



International School Dhaka

Secondary School

A fully accredited International Baccalaureate world School

Parent Syllabus Outline

Grade 12

Semester I

2009-2010

Tutors:

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Subject: French A2

Ms.Catherine Viart

This semester, the students will carry on their study of the French language and understanding of the Francophone culture through the following units: Environment (Global warming and consequences, actions taken), 'Addiction: Smoking' (The dangers faced by smokers, how to get rid of the addiction) 'Sports' (from local clubs to professional teams, true champions vs. cheaters.) In addition to the planned 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 of resources, alongside with the study of the units mentioned above.

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.).

Spanish ab initio

Ms Nohora Cumplido Miles

This Semester we will cover the following topics which are part of the Spanish AB Initio syllabus:

The City and its services: Shopping, Public services and communications

Environment: Weather, geographical terms, pollution...

Health and Emergencies: Illnesses, going to the doctor, medicines, accidents...

The students are expected to review at home regularly the work done in class as well as listening to Spanish news, watching Spanish TV programs, listening to music in Spanish, and reading Spanish magazines to keep informed about daily news in the Hispanic world.

Subject: Bangla A1

তাহসিনা রহমান

এই পর্বে দ্বাদশ শ্রেণীর ছাত্র-ছাত্রীরা বাংলা ক্লাশে প্রধানত গ্রুপ ১ এর পাঠ্যসূচীর সবগুলো টেকস্ট শেষ করবে। এই গ্রুপের পঠিত বইগুলোকে ভিত্তি করে তারা একটি নির্দিষ্ট বিষয়ের উপর বাংলায় world literature essay লিখবে। ডিসেম্বরের শীতের ছুটির পর তারা এই রচনার খসড়া স্কুলে জমা দিবে। পরবর্তীতে তাদের এই রচনা মূল্যায়ন করার জন্য আই,বি,ও, তে পাঠানো হবে।

নেমসেক (উপন্যাস, বাংলা অনুবাদ) - বুস্পা লাহিড়ী

থিংস ফল এ্যাপার্ট (উপন্যাস, বাংলা অনুবাদ) - চিনুয়া আচীবে

গ্রেট এক্সপেকটেশন্স (উপন্যাস, বাংলা অনুবাদ) - চার্লস ডিকেন্স

এছাড়াও তারা গ্রুপ ২ এর পাঠ্যসূচী থেকে পড়বে রবীন্দ্রনাথ ঠাকুরের উপন্যাস 'শেষের কবিতা'। গ্রুপ ২ এ পঠিত সকল টেকস্ট-এর উপর তারা Individual Oral Commentary (IOC) পরীক্ষায় অংশ নিবে।

Subject: Science

Biology SL

Ms Wahida Mostafa & Ms Kathy Binns

This semester in SL biology we will be covering the following topics

- Evolution & Ecology
- Option A: Diet & Human Nutrition

As well as the above the students will frequently be revising by studying past paper examination questions.

Students can expect that approximately a $\frac{1}{4}$ 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.

Biology HL

Ms Wahida Mostafa

This semester in HL biology we will be covering the following topics

- Genetics
- Option: Evolution

As well as the above the students will frequently be revising by studying past paper examination questions.

Students can expect that approximately a $\frac{1}{4}$ 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.

- Digital Technology
- Atomic and nuclear physics
- Quantum physics and nuclear physics

As well as the above the students will frequently be revising by studying past paper examination questions.

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 $\frac{1}{4}$ 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 and reviewing the following main topics.

- Organic chemistry
- Medicines and Drugs
- Chemistry in Industry & Technology
- Further Bonding (HL only)

As well as the above the students will frequently be revising by studying past paper examination questions.

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 ½ 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.

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 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: Computer Science

Mr Michael Gau

The syllabus for Computer Science consists of two main areas:

Problem Solving: Computer science involves solving problems using computers. Therefore a full understanding of logical problem solving is required as well as a detailed knowledge of how computers operate. Successful computerized systems result from: a clear understanding of the problem to be solved; appropriate use of hardware based on a detailed knowledge of its capabilities and limitations; efficient use of algorithms and data structures; thorough and logical design; careful testing and integration of all these components.

Java Programming: Students are expected to acquire mastery of the specified aspects of Java. Suitable mechanisms include encapsulation, polymorphism and inheritance, although other structured approaches are possible.

Topics:

Program Dossier – Internal Assessment in which the student will write a program for an actual end user

Further system fundamentals like CPU configuration, disk storage, operating systems and utilities, further network fundamentals

File organisation

The examination case study

Revision and practice examinations

Subject: Mathematics HL

Mr. David Miles

We begin the year by concluding our study of Integration, before returning to Complex Numbers. We will then study basic Statistics and Probability, followed by looking at Statistical Distributions. The goal will be to finish as much as possible by the end of this semester, in order to move onto the Option topic as soon as possible.

During this semester, students will complete the second of the two required Internal Assessment portfolio tasks, each of which counts towards 10% of the final IB grade. They will also have regular end of topic tests, and in addition to regular homework will be completing a weekly homework task which will provide them with past paper practice and will help them consolidate ideas covered so far in this course.

Mathematical Studies SL

Mr. Sudhamsu D Rao, Mr. David Miles & Mr. Paul Husken

This is a two year course that has a cumulative external exam at the end of the course in May 2010. Our goal therefore this semester is to finish the majority of the syllabus enabling the class to spend some time next semester on review. In order to do that we will push forward in the syllabus covering:

- Two Variable Statistics
- Sequence and Series
- Probability
- Logic and
- Exponential and Trigonometric Functions

Mathematical Standard Level

Mr. Sudhamsu D Rao

- Review matrix operations from grade 11, then finish matrices (inverse and determinant of 3x3 matrices)
- Vector operations – adding, subtracting, and multiplying two vectors
- Statistics and probability – binomial distribution and normal distribution
- Integral Calculus
- Also by the end of the 1st semester they will have finished three assessments for their portfolio

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 second year with Shakespeare's "Hamlet" followed by Part1 of the A1 English course titled World Literature.

Our texts include Isben's play "A Doll's House", Chekov's "The Cherry Orchard" and Moliere's "School for Wives"

Works from part 1 of the A1 English Diploma will be used for the world literature essay (Two essays for HL students), which will be externally moderated. The essay component of this part of the A1 syllabus will be submitted in December 2009 prior to the winter break with the HL students submitting their second essay in January 2010.

Students will also be taking their Individual Oral Commentary (IOC) based on part II of the syllabus in early March 09.

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

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.

The SL class has started the year with the play "The Crucible" from the literature option and the HL class has started an auto biography study of Frank McCourt's "Angela's Ashes". All A2 students will complete two of their three group oral assessments before the end of the semester and they will also complete the first draft of their written tasks assessments. Combined, these assessments make up 35% of their overall A2 English grade.

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

Ms.Fahima Choudhry

Students in Standard Level will be studying the following topics this year:

- Balance of Payments
- Exchange Rates
- Terms of Trade
- Globalization
- Economic Integration
- Development Economics

Higher Level students will study the above mentioned topics as well as those parts of the course which are reserved for them. This includes

- Theory of the Firm

All students will complete the syllabus and review what they have covered in Grade 11. They will complete the second half of their Internal Assessment. Past examination papers are used intensively to prepare them for the practice examinations in January.

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.

Subject: Business and Management

Mr. Sudhamsu Rao

SL students will start review for their exams in May while the HL students will cover the HL topics in Organizations, Operations Management, Accounting, Marketing, and Human Resources.

Both sets of students will work on the Internal Assessment and finish it by the beginning of the 2nd semester.

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, totalling 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: Extended Essay

Mr. Stephen Crane

The extended essay is a core component of the IB Diploma and thus a requirement for the Diploma certificate. This is a 4000 word piece of research in one of the students' subjects.

This **final deadline** for ISD students to complete their extended essay is the **26th November 2009**.

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