and  
Head of Science (IBDP Section)  
[brainford@mescairo.com](mailto:brainford@mescairo.com)

### 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 Topics*

- 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%

### 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%**

**Brendan Rainford**  
**IBDP coordinator and**  
**Head of Science (IBDP Section)**  
[brainford@mescairo.com](mailto:brainford@mescairo.com)

#### Aims:

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

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: Analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. The main aims of the Mathematics HL course are to enable students to:

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

#### Objectives:

Having followed a DP mathematics course, students will be expected to demonstrate the following:

- Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
- Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
- Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.
- Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

### Internationalism:

International-mindedness is a complex and multi-faceted concept that refers to a way of thinking, being and acting characterized by an openness to the world and a recognition of our deep interconnectedness to others.

One way of fostering international-mindedness is to provide opportunities for inquiry into a range of local and global issues and ideas. Many international organisations and bodies now exist to promote mathematics, and students are encouraged to access the resources and often-extensive websites of such mathematical organisations. This can enhance their appreciation of the international dimension of mathematics, as well as providing opportunities to engage with global issues surrounding the subject.

### Course Content:

- number and algebra
- functions
- geometry and trigonometry
- probability and statistics
- calculus

### Mathematics: Analysis and Approaches: Distinction between SL and HL

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: Analysis and Approaches at Higher Level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

### Assessment SL:

#### External Assessment

- |  |            |
|--|------------|
| <ul style="list-style-type: none"> <li>• <b>Paper 1: (90 minutes)</b><br/>Written Paper – no calculator allowed</li> </ul>   | <b>40%</b> |
| <ul style="list-style-type: none"> <li>• <b>Paper 2: (90 minutes)</b><br/>Written Paper – graphic display calculator (GDC) required</li> </ul>   | <b>40%</b> |
| <ul style="list-style-type: none"> <li>• <b>Mathematical Exploration</b><br/>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.</li> </ul> |            |

### Assessment HL:

#### External Assessment

- |  |            |
|--|------------|
| <ul style="list-style-type: none"> <li>• <b>Paper 1: (2 hours)</b><br/>Written Paper – no calculator allowed</li> </ul>                                    | <b>30%</b> |
| <ul style="list-style-type: none"> <li>• <b>Paper 2: (2 hours)</b><br/>Written Paper – graphic display calculator (GDC) required</li> </ul>                | <b>30%</b> |
| <ul style="list-style-type: none"> <li>• <b>Paper 3: (1 hour)</b><br/>Written Paper – extended response problem solving questions, GDC required</li> </ul> | <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.

Diane Frick  
Head of Mathematics (American and IBDP Sections)  
[dfrick@mescairo.com](mailto:dfrick@mescairo.com)

# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate Diploma Programme 2023-2025

### Course Overview: Mathematics: Application and Interpretation HL/SL

#### Aims:

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: Applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

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

#### Objectives:

Having followed a DP mathematics course, students will be expected to demonstrate the following:

- Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
- Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
- Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.



- Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.
- Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

### **Internationalism:**

International-mindedness is a complex and multi-faceted concept that refers to a way of thinking, being and acting characterized by an openness to the world and a recognition of our deep interconnectedness to others.

One way of fostering international-mindedness is to provide opportunities for inquiry into a range of local and global issues and ideas. Many international organisations and bodies now exist to promote mathematics, and students are encouraged to access the resources and often-extensive websites of such mathematical organisations. This can enhance their appreciation of the international dimension of mathematics, as well as providing opportunities to engage with global issues surrounding the subject.

### **Course Content:**

- number and algebra
- functions
- geometry and trigonometry
- probability and statistics
- calculus

### **Mathematics: Applications and Interpretation: Distinction between SL and HL**

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: Applications and interpretation at Higher Level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

### **Assessment SL:**

#### **External Assessment**

- **Paper 1: (90 minutes)** **40%**  
Written Paper – short response questions, graphic display calculator (GDC) required
- **Paper 2: (90 minutes)** **40%**  
Written Paper – extended response questions, graphic display calculator (GDC) required

#### **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.

### **Assessment HL:**

#### **External Assessment**

- **Paper 1: (2 hours)** **30%**  
Written Paper – short response questions, graphic display calculator (GDC) required



- **Paper 2: (2 hours)** **30%**  
Written Paper – extended response questions, graphic display calculator (GDC) required
- **Paper 3: (1 hour)** **20%**  
Written Paper – extended response problem solving questions, GDC required
  
- 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.

Diane Frick  
Head of Mathematics (American and IBDP Sections)  
[dfrick@mescairo.com](mailto:dfrick@mescairo.com)

# MODERN ENGLISH SCHOOL CAIRO

## International Baccalaureate 2023-2025

### 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 IBDP 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 3D 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:**

- Personal culture
- Observational drawing and painting
- Interpretive painting
- City culture and built environment
- Portraits and Identity
- Social and political sculpture and installations
- Recycled art
- 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.

Ruth Seabrook  
Head of Visual Arts (IBDP Section)  
[rseabrook@mescairo.com](mailto:rseabrook@mescairo.com)

## International Baccalaureate Diploma Programme 2023-2025

### Course Overview: Theatre HL/SL

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through practical inquiry, experimentation, risk taking 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
- 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
- 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 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**

- Inquiring
- Developing
- Presenting
- Evaluating

### **Assessment**

#### **External assessment**

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

**Task 2:** Production Proposal (SL and HL)

**Task 3:** Collaborate project (SL and HL)

#### **Internal assessment**

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

**Charlene Reveley**  
**Head of Theatre (IBDP Section)**  
[creveley@mescairo.com](mailto:creveley@mescairo.com)

# MODERN ENGLISH SCHOOLCAIRO

## International Baccalaureate Diploma Programme 2023-2025



### 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 you 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.*"

Gavin Scott  
CAS Coordinator  
[gscott@mescairo.com](mailto:gscott@mescairo.com)

### 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:

- encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question
- expose students to ambiguity, uncertainty and questions with multiple plausible answers
- equip students to effectively navigate and make sense of the world, and help / prepare them to encounter novel and complex situations
- encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

#### **Objectives:**

TOK students should be able to:

- demonstrate TOK thinking through the critical examination of knowledge questions
- identify and explore links between knowledge questions and the world around us
- identify and explore links between knowledge questions and areas of knowledge
- develop relevant, clear and coherent arguments
- use examples and evidence effectively to support a discussion
- demonstrate awareness and evaluation of different points of view
- consider the implications of arguments and conclusions.

#### **Course Content:**

- Knowledge and the Knower: This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.
- Themes: Knowledge and technology, Language, Politics, Religion and Indigenous Societies
- Areas of Knowledge: History, Human Sciences, Natural Sciences, Arts and Mathematics

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.

**Assessment:**

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

- TOK Exhibition (33%): An exploration of how TOK manifests in the world around us. Students are required to create an exhibition consisting of three objects, links to TOK themes, exploration of a IA prompt and a 950 word written commentary.
- TOK Essay (66%): Each student has to write an essay of approximately 1200 to 1600 words in length on one of six prescribed titles. This will normally be written in term one and two of DP12. Students are allowed to be given formal feedback from their TOK Teacher on one draft of their essay.

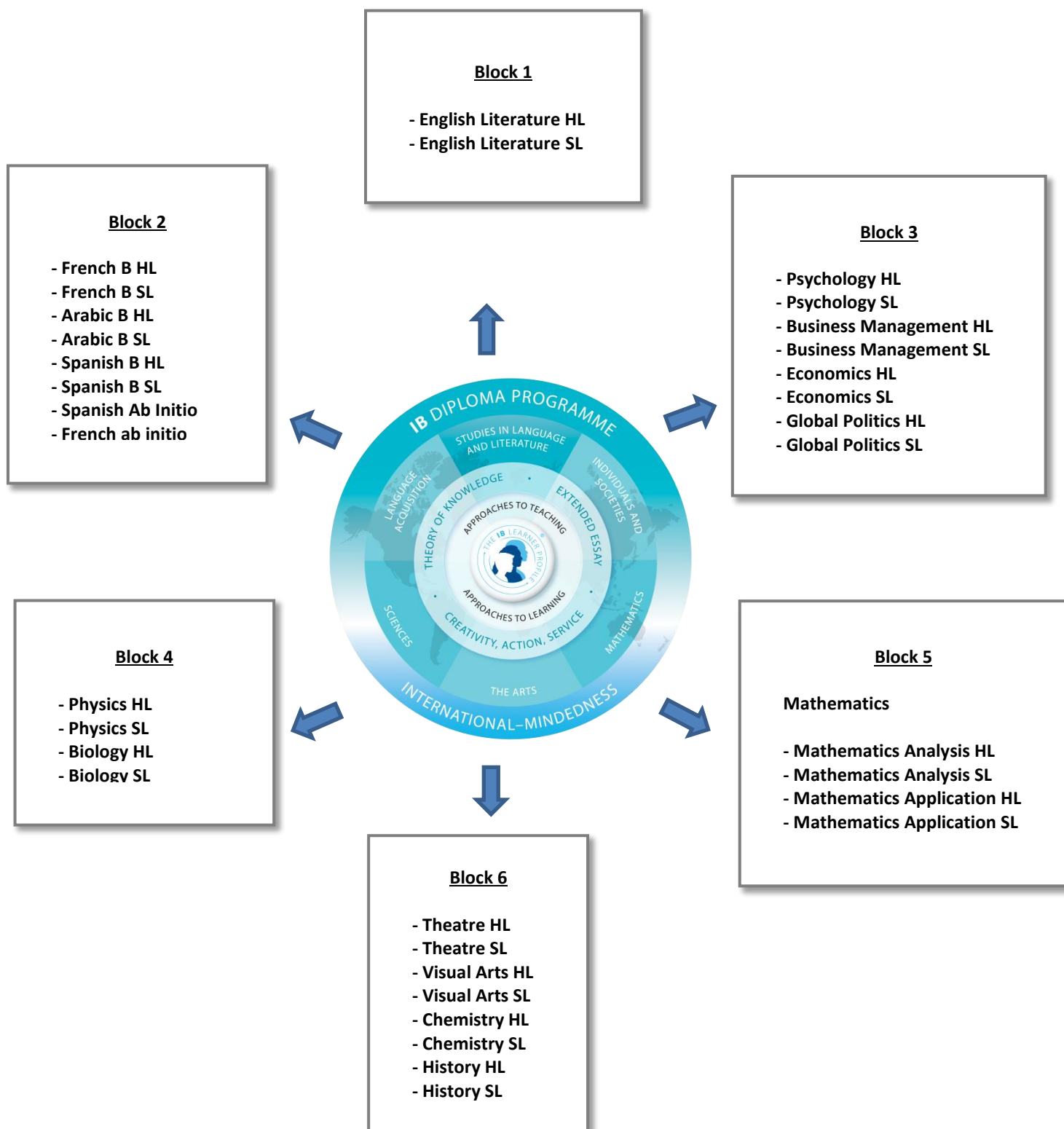
The marks from the TOK assessment are combined with the marks for the Extended Essay to award

**Brendan Rainford**  
**TOK Coordinator**  
[brainford@mescairo.com](mailto:brainford@mescairo.com)

# MODERN ENGLISH SCHOOL CAIRO



## IBDP Learning Journey 2023 - 2025





# MODERN ENGLISH SCHOOL CAIRO



## International Baccalaureate Diploma Programme 2023-2025 Preliminary Options Survey

**Please fill and return this form to Ms Amira Assem in SG30**

**Name of applicant:** \_\_\_\_\_

Are you currently a student at MES Cairo? Yes/No

If yes, then please indicate your current Homeroom: \_\_\_\_\_

If no, then please provide the following details:

- Name of current school: \_\_\_\_\_
- Date of Birth: \_\_\_\_\_
- Current educational programme: British/American/MYP/Other \_\_\_\_\_
- Contact telephone number: 1- \_\_\_\_\_ 2- \_\_\_\_\_

### **Course Selection:**

Identify your preferred IBDP pathway by choosing one subject from each of the 6 groups overleaf. You must choose at least 3 subjects at Higher Level (HL) and 3 at Standard Level (SL). If you are interested in pursuing a fourth Higher Level subject, then please indicate this below.

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
- English Lit. HL/SL	- French B HL/SL - Arabic B HL/SL - Spanish B HL/SL - French ab initio - Spanish Ab Initio	- Psychology HL/SL - Bus. Man. HL/SL - Economics HL/SL - Global Politics HL/SL	- Physics HL/SL - Biology HL/SL	<b>Mathematics</b> - Analysis HL - Analysis SL - Applied HL - Applied SL	- Theatre HL/SL - Visual Arts HL/SL - Chemistry HL/SL - History HL/SL
<b><u>Subject:</u></b> _____	<b><u>Subject:</u></b> _____	<b><u>Subject:</u></b> _____	<b><u>Subject:</u></b> _____	<b><u>Subject:</u></b> _____	<b><u>Subject:</u></b> _____
Level: HL/SL	Level: HL/SL	Level: HL/SL	Level: HL/SL	Level: HL/SL	Level: HL/SL



# MODERN ENGLISH SCHOOL

## CAIRO



Modern English School Cairo is a co-educational International school catering for students aged 3½ to 18 years. Starting with a comprehensive Early Years Programme in the Foundation section, the National Curriculum of England is followed throughout the Primary School. Arabic and Religious Studies are taught from Year One, with Arabic as a Foreign Language offered to non-Arabic speakers.

Secondary education at MES Cairo provides students with a choice of British or American Curriculum (from Year / Grade Seven). Students then continue to study in their chosen section, gaining qualifications in either IGCSE, AS and A Levels or the American High School Diploma (including AP courses). Towards the end of Year / Grade 10, all students may apply to join the two-year International Baccalaureate Diploma Programme (IBDP), prior to gaining places at universities both nationally and internationally.



**New Cairo, South of Police Academy**

**Mailing address: P.O.Box 5, New Cairo, Tagamoa Khamis, 11835 Cairo, Egypt**

**Hotline : 19836 Tel.: (+202) 26189600 Fax: (+202) 25379400**

**Email: [mescairo@mescairo.com](mailto:mescairo@mescairo.com) Website: [www.mescairo.com](http://www.mescairo.com)**