



# The International Community School of Addis Ababa

## Group 1: IB English A1 (SL / HL) *IB Course Information*

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IB English A1 is a highly academic two-year literature course that requires students to read, analyze, synthesize, process information, think, reason, speak, and write fluently. This course is designed for students with an excellent proficiency in the English language. Students will develop their skills of literary analysis, and refine their writing and oral presentation skills. As this is the most advanced level of English course offered at ICS, this class has a very demanding workload, requiring that students keep up with independent reading of 15 texts over the two years. Students must also be willing to fully participate in class discussion, which is vital to developing an understanding of literature as well as the individualized thought necessary to succeed at this level. At the end of the two year program, students take the standard or higher level IB English A1 Exams: Paper 1 and Paper 2.

### **Higher Level and Standard Level Objectives:**

- Develop and refine skills of literary analysis and refine writing and speaking skills
- Demonstrate an appreciation of literature and develop an understanding of the techniques involved in literary criticism
- Employ skills of oral and written communication
- Analyze a range of literary works of different periods, genres, styles, and contexts
- Broaden their perspective through the study of works from other cultures and languages
- Demonstrate ways of approaching and studying literature
- Discover an enjoyment of, and lifelong interest in, literature

### **Two Possible Levels:**

1. Standard Level: 2 year program, 11 works of literature required
  2. Higher Level: 2 year program, 15 works of literature required, assessment is more rigorous
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### **Internal Assessment (30%)**

*Oral Component:* Two compulsory oral activities to be internally assessed by the teacher and externally moderated by the IBO

1. Individual Oral Commentary: second semester of year one
2. Formal Oral Commentary (recorded): middle of year two

### **External Assessment (70%)**

*Two written exams* during May of the second year

1. 25% Essay: question based on literature studied in part 3 of the program
2. 25% Commentary: written commentary on a previously unseen poem or prose passage

*World Literature Assignments:*

Higher Level: Two assignments, the first written in Year 1, and the second written in the beginning of the second year.

Standard Level: One assignment written during Year 1 of the program, and revised in the second year.



# The International Community School of Addis Ababa

## Group 1: IB Amharic A1 SL or HL *IB Course Information*

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IB Amharic A1 is a highly academic two-year literature course that requires students to read, analyze, synthesize, process information, think, reason, speak, and write fluently in Amharic. This course is designed for students with proficiency in Amharic language and literature. Students will develop their skills of literary analysis in Amharic, and refine their writing and oral presentation skills. This course requires that students keep up with independent reading of 11 texts over the two years. Students must also be willing to fully participate in class discussion, as student opinion and discussion is vital to the understanding of literature at this level. At the end of the two year program, students will be fully prepared to take the standard level IB Amharic A1 exam. All students enrolled in the course are expected to take either the SL exam.

### **Objectives:**

- Develop and refine skills of literary analysis and refine writing and speaking skills
  - Demonstrate an appreciation of literature and develop an understanding of the techniques involved in literary criticism
  - Employ skills of oral and written communication
  - Analyze a range of literary works of different periods, genres, styles, and contexts
  - Broaden their perspectives through the study of works from other cultures and languages
  - Demonstrate ways of approaching and studying literature
  - Discover an enjoyment of, and lifelong interest in, literature
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### **Internal Assessment (30%)**

#### **Oral Component:**

Two compulsory oral activities to be internally assessed by the teacher and externally moderated by the IBO

1. Individual Oral Commentary: second semester of year one
2. Formal Oral Commentary (recorded): middle of year two

### **External Assessment (70%)**

**Two written exams** during May of the second year

1. 25% Essay: question based on literature studied in part 3 of the program
2. 25% Commentary: written commentary on a previously unseen poem or prose passage

#### **World Literature Assignment(s):**

SL and HL: Independent comparative essay over two world literature texts, in Amharic translation, read and studied during the course. The assignment is normally written during the first year of the program and revised in the second year.

HL only: A second written assignment over a different world literature text, in Amharic translation, read and studied during the course.



# The International Community School of Addis Ababa

## Group 2: IB English A2 (SL / HL) and College Preparatory English *IB Course Information*

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IB A2 / College Preparatory English is a two-year English language and literature course that requires students to analyze, synthesize, process information, think, and reason. This course is designed for students with a good proficiency in the English language. Students will develop their skills of critical reading and refine their writing and oral presentation skills.

Students must also be willing to fully participate in class discussion and maintain independent reading and study of class texts. At the end of the two year program, students will be prepared to take the standard or higher level English A2 exam. Alternately, students may use this course to meet their ICS four-year English graduation requirement.

### **Higher Level and Standard Level Objectives:**

- Develop and refine skills of literary analysis and refine writing and speaking skills
- Analyze a range of written texts, both literary and non-literary, and
- Broaden their perspective through the study of works from other cultures and languages
- Develop speaking and writing skills for a variety of audiences and forms of communication
- Study two Literary Options (six texts) and two Cultural Options (language and culture, media and culture, future issues, global issues, social issues)

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### **Internal Assessment (30%)**

Oral Component: Several compulsory oral activities to be internally assessed by the teacher and externally moderated by the IBO

1. Interactive Orals: a variety of class activities throughout the two years of the course
2. Individual Oral (recorded): February of year two

### **External Assessment (70%)**

#### **Written Tasks (20%):**

Two assignments, written independently by the student in different styles, based on Literary and Cultural Options studied. Finalized by January of Year 2.

#### **Two written exams during May of the second year:**

1. Essay (25%): one question chosen from several, based on Literary and Cultural Options studied.
2. Comparative Commentary (25%): written comparison of a pair of previously unseen text passages (article, poem, fiction, etc.) on a common topic.



# The International Community School of Addis Ababa

## Group 2, IB Spanish or French *ab initio* (SL) *IB Course Information*

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The language *ab initio* courses are language learning courses for beginners, designed to be followed over two years by students who have no previous experience of learning the target language. To be eligible for the IB exam, you cannot have studied the language prior to the *ab initio* course. The main focus of the course is on the acquisition of language required for purposes and situations usual in everyday social interaction. Language *ab initio* courses are only available at Standard Level.

Language *ab initio* courses aim to develop a variety of linguistic skills, and a basic awareness of the culture (s) using the language, through the study of a core syllabus and language-specific syllabuses. The *ab initio* classes are only open to 11<sup>th</sup> and 12<sup>th</sup> grade students. Currently at ICS, Spanish is only offered at the *ab initio* level, but French can also be taken at this level, if a student has not studied French before

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### Internal Assessments – 30%

Oral Component - 30%

- Individual Oral 15%
- Alternative Oral Activity 15%

### External Assessment – 70%

Paper 1 - 40%

- Text handling exercises based on four written texts
- A short writing exercise in response to the fourth text

Paper 2 - Written Production - 30%

- Section A: Short writing task
- Section B: Extended writing task



# The International Community School of Addis Ababa

## Group 2, IB French or Spanish *B* (SL or HL) *IB Course Information*

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Language B SL is a course designed for language learners who have had at least 2-5 years of the language. To reach HL, students should have studied 4-5 years of the language before beginning the IB language course.

At the end of the Language B course, students are expected to demonstrate the ability to:

- communicate clearly and effectively in a range of situations
  - understand and use accurately oral and written forms of the language in a range of situations
  - understand and use a good range of vocabulary
  - select a register and style that are appropriate to the situation
  - express ideas with general clarity and fluency
  - structure arguments in a clear, coherent and convincing way
  - understand and analyse written and spoken material
  - assess subtleties of the language in a range of forms, styles and registers
  - show an awareness of, and sensitivity to, the culture(s) related to the language studied.
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### **Internal Assessments – 30%**

Oral Component - 30%

- Individual Oral 15%
- Alternative Oral Activity 15%

### **External Assessment – 70%**

Paper 1 - 40%

- Text handling and comprehension exercises based on four written texts
- A short writing exercise in response to the fourth text

Paper 2 - Written (Essay) Production - 30%

- One subject is chosen from four options taken from the themes studied during the programme



# The International Community School of Addis Ababa

## Group 3, Individuals & Society: Business & Management (SL) *IB Course Information*

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

The course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management, and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

The Business and Management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, growth and business strategy.

Students must complete the one-semester Intro to Business elective, either in Grade 10 or 11, before enrolling in IB Business & Management the following year. The Intro to Business elective will provide a broad introduction on how businesses are planned, setup, and structured. We will also explore what makes an effective leader and how to motivate workers.

### Standard Level (SL) Objectives

- *Topic 1: Business organization and environment*  
*Includes:* Nature of business activity, External environment, Types of organization, Organizational planning, Organizational objectives, Growth and evolution, Stakeholders, and Globalization
- *Topic 2: Human resources*  
*Includes:* Human resource planning, Leadership and management, Organizational structure, Motivation, Communication
- *Topic 3: Accounts and Finance*  
*Includes:* Sources of finance, Final accounts, Investment appraisal, Ration analysis, Working capital
- *Topic 4: Marketing*  
*Includes:* The role of marketing, Promotion, Marketing planning, Place (distribution), Product, International marketing, Price, E-commerce
- *Topic 5: Operations management*  
*Includes:* Production methods, Quality assurance, Costs and revenues, Location, Break-even analysis, Production planning

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### Internal Assessment (25%)

The internal assessment enables the student to work directly with a local business and demonstrate the application of their skills and knowledge in business and management without the time limitation and stress associated with the written examinations.

### External Assessments (75%)

#### *Paper 1: 35%*

This paper is divided into two sections, both based on the IBO-prescribed case study issued to students well before the examination. Typically, the case study is available in December.

#### *Paper 2: 40%*

This paper is divided into two sections. In section one the student must answer one of two structured questions. In section two the student must answer two of three structured questions.

## Group 3, Individuals & Society: Geography (SL / HL) *IB Course Information*

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Geography is an integral part of the human experience. The study of geography is firmly grounded in the real world and focuses on the interaction of individuals and societies with the physical environment. In the context of globalization and technological development, many of the problems facing the modern world are directly lined with geography and the environment. Geography explains trends and developments in societies that are caused by the interactions between individuals, societies, and the physical environment. Geography also explains the way people adapt to change and helps to evaluate management strategies associated with such change.

Geography in the Diploma Program is distinctive in that it occupies the middle ground between social sciences and natural sciences within the Group 3 subjects. The course integrates both **physical** and **human** geography, thus allowing the student to understand methodologies used both in the scientific and socio-economic spheres. Geography takes advantage of its position between the two groups of subjects in order to examine relevant concepts and ideas to develop an appreciation and respect for alternative views, approaches and ideas.

### Higher Level (HL) and Standard Level (SL) Objectives

The student will:

- Develop an understanding of the interrelationships between people, places, spaces and the environment
- Develop a concern for human welfare and the environment
- Understand the need for planning and sustainable management of the environment
- Appreciate the relevance of geography in analyzing the modern world and its problems
- Develop a global perspective on issues, diversity and change

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### Internal Assessment (HL 20% / SL 25%)

This is a written report (2500 words maximum) on any topic chosen by the student from the syllabus based on fieldwork.

### External Assessments (HL 80% / SL 75%)

Paper 1 (25% HL / 40% SL):

This is an assessment on the core theme of the course consisting of short-answer questions (45 marks) and an extended response question. (15 marks) Total marks: 60

Paper 2: (35%):

Students answer structured questions based on stimulus material, covering the optional themes studied in the course (three for HL, two for SL).

\*Paper 3 (\*HL only: 25%)

Students answer one of three essay questions covering the seven extension topics:

1. Measuring global interactions
2. Changing space—the shrinking world
3. Economic interactions and flows
4. Environmental change
5. Sociocultural exchanges
6. Political outcomes
7. Global interactions at the local level.

## Group 3: SL Contemporary World History and HL African History *IB Course Information*

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The study of history from an international perspective is increasingly important today. Students in this class will need to maintain a consistent schedule of reading and interpretation of often very difficult texts. As there is no single textbook, students will read from a range of books designed specifically for the IB and selections from specialist works on specific topics. In order to meet the requirements of the IB assessments, students of History will engage in frequent formal essay writing, document interpretation, and group discussion. To succeed they will need to develop the skills inherent in presenting clear, concise, logical and relevant arguments. They will also need to evaluate, interpret and use source materials critically as historical evidence. At ICS, at the end of the first year Standard Level (SL) students take their exam and Higher Level (HL) students continue their study into the second year with the HL Option: African history.

### Higher Level and Standard Level Objectives

- promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
  - encourage an understanding of the present through critical reflection upon the past
  - encourage an understanding of the impact of historical developments at national, regional and international levels
  - develop an awareness of one's own historical identity through the study of the historical experiences of different cultures.
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### Internal Assessment (HL 20% SL 25%)

This is a Historical Investigation of between 1500 and 2000 words, going deeper into an area of history of interest to the student. Topic selection will be guided by the teacher, but will ultimately be up to the student. The Historical Investigation generally comprise of around 20 hours of in-class and outside of class work.

### External Assessments (HL 80% SL 75%)

#### *Paper 1:* (HL 20% SL 30%)

For exam-takers in 2011 the prescribed subject will be *Communism in crisis 1976-89*. The hour long exam involves four questions based on a set of five documents taken from the time period. The documents consist of a mixture of primary and secondary sources; they may be written, pictorial or diagrammatic.

#### *Paper 2:* (HL 25% SL 45%)

For exam-takers in 2011 the topics will be *Origins and development of authoritarian and single-party states* and *the Cold War*. Students are required to write two essays, one from each topic, during the 1 hour and 30 minute exam session. To provide some flexibility, each topic will have a choice of six questions.

#### *Paper 3: HL Option – Africa* (HL 35%)

For exam-takers in 2011 the topics studied will be three of the following four topics: *Pre-colonial African states (Eastern and Central Africa) 1840-1900*, *European imperialism and annexation of Africa 1850-1900*, *Response to European imperialism (Eastern and Central Africa) 1880-1915* and/or *Developments in South Africa 1880-1994*. The exam consists of three essays written from a list of 24 possible questions, six of which are guaranteed to be from the three topics studied in class, in a 2 hour and 30 minute exam session. Each topic studied will have at least two essay questions on the exam and students may pick any three questions.

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# The International Community School of Addis Ababa

## Group 4, Experimental Sciences: Biology (SL / HL) *IB Course Information*

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The study of Biology will allow students to gain knowledge and apply the principles about the fundamental structures, processes, and systems that connect and unify our living world. Our Biology course reaches far back in time to analyze evidence about the possible origins life, and how life has changed over time. We also examine work of modern scientists and scientific thinkers from all over the world. Students will be given opportunities to model, design experiments, gather and interpret data, and present their findings to peers. Students will visit local sites to see how biology is an applied science, in addition to working in the field to gather data and learn hands-on lessons about Ethiopia's unique ecosystems.

### **Two Possible Levels:**

- Standard Level (SL) Biology: 2-year program (basic fundamentals).
- Year One will include 5 core topics and year two will include 2 extended topics and a review for the examinations in May.
- Higher Level (HL) Biology: 2-year program (more advanced).
- Year One will include the 5 core topics, and year two would include the 8 advanced topics plus 2 optional topics and a review for the examinations in May.

### **Standard Level (SL) Objectives**

- A full and thorough study of the five core topics including cell theory, biochemistry, genetics, ecology and evolution, and human systems. Plus two optional topics

### **Higher Level (HL) Objectives**

- In addition to the five core and optional topics students will also study eight advanced topics that include DNA, photosynthesis and cell respiration, genetics, human reproduction, immunity, excretion, and plant science.

### **Both levels will include:**

- Development of appropriate laboratory skills and scientific writing skills. (6 IB Lab Reports, plus an integrated Group 4 lab project and dozens of supportive laboratory activities and/or demonstrations).

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### **Internal Assessment (24%):**

- 6 IB lab write-ups (40+ hrs in grades 11 & 12)
- an IB Group 4 Project (Interdisciplinary science project of 10-15 hours, completed in Grade 11)
- other supportive laboratory activities for an internal ICS IB Biology course grade

### **External Assessment (76%)**

- Paper 1 and 2 Examinations based on 8 core topics
- Paper 3 Examination based on two optional topics



# The International Community School of Addis Ababa

## Group 4: IB Chemistry SL/HL *IB Course Information*

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The study of chemistry provides students with the opportunity to better comprehend themselves and the world in which they live. Known as the “central” science, chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as health-care, biological science, engineering, environmental science, and in other science-related fields and serves as useful preparation for employment.

The IB Chemistry course will provide opportunities for students to acquire knowledge, methods and techniques specific to chemistry as they study a range of topics including atomic structure, bonding, chemical reactions, quantitative analysis and organic chemistry. There is also the opportunity to apply chemical theory to real industrial processes, for example in the drugs and medicines and human biochemistry options.

### **Higher Level (HL) and Standard Level (SL) Objectives:**

- Proper and safe use of chemistry lab ware, instruments, information technology and chemicals.
- Application of knowledge, methods and techniques to solve problems.
- Employment of the scientific method to investigate scientific relationships.
- Use of personal skills including self motivation and cooperation.

### **Two Possible Levels:**

1. Standard Level (SL) Chemistry: 2-year program covering SL core curriculum.
  2. Higher Level (HL) Chemistry: 2-year program developing more advanced HL curriculum.
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### **Internal Assessment (24%):**

- 40 hours of practical laboratory experiments for SL; 60 hours for HL. These assess students' ability to design, carry out and evaluate practical chemistry investigations.
- an IB Group 4 Project (Interdisciplinary science project of 10-15 hours, normally completed in Grade 11)

### **External Assessment (76%)**

Three comprehensive written IB examinations in the spring of the students' senior year:

- Paper 1 assesses students using multiple-choice questions. Paper 2 requires students to provide full, written answers. Both papers assess the core content of the following topics: quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and base theory, electrochemistry, organic chemistry, and measurements and data processing; plus
- Paper 3 assesses students' knowledge and understanding of two of the following applications of chemistry: human biochemistry, chemistry in industry and technology, medicines and drugs, environmental chemistry, and food chemistry. The students are required to provide full, written answers



# The International Community School of Addis Ababa

## Group 4, Experimental Sciences: Physics (SL / HL) *IB Course Information*

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Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles ‘quarks’ to the vast distances between galaxies of a very high order of magnitude. The Diploma program physics course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific attempt. Alongside the growth in our understanding of the natural world, perhaps the more obvious and relevant result of physics to most of our students is our ability to change the world. This course is extremely important for any student interested in working as an engineer and/or science-related field. Students can enroll in this subject for either an IB certificate or as one of the six subjects needed for their IB diploma.

### Two Possible Levels:

**Standard Level (SL)** Physics: 2-year program (basic fundamentals)

- Year one will cover the 8 core topics, and year two will cover 2 options and a review for the examinations in May.

**Higher Level (HL)** Physics: 2-year program (more advanced)

- Year one will include the 8 core topics, and year two will cover the 6 advanced topics and 2 extended options, plus a review for the examinations in May.

**Core Topics:** Physics and physical measurement; mechanics; thermal physics; oscillations and waves; electric currents; fields and forces; atomic and nuclear physics; energy, power, and climate change.

**HL Advanced Topics:** Motion in fields; thermal physics; wave phenomena; electromagnetic induction; quantum physics and nuclear physics; digital technology.

### Objectives

- Provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
- Provide a body of knowledge, methods and techniques that characterize science and technology
- Enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- Develop an ability to analyze, evaluate and synthesize scientific information
- Stimulate an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills
- Develop and apply the students’ information and communication technology skills in the study of science
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- Develop an appreciation of the possibilities and limitations associated with science and scientists
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method

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### Internal Assessment (24%)

- Investigations: Compile a portfolio of laboratory reports covering the practical work done in class.
- Group 4 Project (Interdisciplinary science project of 10-15 hours, normally completed in Grade 11)

### External Assessment (76%)

- Paper 1 and 2 Examinations based on 8 core topics (SL) and 14 core topics (HL)
- Paper 3 Examination based any two optional topics



# The International Community School of Addis Ababa

## Group 5, IB Mathematical Studies (SL) *IB Course Information*

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In any of the mathematics courses in Group 5, students are expected to know and use mathematical concepts and principles. In particular, students must be able to:

- read, interpret and solve a given problem using appropriate mathematical terms
- organize and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- recognize and demonstrate an understanding of the practical applications of mathematics
- use appropriate technological devices as mathematical tools
- demonstrate an understanding of and the appropriate use of mathematical modeling.

The IB Math Studies course is a two-year course which introduces important mathematical concepts and applications through the development of mathematical techniques. This course is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their further studies. This course contains a broad range of mathematical topics including further studies in numbers and algebra, sets and logic, functions, geometry and trigonometry, statistics and probability, financial mathematics and matrices. This course has a practical, rather than a theoretical approach. Part of the internal assessment of the course will be determined by a math project that constitutes 20% of the final IB grade. The topic and design of this project will be entirely of the student's own choosing, and will be completed over several months, outside of class time.

Topics covered include:

- Introduction to the graphic display calculator
- Number and algebra
- Sets, logic and probability
- Functions
- Geometry and trigonometry
- Statistics
- Introductory differential calculus
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**Students are required to have a TI-83 or TI-84 family of graphing calculators.**

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### **Internal Assessment – 20%**

- 1 project completed over 3 – 4 months
- The project is internally assessed by the teacher, and externally moderated by the IBO.

### **External Assessment – 80%**

- Two 90-minute exams (1 without calculator & 1 with calculator)

## Group 5, IB Mathematics HL *IB Course Information*

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The is a two year course designed for students who expect to include mathematics as a major component of their field of studies, either as a subject in its own right or within courses such as physics, engineering and technology. **The course requires college-level performance and work habits. The course goes through several theoretical as well as practical topics of mathematics that are traditionally covered in the first year of college such as trigonometry, proof by induction, statistics, probability, differential and integral calculus with applications.** The theoretical approach to topics is excellent preparation for students intending to pursue pure mathematics, physics, technology, engineering or the like in university.

This is an extremely challenging course. Students who succeed in this course are highly motivated, have very well developed study skills, and a strong interest and background in mathematics.

The student in this course is assessed both externally and internally. 80% of the assessment is done using three examination papers taken at the end of the second year while 20% of the assessment is done internally using portfolios written by the student over the period of 2 years. These portfolios will be completed in and outside of class time and will take approximately 5-10 hours each to complete.

Topics covered:

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Matrices
- Vectors
- Statistics and probability
- Calculus
- An optional topic [The topic is to be determined by the teacher in consultation with the students]

**Students are required to have a TI-83 or TI-84 family of graphing calculators.**

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### **Internal assessment – 20%**

Portfolio: A collection of two pieces of work assigned by the teacher and completed by the student during the course. The pieces of work must be based on different areas of the syllabus and represent the two types of tasks:

- Mathematical investigation
- Mathematical modeling

The portfolio is internally assessed by the teacher and externally moderated by the IBO.

### **External assessment – 80%**

- Paper 1: 2 hrs, 30%. 7 - 10 compulsory short-response questions based on the core of the syllabus. [Calculators are not allowed]
- Paper 2: 2 hrs, 30%. 5-7 compulsory extended-response questions based on the core of the syllabus.
- Paper 3: 1 hr, 20%. Extended-response questions based mainly on the syllabus options.



# The International Community School of Addis Ababa

## Group 5, IB Mathematics (SL) *IB Course Information*

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In any of the mathematics courses in Group 5, students are expected to know and use mathematical concepts and principles. In particular, students must be able to:

- read, interpret and solve a given problem using appropriate mathematical terms
- organize and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- recognize and demonstrate an understanding of the practical applications of mathematics
- use appropriate technological devices as mathematical tools
- demonstrate an understanding of and the appropriate use of mathematical modeling.

The two-year Mathematics SL course is intended for students who expect to go on to study subjects that have a significant mathematical content, for example, chemistry, economics, geography, psychology and business administration. The course introduces students to important mathematical concepts through the development of mathematical techniques, in a comprehensible and coherent way, rather than insisting solely on mathematical rigor.

Math SL covers diverse topics in number, algebra, functions, equations, circular functions and trigonometry, probability, statistics, and differential and integral calculus.

Pre-requisite: Students must have completed Algebra 2 with a grade of C or higher.

N.B. Students choosing SL Math will take IB Math Yr 1 in their junior year, followed by IB SL Math in their senior year.

**Students are required to have a TI-83 or TI-84 family of graphing calculators.**

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### **Internal Assessments (20%)**

Portfolio: A collection of two pieces of work, based on different areas of the syllabus and representing two types of tasks:

- mathematical investigation
- mathematical modeling

The portfolio is internally assessed by the teacher, and externally moderated by the IBO.

### **External Assessments (80%)**

Two 90-minute exams. Paper 1 (with no calculator) and Paper 2 (with a graphic display calculator required).

Each exam consists of two sections: Section A and Section B. Section A will have short answer questions and have a total of 45 marks. Paper B will have longer response questions and will have a total of 45 marks.



# The International Community School of Addis Ababa

## Group 6, Arts & Electives: Music SL *IB Course Information*

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The study of music gives students the opportunity to explore, enjoy and understand the diversity of music, the role it plays in society and the elemental similarities across cultures. Students will continue develop and refine their musical listening, performing, theoretical, historical, analytical and research skills through a breadth of musical experiences and pieces. In addition to applying their musical knowledge through performances and analyses, students will also be challenged to make connections across all academic disciplines and learn to present themselves to the public with poise, class and clarity.

### Standard Level (SL) Objectives

- Students will use appropriate musical terminology to describe, reflect and analyze music.
- Students will develop perceptual skills as they listen to, analyze and perform music.
- Students will demonstrate depth of musical knowledge and understanding in relation to other academic disciplines.
- Students will demonstrate technical competence, style and interpretation of their choice of performance skills through solo (SLS) or ensemble (SLG) music making.

### Two Possible Areas for IB Music (SL)

1. Standard Level Solo Performance (SLS): 15 minutes of solo recital music
  2. Standard Level Group Performance (SLG): Enrollment in a performance-based class or regular meeting of an extracurricular ensemble is required.
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### Internal Assessments (50%)

#### Solo Performance

- Presentation of 15 minutes of recorded music of contrasting compositions
- Students may include **one** small ensemble piece.
- Solo pieces may include accompaniment.

#### Group Performance

- Presentation of 15-30 minutes of recorded public performances (50%) in student's chosen ensemble.

### External Assessments (50%)

1. Listening Paper 2 ½ hours: Musical Perception and Analysis
  - Study of Prescribed Works (for 2011-2012) (10%):
    - i. Mozart's Symphony #41
    - ii. Copland's El Salon Mexico
  - Study of Musical Genres and Styles: 20%
2. Musical Investigation (20%)
  - A written **media script** of 1200-1500 words investigating the relationships between two musical genres.



# The International Community School of Addis Ababa

## Group 6, Arts & Electives: Visual Arts SL / HL *IB Course Information*

### Which students should choose this subject?

IB Visual Arts is a course for students who are seriously interested in the Visual Arts. It is highly recommended that a student considering the Visual Arts as a possible subject of study at the IB level (grades 11 and 12) first completes the Visual Art course in Grade 10. The student should prove that s/he has a portfolio of work and is committed to developing artistic skill, exploring art media and investigating appropriate global themes. The IB Visual Arts course stresses practice in the use of various media, the acquisition of techniques, the mature development of creative ideas and the ability to relate to all form of art in their many social and historical contexts.

A good candidate is highly motivated, hard-working and able to work independently. Finally, it is important to realize that the expectations of this program are rigorous and challenging even for the most competent art student.

### Assignments

Over the two years of the course, the students will work in a variety of techniques and media to develop their skills and understanding of the elements of the visual arts in both two and three-dimensional formats.

The nature of the course changes over the two year period. It begins primarily teacher-directed, with students following assignments and instructions which are designed to get them working in their **Investigation Workbook** and developing ideas for the course of inquiry they will follow in their **Studio Work**. It evolves into a more student-initiated and student-guided course of study, when the teacher serves more as an objective guide for the students as they progress through exploration and experimentation of themes and use of various media. Students are expected to perform independent research and make tangible connections between their developing **Studio Work** and the results of their research in the **Investigation Workbook**.

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### Assessment Components

Students are required to develop two components simultaneously. First, an **Investigation Workbook** serves as a journal where students document the creative process. The second component is **Studio Work**, which should directly reflect the ideas developed in the **Investigation Workbook**.

### Investigation Workbook demonstrates:

- How research leads to an understanding of topics and concepts.
- Aesthetic qualities of different art forms leading to strong visual vocabulary.
- An awareness of cultural, historical, and social dimensions and themes of more than one culture.

### Studio Work demonstrates:

- Purposeful exploration and enquiry into a range of visual ideas.
- Ideas that are personal and that draw upon cultural and social themes.
- The development of technical problem-solving and appropriate use of media as part of studio practice.
- A culmination of the ideas demonstrated in the investigation workbook.

All these efforts lead up to the final examination at the end of the two year course, where students exhibit their **Studio Work**, show their **Investigation Workbook** and discuss their development and creative journey during an interview with a visiting external examiner.

If a student chooses option A, studio work is weighted 60% (external assessment) and the investigation workbook is weighted 40% (internal assessment). If a student chooses option B, the studio work is weighted 40% (internal assessment) and the investigation workbook is weighted 60% (external assessment).

SL level students complete 150+ hours of IB art coursework, and at the HL level 220+ hours, over the two years.



# The International Community School of Addis Ababa

## Theory of Knowledge *IB Course Information*

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The principle of the Theory of Knowledge course is to challenge students to reflect critically upon their courses in the IB Diploma program and on the different ways we humans make meaning and construct knowledge.

In addition to becoming aware of the complexity of knowledge, students will become aware of themselves as thinkers, and of the forces and choices which shape their thinking.

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### **Objectives**

Students will:

1. Understand the issues associated with the study of ethics, aesthetics, sciences, social sciences, history and mathematics.
  2. Understand the several ways of knowing through logic, emotion and perception.
  3. Analyze the nature of language.
  4. Analyze fundamental concepts such as knowledge, truth, certainty, objectivity, proof, explanation, induction, deduction, meaning and value.
  5. Evaluate rival knowledge claims.
  6. Develop the skills of philosophical writing, especially the definition of concepts and the deployment of logical argument and counter-argument.
  7. Develop the skills of oral exposition on a contemporary issue of applied philosophy.
  8. Develop the skill of using specific examples from a range of areas of knowledge and cultural traditions.
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### **Internal Assessment – 20 points**

- A presentation, on a contemporary issue selected by the student, analyzing the knowledge problems related to the contemporary issue. Presentations are assessed by the teacher according to published criteria available to the student.

### **External Assessment – 40 points**

- An essay of 1200-1500 words, on one title chosen from ten titles prescribed each year by the IBO. The essay is sent to an external examiner for marking, according to published criteria available to the students.