



An Educational Initiative of   
 **International School Dhaka**

POST 16 PROGRAMME

# Mission & Philosophy

We are building a community of responsible and compassionate lifelong learners who are committed to a sustainable future.

*Our Values:*

We value the concepts of:

- Holistic Wellbeing
- Sustainability
- Responsibility
- Compassion
- International mindedness

## Our Objectives:

*The ISD learning environment nurtures holistic well-being...*

- where systems, processes and practices are sustainable
- that meets the needs of a variety of learners
- that is physically and intellectually stimulating

*At ISD there is a high quality inclusive education ...*

- that fosters the characteristics and attributes described in the IB learner profile
- that empowers learners to co-construct what they know, understand and can do
- that nurtures creativity and individuality
- where the curriculum is transferrable
- that develops effective teams and leaders.
- that meets or exceeds the IB Standards and Practices for the PYP, MYP and DP
- that allows all students to access the curriculum, be challenged and reach their potential

*ISD challenges our community to be responsible and internationally-minded learners...*

- who embrace cultural diversity and develop intercultural understanding
- who foster compassion and empathy for each other and the world
- who are responsible and engaged global citizens
- who develop clear communication skills within a multilingual environment

*At ISD learning is enriched by interactions and partnerships with our community ...*

- through effective home-school relationships
- through the use of community resources to enhance learning experiences
- through engagement in authentic service and action

## Welcome to the Post-16 Programme

Dear Students,

The last two years of school life provide you with an opportunity to specialise in specific areas of interest. For some young people, this is ideal, but not everyone has made their mind up about their future by the time they are 15 or 16 years of age. Add to that the changing nature of adult life, the impermanence of jobs, the growing range of potential careers, and the ever-accelerating growth of technology, and we can see that although specialisation can be good, young people need to be well-rounded individuals with a wide range of expertise and interests that span the spheres of personal, academic, and social life.

The Post-16 Programme at ISD is designed to provide this experience. Based around the holistic nature of the IB Diploma Programme, you will spend just under two years in an academically rigorous and challenging programme focused on giving people the best possible preparation for their future. Whether completing an ISD High School Diploma, or taking on board the full IB Diploma Programme, these final two years at ISD will help you develop into caring and knowledgeable individuals with an international perspective of the world.

Welcome to the Post-16 Programme at ISD. Here you will become involved in a variety of CAS projects which may range from learning a sport to teaching young people music to painting a school to organising a competition. You will make many friends from around the school community. You will learn to be critical, analytical thinkers with an awareness of how much, and yet how little, you know. You will learn to conduct academic research and how to manage your time in order to complete large projects. And you will learn a whole range of other skills which will help you at university or wherever you go after you graduate.

We look forward to working with you and your families, helping you along this road. It's a lot of fun!



**Julia Lachet**  
DP Coordinator

# Diploma Programme



The major aims of the IB are to:

- Educate young people to act intelligently and responsibly in a complex society;
- Ensure knowledge of traditional academic disciplines and of the individual's own heritage, while fostering inquisitiveness and openness to new ideas;
- Equip students with a genuine understanding of themselves and others, heightening the capacity of tolerance and engendering respect for different points of view.

Throughout their studies, students discover that effective learners following an IB DP curriculum need to be motivated, knowledgeable, strategic in their learning, ethical, compassionate, reflective and socially interactive.

## ISD Philosophy of Assessment

Assessment is integral to improving planning, teaching and learning across the whole school at ISD. It is a collaborative process involving students and their teachers. Assessment is a key component of the home school partnership.

Assessment is differentiated, meaningful, focused on maximising student learning and on developing the attributes of the IB Learner Profile.

Assessment at ISD is aligned with the Principles of IB Assessment and with IB Standards and Practices, taking into account individual programme requirements.

## IB Assessment

The IB ensures that all the objectives for each subject are assessed through a range of assessment tasks.

- IB Diploma and IB Courses students will sit external examinations at the end of the 2 years of study that assess these skills. Each subject has a variety of examinations and/or external assessments as well as internal assessment components that can include oral examinations.
- For ISD High School Diploma credits, students' cognitive skills, knowledge and understanding will be assessed internally throughout each of their courses using IB assessment tasks. This way, we can ensure that all students are assessed in a rigorous way and against recognised standards and expectations.

## Students progress through Grades 11 and 12 at ISD following one of three pathways:

**The ISD High School Diploma/IB Diploma pathway or**

**The ISD High School Diploma/IB Courses pathway or**

**The ISD High School Diploma**

- Each of the graduation pathways at ISD are based on the Diploma Programme model and students follow courses that are included in the IB Diploma Programme of study.
- Students pursue studies in six subject areas over a two year period. IB Diploma students must also write an Extended Essay (EE) research paper and complete the Theory of Knowledge (TOK) course.
- All students are expected to involve themselves in Creativity, Acting, and Service (CAS) activities.
- All IB Diploma and IB Courses students are externally assessed by the International Baccalaureate (IB) against specific criteria, applied to all IB candidates throughout the world. Internally assessed work is also completed in the various subjects and contributes towards the final grades awarded by the IB. Internally assessed work is externally moderated to ensure standards and consistency in grading.
- Both pathways allow students to qualify for an ISD High School Diploma as long as they satisfy the requirements for graduation (see page 4). Students who have fulfilled the graduation requirements will be awarded an ISD High School Diploma. The ISD High School Diploma is equivalent to a US High School Diploma and is therefore valid for admission to universities that require such a Diploma.
- For the ISD High School Diploma, students are assessed internally from Grade 9 to Grade 12 through assessment activities that contribute towards Semester grades in each of their subjects. To earn credits they must achieve a minimum of a level 3 at the end of each Semester.

## The ISD High School Diploma/ IB Diploma pathway

This is the most demanding of the pathways in terms of student motivation and commitment, class and independent study time, study skills and application.

- IB Diploma candidates must take six subjects, one from each of five subject areas, plus a sixth course to be chosen from a range of electives.
- Of these six, three must be taken at Higher Level and the remaining three at Standard Level.
- Higher Level (HL) courses each meet for a suggested 240 hours over two years, cover content in more detail and have more demanding requirements than Standard Level (SL) courses.
- Standard Level (SL) courses each meet for a suggested 150 hours over two years.
- An IB Diploma is awarded after successful achievement in the internal assessments, external assessments, the end-of-course external examinations, and completion of the requirements for TOK, the Extended Essay and CAS.
- Theory of Knowledge helps students to understand more about the nature of knowledge itself and the strengths and weaknesses of knowledge claims made in each of their subject areas. TOK gives students an insight into their programme of study that inevitably strengthens their ability to specialise at college or university in an informed way. TOK oral presentations and essays are externally moderated/assessed against a range of criteria.
- The Extended Essay, a 4000-word research paper on a subject chosen by the candidate, encourages the student to work independently and prepares the student for her or his future studies at university level. Each essay is externally assessed against a range of criteria.
- Creativity, Acting, Service requires students to actively participate in the wider aspects of life both within the ISD community and beyond. Through their involvement in, and reflection upon, such activities students can develop important life skills, and demonstrate how well-rounded and interesting they are. These are important attributes that

university admissions officers are looking for in applicants. The students are not graded for CAS but have to be able to prove that they have achieved the 8 CAS learning outcomes in their reflections/journals. A sample of these journals will be submitted to IB.

- For IB Diploma students, the TOK essay and the Extended Essay are both assessed externally by IB examiners.
- IB Diploma students also qualify for the ISD High School Diploma as long as they meet the graduation requirements.

## The ISD High School Diploma/IB Courses pathway

- IB Courses candidates take six subjects, one from each of six subject areas, plus a sixth course to be chosen from a range of electives.
- IB Courses candidates may choose to take any subjects at Higher Level. They can follow Standard Level courses in each of their subjects.
- Standard Level (SL) courses each meet for a suggested 150 hours over two years.
- IB Courses students are not required to study TOK or complete the Extended Essay.
- IB Courses students are expected to complete all requirements for CAS.
- Creativity, Acting, Service requires students to actively participate in the wider aspects of life both within the ISD community and beyond. Through their involvement in, and reflection upon, such activities students can develop important life skills, and demonstrate how well-rounded and interesting they are. These are important attributes that university admissions officers are looking for in applicants. The students are not graded for CAS but have to be able to prove that they have achieved the 8 CAS learning outcomes in their reflections/journals.
- IB Courses students also qualify for the ISD High School Diploma as long as they meet the graduation requirements.

## The ISD High School Diploma

Students at ISD can graduate with an ISD High School Diploma. The ISD High School Diploma is an accredited High School Diploma that is recognised as being equivalent to the US High School Diploma.

The ISD High School Diploma is accredited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). This means that the ISD High School Diploma serves as a minimum qualification for several post secondary options including;

- 4 year universities and colleges and 2-3 Year Community Colleges in the United States
- Universities and colleges within Bangladesh
- 2-3 year Colleges in Canada
- Foundation Programmes in the UK, Australia, and Asia as pathways to future university study.

The ISD High School Diploma is awarded to students who achieve the following over the four years of High School (from Grade 9 - 12):

- the required number of High School Credits (24 credits), and
- meet the ISD expectations for Service Learning, and
- have at least 90% school attendance, and
- demonstrate the qualities outlined in the IB Learner Profile through their approaches to learning.

### High School Diploma Credits

High School credits are based on the Carnegie unit. Therefore to earn one (1) credit for a year-long course,

students are expected to attend at least 90% of all classes and achieve a passing mark according to the school's internal assessment policy. A passing mark at ISD is considered as an achievement Level of 3 or higher.

Students must earn the following High School credits to satisfy the minimum requirements of the ISD High School Diploma.

## Conditions for Passing the IB Diploma

IB Diploma students whose total points are equivalent to or exceed 24 out of a possible 45 points, and who have not met any of the failing conditions, earn an IB Diploma. These students can earn up to 7 points in each of the six subjects, with the possibility of up to 3 additional points awarded for achievement in TOK and the Extended Essay.

An IB Diploma will be awarded to a candidate who meets or exceeds all minimum requirements.

An IB Diploma will not be awarded to a student with any of the following failing conditions:

- a grade 2 has been awarded more than 3 times at HL/SL
- a grade 3 has been awarded 4 or more times
- fewer than 12 points combined on higher level subjects (or fewer than 16 points for HL subjects if the candidate is registered for four)
- fewer than 9 points combined on standard level subjects (or fewer than 6 for candidates registered for two SL subjects)
- failure to complete the requirements for Theory of Knowledge, CAS, or Extended Essay
- a grade of 'E' in either the Extended Essay or Theory of Knowledge
- malpractice (cheating collusion plagiarism)

## ISD HS Diploma requirements

ISD offers its own High School Diploma. The school is accredited by NEASC (New England Association of Schools and Colleges), CIS (Council of International Schools). Our HS Diploma is therefore equivalent to other US High School Diplomas, and is recognized by universities.

The ISD HS Diploma is a minimum requirement for entry into university education. All courses studied from Grade 9 onwards count towards the ISD HS Diploma. Where students transfer to ISD at a later stage (i.e. after the first semester of Grade 9) their previous records are considered towards their ISD HS Diploma.

Students leaving ISD at any time after the first semester of Grade 9 receive a transcript of their results, including the credit values awarded. Credits are awarded at the end of each semester. In order to receive a part or full credit for a course, students need to have achieved at least an IB Level 3 or its equivalent in that course during that semester.

Students must achieve at least 24 credits in order to receive an ISD HS Diploma. Within these 24 credits, there are certain prerequisites:

### CONDITIONS FOR ACHIEVING THE ISD HIGH SCHOOL DIPLOMA

Students must earn the following Credits to satisfy the minimum requirements of the ISD High School Diploma over the four years from Grades 9 to 12.

### Notes:

- All ISD HS Diploma courses are based on IB Diploma Programme courses. The levels of achievement awarded each semester are based on internal school assessments throughout the semester.
- Credits are awarded as follows:

### Credits Allocations - Applicable for ISD High School Diploma 2017 - 2019

Courses / Subjects	Credits
<b>English *</b>	4 credits
<b>Mathematics</b>	3 credits
<b>Individuals and Societies / Humanities</b>	3 credits
<b>Experimental Science</b>	2 credits
<b>Additional Language or Mother Tongue</b>	2 credits
<b>Service Learning**</b>	1 credit
<b>Electives***</b>	9 credits
<b>Total</b>	<b>24 Credits</b>

\*The requirements for 'English' can be satisfied by IB MYP English Language and Literature, IB MYP Language Acquisition, IB DP English B HL, or IB DP English A HL/SL

\*\*Specific requirements for Service Learning can be accessed via the Service at ISD Handbook.

\*\*\*'Electives' includes all subjects and curriculum components that contribute to High School Credits

**THE POST-16 PROGRAMME AT THE  
INTERNATIONAL SCHOOL DHAKA PREPARES  
STUDENTS FOR COLLEGE/UNIVERSITY ENTRANCE  
AND FOR FUTURE CAREERS.**

The Post 16 Programme is the final two years of the ISD High School Diploma which are Grades 11 and 12. International Baccalaureate Diploma Programme subjects are the basis for the programme of study taken by all students.

## Credits Allocations - Applicable for ISD High School Diploma from 2020

Courses / Subjects	Credits
<b>English *</b>	4 credits
<b>Mathematics</b>	3 credits
<b>Individuals and Societies / Humanities</b>	3 credits
<b>Experimental Science</b>	3 credits
<b>Additional Language or Mother Tongue</b>	2 credits
<b>Physical Health Education</b>	1 credits
<b>Arts</b>	1 credits
<b>Design</b>	1 credit
<b>Electives**</b>	4 credits
<b>Service Learning</b>	2 credits
<b>Total</b>	<b>24 Credits</b>

\*The requirements for 'English' can be satisfied by IB MYP English Language and Literature, IB MYP Language Acquisition, IB DP English B HL, or IB DP English A SL or HL.

\*\*'Electives' includes all subjects and curriculum components that contribute to High School Credits when successfully completed.

Students must achieve the core requirement credit to obtain an ISD HS Diploma (for students who transition into ISD post Grade 9 refer to the Award of Credits for students joining ISD post Grade 9).

Specific Service requirements can be accessed via the Service at ISD Handbook.

\*The requirements for 'English' can be satisfied by IB MYP English Language and Literature, IB MYP Language Acquisition, IB DP English B HL, or IB DP English A HL/SL

\*\*Specific requirements for Service Learning can be accessed via the Service at ISD Handbook.

\*\*'Electives' includes all subjects and curriculum components that contribute to High School Credits when successfully completed.

\*The requirements for 'English' can be satisfied by IB MYP English Language and Literature, IB MYP Language Acquisition, IB DP English B HL, or IB DP English A HL/SL

\*\*Specific requirements for Service Learning can be accessed via the Service at ISD Handbook.

\*\*'Electives' includes all subjects and curriculum components that contribute to High School Credits when successfully completed.

• Since universities usually require evidence of English proficiency, within the required 4 English credits students must have studied one of these courses during their final two years:

- English B SL/HL
- English Language & Literature SL/HL
- English Literature SL/HL

• Student progress is monitored throughout Grades 9-12 in order to ensure that each student has the ability to be successful in their ISD HS Diploma. Where necessary, students and their families receive counseling regarding the student's ability to meet minimum requirements and the implications for graduation from ISD.

## The Diploma Programme Core

*The IB experience is not just a way to learn, it's a way of life, and the way to a better world.*

*(Education for a better world, IBO, 2007)*

The three components of the Core are compulsory for all IB DP students. CAS is compulsory for all ISD HS Diploma students.

### **Creativity Activity Service (CAS)**

*"CAS is the quality difference of the IBO"*

*Maria Piaggio, member of the IB CAS committee*

The CAS requirement takes seriously the importance of life outside the world of academics, providing a counterbalance to the demanding school curriculum. The creative, physical and social development of human beings can be shaped by their own experiences. Participation in CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The IB's goal of educating the whole person and fostering more caring and socially responsible attitudes comes alive in an immediate way when students reach beyond themselves and their books. The educational benefits of CAS apply in the school community and in the local, national, and international communities.

CAS is about the education of the whole person, and the three elements are therefore interwoven. Together, they enable a student to recognize that there are many opportunities in life, away from formal academic study, to grow in knowledge of life, self, and others. The three separate components are important in their own ways, but it is the interaction between them all that creates the richness of CAS. The whole of CAS is greater than the sum of its parts.

### **Theory of Knowledge (TOK)**

TOK is central to the educational philosophy of the International Baccalaureate. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world.

As a thoughtful and purposeful enquiry into different ways of knowing, and different areas of knowledge, the TOK programme is composed almost entirely of questions. The most central of these questions is 'How do I, or how do we, know that a given assertion is true, or a given judgement is well grounded?' Assertions or judgements of this sort are termed 'knowledge claims', while the difficulties that arise in addressing these questions are the broad areas known as 'knowledge issues'. The programme entails the application of this central question to many different, yet interrelated, topics.

### **The Extended Essay (EE)**

The Extended Essay is an in-depth, independent study involving critical analysis and evaluation of a focused topic, intended to promote high-level research and writing skills, intellectual discovery and creativity. Emphasis is placed on the process of engaging in personal research and analysis and on the communication of ideas and information in a logical and coherent manner.

Students usually opt to do their Extended Essay in one of their HL subjects, often with a focus towards their career interests. The experience of writing their Extended Essay is often remembered by graduates as one of the most rewarding experiences of the IB Diploma and leaves them with a set of skills that are highly appreciated at university.

## Subject Group 1 – Studies in Language & Literature

Group 1, or Language A, subjects focus on the use of language in an academic context. Students taking these courses should be able to function in the chosen language as a native, or near-native, speaker of the language. These courses are designed to support further academic study by developing literacy across a range of media, and communication skills.

In order to obtain an IB Diploma, all students must successfully complete a group 1 subject. There are various pathways by which a student can obtain a bilingual diploma, one of those involves the studying two Group 1 subjects, each in a different language.

### Language A: Literature

Available in: English, Bengali, Mother Tongue Self Study (SL only)

Language A: Literature promotes respect for our literary heritage, primarily focused on literature written within the target language but also exploring literature from around the world. For those students studying in a subject other than their mother tongue, this is an opportunity to continue to develop oral and written skills in their main language.

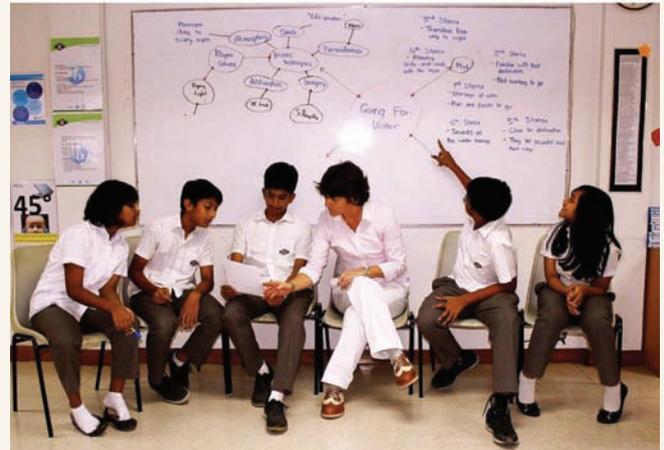
The Language A: Literature course promotes the development of critical reading skills and an appreciation of the artistry of literature. It is a study of the complexities of the human condition, examining ways in which this has been explored by authors from a range of cultures and time periods.

### Language A: Language and Literature

Available in: English

Language A: Language and Literature studies the use of language in a variety of media and an exploration of how language shapes the world we live in. The course promotes the development of critical reading skills and an awareness of the complexities and nuances of language, helping students develop an awareness of the often multiple meanings of texts.

In Language A: Language and Literature, students work with texts from a variety of cultures, including texts translated into the target language. Students learn how texts can be read differently depending on the culture of both the author and the reader.



## Subject Group 2 – Language acquisition

Group 2 courses focus on language acquisition: developing the ability to communicate in environments where the target language is spoken. All Diploma Programme students are required to study two languages, and therefore many students choose to continue with a language they have already studied for a few years, or begin studying a new language. As well as developing a functional level of language within the aims of each course, students also develop an awareness of and an appreciation for the cultures in which the target language is spoken.

### Language B

Available in: English, French

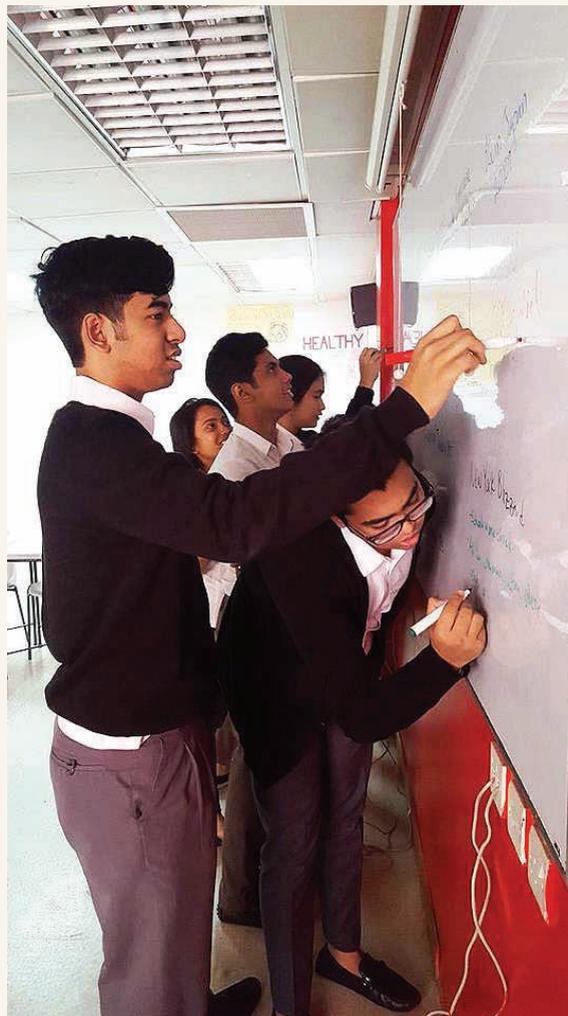
Language B courses are aimed at students who have already spent time studying the language. A certain minimal level of language knowledge is required in order to be successful, and by the end of the course, students will have moved beyond basic language development into the study of authentic texts and conversation. At the Higher Level, students also study literary works in the target language.

### Language ab initio

Available in: French, Spanish

Language ab initio courses are specifically aimed at students with little to no experience with the target language. The course focuses on a range of global themes and students learn to understand and respond appropriately within a variety of everyday situations. Students explore similarities between their own culture and that of the language they are studying.

Language ab initio courses are available at SL only



## Subject Group 3 – Individuals and Societies

Group 3 subjects study individuals and societies, commonly known as the human sciences or the social sciences. There is a focus on exploring the interactions between humans and their environment in place, space and time. In all group 3 subjects, there is a focus on the critical analysis and evaluation of data. Students are encouraged to develop an international perspective, developing an awareness of global issues while also being aware of their own, local environment.

All Diploma Programme students are required to study one Group 3 subject, but it is also possible to study two subjects from this group, subject to scheduling restrictions.

### **Business Management**

Business Management in the Diploma Programme aims to help students develop an understanding of business principles, practices and skills. Students explore the diverse range of business organizations and activities both in the local context as well as globally. The aims of the course include helping students to develop an international perspective of business, including issues such as ethical concerns and social responsibility.

### **Economics**

Economics in the Diploma Programme is a dynamic subject where theories are applied to real-world issues, and students consider the human implications of economic policies. The course emphasizes microeconomics and macroeconomics, exploring issues such as international trade, economic development and environmental sustainability. The course encourages concern for global issues and an appreciation for our shared responsibility as citizens in an increasingly interdependent world.

### **History**

History in the Diploma Programme is intrinsically interesting and many students become fascinated by the course. History is a discipline that helps people better understand themselves in relation to the world, both past and present. Students work with historical sources and explore the work of historians, developing empathy for people living in other periods and contexts.

### **Global Politics**

**Global politics course in the Diploma Programme explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts.**

**It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.**

### **Environmental Systems & Societies**

**See entry under Group 4 – experimental sciences**

## Subject Group 4– Experimental Sciences

Experimental science works through a variety of approaches to find explanations for behaviours and phenomena of the natural world. Underlying these approaches is a reliance on data collected from observations and experiments, and rigorous methods of analysis. Students need to be open-minded thinkers who use scientific knowledge to understand the world around them.

Students explore the international nature and history of the sciences, learning of the contributions made by scientists throughout the world and from many cultures and civilizations. There is also an emphasis on developing moral responsibility to ensure that scientific knowledge is used in a way that benefits societies around the globe.

### Biology

Biology in the Diploma Programme involves the study of living organisms. The goal is for students to develop good knowledge about a limited number of facts while at the same time developing a broad, general understanding of the principles of the subject. There are four basic biological concepts which are a common thread throughout the course: structure and function, universality versus diversity, equilibrium within systems, and evolution. These concepts serve to unify the various topics within the course.

### Chemistry

Chemistry in the Diploma Programme combines both academic study with practical, investigational skills. Chemistry is very often a requirement for further study of science in higher education, as it underpins both our physical environment and all of biology. It is therefore of interest to many students who intend to develop careers in medicine, engineering, and a variety of other areas, as well as being a subject worthy of study for pure interest. Chemistry is offered in the Post-16 Programme as a

second

science, i.e. students who select Chemistry will also need to select another group 4 subject.

### Environmental Systems & Societies available at SL only

**Environmental Systems & Societies (ESS) is a transdisciplinary subject, combining techniques and knowledge from groups 3 and 4. Students therefore use their skills from both the sciences and the humanities in the study of this course. This course can fulfill the requirements for either a Group 3 or a Group 4 subject within a student's subject choices. ESS aims to develop students' awareness of the interrelationships between environmental systems and societies, such that they develop a sound understanding and a personal response to the wide range of environmental issues that are becoming more and more important. Students consider the scientific, ethical and socio-political aspects of such issues, thereby developing an understanding of the complexities involved, and helping them to see the significance of their own choices and decisions.**

### Physics

As with all the sciences, Physics is very much a growing area undergoing significant paradigm shifts as our understanding of our physical world evolves. Physics in the Diploma Programme involves both theory and experimentation, both of which complement each other. Students develop the appropriate technical skills, including the use of mathematics without which it is impossible to understand the subject. As well as a study of the science itself, students also learn about the contexts in which physics works, and about the ethical and moral dilemmas which arise from greater knowledge and ability to manipulate our environment.



## Group 5 – Mathematics and Computer Science

ISD does not currently offer any Computer Science courses. Two mathematics courses are available at SL – Mathematical Studies SL & Mathematics SL.

### Mathematical Studies SL

Available at SL only, Mathematical Studies SL is aimed at students with a variety of backgrounds and abilities. It is a more practically focused course aimed at building confidence and an appreciation of mathematics. It is aimed at students who will not require mathematics in their future studies. Having said that, it has a heavy emphasis on statistics and is often, therefore, an excellent course for students who anticipate pursuing careers that will make use of this area of mathematics.

### Mathematics SL & HL

Mathematics SL & HL cater for students who intend to pursue careers which will involve substantial amounts of mathematics. Students need to have a solid mathematical background, especially in algebraic manipulation, going into these courses.

For the majority of students considering this course, SL is the most appropriate course. Only students who anticipate a need for advanced levels of mathematics, who have an excellent work ethic, and a considerable amount of interest and passion for the subject should consider the HL course which is aimed primarily at students who intend to continue their studies of mathematics itself at university, or who will study a course where mathematics is a major component of the subject.

The SL course is a subset of the HL course, studying similar topics but to lesser depth, and requiring less analytical and technical skill. At the HL there are also several options which can be studied allowing for further specialization.



## Group 6 – The Arts

The Arts is a growing area of interest at ISD of which we are very proud, and more and more students are choosing to study an Arts course, regardless of their future study or career intentions. Diploma Programme Arts courses are intellectually challenging courses requiring critical thinking and reflective analysis, strongly driven by students' personal interests and experiences. Previous study is required for Music, but no previous experience is required for Theatre or Visual Arts. However, for all these courses, a strong work ethic and a passionate interest are strongly recommended!

### Music

Music in the Diploma Programme allows students to explore a wide range of musical styles and the impact and role of music in a variety of cultures throughout the world, both past and present. In addition to the core focus on musical perception, Music SL students may focus on either creation or performance of music. Music HL students must develop both of these options. Music is an excellent foundation for those who wish to continue to study the subject beyond school, but it is also suitable for those who simply have an interest in music.

### Theatre

Theatre is a complex art form which specialises in exploring society and the relationships within it. There are a wide range of theatrical forms throughout the world and students are encouraged to explore this diversity of forms. This may be through workshops, the devising of their own pieces of theatre, or scripted performance. Students study the theory, history and culture of theatre, and are assessed through a variety of extensive projects. The Theatre course requires students to work both individually and as part of a group, and they therefore need to develop the skills necessary to work in this way. It is also, due to its very nature and focus, a course that challenges students to explore their own perspectives

and bias, and to see how theatre plays a part in reflecting these.

### Visual Arts

Visual Arts in the Diploma Programme permits students to explore their creativity through an exploration of visual arts both within their own culture and in other cultural contexts. It encourages respect for cultural and aesthetic differences and promotes creative thinking and problem solving. Students engage in practical exploration and artistic production, and in independent contextual, visual and critical investigation, throughout the course. This opens up the course to a wide range of artistic backgrounds, making this course suitable either for those who wish to pursue a future that requires skill in this area, or for those who simply wish to engage in the study of the arts for personal reasons.



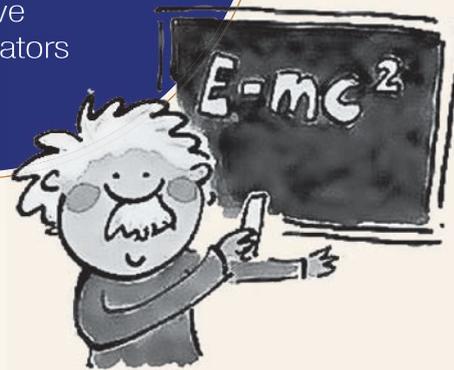
DP G11, *Amaara*



# IB Learner profile

We encourage all our students to be:

Risk taker  
Open-minded  
Inquirers  
Balance  
Knowledgeable  
Caring  
Thinkers  
Principled  
Reflective  
Communicators



# POST 16 PROGRAMME

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