

MICS IBDP PROGRAMME

Morgan International Community School is proud to be an IB World School. The IB Diploma Programme (DP) is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification (the IB diploma) that is widely recognized by the world's leading universities.

Composition of the Diploma Programme

The curriculum contains six subject groups, together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK). The subject groups and the core elements are shown in Figure 1.



Figure 1 The Diploma Programme model

The subject groups (offered by MICS) and core elements are listed below.

Table 1: MICS IBDP Subjects

Group	Area of study	Subjects
1	Studies in Language and Literature	English A: Literature
2	Language acquisition	Spanish
		French B
3	Individuals and Societies	Economics
		Business Management
		Geography
		ITGS
		Env. Sys & Societies (ESS)*
		History
		Global Politics
4	Sciences	Psychology
		Physics
		Chemistry
		Biology
		Computer Science
		Sports, exercise & Health Science
5	Mathematics	Env. Sys & Societies (ESS)*
		Mathematics Application & Analysis
6	The Arts	Mathematics Analysis & Interpretation
		Visual Arts
Other	The Core	TOK
		Extended Essay
		CAS

What subjects must DP category candidates study?

Mainstream subjects

DP category candidates taking the diploma study six subjects selected from the subject groups. Normally one subject from each group with three of these studied as higher level (HL) and three are studied as standard level (SL). Please refer to section (IB Diploma Requirement) for the complete diploma requirement details.

- HL courses represent 240 teaching hours.
- SL courses represent 150 teaching hours.

Core elements All three core elements must be studied; these are central to the philosophy of the DP.

The three core elements are as follows.

- The extended essay (EE) offers students the opportunity to research and investigate a topic that interests them, using the independent research and writing skills they will need at college or university. A diploma candidate must complete and submit an extended essay (EE), which is a substantial piece of independent research of up to 4,000 words. Work on the EE is expected to occupy approximately 40 hours. The work for an EE must be done under the direct supervision of an appropriate teacher at the IB World School that is registering the candidate for the examination session (***Please see the EE page for further details***).
- The theory of knowledge (TOK) course explores the nature of knowledge across a range of disciplines. A diploma candidate must follow a theory of knowledge (TOK) course. The IB recommends that TOK is an independent course of at least 100 teaching hours evenly distributed over the two-year period of study, and the course must meet the TOK assessment requirements that include giving a presentation and submitting an essay on one of the six prescribed titles for the examination session. The prescribed titles for May 2019 are released on the programme resource centre for coordinators in September 2018, and those for November 2019 are released in March 2019 (***Please see the TOK page for further details***).
- The creativity, activity, service (CAS) programme fosters students' awareness and appreciation of life beyond the academic arena. A diploma candidate must take part in creativity, activity, service (CAS) experiences. Schools entering candidates for the diploma undertake to ensure that all candidates engage in a CAS programme. The CAS programme formally begins at the start of the DP and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity and service (***Please see the CASV page for further details***).

Award of the diploma

Core requirements

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements—see section (additional requirement).
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

Additional requirements

The additional requirements for the award of the diploma are as follows.

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)

- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma. These examination sessions need not be consecutive.

How are Students Assessed?

At the end of the two-year Programme, students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

Internal assessment

In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances.

External Assessment

Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include world literature assignments for language A: Literature, essays for theory of knowledge and extended essays. The grading system is criterion based (results are determined by performance against set standards, not by each student's position in the overall rank order); validity, reliability and fairness are the watchwords of the Diploma

Do Universities Recognize the IB Diploma?

The International Baccalaureate (IB), and the Diploma Programme (DP) in particular, enjoys a high level of respect and recognition among the world's higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities.

The IB works with the higher education community to ensure IB students get the recognition they have earned, as well as to examine and further develop our programmes to make sure we continue to offer the best preparation for university studies and life beyond.

Benefits of IB Diploma Programme

International Baccalaureate (IB) programmes aim to do more than other curricula by developing inquiring, knowledgeable and caring young people who are motivated to succeed.

We strive to develop students who will build a better world through intercultural understanding and respect.

The IB's programmes are different from other curricula because they:

- encourage students of ages (16 – 19years) to think critically and challenge assumptions

- develop independently of government and national systems, incorporating quality practice from research and our global community of schools
- encourage students of ages (16 – 19years) to consider both local and global contexts
- Develop multilingual students.
- Students are able to take responsibility for their own learning and understand how knowledge itself is constructed; this is further to our unique theory of knowledge (TOK) course. They are encouraged to try different approaches to learning and to take responsibility for their own educational progress.

Our programmes help IB students:

- ask challenging questions
- think critically
- develop research skills proven to help them in higher education.

The IB Diploma programme also encourage students to be active in their communities and to take their learning beyond academic study.

Please click on the link to access MICS IB Subject selection form



MORGAN INTERNATIONAL COMMUNITY SCHOOL
2020-21 IBDP SUBJECT SELECTION FORM- COMPLETE AND RETURN

Group	Area of study	Subjects	Level (Tick)			Comments
			HL	SL	Ab	
1	Studies in Language and Literature	English A: Literature				Select one level
2	Language acquisition	Spanish				Select either French or Spanish
		French B				
3	Individuals and Societies	Economics				Select a minimum of one (1) and a maximum of two (2) subjects. <i>Note: ESS can be chosen only once</i>
		Business Management				
		Geography				
		ITGS				
		Env. Sys & Societies (ESS)*				
		History				
		Global Politics				
		Psychology				
4	Sciences	Physics				Select a minimum of one (1) and a maximum of two (2) subjects. <i>Note: ESS can be chosen only once</i>
		Chemistry				
		Biology				
		Computer Science				
		Sports, Exercise & Health Science				
		Env. Sys & Societies (ESS)*				
5	Mathematics	Mathematics Application & Interpretation				Select one subject.
		Mathematics Analysis & Approaches				
6	The Arts	Visual Arts				
Other	The Core	TOK		√		All core courses are compulsory for all full diploma students
		Extended Essay		√		
		CAS		√		

Course selection should be a maximum of three (3) Higher Level (HL) subjects and three (3) Standard Level (SL) subjects. That is the total of six (6) subjects and the three (3) core subjects for subjects.

Student Name:Signature: Date:

Parent Name: Signature: Date:

IB Diploma []

IB Diploma Course []

IBDP Coordinator's Name: **Anthony Abaidoo**

Signature:Date: