



Eastwood Schools
Est. in 1973
eastwoodis.com

The IBDP Handbook

2023-2024



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IB MISSION

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

EIS MISSION

Eastwood Schools commits to impacting the world by teaching students to be driven by a balance of mind, body and soul, and to couple knowledge with integrity, ambition with compassion, and achievement with service.

EIS VISION

Eastwood International School strives to be a leading educational community in the Middle East for students of all nationalities and religions.

The success of our vision depends on the commitment of all members of the school community to take an active part in its effort to provide an instructional system that conforms to the high standards of international education.

Eastwood International School is committed to a program of continuous improvement and development.

IB LEARNER PROFILE

THE PROFILE

INQUIRER

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATOR

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

RISK-TAKER

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

The IB Diploma Programme



THE IB

DIPLOMA PROGRAMME

The IB Diploma Programme is a rigorous two-year course of study that meets the needs of highly motivated and academically oriented upper secondary school students.



The IB Diploma Programme Subject Group



THE IBDP

SUBJECT GROUP

Students must choose:

One subject from each of Groups 1, 3, 4, 5 with a second language from either Group 1 or Group 2, and either a subject from Group 6 or a second subject from Groups 1 to 4. Students on Diploma Programme Courses usually choose five or six subjects, normally with two at HL and three or four at SL. Lebanese students enrolled in the DP must take Arabic Language A from Group 1 in addition to Civics and History according to the Lebanese Curriculum of grades 11 and 12.

Inquiry-based learning is student centered and encourages active learning. It revolves around answering inquiry questions about complex global challenges by using Inquiry (asking), Action (doing) and reflection (thinking). Inquiry based learning is also built on working together to construct meaning and make sense of the world and open classrooms where different views and perspectives are valued. It also aims to influence students to become independent lifelong learners who believe in collaborating with others.

SUBJECTS STUDIED AT HIGHER LEVEL WILL REFLECT THE STUDENT'S AREA OF INTEREST AND SPECIALIZATION, AND WILL BE COVERED IN GREATER DEPTH AND BREADTH THAN SUBJECTS STUDIED AT STANDARD LEVEL.

Group 1	Studies in Language and Literature
Group 2	Language Acquisition
Group 3	Individuals and Societies
Group 4	Experimental Sciences
Group 5	Mathematics
Group 6	The Arts

A full description of the IBDP courses can be found on the following website:

https://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/#dp_briefs

THE IBDP

SUBJECT GROUP

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

LANGUAGE A: LANGUAGE AND LITERATURE

Students in this course study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Assessment

- Completion of an individual oral assessment
- Completion of an essay for HL
- Two external examination papers:
 - Paper 1: Guided textual analysis
 - Paper 2: Comparative essay

GROUP 2: LANGUAGE ACQUISITION

ARABIC / FRENCH AB INITIO SL

The language ab initio course is organized into five themes. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding.

Assessment

- Completion of an individual oral assessment
- Three external examination papers:
 - Paper 1 (written productive skills): Compulsory writing exercises
 - Paper 2 (receptive skills):
 - Reading comprehension: Text-handling exercises on three written texts, based on the core;
 - Listening comprehension: written-handling exercises on three audio texts, based on the core;

LANGUAGE B

Language B is a language acquisition course designed for students with some previous experience of the target language. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Assessment

- Completion of an individual oral assessment .
- Two external examination papers:
- . Paper 1 (productive skills): One written task from a choice of three
 - . Paper 2 (receptive skills): Separate sections for listening and reading

GROUP 3: INDIVIDUALS AND SOCIETIES

Group 3 subjects explore the interactions between humans and their environment in time, space and place.

PSYCHOLOGY

Psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. It also introduces students to approaches to research.

Assessment

Completion of an experimental study
Three external examination papers

BUSINESS MANAGEMENT

Business management examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. The course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance.

Assessment

- Written commentary/research project: maximum 1,500/2000 words
- Two external examination papers:
 - Paper 1: Case study
 - Paper 2: Structured and extended response questions

GROUP 4: SCIENCES

Through studying any of the group 4 subjects, students should become aware of how scientists work and communicate with each other. While the “scientific method” may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that distinguishes the group 4 subjects from other disciplines and characterizes each of the subjects within group 4.

BIOLOGY

Biology is the study of the science of living things and how they function. Students cover a variety of topics including cells, genetics, biochemistry, human health, ecology, plant science and evolution. Students can choose two option units from a selection to tailor the course towards their interests.

PHYSICS

Students study the properties and interactions of matter and energy. Main themes include mechanics, atomic and nuclear physics, waves, thermal physics, and electricity and magnetism.

Option topics include biomedicine, historical physics, astrophysics and general and special relativity.

CHEMISTRY

Chemistry is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. The course includes the following themes: atomic theory, the periodic table, bonding and structure, organic chemistry and energy. Students chose one option among: biochemistry, energy, medicinal chemistry, materials.

Assessment

- . Internal assessment (laboratory work)
- . Three external examination papers

GROUP 5: MATHEMATICS

The nature of mathematics can be seen as a well-defined body of knowledge, as an abstract system of ideas, or as a useful tool. Mathematical knowledge provides an important key to understanding the world in which we live. Two mathematics subjects are offered at SL and HL: Analysis and Approaches Course, and Applications and Interpretation Course. In making selection of the math course, students are advised to take account of the following factors:

- . Their own abilities in mathematics
- . Their own interest in mathematics
- . Their other choices of subjects within the Diploma Programme
- . The subjects they wish to study in future
- . Their choice of career.

Assessment

Higher level

- . Investigation
- . Three external examination papers

Standard level

- . Investigation
- . Two external examination papers

GROUP 6: THE ARTS

VISUAL ARTS

This course emphasizes experimentation and investigation both technically and theoretically. It is designed to encourage students to research and explore the impact art has had on societies and cultures throughout history. The course comprises the work book, which records and illustrates in detail the research, experimentation and development leading towards the studio work, which is the range of finished and final pieces of art made ready for a final exhibition.

Assessment

External assessment

Part 1: Comparative study

Part 2: Process portfolio

Internal assessment

Part 3: Exhibition

THE CORE ELEMENTS

In addition to the subject requirements, the IB Diploma programme includes three fundamental features that contribute to its strength and success: **Theory of Knowledge (TOK), the Extended Essay and Creativity, Action Service (CAS).**

THEORY OF KNOWLEDGE

The TOK course encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Students complete one hundred hours over two-year course. The course is comprised of eight units.

Assessment

In the second year of the course, students are officially assessed for their IB Diploma, based on two pieces of work:

- The TOK essay on a prescribed title (1,200–1,600 words). This is supervised by a teacher in the school, and then graded externally by an IB examiner.
- The TOK Exhibition. This is supervised and assessed by a teacher in the school. The final grade is then sent to the IB.

The final TOK grade and the final Extended Essay grade are entered into the Diploma points matrix to award a possible maximum of 3 extra points to be added to a student's Diploma score.

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SUBJECT GROUP

EXTENDED ESSAY

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor.

The Extended Essay is limited to 4,000 words and should include an introduction, a development methodology, a conclusion, a bibliography, and any necessary appendices.

Assessment

The Extended Essay is externally examined.

The final Extended Essay grade and the final TOK grade are entered into the Diploma points matrix to award a possible maximum of three extra points to be added to a student's Diploma score.

THE DIPLOMA POINTS MATRIX

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

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SUBJECT GROUP

CREATIVITY, ACTION, SERVICE (CAS)

Creativity, action, service is at the heart of the Diploma Programme. CAS involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS are characterized as follows:

CREATIVITY:

arts, and other experiences that involve creative thinking.

ACTION:

physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

SERVICE:

an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

SUCCESSFUL COMPLETION OF CAS IS A REQUIREMENT FOR THE AWARD OF THE IB DIPLOMA. CAS IS NOT FORMALLY ASSESSED BUT STUDENTS NEED TO DOCUMENT THEIR ACTIVITIES AND PROVIDE EVIDENCE THAT THEY HAVE ACHIEVED EIGHT KEY LEARNING OUTCOMES.

The IB Diploma Programme Grading System



THE IBDP

GRADING SYSTEM

THE MAXIMUM POINTS SCORE FOR EACH SUBJECT IN THE IBD IS 7 POINTS

- 7: Excellent
- 6: Very Good
- 5: Good
- 4: Satisfactory
- 3: Mediocre
- 2: Poor
- 1: Very Poor

There are an additional maximum 3 bonus points available for Theory of Knowledge and the Extended Essay in combination.

To be awarded the IB Diploma, a student must score 24 points overall and have no failing condition.

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GRADING SYSTEM

IB DIPLOMA EXTERNAL EXAMINATIONS

All IB DP subjects are externally assessed except the Arts through examinations. These examinations take place in May of Grade 12. In general, the IB examination accounts for 50% - 75% of a student's final grade; the remaining marks are taken from the student's prescribed coursework assignments and/or other externally marked work. All examinations in Group 1 and Group 2 include an oral component.

CONDITIONS FOR THE AWARD OF THE IB DIPLOMA

All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order for a candidate to qualify for the award of the IB diploma.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- a- CAS requirements have been met.
- b- The candidate's total points are 24 or more.
- c- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d- There is no grade E awarded for theory of knowledge and/or the extended essay.
- e- There is no grade 1 in any subject.
- f- There are no more than two grade 2s awarded HL or SL.
- g- There are no more than three grades 3 or below awarded (HL or SL).
- h- The candidate has gained 12 points or more on HL subjects.

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

THE IBDP

GRADING SYSTEM

RETAKE THE IB DIPLOMA EXAMINATIONS

A student who fails the IBDP can retake examinations either in November or in the following May. Students may choose which subjects to retake; they do not have to retake every subject.

IBDP TIMELINE

An IBDP timeline of internal deadlines will be communicated to students in year DP1. Failure to meet a coursework deadline will result in that student being suspended from class until the assignment is complete.



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