



International School Dhaka

Secondary School

A fully accredited International Baccalaureate world School

Parent Syllabus Outline

Grade 11

Semester I

2009-2010

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Subject: Drama

Ms. Gisele Lewis

The IB Theatre Arts syllabus 2 year programme which consists of three interrelated areas. Students are required to explore these three areas from the perspective of the dramaturg, director, performer, group ensemble, production team and spectator.

The three areas are: theatre in the making which is the process of theatre making, theatre in performance is on the application of skills developed in theatre in the making, theatre in the world focuses on a practical and theoretical exploration of a range of theatre traditions and cultural conventions and practices from diverse cultural and historical contexts.

Students are required to complete an Independent project, and to keep a journal recording their reflections, charting their development, challenges and achievement.

Subject: French

Spanish AB Initio

Ms.Nohora Cumplido Miles

This Semester we will start our Spanish learning by covering the topics which are part of the Spanish AB Initio syllabus:

The Individual: greetings, how to introduce ourselves, talk about our family, physical description, clothing, feelings, types of housing, daily routine...

Education and work: schools, talk about our future and ambitions, professions...

We will look at the vocabulary and grammar necessary to achieve basic communicative competences related to these topics.

Students are expected to review at home the work done in class as well as researching on countries where the language is spoken; they need to listen to Spanish news, read Spanish magazines, and listen to music in Spanish. They will be assessed through regular vocabulary tests, grammatical tests, and a variety of exercises, role-plays, individual orals, interactive oral activities, debates, class presentations and pictorial stimuli.

French B Standard Level

Ms.Catherine Viart

The students will carry on their study of the French language and understanding of the Francophone culture through the following units: 'Teenagers': Boys-girls clichés, teenagers-parents relationship. 'Sports and ethics': Analysis of incidents in the world of the sports (Fights, doping, cheating, etc.), famous cases. 'Our best friend: our mobile phone" (from communication to addiction, survey on teenagers habits)

In addition to the planed units, emerging events/affairs may be studied, in case they are judged as relevant to the French B program objectives.

Grammar skills will be reinforced, using a variety or resources, alongside with the study of the units

mentioned above.

The students will be introduced to the Diploma types of assessments by using past exams papers. Individual and interactive orals will be carried out throughout this first semester.

As the Cultural Interaction is an important part of the French B curriculum, it is expected that the students watch French TV channel TV5, check French (or any Francophone) News channels websites, read magazines in order to be aware of major events happening in the French speaking countries.

Students will be using a variety of learning material: written (text books, French press, Internet websites) audio, audiovisual.

The students will be exposed to a variety of situations of communication (debate, dialogues, skits, oral presentation, writing letters, diary entries, essays, etc.).

Subject: Bangla A1

তাহসিনা রহমান, ফারজাহান এহসান

এই পর্বে একাদশ শ্রেণীর ছাত্র-ছাত্রীরা বাংলা ক্লাশে প্রধানত গ্রুপ ৪ এর পাঠ্যসূচীর সবগুলো টেকস্ট শেষ করবে। এই গ্রুপের পঠিত বইগুলোকে ভিত্তি করে তারা একটি নির্দিষ্ট বিষয়ের উপর **Oral presentation** তৈরি করবে। পরবর্তীতে তাদের তৈরি এই **IOP** অভ্যন্তরীণভাবে আই,এস,ডি,তে মূল্যায়ন করা হবে এবং পরে আই,বি,ও, তে সমন্বয়ের জন্য পাঠানো হবে।

গ্রুপ ৪ এর পাঠ্যসূচীর টেকস্টগুলো হল :

- মুনীর চৌধুরীর নাটক - 'কবর'
- জহির রায়হানের ছোটগল্প - 'একুশের গল্প'
- উইলিয়াম শেক্সপীয়ারের নাটক - 'হ্যামলেট'
- জীবনানন্দ দাশ এর কবিতা

Subject: Science

Biology SL and HL

Ms.Wahida Mostafa

This is a two-year course, which progressively takes the student through many of the areas of Biology. Regular tests and assignments will be given to help consolidate the concepts being studied.

The following main topics will be covered.

- Chemistry of life
- Protein structure
- Enzymes
- Cells
- Respiration
- Photosynthesis

Students can expect that approximately a ¼ of their class time will be set aside for practical work. The lab reports for these will make up their portfolio of investigations, which will count for 24% of their final mark.

Physics *SL and HL*

Mr. Kysar Shahnawaz

This semester in physics we will be covering the following main topics.

- Physical measurement
- Mechanics
- Thermal physics

The higher level students will study each of these topics in a greater detail than the standard level students.

Students can expect that approximately a ¼ of their class time will be set aside for practical work. The lab reports for these will make up their portfolio of investigations, which will count for 24% of their final mark.

Chemistry *SL and HL*

Ms. Heather Farish

This semester in chemistry we will be covering the following main topics.

1. Atomic theory
2. Stoichiometry
3. Periodicity
4. Bonding
5. Energetics

The higher-level students will study some of these topics in a greater detail than the standard level students.

Students can expect that approximately a ¼ of their class time will be set aside for practical work. The lab reports for these will contribute to their portfolio of investigations, which will count for 24% of their final IB mark.

Group 3/4

Environmental Systems & Societies *SL*

Ms. Heather Farish

This semester in Environmental Systems & Societies we will be covering the following topics

- Systems and models
- Structure of the ecosystem
- Measurement in ecosystems
- Biomes
- Functions and changes in ecosystems
- Population dynamics

Students can expect that approximately a ¼ of their class time will be set aside for practical work. The lab reports for these practicals will contribute to their portfolio of investigations, which will count for 20% of their final IB mark.

Subject: Theory of Knowledge

Mr. John Maressa

The TOK course, a flagship element in the Diploma Programme, encourages critical thinking about Knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having,

knowledge?

The aims of the TOK course are to:

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

Having followed the TOK course, students should be able to:

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

Preliminaries

Subject: Visual Arts

Ms.Sharon Gray

Grade 11 & 12 are continuing individual artwork for their IB exam/show.

Subject: Technology

ITGS

Mr Vik Gecas

The syllabus for Information Technology in a Global Society integrates the following three sections:

Social and Ethical Issues where students analyze the social impact and ethical considerations of IT

IT systems in a social context where students study issues relating to the use of software, hardware and related information systems

Areas of Impact that provide the topic areas for case studies. These include Business and employment; Education; Health; Arts, entertainment and leisure; Science and the environment; Politics and government.

Activities:

Social and ethical issues will be taught using a variety of techniques that could include lectures, class discussions and debates. Students will be researching the latest information through journals, magazines, newspapers, and on-line resources including the Internet. Throughout the course students will use a wide variety of applications including word processing, communications, spreadsheet, database, presentation, graphics, and multimedia software.

Subject: English A1

Ms Bidita Sadiq & Mr Kevin Lane

At A1 English Diploma level, there are four parts each part consists of several works that have to be studied over a period of two years. The various parts are:

Part 1: World Literature

Part 2: Detailed Study

Part 3: Groups of Works

Part 4: School's Free Choice

We have started the year with Part 2 of the A1 English course titled Detailed Study.

Our first texts include the poetry of Seamus Heaney and Sylvia Plath.

G11 Higher Level Students will be reading the Novel, 'Hard Times' by Charles Dickens which falls under Part II detailed Study of the IB Programme.

Works from part 2 of the A1 English Diploma will be used for the individual oral commentary.

Assessment for part 2 consists of:

For Higher Level students: Commentary with guiding questions on an extract from one of the works studied in part 2.

Preparation time: 20minutes

Assessment time: 15 minutes (approx)

For Standard Level students: Commentary with guiding questions on an extract from one of the works studied in part 2.

Preparation time: 20 minutes

Assessment time: 15minutes.

The students will not know in advance which work their particular extracts will be taken from.

Students are required to read daily on the prescribed text and are expected to participate in discussion and hand in all work on time.

Students of A1 English are therefore expected to be:

Self-motivated

Working on building strong written and oral communication skills

Be open to new ideas and new ways of thinking

Subject: English A2

Mr Martin Fry

At A2 English Diploma level students explore language, texts and culture through the framework of cultural and literature options to be studied over two years. The students study four options at higher level and three options at standard level. All students must study at least **one** literature option and at least **one** cultural option.

Cultural Options

Option 1 Media And Culture – The Influence of the Internet, News and Current Affairs, Advertising

Option 2 Global Issues – War, Terrorism, Human Rights

Literature Options (One option consists of the study of three texts)

Option 1 The Kite Runner, Catcher In The Rye, The Crucible

Option 2 Langston Hughes, The Lovely Bones, Angela's Ashes

The SL class has started the year with a unit on the novel The Kite Runner by Khaled Hosseini. The HL class have started a unit on the poetry of Langston Hughes as part of their second literature option. During the first semester all Grade 11 A2 students will complete practice Paper One and Paper Two essays as well as being introduced to and practising their group oral assessments. All students will be required to maintain a dossier during their A2 studies and this dossier will be checked regularly.

Students will be assessed on each of the options through the following assessments:

Internal Assessment

Individual oral 15 %
Interactive oral activity 15%

External Assessment

Paper 1 – Written comparative commentary 25%
Paper 2 – Formal written essay 25%
Written Tasks 20%

Students are required to read both the set texts and their own research resources. They are also expected to participate in discussion and hand all work in on time.

Students who study English at this level are therefore expected to be:

Self-motivated learners

Working on building strong research skills and written and oral communication skills

Be open to new ideas and new ways of thinking.

Subject: Economics

Mr. Christopher Scoggins

The Economics course is a two-year programme with terminal examination, although 20% HL (25%SL) of the assessment is based upon an Economic Portfolio that is constructed over the course. The following topics will be covered:

- Foundation of economics & types of economic system
- Markets
- Elasticity
- Market Failure
- Measuring National Income
- Introduction to Development
- Macroeconomic Models
- Demand-side and supply-side policies
- Unemployment & Inflation
- International Issues
- Development Economics

One of the benefits of studying economics is to open our minds to alternative approaches to problems and issues around the world. Students will be required to stay up to date on current events as well be expected to refine upon their analytical and critical thinking skills. Homework, tests and past exam papers will be regularly used as part of assessment. Students will also be encouraged to develop collaborative learning, independent learning and problem-based learning.

Subject: Business and Management

Mr. Sudhamsu D Rao & Ms. Fahima Choudhry

Students will study two topics in the first year.

Introduction to Organizations looks at the types of organizations, their objectives, growth and the evolution of businesses. Students will also explore the stakeholders and their influence on the decision-making processes and the factors affecting change.

Human Resources look at human resource planning, organisation, structure and communication, corporate culture, motivation and leadership, and employer/employee relations.

Time permitting; we will also start the Marketing unit.

Subject: CAS

Mr. Martin Fry

CAS—**Community, Action, Service** is a core requirement of both the IB and ISD Diploma. Each student is required to participate in a minimum of 50 hours of activities for each category, totaling 150 CAS hours by the end of grade 12.

The aim is not to merely acquire the hours, but to encourage continued growth outside of the academic arena over the student's entire senior high school experience.

Subject: Mathematics HL

Mr. David Miles

This semester we begin with the basic concepts of Sequences & Series and Exponents & Logarithms. Following on from these topics, we introduce Mathematical Induction, a very useful method for proving a number of mathematical ideas, and we also take a look at Combinations and Permutations. We will then review basic concepts from Functions, including Quadratic Equations, after which we introduce the concept of $\sqrt{-1}$, and we will explore Complex Numbers and higher order Real Polynomials. Finally, we will conclude the semester with Trigonometry. Evaluation will consist of regular end of topic tests every two or 3 weeks, in which students are expected to maintain a minimum grade of 4.

Mathematical Studies SL:

Mr. Sudhamsu D Rao, Mr. David Miles, Ms. Alice Benson & Mr. Paul Husken

The first semester of Studies will begin with a refresher of presumed knowledge, then slowly moving into the Diploma Program syllabus.. Once we establish the basics we will then begin with the syllabus covering the following topics the first semester:

- Sets and Venn diagrams
- Linear and Exponential Algebra which will include the use of indices, radicals, exponential equations and systems of equations.
- Quadratic Equations and Functions and basic problem solving.
- Coordinate Geometry

Mathematical Standard Level:

- Sequences and Series, and Exponents and Logarithms
- Functions and Equations- composite and inverse functions, transformations of functions, quadratic, exponential and logarithmic functions.
- Circular functions and Trigonometry- revision of grade 10 trigonometry, radian measure and transformations of graphs

Subject: History

Mr. John Maressa

The Diploma Programme history at ISD provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions.

The content of the history course is intrinsically interesting and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally.

Topics for investigation in grades 11 and 12 include the following, at both, SL and HL

Part 1- 20th century world history—prescribed subjects (two of three)**Peacemaking, peacekeeping—international relations 1918–36**

- Aims of the participants and peacemakers: Wilson and the Fourteen Points
- Terms of the Paris Peace Treaties 1919-20: Versailles, St Germain, Trianon, Neuilly, Sèvres/Lausanne 1923
- The geopolitical and economic impact of the treaties on Europe; the establishment and impact of the mandate system
- Enforcement of the provisions of the treaties: US isolationism—the retreat from the Anglo– American Guarantee; disarmament—Washington, London, Geneva conferences
- The League of Nations: effects of the absence of major powers; the principle of collective security and early attempts at peacekeeping (1920-5)
- The Ruhr Crisis (1923); Locarno and the “Locarno Spring” (1925)
- Depression and threats to international peace and collective security: Manchuria (1931-3) and Abyssinia (1935-6).

Communism in crisis 1976-89

- The struggle for power following the death of Mao Zedong (Mao Tse-tung), Hua Guofeng (Hua Kuo-feng), the re-emergence of Deng Xiaoping (Teng Hsiao-p’ing) and the defeat of the Gang of Four
- China under Deng Xiaoping: economic policies and the Four Modernizations
- China under Deng Xiaoping: political changes, and their limits, culminating in Tiananmen Square (1989)
- Domestic and foreign problems of the Brezhnev era: economic and political stagnation; Afghanistan
- Gorbachev and his aims/policies (glasnost and perestroika) and consequences for the Soviet state
- Consequences of Gorbachev’s policies for Eastern European reform movements: Poland—the role of Solidarity; Czechoslovakia—the Velvet Revolution; fall of the Berlin Wall.

Part 2- 20th century world history—topics (3 of 5)

1. Causes, practices and effects of wars
2. Democratic states—challenges and responses
3. Origins and development of authoritarian and single-party states
4. Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states
5. The Cold War

Part 3- world history options

HL only options

Aspects of the history of Europe and the Middle East societies are increasingly in contact and interdependent and so the aim of history in the Diploma programme is to explain trends and developments through individual events where History is studied from an international perspective.

Students investigate a variety of sources, try to determine the accuracy of historical knowledge and assess conflicting interpretations of past events.

This semester Higher Level students study topics from European History in the twentieth century. Standard Level students complete their Internal Assessment.