The International Baccalaureate Diploma Program at ISD
IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

**INQUIRERS**  They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**KNOWLEDGEABLE**  They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**THINKERS**  They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**COMMUNICATORS**  They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**PRINCIPLED**  They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**OPEN-MINDED**  They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**CARING**  They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**RISK-TAKERS**  They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**BALANCED**  They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**REFLECTIVE**  They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
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.

The International Baccalaureate Diploma Program at ISD

In addition to its own high school diploma, ISD offers its students the opportunity to earn a second diploma, the International Baccalaureate or IB Diploma. The IB Diploma Program (IBDP) is a rigorous and rewarding two-year program of studies that prepares students for university and the world beyond. Students are encouraged to pose and answer challenging questions, understand how develop and shape their learning, to communicate with people from other cultures and to develop a strong sense of their own identity and culture.

As such, the IBDP program promotes the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. To achieve this, IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. As each ISD student develops these attributes within themselves, they set themselves on the path to becoming responsible members of local, national and global communities.
The IBDP Curricular Model

At the heart of the IBDP are the IB learner traits for they are the foundations of the program. Further strength is provided by the approaches to teaching and approaches to learning.

The core of the IBDP can be found in the three pillars of the program:
- theory of knowledge (TOK)
- extended essay (EE)
- creativity, action, service (CAS)

To gain the breadth and depth of education that is required for success in today’s world, students taking the full IBDP must take six courses, one from each of the subject areas in the outer ring of the curricular model. For those students who do not wish to study the arts, they may replace this course with either an additional language, humanities, or science course. The chart on the next page shows the IBDP courses that are offered at ISD.

IBDP students who elect to study two languages at the “mother tongue” level are eligible for a bilingual diploma from the IBO.

To be considered full IBDP candidates, students must pursue three of the six subjects at the higher level (HL) qualification.

If an ISD student does not wish to undertake the full IBDP, they can study one or more IB subjects, either at higher level (HL) or standard level (SL), as part of their normal ISD high school program.

(Please note that the core of the IB program, namely the TOK, EE and CAS, are part of the graduation requirements of ISD and must be completed by all students)
**IBDP Courses On Offer at ISD**

Students are advised to discuss these options carefully with the IBDP Coordinator, the College Counselor, their teachers and their parents to ensure that informed decisions can be made. Not only will these choices be used to create their educational program for the final two years of high school, they should also prepare students for their university studies and their life beyond. Ultimately, students who choose according to their strengths and passions tend to enjoy the most success in the IBDP.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language A:</strong> Studies in Language and Literature</td>
<td><strong>Language Acquisition</strong></td>
<td><strong>Individuals and Societies</strong></td>
<td><strong>Experimental Sciences</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>The Arts</strong></td>
</tr>
<tr>
<td>Chinese A: Literature HL</td>
<td>English B HL</td>
<td>History HL</td>
<td>Biology HL</td>
<td>Mathematics HL</td>
<td>Visual Arts HL</td>
</tr>
<tr>
<td>English A: Literature HL</td>
<td>French B HL</td>
<td>Psychology HL</td>
<td>Chemistry HL</td>
<td>Mathematical Studies SL</td>
<td></td>
</tr>
<tr>
<td>English A: Literature SL</td>
<td>French B SL</td>
<td>Psychology SL</td>
<td>Chemistry SL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandarin B HL</td>
<td>Mandarin B SL</td>
<td>Physics HL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandarin B SL</td>
<td></td>
<td>Physics SL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

***additional subject options are available through Pamoja (online courses) or as Self-Taught languages – see pages 18-19***

**Notes**
- Group 1 subjects are considered as “mother tongue” languages
- Group 2 subjects are considered as “second language” or “language acquisition” courses
- Group 3 subjects are also known as the humanities
- Standard Level (SL) courses require 150 hours of class time over the two-year program
- Higher Level (HL) courses require 240 hours of class time over the two-year program
- Each course is subject to minimum numbers for registration and, as such, will run at the discretion of the IBDP Coordinator and the Director

Students are advised to discuss these options carefully with the IBDP Coordinator, the College Counselor, their teachers and their parents to ensure that informed decisions can be made. Not only will these choices be used to create their educational program for the final two years of high school, they should also prepare students for their university studies and their life beyond. Ultimately, students who choose according to their strengths and passions tend to enjoy the most success in the IBDP.

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IBDP Core Requirements

Theory of Knowledge (TOK)
(as detailed in the Theory of Knowledge Subject Guide (first exams 2015))

For students, “knowledge” might seem to be something learned, or attained, or accumulated and then displayed in the many required assessment tasks. Theory of Knowledge (TOK) takes students down a different path, examining the nature of “knowledge” itself rather than as a means to an end. At the center of the subject are the various “knowledge claims” that we (as “knowers”) make about all manner of things, including but not limited to “academic” matters. And so, the student (the “knower”) is at the center of our exploration.

How do we know something? Perhaps we saw it or heard it. Perhaps someone told us or we read it. Perhaps we just felt it strongly. TOK calls these “ways of knowing,” and we examine each of these: sense perception, language, emotion, reason, imagination, faith, intuition and memory for strengths, weaknesses and degrees of certainty.

What do we know? TOK deals with math, the human sciences, the natural sciences, history, the arts, ethics, religious knowledge systems and indigenous knowledge systems as “areas of knowledge.” We examine each one. Are they the same? Are they different kinds of knowledge? Are some more certain than others? What are the links between them and the different ways of knowing?

The heart of TOK is in the student’s reflection and analysis of the nature of knowledge and no “knowledge” is immune from this approach—even (or perhaps especially) IB courses and the TOK course itself.

Assessment for the course is done via an essay on a prescribed title (worth 67% of the IB grade) and a presentation (worth 33% of the IB grade).

The Extended Essay (EE)
(as detailed in the Extended Essay Guide (first exams 2013))

The Extended Essay is the requirement that most fully acquaints students with the type of independent research and writing skills expected in a university. The student chooses a topic of interest, and produces the essay with guidance from a faculty supervisor. Students are introduced to the essay in semester two of Grade 11. Beyond these times, students are responsible for progress on their essay and initiating contact and discussion with their supervisor throughout the essay writing process.

One of the biggest challenges is the sustained effort required by the students over a period of approximately 12 months. This essay requires motivation and organization on behalf of the student. Many students are very proud of their essay upon completion, and some will even take it to university admission interviews as a discussion piece.

The IBO recommends that the essay take a total of 40 hours of private study and writing. The maximum word limit is 4,000. The final draft is due in late November/early December of the diploma candidate’s second year (Grade 12).
Points Matrix for TOK and EE

In addition to the 42 possible points from the 6 subjects that IBDP students take, there are up to 3 points that can be awarded based on how the student does on the TOK and EE components of the core. The following matrix shows the different combinations and the points awarded:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
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<tr>
<td>C</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Failing condition</td>
</tr>
</tbody>
</table>

Creativity, Action, Service (CAS)
(as detailed in the Creativity, Action, Service Guide (for students graduating in 2010 and thereafter)

CAS encourages students to strive for balance in their lives; along with rigorous academic work, they undertake creative pursuits, physical activities and service projects. A good CAS experience should be both challenging and enjoyable, a journey of self-discovery which, at times, takes students out of their comfort zones. The spirit of CAS is important. It can be challenging to maintain focus on the ideals of CAS amid the daily realities of course requirements and busy schedules.

Sometimes the challenge is time-management, sometimes lack of confidence in a particular type of activity, sometimes reluctance to value experiences that don’t earn diploma points. Eventually, though, many students recognize the merits of accepting personal challenge, of working collaboratively as well as individually for the benefit of someone else, of learning about the world in a very “local” way.

Because CAS might be a student’s first direct experience with disadvantaged people, the service component is often the most noticeable area of growth and the most personally satisfying. Developing a sense of commitment to an orphan, an elderly resident of a retirement home or a child of an impoverished migrant family can be a profound experience, and it takes time, approximately three hours per week.

Students complete the CAS requirement through evidence of eight learning outcomes achieved through a continuous balance of creativity, action and service over the two years of the diploma program.

Successful completion of the CAS requirement is required for both the IB Diploma and for the ISD Diploma.
The English A: Literature and Chinese A: Literature courses are built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

Language A: literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts (see table below), each with a particular focus.

The distinction between and assessments of SL and HL are summarized below:

<table>
<thead>
<tr>
<th>Part of the Course</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: Works in Translation</td>
<td>Study of 2 works in translation from the prescribed literature in translation (PLT) list</td>
<td>Study of 3 works in translation from the prescribed literature in translation (PLT) list</td>
</tr>
<tr>
<td>Part 2: Detailed Study</td>
<td>Study of 2 works, each of a different genre, chosen from the prescribed list of authors (PLA)</td>
<td>Study of 3 works, each of a different genre, chosen from the prescribed list of authors (PLA)</td>
</tr>
<tr>
<td>Part 3: Literary Genres</td>
<td>Study of 3 works of the same genre, chosen from the PLA</td>
<td>Study of 4 works of the same genre, chosen from the PLA</td>
</tr>
<tr>
<td>Part 4: Options</td>
<td>Study of 3 works freely chosen</td>
<td>Study of 3 works freely chosen</td>
</tr>
<tr>
<td>External Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 1: Literary Analysis</td>
<td>A literary analysis of a previously unseen passage in response to two guiding questions</td>
<td>A literary commentary on a previously unseen passage</td>
</tr>
<tr>
<td>Paper 2: Essay</td>
<td>An essay based on at least two works studied in Part 3.</td>
<td>An essay based on at least two works studied in Part 3.</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>Reflective statement and literary essay on 1 work studied in Part 1</td>
<td>Reflective statement and literary essay on 1 work studied in Part 1</td>
</tr>
<tr>
<td>Internal Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Oral Commentary</td>
<td>A 10-minute oral commentary based on an extract from one of the works studied in Part 2</td>
<td>A 10-minute oral commentary on poetry studied in Part 2, followed by a discussion based on one of the other two works studied</td>
</tr>
<tr>
<td>Individual Oral Presentation</td>
<td>A 10-minute literary presentation based on works studied in Part 4</td>
<td>A 10-minute literary presentation based on works studied in Part 4</td>
</tr>
</tbody>
</table>
**Group 2: Studies in Language – English, French and Mandarin B**
(as detailed in the IBO Language B Subject Guide (first exams 2015))

Language B is a language acquisition course developed at two levels - standard level (SL) and higher level (HL) - for students with some background in the target language. While developing their language skills, students will explore the culture(s) connected to it. The focus of this course is on developing academic writing, reading and speaking skills as well as intercultural understanding.

The Language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the Language B course through the expansion of their receptive, productive and interactive skills.

SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

The core - with topics common to both levels - is divided into three areas of required study:
- Communication and media
- Global issues
- Social relationships

In addition, at both SL and HL, teachers select two from the following five options.
- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

Also, at HL, students read two works of literature.

The distinction between and assessments of SL and HL are summarized below:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Receptive Skills</td>
<td>Text-handing exercises on 4 written</td>
<td>Text-handing exercises on 5 written</td>
</tr>
<tr>
<td></td>
<td>texts, based on the core</td>
<td>texts, based on the core</td>
</tr>
<tr>
<td>Paper 2: Written Productive</td>
<td>Writing exercise of 250-400 words</td>
<td>Section A: One task of 250-400 from a</td>
</tr>
<tr>
<td>Skills</td>
<td>from a choice of five, based on the</td>
<td>choice of five, based on options</td>
</tr>
<tr>
<td></td>
<td>options</td>
<td>Section B: Response of 150-250</td>
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<tr>
<td></td>
<td></td>
<td>words to a stimulus text, based on the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>core</td>
</tr>
<tr>
<td>Written Assignment:</td>
<td>Inter-textual reading followed by a</td>
<td>Creative writing of 500-600 words plus</td>
</tr>
<tr>
<td>Receptive and written</td>
<td>written task of 300-400 words plus</td>
<td>a 150-250 word rationale, based on</td>
</tr>
<tr>
<td>productive skills</td>
<td>a 150-200 word rationale, based on</td>
<td>one or both of the literary texts read</td>
</tr>
<tr>
<td></td>
<td>the core</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Oral</td>
<td>Based on the options, 15 minutes’</td>
<td>Based on the options, 15 minutes’</td>
</tr>
<tr>
<td></td>
<td>preparation and a 10 minute</td>
<td>preparation and a 10 minute</td>
</tr>
<tr>
<td></td>
<td>presentation and discussion with</td>
<td>presentation and discussion with</td>
</tr>
<tr>
<td></td>
<td>teacher</td>
<td>teacher</td>
</tr>
<tr>
<td>Interactive Oral Activity</td>
<td>Based on the core, three classroom</td>
<td>Based on the core, three classroom</td>
</tr>
<tr>
<td></td>
<td>activities assessed by the teacher</td>
<td>activities assessed by the teacher</td>
</tr>
</tbody>
</table>
**Group 3: Individuals and Society - History**
(as detailed in the IBO History Subject Guide (first exams 2010))

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Students of history should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual’s understanding of, and empathy for, people living in other periods and contexts.

Diploma Programme history consists of a standard level (SL) and higher level (HL) core syllabus comprising an in-depth study of an individual prescribed subject and the selection of two topics. Of the two routes available for study in the IB, ISD has chosen route 2 which encompasses the main developments in 20th century world history. At HL students select from a range of optional syllabuses that cover a wider time span encouraging in-depth study.

Thus Diploma Programme history 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 distinction between and assessments of SL and HL are summarized below:

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The study of one prescribed subject</td>
<td>The study of one prescribed subject</td>
<td></td>
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<tr>
<td>The study of two topics from a choice of five</td>
<td>The study of two topics from a choice of five</td>
<td></td>
</tr>
<tr>
<td>The study of three sections from one HL option</td>
<td>A historical investigation</td>
<td></td>
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<tr>
<td>A historical investigation</td>
<td>A historical investigation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 2 SL: an essay paper based on topics</td>
<td>Paper 2 HL: an essay paper based on topics</td>
<td></td>
</tr>
<tr>
<td>Paper 3 HL: an essay paper on each of the HL options</td>
<td>Internal assessment (IA): the historical investigation</td>
<td></td>
</tr>
<tr>
<td>Internal assessment (IA): the historical investigation</td>
<td>Internal assessment (IA): the historical investigation</td>
<td></td>
</tr>
</tbody>
</table>

While many of the skills of studying history are common to both SL and HL, the HL student is required, through in-depth study, to synthesize and critically evaluate knowledge. The greater depth of study required for HL, and the greater demands this makes of the student, are exemplified through the nature of the learning outcomes for the HL options. In HL paper 3, the emphasis is on testing assessment objective 3: synthesis and evaluation, reflected in the markband descriptors.
Group 3: Individuals and Society - Psychology
(as detailed in the IBO Psychology Subject Guide (first exams 2011))

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

The core syllabus (Part 1) for SL and HL is divided into three areas of required study:
- The biological level of analysis
- The cognitive level of analysis
- The sociocultural level of analysis

In the options syllabus (Part 2), SL selects one and HL selects two from the following five options.
- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships
- Sport psychology

HL students also study qualitative research methodology (Part 3 of the syllabus).

The distinction between and assessments of SL and HL are summarized below:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section A: 3 compulsory questions on part 1 of the syllabus</td>
<td>Section A: 3 compulsory questions on part 1 of the syllabus</td>
<td></td>
</tr>
<tr>
<td>Section B: 1 essay from a choice of 3</td>
<td>Section B: 1 essay from a choice of 3</td>
<td></td>
</tr>
<tr>
<td><strong>Paper 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 essay from a choice of 15, based on part 2 of the syllabus</td>
<td>2 essays from a choice of 15, based on part 2 of the syllabus</td>
<td></td>
</tr>
<tr>
<td><strong>Paper 3</strong></td>
<td></td>
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<tr>
<td></td>
<td>3 compulsory questions based on an unseen text, covering part 3 of the syllabus</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A report of a simple experimental study conducted by the student</td>
<td>A report of a simple experimental study conducted by the student</td>
<td></td>
</tr>
</tbody>
</table>

Both SL and HL students are assessed on the syllabus core (levels of analysis) in paper 1. In addition:
- SL students are assessed on their knowledge and comprehension of one option in paper 2, whereas HL students are assessed on two options
- HL students are assessed on their knowledge and comprehension of qualitative research methodology in paper 3
- in the internal assessment, the report of a simple experimental study conducted by HL students requires inferential statistical analysis and a more in-depth approach than that required of SL students
**Group 4: Sciences - Biology**
(as detailed in the IBO Biology Subject Guide (first exams 2016))

Biology is the study of life. Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Many areas of research in biology are extremely challenging and many discoveries remain to be made. Biology is still a young science and great progress is expected in the 21st century. This progress is sorely needed at a time when the growing human population is placing greater pressure on food supplies and on the habitats of other species, and is threatening the very planet we occupy.

The core syllabus for SL and HL is divided into six areas of required study:
- Cell biology
- Molecular biology
- Genetics
- Ecology
- Evolution and biodiversity
- Human physiology

In the options syllabus, SL and HL select one from the following four options.
- Neurobiology and behaviour
- Biotechnology and bioinformatics
- Ecology and conservation
- Human physiology

HL students also study five additional higher level (AHL) topics:
- Nucleic acids
- Metabolism, cell respiration and photosynthesis
- Plant biology
- Genetics and evolution
- Animal physiology

The distinction between and assessments of SL and HL are summarized below:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>30 multiple choice questions based on the core</td>
<td>40 multiple choice questions based on the core and AHL</td>
</tr>
<tr>
<td>Paper 2</td>
<td>data-based question, short-answer and extended response questions on core material</td>
<td>data-based question, short-answer and extended response questions on core and AHL material</td>
</tr>
<tr>
<td>Paper 3</td>
<td>Section A: short answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core Section B: short answer and extended response questions from the option</td>
<td>Section A: short answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core Section B: short answer and extended response questions from the option</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>individual investigation</td>
<td>individual investigation</td>
</tr>
</tbody>
</table>
Group 4: Sciences - Chemistry  
(as detailed in the IBO Chemistry Subject Guide (first exams 2016))

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

The Diploma Programme chemistry course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study chemistry as their major subject in higher education and those who do not.

The core syllabus for SL and HL is divided into eleven areas of required study:

- Stoichiometric relationships
- Periodicity
- Energetics/thermochemistry
- Equilibrium
- Redox processes
- Measurement and data processing
- Atomic structure
- Chemical bonding and structure
- Chemical kinetics
- Acids and Bases
- Organic chemistry

In the options syllabus, SL and HL select one from the following four options.

- Materials
- Biochemistry
- Energy
- Medicinal chemistry

HL students also study ten additional higher level (AHL) topics, extensions of the core material:

- Atomic structure
- Chemical bonding and structure
- Chemical kinetics
- Acids and bases
- Organic chemistry
- The periodic table – the transition metals
- Energetics/thermochemistry
- Equilibrium
- Redox processes
- Measurement and analysis

The distinction between and assessments of SL and HL are summarized below:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>30 multiple choice questions based on the core</td>
<td>40 multiple choice questions based on the core and AHL</td>
</tr>
<tr>
<td>Paper 2</td>
<td>short-answer and extended response questions on core material</td>
<td>short-answer and extended response questions on core and AHL material</td>
</tr>
</tbody>
</table>
| Paper 3             | **Section A:** data-based question, short answer questions based on experimental work  
**Section B:** short answer and extended response questions from the option | **Section A:** data-based question, short answer questions based on experimental work  
**Section B:** short answer and extended response questions from the option |

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>individual investigation</td>
<td>individual investigation</td>
</tr>
</tbody>
</table>
Group 4: Sciences - Physics
(as detailed in the IBO Physics Subject Guide (first exams 2016))

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies.

Despite the exciting and extraordinary development of ideas throughout the history of physics, certain aspects have remained unchanged. Observations remain essential to the very core of physics, sometimes requiring a leap of imagination to decide what to look for. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

The core syllabus for SL and HL is divided into eight areas of required study:

- Measurements and uncertainties
- Thermal physics
- Electricity and magnetism
- Atomic, nuclear and particle physics
- Mechanics
- Waves
- Circular motion and gravitation
- Energy production

In the options syllabus, SL and HL select one from the following four options.

- Relativity
- Engineering physics
- Imaging
- Astrophysics

HL students also study four additional higher level (AHL) topics:

- Wave phenomena
- Fields
- Electromagnetic induction
- Quantum and nuclear physics

The distinction between and assessments of SL and HL are summarized below:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>30 multiple choice questions based on the core</td>
<td>40 multiple choice questions based on the core and AHL</td>
</tr>
<tr>
<td>Paper 2</td>
<td>short-answer and extended response questions on core material</td>
<td>short-answer and extended response questions on core and AHL material</td>
</tr>
<tr>
<td>Paper 3</td>
<td>Section A: data-based question, short answer questions based on experimental work</td>
<td>Section A: data-based question, short answer questions based on experimental work</td>
</tr>
<tr>
<td></td>
<td>Section B: short answer and extended response questions from the option</td>
<td>Section B: short answer and extended response questions from the option</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL</td>
<td>individual investigation</td>
<td>individual investigation</td>
</tr>
<tr>
<td>HL</td>
<td>individual investigation</td>
<td>individual investigation</td>
</tr>
</tbody>
</table>
Group 5: Mathematics – Mathematics HL/SL
(as detailed in the IBO Mathematics HL Subject Guide (first exams 2014) and the IBO Mathematics SL Subject Guide (first exams 2014))

The Math HL course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The Math SL course, which is a subset of the Math HL course, focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigour and depth of knowledge required for Mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

Students wishing to study subjects with a high degree of mathematical content should therefore opt for a Mathematics HL course rather than a Mathematics SL course.

The core syllabus for SL and HL is divided into six areas of required study:

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus

(Please note that the HL course demands a deeper and more rigorous knowledge and application of the concepts within the areas of study compared to what is required at the SL level)

HL students also study one of the following options which further the concepts in the HL core:

- Statistics and probability
- Sets, relations and groups
- Calculus
- Discrete mathematics

The distinction between and assessments of SL and HL are summarized below:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No calculators allow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section A: short response questions</td>
<td>Section A: short response questions based on the HL core</td>
<td></td>
</tr>
<tr>
<td>Section B: extended response questions</td>
<td>Section B: extended response questions based on the HL core</td>
<td></td>
</tr>
<tr>
<td>Paper 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section A: short response questions</td>
<td>Section A: short response questions based on the HL core</td>
<td></td>
</tr>
<tr>
<td>Section B: extended response questions</td>
<td>Section B: extended response questions based on the HL core</td>
<td></td>
</tr>
<tr>
<td>Paper 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extended response questions based mainly on the options</td>
<td></td>
</tr>
<tr>
<td>Internal Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mathematical exploration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mathematical exploration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Group 5: Mathematics – Mathematical Studies SL**  
(as detailed in the IBO Mathematical Studies Subject Guide (first exams 2014))

The Mathematical Studies course is available only at standard level, and is equivalent in status to Mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data.

Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies. Students preparing for future studies in subjects such as chemistry, economics, psychology and business administration may find the Mathematics SL course (from the previous page) better suited to their needs.

The syllabus for the Math Studies SL is divided into seven areas of required study:
- Number and algebra
- Descriptive statistics
- Logic, sets and probability
- Statistical applications
- Geometry and trigonometry
- Mathematical models
- Introduction to differential calculus

The assessments of Math Studies SL course are summarized below:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1</strong></td>
<td>15 short response questions based on the whole syllabus</td>
</tr>
<tr>
<td><strong>Paper 2</strong></td>
<td>6 extended response questions based on the whole syllabus</td>
</tr>
<tr>
<td><strong>Paper 3</strong></td>
<td><strong>Internal Assessment</strong></td>
</tr>
<tr>
<td><strong>SL</strong></td>
<td>mathematical exploration</td>
</tr>
</tbody>
</table>
**Group 6: The Arts – Visual Arts**
(as detailed in the IBO Visual Arts Subject Guide (first exams 2016))

The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The distinction between and assessments of SL and HL are summarized below:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1: Comparative Study</strong></td>
<td>- SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). - SL students submit a list of sources used.</td>
<td>- HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). - HL students submit 3–5 screens which analyse the extent to which their work and practices have been influenced by the art and artists examined. - HL students submit a list of sources used.</td>
</tr>
<tr>
<td><strong>Part 2: Process Portfolio</strong></td>
<td>- SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.</td>
<td>- HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.</td>
</tr>
<tr>
<td><strong>Internal Assessment</strong></td>
<td><strong>SL</strong></td>
<td><strong>HL</strong></td>
</tr>
<tr>
<td><strong>Part 3: Exhibition</strong></td>
<td>- SL students submit a curatorial rationale that does not exceed 400 words. - SL students submit 4–7 artworks. - SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.</td>
<td>- HL students submit a curatorial rationale that does not exceed 700 words. - HL students submit 8–11 artworks. - HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.</td>
</tr>
</tbody>
</table>

The visual arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.
Non-Standard Subject Choices

Although the selection of IB courses taught at ISD will be comprehensive and suitable for most candidates, there may be some special situations where there is a desire to undertake study of a subject that is not currently offered at ISD. In these cases, there are two avenues that can be explored – Self-Taught Mother Tongue Languages and Online Courses.

Participation in non-standard subject choices can be rewarding and beneficial for future studies but it also requires excellent organizational and communication skills since much of the work will be done by the student with minimal supervision. As such, it is vital that students wishing to pursue courses that are outside of ISD’s offerings are self-motivated, self-regulatory, goal-oriented and active participants in their own learning. Also, these subject choices may involve additional fees, either in outside tutoring or in online course fees, which will need to be covered by the candidate rather than the school.

For these reasons, any candidate who wishes to include a non-standard subject in their course selections must discuss their choices with the IBDP coordinator. Based on these discussions and past performance of the candidate, the IBDP coordinator will decide on the suitability and viability of including a non-standard subject choice. If the request is accepted, the candidate will be allowed to have one non-standard subject substituted for the equivalent ISD course. (For example, Self-Taught Korean Literature would replace the second language)

Pamoja Online IB Course (TYPE I Non-Standard Subject Choice)

For students wishing to specialize in a field outside of ISD’s program of studies, such as Economics or Film, there is an option to substitute one online course for an equivalent ISD-taught course. Current online subject offerings can be found at www.pamojaeducation.com.

In the words of the IB, 'the main aims of online Diploma Program courses are:

- to extend subject choice for students in IB World Schools
- to enable students who cannot attend an IB World School to benefit from an IB educational experience
- to create international and intercultural classrooms that bring together students and instructors from around the world in a truly global, albeit virtual, environment
- to enable students, increasingly socialized in the digital world, to develop essential skills that will equip them for life after school

Online candidates have the same external assessments as school taught candidates but there may be some adjustments in the internal assessments required by the IBO.

Since participating in online courses entails coordination and commitment on the part of the student, a formal application must be submitted to the IBDP Coordinator. The application must include detailed reasoning behind the choice of undertaking an online course. If the application is accepted, the candidate will develop an educational plan with the IBDP Coordinator. This plan will map out the major assessments and timelines for the two-year course. An educational contract may also be drafted, outlining the roles and responsibilities of the student and the school.
Self-Taught Mother Tongue Language (TYPE II Non-Standard Subject Choice)

ISD recognizes the importance of mother-tongue language development in the development of the whole child. Leveraging mother-tongue languages is one of the 6 pillars of effective ELL learning, asserting that effective mother-tongue language development can positively influence the development of other languages.

Also, “the IB has a policy of mother-tongue entitlement which promotes respect for the literary heritage of the student’s home language and provides an opportunity for students to continue the develop oral and writing skills in their mother tongue while studying a different language of instruction.” (IBO Guidance for the support of mother tongue in the Diploma Programme, October 2009, p. 2)

To participate in the full IBDP program, candidates must have 2 languages with at least one studied at the mother-tongue or “Group 1” level. ISD’s graduation requirements stipulate that English must be one of those languages and it can be studied at either the “Group 1” or “Group 2” level. The second language can be in one of the courses offered at ISD, namely Chinese or French, or can be done as a Self-Taught language.

Self-Taught languages are offered at the SL level only and must be a course in Literature in the target language. Self-Taught candidates have the same external assessments as school taught candidates but there may be some adjustments in the internal assessments required by the IBO.

Since participating in a Self-Taught language entails coordination and commitment on the part of the student, a formal application must be submitted to the IBDP Coordinator. The application must include detailed reasoning behind the choice of undertaking a Self-Taught language and details of any external tutoring to be hired by the student. If the application is accepted, the candidate will develop an educational plan with the IBDP Coordinator. This plan will map out the major assessments and timelines for the two-year course. An educational contract may also be drafted, outlining the roles and responsibilities of the student and the school.
Award of the Diploma

Classroom teachers and IB examiners work in partnership to ensure that students have ample opportunity to demonstrate what they have learned. Grades reflect attainment of knowledge and skills relative to set standards applied equally to all schools worldwide. Top grades are not, for example, awarded to a certain percentage of students.

Responsibility for all academic judgments about the quality of candidates' work rests with some 3,400 IB examiners worldwide, led by chief examiners with international authority in their fields. Over 100,000 students are assessed by the IB annually. Worldwide each year, approximately 80% of candidates who attempt the diploma succeed in earning it.

All examinations leading to the Diploma take place in May of the second year of study. The examinations are externally set and graded by the International Baccalaureate. However, in all subjects, a part of the programme is internally assessed by the school.

Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The grading scale for IB subjects is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Excellent</td>
</tr>
<tr>
<td>6</td>
<td>Very Good</td>
</tr>
<tr>
<td>5</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>3</td>
<td>Mediocre</td>
</tr>
<tr>
<td>2</td>
<td>Poor</td>
</tr>
<tr>
<td>1</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

Award of the Diploma

The IB Diploma will be awarded to candidates who obtain a total points score of 24 points. The total must be achieved in conformity with a number of provisions. If any of the following conditions occur, the IB Diploma will not be award:

1. CAS requirements have not been met.
2. Candidate’s total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
Possible IB Prerequisites for University Studies

The information in the following table is provided as a general guide to the possible IB courses that might be necessary for various fields of study. The list is not intended to be exhaustive and it should be noted that the requirements for specific programs can vary from university to university, even within the same geographical area. Therefore, it is absolutely essential that students conduct their own research using the admissions policies and documentation of their intended colleges and universities to ensure their IB subject choices meet their future needs for post-secondary education.

<table>
<thead>
<tr>
<th></th>
<th>Australia</th>
<th>Canada</th>
<th>UK</th>
<th>USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>may require Math and/or Physics at HL, may require a portfolio of work</td>
<td>may require two sciences, may require Math SL or HL</td>
<td>may require Math HL, Physics HL and/or Visual Arts HL, portfolio of work required</td>
<td>may require Math HL and a science at HL</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>usually Visual Arts is required, may require a portfolio of work</td>
<td>usually Visual Arts is required, will require a portfolio of work</td>
<td>Visual Arts required, portfolio of work required</td>
<td>Visual Arts required, portfolio of work required</td>
</tr>
<tr>
<td>Business &amp; Commerce</td>
<td>may require Math at either SL or HL level</td>
<td>may require Math at either SL or HL level</td>
<td>may require Math SL</td>
<td>may require Math SL or HL</td>
</tr>
<tr>
<td>Engineering</td>
<td>may require Math HL, may require Chemistry or Physics</td>
<td>may require Math HL, may require Chemistry and Physics</td>
<td>require Math HL and usually Physics HL</td>
<td>may require Math HL, may require Chemistry and Physics</td>
</tr>
<tr>
<td>Sciences</td>
<td>requires at least one science at HL, may require Math SL or HL</td>
<td>requires at least one science at HL, may require Math SL or HL</td>
<td>requires at least one science at HL, may require Math SL or HL</td>
<td>may require two sciences with at least one at HL, may require Math SL or HL</td>
</tr>
<tr>
<td>Law</td>
<td>may require English A Literature</td>
<td>not available as an undergraduate option</td>
<td>may require English A Literature as well as other essay-based subjects (i.e. History)</td>
<td>not available as an undergraduate option</td>
</tr>
<tr>
<td>English Literature</td>
<td>will require English A Literature</td>
<td>will require English A Literature</td>
<td>will require English A Literature</td>
<td>will require English A Literature</td>
</tr>
<tr>
<td>Medicine</td>
<td>may require Chemistry and Physics, may require Math HL</td>
<td>not available as an undergraduate option</td>
<td>requires Chemistry HL and Biology HL, Math SL or HL</td>
<td>not available as an undergraduate option</td>
</tr>
<tr>
<td>Psychology</td>
<td>may require Math SL</td>
<td>may require Math SL</td>
<td>may require one HL from Biology or Chemistry, may require Math SL</td>
<td>no specific prerequisites</td>
</tr>
</tbody>
</table>

Please note that many universities, especially those of Europe, often have specific IBDP prerequisites in languages, mathematics and sciences as well as minimum IB points required for entry into the program of study. Interested students must check individual university websites for details.
Referencing and Citing Sources at ISD

INTRODUCTION
This guide provides a basic introduction to the MLA citation style, as well as examples for the most common types of citations used by students. It is based on the 7th edition of the MLA Handbook for Writers of Research Papers published by the Modern Language Association in 2009.

PARENTHEtical REFERENCES
Parenthetical documentation allows you to acknowledge a source within your text by providing a reference to exactly where in that source you found the information. The reader can then follow up on the complete reference listed on the Works Cited page at the end of your paper.

In most cases, providing the author’s last name and a page number are sufficient:

In response to rapid metropolitan expansion, urban renewal projects sought “an order in which more significant kinds of conflict, more complex and intellectually stimulating kinds of disharmony, may take place” (Mumford 485).

If there are 2-3 authors, include the last name of each:

(Winks and Kaiser 176)
(Choko, Bourassa, and Baril 258-263)

If there are more than three authors, include the last name of the first author followed by “et al.”

(Baldwin et al. 306)

When citing a quotation which is cited in another source, indicate the source you actually consulted in your parenthetical reference and in your works cited. Use the abbreviation qtd. in to indicate that the information has been quoted in another source:

Landow admitted that there was “work to be done” (qtd. in Rogers 333).

WORKS CITED - GENERAL GUIDELINES
The alphabetical list of works cited that appears at the end of your paper contains more information about all of the sources you've cited allowing readers to refer to them, as needed. The main characteristics are:

- The list of Works Cited must be on a new page at the end of your text
- Entries are arranged alphabetically by the author’s last name or by the title if there is no author
- Titles are italicized (not underlined) and all important words should be capitalized
- Entries are double-spaced (for the purposes of this page, single-spacing is used)
- Each entry must include the publication medium. Examples include: Print, Web, DVD, and Television.

WORKS CITED - BOOK WITH 1 AUTHOR

WORKS CITED - BOOK WITH 2 OR 3 AUTHORS

WORKS CITED - BOOK WITH 4 OR MORE AUTHORS

WORKS CITED - WORK IN AN ANTHOLOGY OR AN ESSAY IN A BOOK
WORKS CITED - BOOK BY A CORPORATE AUTHOR
(Associations, corporations, agencies and organizations are considered authors when there is no single author.)

WORKS CITED - ARTICLE IN A REFERENCE BOOK OR AN ENTRY IN AN ENCYCLOPEDIA
(If the article/entry is signed, include the author's name; if unsigned, begin with the title of the entry)

WORKS CITED - A TRANSLATION

WORKS CITED - A GOVERNMENT PUBLICATION

WORKS CITED - ARTICLE IN A JOURNAL - Article retrieved in print/paper format:

WORKS CITED - ARTICLE IN A JOURNAL - Article retrieved on the Web:

WORKS CITED - ARTICLE IN A NEWSPAPER OR MAGAZINE

WORKS CITED – ARTICLE RETRIEVED ONLINE
(Provide the same information as you would for a printed journal article and add the name of the database in italics, and indicate the publication medium as Web and the date of access)

WORKS CITED - A REVIEW

WORKS CITED - TELEVISION OR RADIO PROGRAM

WORKS CITED - FILM, VIDEORECORDERING OR DVD

WORKS CITED - WORK OF ART, PHOTOGRAPHED, IN A BOOK
10 REASONS
Why the IB Diploma Programme is ideal preparation for university

1. IT OFFERS ACADEMIC BREADTH & DEPTH
IB Diploma Programme students are 21% more likely to be admitted into 10 of the most prestigious universities, including Harvard, Princeton, Yale and Stanford.

2. COLLEGES VALUE STUDENTS WITH MEANINGFUL EXPERIENCES BEYOND THE CLASSROOM
Creativity, action, service (CAS) encourages learning through direct experience.

3. IT'S A QUALIFICATION RECOGNIZED BY UNIVERSITIES AROUND THE WORLD
The IB Diploma Programme is internationally benchmarked, allowing graduates to continue their studies anywhere in the world.

4. IT CREATES INDEPENDENT LEARNERS & STRONG WRITERS
The extended essay requires independent research through an in-depth study and a 4,000-word essay.

5. IT ASSESSES MORE THAN EXAMINATION TECHNIQUES
IBNever teaches to the test—exams are externally assessed with no-grade inflation for more than 20 years.

6. IB STUDENTS HAVE PROVEN TIME MANAGEMENT SKILLS
Research has found that IB students develop strong study habits and critical time management skills, key indicators of college readiness.

7. SUBJECTS AREN'T TAUGHT IN ISOLATION
Theory of knowledge classes encourage students to make connections between subjects and gain the skills they need to be critical thinkers.

8. THE IB ENCOURAGES CRITICAL THINKING
Inquisitiveness and interpretation are among the key cognitive properties of an IB education.

9. AND HERE ARE 10 MORE REASONS...
The IB learner profile offers 10 qualities underpinning the Diploma Programme—from open-minded to risk-taker to balanced, they form a framework for an international education that meets the needs of a changing world.

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