

KBS2 SCHOOL

IB DIPLOMA PROGRAMME HANDBOOK



FROM COURSE REQUIREMENTS TO EXAM PREPARATION



Welcome to the IB Diploma Programme

Understanding the IB Programmes

The International Baccalaureate (IB) Diploma Programme (DP) is a challenging two-year curriculum for students aged 16 to 19, recognized globally for its academic rigor, commitment to holistic education, and promotion of international-mindedness.

Why Choose the IB Diploma Programme?

Preparing for University and Beyond

The International Baccalaureate (IB) Diploma Programme (DP) at KBS2 School is designed not just as an academic pathway but as a comprehensive preparation for university and life beyond. The DP's holistic approach to education develops well-rounded individuals who are equipped with the knowledge, skills, and attitudes necessary for success in higher education and their future careers.

Recognition by Top Universities

- **Global Acceptance:** Universities worldwide recognize the IB Diploma as a sign of academic excellence and a strong predictor of success in undergraduate studies.
- **Advanced Credits:** Many universities offer advanced standing or credits for high scores in IB courses, acknowledging the level of mastery achieved by DP students.

Academic Rigor and Depth

- **Challenging Curriculum:** The DP's curriculum is designed to be challenging and thought-provoking, encouraging students to think critically and independently.
- **Depth of Knowledge:** Students delve deeply into subjects, gaining a thorough understanding of core academic concepts and advanced topics, especially in Higher Level (HL) courses.



Development of Key Skills and Attributes

- **Critical Thinking:** The DP encourages students to think critically and challenge assumptions, preparing them for the complex problem-solving they will encounter in university and in their careers.
- **Research Skills:** Through components like the Extended Essay, students develop strong research skills, learning how to conduct in-depth inquiries and present their findings coherently.
- **International Mindedness:** The DP's global perspective fosters an understanding and appreciation of different cultures and viewpoints, crucial in our interconnected world.

Programme Model and Philosophy

- **Breadth and Balance:** The DP ensures that students are exposed to a broad and balanced curriculum.
- **Education for Intercultural Understanding:** Fosters international-mindedness and understanding of different cultures.
- **Language Learning:** Central to the programme, emphasizing learning about cultures through language.

The DP Curriculum

Understanding HL and SL in IB Subjects

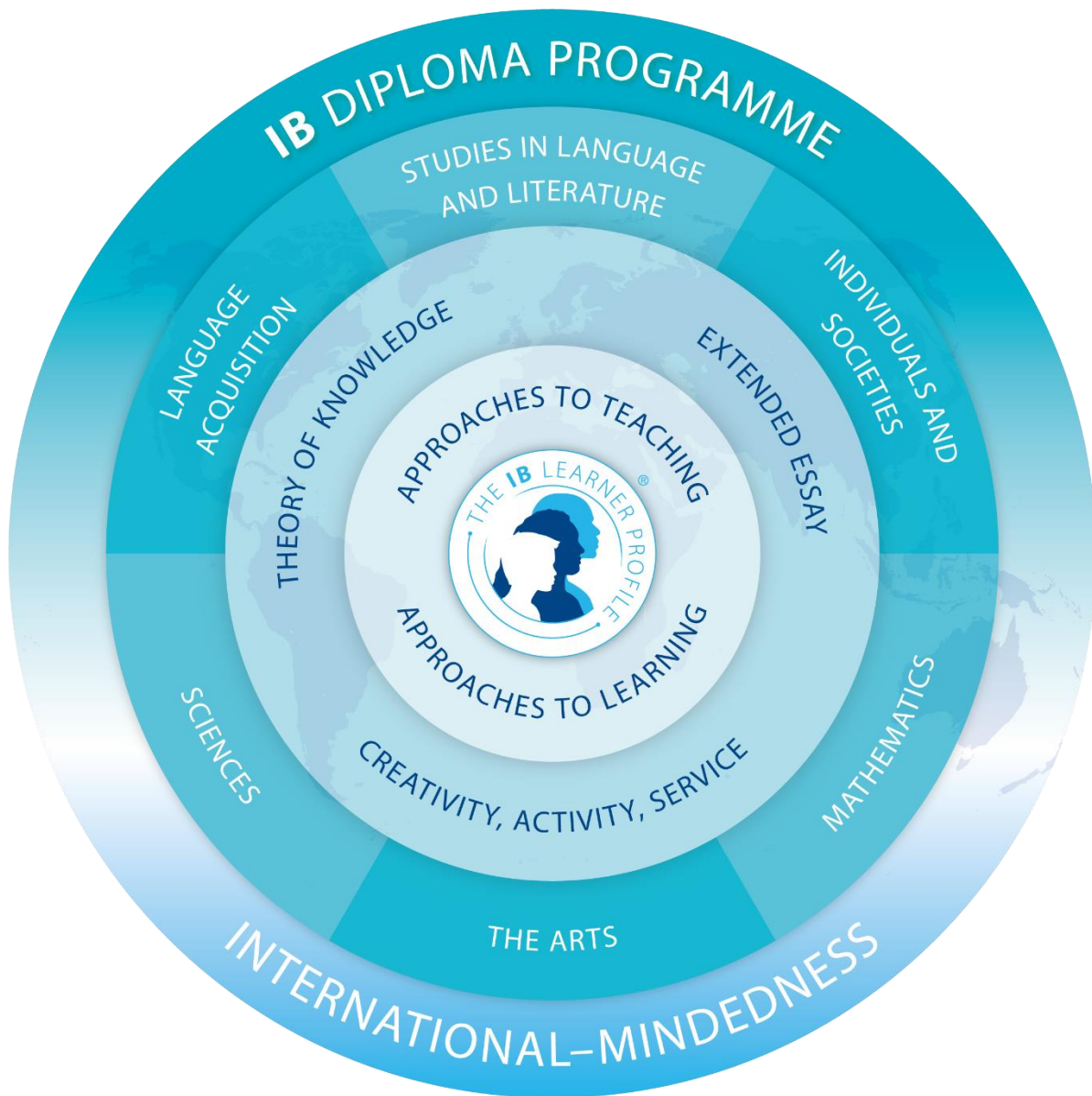
In the IB Diploma Programme, each subject is offered at either Higher Level (HL) or Standard Level (SL). HL courses are more challenging and require a greater time commitment, typically involving 240 teaching hours. SL courses cover the same core requirements but, in less depth, requiring 150 teaching hours.

Choosing Between HL and SL

- **Diploma Requirements:** Students must choose at least three (and no more than four) subjects at Higher Level, and the rest at Standard Level.
- **Personal Strengths and Interests:** Students should consider their strengths, interests, and future academic or career plans when choosing between HL and SL.
- **University Requirements:** Some university programs may have specific requirements regarding HL or SL subjects.



Subject Groups





Group I: Language and Literature

Group I: Language and Literature is a core component of the IB Diploma Programme, focusing on strengthening students' literary and linguistic skills in their first language. This course encourages students to appreciate literature's aesthetic and global perspectives while enhancing their ability to communicate effectively.

Course Structure

- **Study of Texts:** Students explore a diverse range of literary and non-literary texts from different periods, styles, and genres.
- **Literary Analysis:** Emphasis is placed on developing analytical skills to interpret texts critically and understand their broader contexts.
- **Comparative Study:** Students compare and contrast different works, fostering an understanding of varied cultural and ideological perspectives.

HL vs. SL

HL: Requires the study of a larger number of texts and a deeper, more complex analysis. HL students engage in more detailed literary criticism and are often required to compare texts.

SL: Focuses on fewer texts and emphasizes understanding and analysis, but with less depth compared to HL.

Key Learning Areas

- **Written and Oral Communication:** Development of coherent and structured analytical writing and oral presentation skills.
- **Critical Thinking:** Encouraging independent thought and a critical approach to the study of literature and language.
- **Cultural Awareness:** Exploring texts from various cultures and traditions to develop an appreciation of cultural diversity in literature.

Assessment Components

- **Internal Assessment (IA):** An individual oral commentary and discussion based on works studied in class. This component assesses students' ability to analyze literature orally.
- **External Examinations:**
 - **Paper I: Guided textual analysis:** The paper consists of two non-literary passages, from two different text types, testing students' ability to interpret and analyze on the spot.



- **Paper 2:** Comparative essay on at least two works studied, focusing on themes, characterization, and other literary elements.

Skills Developed

- **Analytical Skills:** Ability to dissect and interpret complex texts, identifying themes, stylistic devices, and narrative techniques.
- **Communication Skills:** Enhanced written and spoken expression, critical for academic success and future professional endeavors.
- **Empathy and Understanding:** Through the study of literature, students develop a deeper understanding of human experiences and diverse perspectives.

Group 2: Language Acquisition

Group 2: Language Acquisition in the IB Diploma Programme at KBS2 School is designed to develop students' linguistic abilities and intercultural understanding. This course offers students the opportunity to learn a new language or further develop proficiency in a language they are already familiar with.

Course Structure

- **Languages Offered:** KBS2 School offers a range of languages, including but not limited to English, and French. The availability of languages may vary based on student interest and faculty expertise.
- **Skill Development:** The course focuses on developing skills in listening, speaking, reading, and writing in the target language.

HL vs. SL

- **HL:** This level is more suited for students with prior experience in the language. It includes the study of literature and more complex linguistic and cultural aspects.
- **SL:** Ideal for beginners or those with basic knowledge. The focus is on practical communication skills and cultural understanding.

Key Learning Areas

- **Communication Skills:** Emphasis on effective oral and written communication in the target language.
- **Cultural Awareness:** Exposure to the culture associated with the language, including traditions, literature, history, and arts.
- **Language in Context:** Understanding how language evolves and is used in various social and cultural contexts.



Assessment Components

- **Internal Assessment (IA):** An oral examination assessing interactive and productive skills in the target language.

- **External Examinations:**

- **Paper 1:** Productive skills—writing.

One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2: Receptive skills—separate sections for listening and reading Listening comprehension.

Reading comprehension

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Skills Developed

- **Linguistic Proficiency:** Enhanced ability to communicate effectively in the target language.
- **Intercultural Competence:** Understanding and appreciation of different cultural perspectives and practices.
- **Analytical Skills:** Ability to analyze texts and express insights in the target language



Group 3: Individuals and Societies

Group 3: Individuals and Societies at KBS2 School encompasses a range of subjects that explore humans in their social, cultural, economic, and political contexts. This group encourages students to critically examine individuals, societies, and the environments in which they operate.

Course Structure

- **Subject Offerings:** May include History, Geography, Economics, Psychology, Business Management, and Global Politics, among others.
- **Interdisciplinary Approach:** These courses encourage students to make connections between various disciplines within the social sciences.

HL vs. SL

- **HL:** Offers a more in-depth study with a greater emphasis on primary and secondary research, theory, and analysis.
- **SL:** Focuses on the foundational concepts and theories of the subjects, with less emphasis on in-depth research and analysis.

Key Learning Areas

- **Critical Thinking:** Developing the ability to analyze, evaluate, and synthesize information from a range of sources.
- **Research Skills:** Conducting research, including the formulation of a research question, data collection, and analysis.
- **Understanding of Global Issues:** Gaining insights into how historical, geographical, economic, and cultural factors shape the world.

Assessment Components

- **Internal Assessment (IA):** A research project or investigation specific to each subject, allowing students to explore an area of interest in depth.
- **External Examinations:**
 - **Paper 1 and 2 (varies by subject):** Assess students' understanding of key concepts, theories, and case studies.

Skills Developed

- **Analytical Skills:** Ability to dissect complex concepts and arguments.
- **Communication Skills:** Enhanced written and oral expression, particularly in constructing well-argued essays and presentations.
- **Global Awareness:** Understanding of global issues, cultural diversity, and societal changes.



Group 4: Sciences

Group 4: Sciences at KBS2 School focuses on developing students' understanding of the scientific method and encouraging a deep appreciation for the natural world. This group includes subjects like Biology, Chemistry, Physics, Environmental Systems and Societies, Sports, exercise and health science, and Computer Science.

Course Structure

- **Subject Offerings:** A range of science subjects catering to diverse interests and career aspirations.
- **Practical Work:** Emphasis on experiments and hands-on activities to complement theoretical learning.

HL vs. SL

- **HL:** More comprehensive coverage of topics with additional higher-level content. HL courses often require more laboratory hours and a deeper understanding of complex concepts.
- **SL:** Focuses on core principles and concepts, suitable for students who want a broad understanding of the subject.

Key Learning Areas

- **Scientific Inquiry:** Understanding and applying the scientific method in practical and theoretical contexts.
- **Critical Thinking:** Analyzing and evaluating scientific information and research.
- **Ethical Implications:** Considering the ethical implications of scientific advancements and their impact on society and the environment.

Assessment Components

- **Internal Assessment (IA):** An individual investigation in which students design and conduct an experiment or research project.
- **External Examinations:**
 - **Paper 1:** Multiple-choice questions testing core knowledge.
 - **Paper 2:** Structured questions requiring detailed answers, including data analysis and extended response questions.
 - **Paper 3 (HL only):** Additional topics and options that allow students to explore areas of interest in greater depth.



Skills Developed

- **Analytical Skills:** Ability to interpret data and draw conclusions based on scientific principles.
- **Problem-solving:** Applying scientific knowledge to solve theoretical and practical problems.
- **Communication:** Presenting scientific information clearly and effectively, both orally and in writing.

Group 5: Mathematics

Group 5: Mathematics in the IB Diploma Programme at KBS2 School is designed to develop students' mathematical knowledge and skills, as well as their logical and critical thinking abilities. The curriculum is structured to cater to students with varying levels of interest and ability in mathematics.

Course Structure

- **Subject Offerings:** Depending on the IB curriculum updates, courses may include Mathematics: Analysis and Approaches, and Mathematics: Applications and Interpretation.
- **Focus Areas:** Each course has a different focus, with Analysis and Approaches being more abstract and theory-based, and Applications and Interpretation being more practical and applied.

HL vs. SL

- **HL:** Intended for students with a strong background in mathematics and an interest in topics requiring a higher level of mathematical abstraction and rigor.
- **SL:** Suitable for students who need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology, and business.

Key Learning Areas

- **Analytical Thinking:** Developing the ability to approach complex problems systematically and logically.
- **Conceptual Understanding:** Gaining a deep understanding of mathematical concepts and how they interconnect.
- **Real-world Applications:** Applying mathematical concepts and techniques to real-world scenarios and problems.



Assessment Components

- **Internal Assessment (IA):** A mathematical exploration, allowing students to investigate an area of interest using mathematical concepts.
- **External Examinations:**
 - **Paper 1:** Non-calculator paper focused on assessing students' understanding of core concepts.
 - **Paper 2:** Calculator-allowed paper that tests the application of mathematical concepts.
 - **Paper 3 (HL only):** Focuses on more complex problems and advanced topics.

Skills Developed

- **Problem-Solving Skills:** Ability to tackle a range of mathematical problems effectively.
- **Logical Reasoning:** Developing strong reasoning skills and the ability to make logical arguments.
- **Quantitative Analysis:** Skills in analyzing and interpreting data, essential for various academic and career paths.

Group 6: The Arts

Group 6: The Arts at KBS2 School offers students the opportunity to explore their creativity and express themselves through various artistic disciplines. This group includes subjects like Visual Arts, Music, Theatre, and Film.

Course Structure

- **Subject Offerings:** A range of artistic subjects allowing students to explore different forms of artistic expression.
- **Practical and Theoretical Elements:** Each course combines practical skills development with theoretical study, including the history and context of the art form.

HL vs. SL

- **HL:** More comprehensive study with a greater emphasis on in-depth analysis, creation, and performance. HL students undertake larger-scale projects or performances.
- **SL:** Focuses on the fundamental skills and concepts of the art form, with less extensive final projects or performances.



Key Learning Areas

- **Creative Expression:** Encouraging students to develop their own artistic voice and style.
- **Critical Analysis:** Analyzing and critiquing artworks, performances, and compositions.
- **Cultural Context:** Understanding the role of the arts in various cultural and historical contexts.

Assessment Components

- **Internal Assessment (IA):** A portfolio or project that showcases the student's skills and understanding of the art form.
- **External Examinations:**
 - **Visual Arts:** An exhibition of artwork accompanied by a curatorial rationale.
 - **Music/Theatre/Film:** Performances, compositions, or film projects, along with written analyses.

Skills Developed

- **Creativity and Innovation:** Fostering original thinking and creative problem-solving skills.
- **Technical Skills:** Developing proficiency in specific artistic techniques and practices.
- **Communication:** Enhancing the ability to convey ideas and emotions through various art forms.



The DP Core

Creativity, Activity, Service (CAS)

Creativity, Activity, Service (CAS) is a core component of the IB Diploma Programme at KBS2 School. It is designed to complement the academic rigor of the program by involving students in a range of activities that encourage personal and interpersonal development through experiential learning.

The Three Strands of CAS

- **Creativity:** Involves students in creative thinking and doing, encompassing a wide range of arts and other creative endeavors.
- **Activity:** Encourages physical exertion contributing to a healthy lifestyle, fostering sportsmanship, and teamwork.
- **Service:** Involves collaborative and reciprocal engagement with the community in response to an authentic need.

Goals and Objectives

- **Personal Growth:** Develop new skills, discover new interests, and challenge personal limits.
- **Social Responsibility:** Foster a sense of responsibility towards the community and the environment.
- **Reflection:** Encourage students to reflect on their experiences, learning from both successes and challenges.

CAS Experiences and Projects

- **CAS Experiences:** A variety of short-term and long-term activities that cover the three strands of CAS.
- **CAS Project:** A collaborative, well-considered project that spans at least one month and incorporates elements of creativity, activity, and service.

CAS Portfolio

- **Documentation:** Students are required to keep a CAS portfolio, documenting their experiences, reflections, and personal growth.
- **Reflections:** Regular reflections are a crucial part of the CAS portfolio, helping students to make meaning of their experiences.



Assessment and Evaluation

- **No Grades:** CAS is not formally assessed and does not contribute to the IB diploma points.
- **Completion Requirements:** Students must demonstrate ongoing and regular participation in CAS activities, fulfilling the seven learning outcomes.

Support and Guidance

- **CAS Coordinator:** The CAS coordinator at KBS2 School provides guidance and support, helping students to plan and implement their CAS experiences.
- **Faculty and Community Mentors:** Support from faculty members and community mentors for CAS projects and activities.

Examples of CAS Activities

- **Creativity:** Participating in art, drama, or music workshops; organizing a school event; starting a blog or podcast.
- **Activity:** Joining a sports team; participating in sports classes; organizing a charity run.
- **Service:** Volunteering at local shelters; participating in environmental clean-ups; tutoring younger students.



Extended Essay (EE)

The Extended Essay (EE) is a core component of the IB Diploma Programme at KBS2 School. It is an independent, self-directed piece of research, culminating in a 4,000-word paper. The EE provides students with an opportunity to engage in personal research on a topic of their choice, under the guidance of a supervisor.

Purpose and Goals

- **In-depth Study:** Allows students to investigate a topic of special interest that they have chosen, often one related to one of the student's six Diploma Programme subjects.
- **Research Skills:** Develops students' skills in research, including formulating a research question, engaging in a systematic investigation, and presenting their findings.
- **Preparation for Higher Education:** Prepares students for the kind of independent research and writing skills expected at the university level.

Process and Timeline

- **Topic Selection:** Students choose a topic that interests them and aligns with one of their six DP subjects.
- **Supervision:** Each student is assigned a supervisor (usually a teacher) who provides guidance and advice throughout the research process.
- **Research and Writing:** Students spend approximately 40 hours on their research and writing, culminating in the 4,000-word essay.

Components of the EE

- **Introduction:** Sets the research question and outlines the scope of the essay.
- **Body:** Detailed investigation of the topic, including analysis and discussion.
- **Conclusion:** Summarizes the findings and reflects on the research process.

Assessment Criteria

- **Focus and method:** Clarity, focus, and methodological approach.
- **Knowledge and Understanding:** Depth of understanding of the topic and context.
- **Critical Thinking:** Analysis, evaluation, and synthesis of information.
- **Presentation:** Structure, coherence, and academic formalities.
- **Engagement:** Reflection on the research process and personal learning.



Support and Resources

- **Supervisors:** Provide guidance on topic selection, research questions, methodology, and structure.
- **Workshops and Seminars:** Sessions on research skills, academic writing, and citation styles.
- **Library Resources:** Access to a wide range of resources, including books, journals, and online databases.

Examples of EE Topics

- **Biology:** The effect of a specific factor on plant growth.
- **History:** Analysis of a significant historical event or period.
- **English:** Thematic exploration of a particular author's work.
- **Psychology:** Investigation into a specific theory or phenomenon.



Theory of Knowledge (TOK)

Theory of Knowledge (TOK) is a core component of the IB Diploma Programme at KBS2 School. It is an interdisciplinary course designed to challenge students to question the basis of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational arguments.

Purpose and Goals

- **Critical Thinking:** Encourages students to reflect on the nature of knowledge and how we know what we claim to know.
- **Interdisciplinary Approach:** Connects various areas of knowledge, showing how they interact and depend on each other.
- **Awareness of Perspectives:** Helps students to understand that knowledge is not a fixed entity but is shaped by perspectives and contexts.

Course Structure

- **Core theme: 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.
- **Ways of Knowing:** Examines different ways of knowing, such as emotion, language, sense perception, and reason.

Assessment:

- **TOK Essay:** An externally assessed essay on a prescribed title, which encourages students to reflect on how knowledge is constructed and evaluated.
- **TOK Exhibition:** An internally assessed component where students create an exhibition to demonstrate how TOK manifests in the world around them.

Assessment Criteria

- **Critical Thinking:** Ability to critically examine knowledge claims and their underlying assumptions.
- **Coherence of Argument:** Clarity and logical structure in the presentation of ideas.
- **Engagement with Knowledge Questions:** Depth of understanding and insight into knowledge issues.

Skills Developed

- **Analytical Skills:** Ability to analyze complex concepts and arguments.



- **Reflective Thinking:** Encouraging self-awareness and reflection on personal beliefs and assumptions.
- **Communication Skills:** Developing clear and coherent expression of ideas both orally and in writing.

Support and Resources

- **TOK Teachers:** Provide guidance and support in exploring and understanding complex knowledge issues.
- **Discussion Forums:** Opportunities for group discussions and debates to explore different viewpoints.
- **Resource Materials:** Access to a variety of resources, including textbooks, articles, and multimedia content.

Examples of TOK Topics

- **Ethics:** Exploring the basis of ethical judgments and their implications.
- **History:** Examining how historical knowledge is constructed and interpreted.
- **Science:** Understanding the scientific method and the role of evidence in scientific knowledge.



Choosing Your Subjects in the IB Diploma Programme

Subject Selection Process

At KBS2 School, selecting the right combination of subjects in the IB Diploma Programme is a crucial step in shaping your academic journey and future career path. Our guidance counselors work closely with students to help them make informed decisions based on their interests, strengths, and university and career aspirations.

Higher Level (HL) and Standard Level (SL)

- **Balanced Curriculum:** Students are required to choose three subjects at Higher Level (HL) and three at Standard Level (SL). HL courses are more in-depth and require a greater time commitment, reflecting a higher level of complexity and rigor.
- **Personalized Learning:** This structure allows students to pursue their interests and strengths in greater depth through HL courses while maintaining a broad and balanced education across other disciplines with SL courses.

Language Requirements

- **Language A Subject:** All students must take at least one Language A subject, which is typically the student's first language. This requirement ensures proficiency in understanding and expressing complex ideas in the student's native language.

Full Diploma vs. Courses

- **Full Diploma Programme:** The full IB Diploma requires students to take a set of six subjects – three at HL and three at SL – along with the core components (Extended Essay, Theory of Knowledge, and Creativity, Activity, Service). This option is designed for students seeking a comprehensive and challenging pre-university education.
- **Individual DP Courses:** Alternatively, students have the option to take individual DP courses without pursuing the full diploma. This option is suitable for students who wish to focus on specific areas of interest or who may have scheduling or other constraints.

Guidance and Support

- **Counseling Sessions:** Individual counseling sessions are available to help students understand their options and make choices that align with their future goals.
- **Information Sessions:** Regular information sessions are held to provide students and parents with detailed insights into the subject offerings and the differences between HL and SL courses.

Considerations for Subject Selection

- **University Requirements:** Students are advised to consider university entrance requirements for their intended field of study when selecting subjects.



- **Interests and Strengths:** Choosing subjects that align with personal interests and strengths can lead to a more enjoyable and successful DP experience.
- **Balance and Manageability:** It's important to strike a balance between academic rigor and personal well-being, ensuring a manageable workload.



Assessment and Evaluation

Internal Assessment

- Conducted throughout the course, accounting for a significant portion of the total subject score.

External Assessment

- Final examinations at the end of the two-year programme, assessing students' knowledge and understanding.

Grading System

- Each course is graded on a scale of 1-7, with a minimum of 24 points required for the diploma.

Bilingual Diploma

- Awarded to students who demonstrate proficiency in two languages.

Final Thoughts

The IB DP is a journey of intellectual discovery and personal development, preparing students for success in higher education and beyond.

Closing Note:

This handbook serves as an introductory guide to the International Baccalaureate Diploma Programme at KBS2 School. It is designed to provide students and parents with an overview of the programme's structure, subjects, and core components. However, it is important to note that this handbook is not exhaustive and should be used in conjunction with more detailed resources and guidance.

We strongly encourage students and parents to consult the following for a more comprehensive understanding of the IB DP at KBS2 School:

- **Specific Course Syllabi:** Detailed syllabi for each subject will offer in-depth information on curriculum content, assessment criteria, and learning outcomes.
- **Resources:** Additional resources, including textbooks, online materials, and supplementary reading, will support students in their studies.
- **Guidance from KBS2 School's IB Coordinator and Teaching Staff:** Our dedicated staff are available to provide personalized guidance, answer specific queries, and offer support throughout the duration of the programme.