



المدرسة الملكية الكندية-القاهرة
Royal Canadian School-Cairo

DP Handbook

IB DP Model:

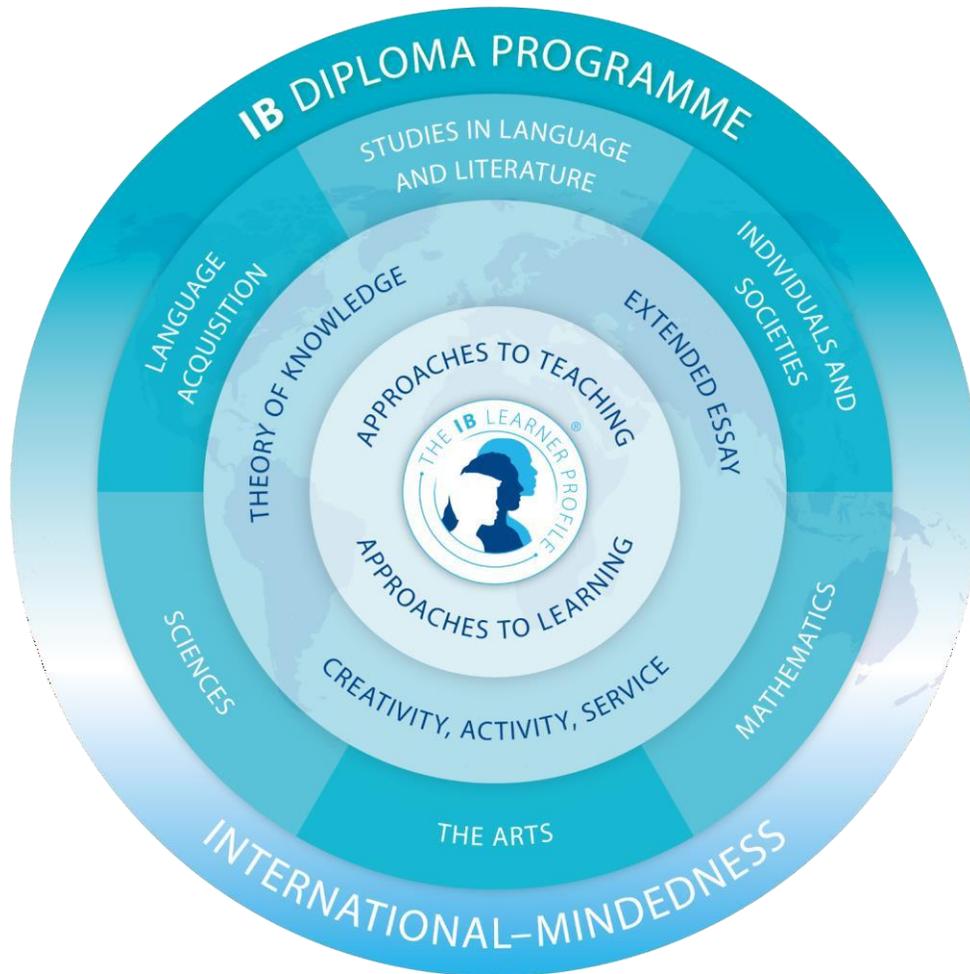


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Welcome note

Welcome to the 2024-2025 school year!

I hope you had a great summer. On behalf of the whole faculty and staff! We at RCS are all eager to start what was predicted to be a very fruitful year. Always keep in mind that we are making every effort to support your inherent curiosity and personal passions. We work to help you develop into future leaders who are tolerant, compassionate, contemplative, creative, and disciplined lifelong learners who contribute to the growth of your communities and serve successfully in a changing world. Being a part of a community where parents, teachers, and students value one another and work to foster relationships that foster social and academic development is a wonderful luxury. We see ourselves as a unit.

This academic year is going to be extraordinary. Fun, enthusiasm, and education will all be present at RCS. You need to understand how much we genuinely care about you. We are eager to get to know you, everyone. You are welcome to visit my office whenever you need to. I'm here for you whenever you need me, and I welcome your thoughts and recommendations.

Head of the school

Sherein' Batchelor

Handbook Use & Purpose

This handbook provides parents with a description of the policies, procedures, and expectations of the Royal Canadian School (RCS). Please go through this document with your children so everyone becomes familiar with the information. This is a 'living' document and its content may be revised and updated over time as needed. Any revisions will be communicated to students and parents.

International Baccalaureate (IB) system

The IB is a very interesting education system. Its goal is to help develop students who create a better world through their intercultural understanding and respect.

The IB system is divided into primary years, middle years, and diploma programs. The diploma program's main goal is to enhance students who have an excellent depth of knowledge. It helps students succeed physically, intellectually, emotionally, and ethically. The DP curriculum consists of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS), and the extended essay.

RCS Vision

RCS Cairo aims to cultivate future leaders who demonstrate the global understanding, empathy, and skills to solve 21st-century challenges and make their world a better place.

RCS Mission Statement

RCS will nurture intellectual curiosity, academic excellence, environmental awareness and pride in community, host country and home country.

Faculty Team:

Head of School: Sherein' Batchelor

DP Coordinator: Dalia Kamal

CAS Coordinator: Sara Amr

Extended Essay Coordinator: Dalia Kamal

TOK Coordinator: Sara Amr

Academic Counselor: Sara Amr

The International Baccalaureate® (IB) learner profile

This profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others, and the world around them. Each of the IB's programmes is committed to the development of students according to the IB learner profile. The profile aims to develop learners who are: **Inquirers**

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 analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and 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 commit to service, and we act to make a positive difference in the lives of others and the world around us. **Risk-takers**

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. **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**

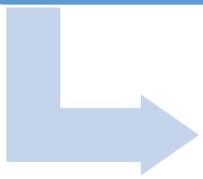
We thoughtfully consider the world and our ideas and experiences. We work to understand our strengths and weaknesses to support our learning and personal development.

Introduction to the Diploma Programme

The IB Diploma Programme (DP) is a rigorous, challenging, and balanced two-year university preparation programme for students aged 16 to 19. It aims to support schools by providing outstanding research-based education, developing both disciplinary and interdisciplinary knowledge and understanding. The DP is a truly international program developed in consultation and collaboration with educators from around the world. It incorporates the best educational practices from different systems while remaining free of the influence of any particular one. At its heart, the DP is driven by the IB mission to create a better world through education. DP students are prepared for participation in a rapidly evolving and increasingly global society as they develop intellectually, emotionally, physically, and ethically while acquiring the skills that will prepare them for further education and life in the 21st century.

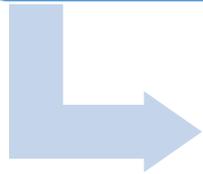
Group 1

- Studies in language and literature



Group 2

- German B
- French B
- Arabic B

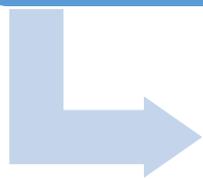


Group 3

- Business Management
- Economics
- History
- Geography

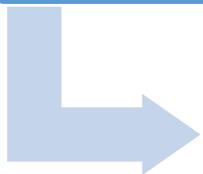
Group 4

- Biology
- Chemistry
- Physics



Group 5

- Math AA
- Math AI



Group 6

- Visual arts
- Music
- Drama

The DP promotes language and literacy, multilingualism, the social sciences, science, mathematics, the arts, interdisciplinary learning, service learning, and international-mindedness. It encourages students to be knowledgeable, inquiring, caring, and compassionate, and to develop intercultural understanding, open-mindedness, and respect for others' views.

The DP model includes over 30 courses from six subject groups, ensuring breadth and depth of knowledge and understanding.

Students select one course from each subject group (The arts may be replaced with another subject). At least two languages are studied.

At least three courses are taken at a higher level (HL), generally 240 hours of instruction. Standard level (SL) courses are typically 150 hours.

All courses are designed to span two years, assessed with the same level of rigor, and equally weighted. A compulsory core comprises three distinct components and is an integral part of the DP student experience.

Theory of Knowledge (TOK) is a course on critical thinking that makes connections across academic disciplines and explores the nature of knowledge.

The extended essay (EE) is an in-depth, externally assessed, independent research project into a topic of the student's choice. Up to 4,000 words in length, it promotes high-level research and writing skills, intellectual discovery, and creativity.

Creativity, activity, and service (CAS) involve students in a range of experiential and service learning activities that enhance personal and interpersonal development. CAS encourages engagement in the arts, creative thinking, a healthy lifestyle, and a sense of social responsibility.

A variety of studies suggest that the DP core plays an important role in improving student confidence in critical thinking, engaging with research, university-level writing, time management, and the ability to gather, organize, and evaluate information. Personal growth, an ethic of service, maturity, open-mindedness, reflection, and a better understanding of one's place in the world were also cited as important benefits.

Approaches to teaching and learning (ATL) and international-mindedness run throughout the program, fostering positive attitudes toward learning, social responsibility, and intercultural understanding. ATL, in particular, explicitly emphasizes thinking, communication, social, self-management, and research skills.

Assessment and reporting

The DP utilizes a variety of assessment techniques and components to measure student performance; it represents one of the most rigorous, valid, reliable, and balanced wide-scale educational assessments available. Written examinations

marked by professionally trained examiners, along with internal assessments by the students' teachers, form the basis of the assessment for most courses. Exams are in May or November, depending on the school's calendar. Results are released in July or January, respectively. Scoring and reporting After all assessment components are marked and weighted, students receive a final score ranging from 1 (lowest) to 7 (highest) for each course. HL and SL courses are weighted equally. The core's extended essay and TOK are each marked on an A (highest) to E (lowest) scale, and their combined results can account for up to three additional points. CAS is not marked, but completion is required to earn the diploma. Scores are based on the extent to which students master basic and advanced competencies, such as:

knowledge and understanding of content and concepts

critical-thinking, reflective, research, and independent learning skills

analysis and evaluation of information, creative problem solving, and construction and presentation of arguments

Intercultural skills and understanding, and an international outlook.

The diploma is awarded to students who meet minimum requirements, including earning at least 24 points overall, completion of the core, and a minimum grade of 3 in at least four subjects. All students are recognized for any individual components completed. The maximum a student can earn is 45 points: 6 courses \times 7 points, plus 3 points for the core. Around 80% of full DP students earn the diploma, and the average score is 30 points. Relatively few (less than 1%) achieve the full 45 points, demonstrating the excellent differentiation of ability provided by DP assessments. Diploma Programme course results are awarded to students who take individual DP courses (for example, mathematics HL or economics SL) but do not enroll in the full DP. A student may take as many or as few DP courses as their school allows. Students earn course results (1 to 7) for each course taken.

DP course results are also reported for students who attempt the full programme but do not earn the diploma. Such students have, however, participated in a secondary education programme and been assessed according to the same rigorous DP standards. Transcripts for full DP or DP course students are sent in hard copy or electronically to the student's chosen institution(s).

IB transcripts report the student's name, school, IB programme, courses taken, the language of instruction, and final score for each course; for full DP students, the total point score, additional points for the core, marks on core components, and extended essay subject area are also recorded.

DP Courses Offered in RCS

Group 1: Studies in Language and Literature

- 1. English Language and Literature**

Group 2: Language Acquisition

- 1. French B**
- 2. German B**

Group 3: Individuals and Societies

- 1. Economics**
- 2. Business Management**

Group 4: Sciences

- 1. Chemistry**
- 2. Physics**
- 3. Biology**

Group 5: Mathematics

- 1. Mathematics: Analysis and Approaches**

Group 6: Arts

- 1. Visual Arts**

N. B. All subjects offered in RCS IB DP are subject to variation from one year to the other to cater to different students' interests and scheduling availability

Group 1: Studies in Language and Literature: English Language and Literature

Course Description

The Language A: Language and Literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by the awareness that meaning is not fixed but can change regarding contexts of production and consumption. This course is available for study in 17 languages. The course is organized into four parts, each focused on the study of either literary or non-literary texts. The four parts of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

Assessment:

Standard Level	Higher Level
External Assessment 70%	External Assessment 80%
<p>Paper 1:</p> <p>Textual analysis (1 hour 15 minutes) The paper consists of two unseen texts. Students write an analysis of one of these texts. (20 marks) 35%</p>	<p>Paper 1:</p> <p>Comparative textual analysis (2 hours 15 minutes) The paper consists of two pairs of unseen texts.</p> <p>Students write a comparative analysis of one pair of texts. (40 marks) 35%</p>
<p>Paper 2:</p> <p>Essay (1 hour 45 minutes) In response to one of six questions students write an essay based on both the literary texts studied in part 3.</p> <p>The questions are the same at HL but the assessment criteria are different. (30 marks) 35%</p>	<p>Paper 2:</p> <p>Essay (1 hour 45 minutes) In response to one of six questions students write an essay based on at least two of the literary texts studied in part 3. The questions are the same at SL but the assessment criteria are different. (30 marks) 25% HL essay: Students submit an essay on one non-literary text or a collection of non-literary texts by the same author or a literary text or work studied during the course. 1200 – 1500 words (20 marks) 20%</p>
Internal Assessment 30 %	Internal Assessment 20 %
<p>Individual oral commentary: (15 mins)</p> <p>Students comment on an extract from a literary text studied in part 4 of the course.</p> <p>Students are given two guiding questions. (40 marks) 30%</p>	<p>Individual oral commentary: (15 mins)</p> <p>Students comment on an extract from a literary text studied in part 4 of the course.</p> <p>Students are given two guiding questions. (40 marks) 20%</p>

Group 2: Language Acquisition Arabic B /English B /French B/ German B

Course Description

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and the development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and will be related to the culture(s) concerned. The material will be chosen to enable students to develop mastery of language skills and intercultural understanding. The study of an additional language adds to the international dimension of the Diploma Programme. While learning the target language, the student becomes aware of the similarities and differences

between his or her own culture(s) and those of the target culture(s). With this awareness, a greater respect for other people and how they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviors. The Language B course achieves this reflection on cultural values and behaviors in different ways.

The language B course seeks to develop international understanding and foster a concern for global issues, as well as to raise students' awareness of their responsibility at a local level. It also seeks to develop students' intercultural awareness, which contributes to the relationship between language B and the international dimension. Assessment: Arabic B /English B /French B/ German **Assessment:**

Standard Level	Higher Level
External Assessment 75%	External Assessment 70%
Paper 1 Writing 1 hr 15 min Producing a text based on a choice of specific text types (e.g. article, speech, letter, flyer) of 250-400 words length weighting 25 %	Paper 1 Writing 1 hr 30 min Producing a text based on a choice of specific text types (e.g. article, speech, letter, flyer) of 450-600 words length weighting 25%
Paper 2 Receptive skills – listening and reading (separate sections) Listening comp. – 45 min Reading comp. – 1 hr weighting 50%	Paper 2 Receptive skills – listening and reading (separate sections) Listening comp. – 1 hr Reading comp. – 1 hr weighting 50%
Internal Assessment 25 %	Internal Assessment 25 %
Internal Assessment Individual oral 12-15 min + 15 min of preparation weighting 25%	Internal Assessment Individual oral 12-15 min + 20 min of preparation For HL, this is based on an extract of one of the two literary works studied during the course weighting 25%

Group 3: Individuals and Societies:

Business Management SL/HL

Course Description

The business management course is designed to develop student's knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques.

Students learn to analyze, discuss, and evaluate business activities at local, national, and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing, and operations management. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation, and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools, and techniques and placed in the context of real-world examples and case studies. The course encourages the appreciation of ethical concerns, at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature, and significance of change; think strategically; and undertake long-term planning, analysis, and evaluation. The course also develops subject-specific skills, such as financial analysis. **Assessment**

Standard Level	Higher Level
External Assessment 75%	External Assessment 75%
Paper 1: (75 mins) Two compulsory sections: Section A: Students answer three of four structured questions based on the case study issued in advance by the IBO. (20 marks) Section B: Students answer one compulsory question including evaluative skills. (20 marks) 35%	Paper 1: (135 minutes) Three compulsory sections: Section A: Students answer three of four structured questions based on the case study issued in advance by the IBO. (30 marks) Section B: Students answer one compulsory question including evaluative skills. (20 marks) Section C: One compulsory question focusing on strategic decision-making. (20 marks) 35%

<p>Paper 2: (105 mins) Two compulsory sections: Section A: Students answer two structured questions based on stimulus material with a quantitative element. (10 marks) Section B: Students answer one of three structured questions based on stimulus material. (20 marks) Section C: Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (20 marks) 40%</p>	<p>Section A: Students answer one of two structured questions based on stimulus material with a quantitative element. (20 marks) Section B: Students answer two of three structured questions based on stimulus material. (40 marks) Section C: Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (40 marks) 40%</p>
Internal Assessment 25 %	Internal Assessment 25 %
<p>Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1,500 words.</p>	<p>Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2,000 words.</p>

Group 4: Sciences / Chemistry /Physics /Biology

Chemistry (SL/HL)

Course Description

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is 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, includes several options (modern analytical chemistry, human biochemistry, chemistry in industry and technology, medicines and drugs, environmental chemistry, food chemistry, and further organic chemistry). The course is available at both standard level (SL) and higher level (HL) and therefore accommodates students who wish to study science in higher education and those who do not.

Standard Level	Higher Level
External Assessment 80%	External Assessment 80%
Paper 1: Multiple-choice Questions 20%	Paper 1: Multiple-choice Questions 20%
Paper 2: Data –based question 40%	Paper 2: Data –based question 36%
Paper 3: short-answer questions 20 %	Paper 3: short-answer questions 24 %
Internal Practical Assessment 20%	Internal Practical Assessment 20%
Group 4 Project The Group 4 Project is compulsory for all group 4 students and takes place at the end of the academic year in IB1. Completion of this component is obligatory; failure to complete this component of the course will result in an automatic failure of the group 4 subject, and consequently, the IB Diploma or DP course.	

Biology SL/ HL

Course Description

Biologists have accumulated huge amounts of information about living organisms, and it would be confusing to learn large numbers of seemingly unrelated facts. In the Diploma Programme biology course, it is hoped that students will acquire a limited body of facts and, at the same time, develop a broad, general understanding of the principles of the subject. Although the Diploma Programme biology course at standard level (SL) and higher level (HL) has been written as a series of discrete statements, four basic biological concepts run throughout:

1. **Structure and function.** This relationship is probably one of the most important in the study of biology and operates at all levels of complexity. Students should appreciate that structures permit some functions while, at the same time, limiting others.
2. **Universality versus diversity.** At the factual level, it soon becomes obvious to students that some molecules (for example, enzymes, amino acids, nucleic acids, and ATP) are ubiquitous, and so are processes and structures. However, these universal features exist in a biological world of enormous diversity. Species exist in a range of habitats and show adaptations that relate structure to function. At another level, students can grasp the idea of a living world in which universality means that a diverse range of organisms (including ourselves) are connected and interdependent.
3. **Equilibrium within systems.** Checks and balances exist both within living organisms and within ecosystems. The state of dynamic equilibrium is essential for the continuity of life.
4. **Evolution.** The concept of evolution draws together the other themes. It can be regarded as change leading to diversity within constraints, and this leads to adaptations of structure and function. These four concepts serve as themes that unify the various topics that make up the three sections of the course: the core, the additional higher-level (AHL) material, and the options.

Assessment

Standard Level	Higher Level
External Assessment 80%	External Assessment 80%
Paper 1: Multiple-choice Questions 20%	Paper 1: Multiple-choice Questions 20%
Paper 2: Data –based question 40%	Paper 2: Data –based question 36%
Paper 3: short-answer questions 20 %	Paper 3: short-answer questions 24 %
Internal Practical Assessment 20%	Internal Practical Assessment 20%
Group 4 Project The Group 4 Project is compulsory for all group 4 students and takes place at the end of the academic year in IB1. Completion of this component is obligatory; failure to complete this component of the course will result in an automatic failure of the group 4 subject, and consequently, the IB Diploma or DP course.	

Group 5: Mathematics: Mathematics Analysis and Approaches HL/SL / Mathematics Analysis and Approaches HL/SL

Course Description

Individual students have different needs, aspirations, interests and abilities. For this reason, there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL. The IB DP Mathematics: Analysis and Approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent, and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: Analysis and approaches have a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments. Students 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. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course, students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Assessment:

Standard Level	Higher Level
External Assessment 80%	External Assessment 80%
Paper 1 (1.5 hours) No calculators allowed. Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. 40%	Paper 1 (2 hours) No calculators allowed. Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. 30%
Paper 2 (1.5 hours) Calculators are allowed Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. 40%	Paper 2 (2 hours) Calculators are allowed Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. 30%
	Paper 3 (1 hour) Calculators are allowed Two compulsory extended-response problem-solving questions. 20%
Internal Practical Assessment 20%	Internal Practical Assessment 20%

Group 6

Visual Arts SL/HL

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication, and understanding. They range from traditional forms embedded in local and wider communities, societies, and cultures, to the varied and divergent practices associated with new, emerging, and contemporary forms of visual language. They may have sociopolitical impact as well as ritual, spiritual, decorative, and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects but also in the way we appreciate, enjoy, respect, and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and everchanging, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production, and critical interpretation. 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 problemsolving 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. Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international, and intercultural contexts. Through inquiry, investigation, reflection, and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Assessment:

Standard Level	Higher Level
External Assessment 60%	External Assessment 60%
<p>Part 1: Comparative study 20%</p> <p>Students at SL analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <ul style="list-style-type: none"> • SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. <p>The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).</p> <ul style="list-style-type: none"> • SL students submit a list of sources used. 	<p>Part 1: Comparative study 20%</p> <p>Students at HL analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</p> <ul style="list-style-type: none"> • 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. <p>The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).</p> <ul style="list-style-type: none"> • HL students submit 3–5 screens which analyze 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.
<p>Part 2: Process portfolio 40%</p> <p>Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none"> • 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. 	<p>Part 2: Process portfolio 40%</p> <p>Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none"> • 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.

Internal Practical Assessment 40%	Internal Practical Assessment 40%
<p>Part 3: Exhibition</p> <p>Students at SL submit for assessment a selection of resolved artworks from their exhibition.</p> <p>The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p>	<p>Part 3: Exhibition</p> <p>Students at HL submit for assessment a selection of resolved artworks from their exhibition.</p> <p>The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p>

IB DP Course Approval Form

Name:

Date:

-Full Diploma Students are required to select one course from each of the six groups. Group six (Visual Arts) can be dropped and the sixth course would be selected from any of the other five groups.

-Students are required to select at least three SL courses and a maximum of four HL (Higher Level) courses, the rest of the courses are studied at the SL (Standard Level).

Summary of the Full Diploma Requirements:

Full IB Diploma Programme	Register for six DP courses, three of which are at HL Higher Level
Theory of knowledge TOK	Complete the internally assessed TOK presentation and submit one final essay for external assessment
Internal Assessments	Submit IA coursework for all six courses
Extended Essay EE	Complete an original research report of 4,000 words
Creativity, Activity , and Service CAS	Meet all learning outcomes of the CAS Programme
External Examinations	Sit for external examinations in all six courses
Total Points	A minimum of 24 points is required across all six subjects
Government Requirements	Ministry of Education Arabic, Religious Studies and Civic Education

Subjects:

1st Group:
 2nd Group:
 3rd Group: 4th
 Group:
 5th Group: 6th
 Group:

Drop and Add Policy

1. Two weeks, including induction week, will be offered to DP students to drop and add courses. Students must fill in a request form and a decision will be made to subject availability. If the school cannot comply with the request made, the student will have to stay at the original choice he/she made.
2. In case of dropping the whole program for academic incompetence, there are two safe stops decided for that purpose:

- At the end of the first semester of DPY1 & the end of DPY1. The student loses the right to make subject choices back to the Canadian diploma section; he/she will have to abide by what the schedules can offer him /her at this time of the year.

- IBDPY1 school fees are nonrefundable in that case as well.

3. In case of dropping the whole program at the end of the first semester of DPY1 or the end of DPY1 the student will have to go back to his/her original systems as follows: - Canadian Diploma students go back to Canadian Diploma G11 classes.

I, the parent of the student -----, am aware of the Drop and Add Policy for IBDP in the Royal Canadian School

Student Name and Signature -----

Parent Name and Signature -----

DPC Signature -----

Date Approved -----

For the full IB Diploma Programme:

- Students are to register for six DP courses, three of which are at (HL Higher Level).

- Students are to complete the internally assessed TOK presentation and submit one final essay for external assessment

- The Internal Assessments coursework submission should be for all six courses

- Students are to Complete an original research report of 4,000 words (EE) - Creativity, Activity, and Service CAS students are to meet all learning outcomes of the CAS

- Students are to set for Programme External Examinations in all six courses -

Total Points: There should be a minimum of **24 points** across all subjects. -

Government Requirements like the Ministry of Education Arabic, Religious Studies, and Civic Education are to be fulfilled. In these cases, the student can get the Final Award of the IB Diploma.

School Summative Assessment Timeline

Students are provided with adequate opportunities to show clearly what they can achieve through formal summative exams six times throughout the two years the following table clarifies this system:

Number	Term	Weight of evaluation		Remark
		Major	Minor	
1	1 st Term DP1			
2	2 nd Term DP1			Mid-Year Exam
3	3 rd Term DP1			
4	Final DP1			Finals Year 1
5	1 st Term DP 2			Pre Mock
6	Mock			Final evaluation Mock exam Total 42 pts