



# Lincoln

Community School  
*Learn, Lead, Connect*

## IBDP Course Offerings Guide Grades 11 and 12 (with links)



*Revised December 2018*

*Major Reference: International Baccalaureate (ibo.org)*



## Group 1: Language and Literature

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### Overview:

The **IBDP Language and Literature** course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IBDP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

### Assessment:

#### Knowledge and understanding

- knowledge and understanding of a range of texts
- understanding of the use of language, structure, technique and style
- critical understanding of the ways in which readers construct meaning and the influence of context
- understanding of how different perspectives influence the reading of a text

#### Application and analysis

- ability to choose an appropriate text type
- ability to use terminology relevant to the various text types studied
- ability to analyse the effects of language, structure, technique and style on the reader
- awareness of the ways in which the production and reception of texts contribute to their meanings
- ability to substantiate and justify ideas with relevant examples

#### Synthesis and evaluation

- ability to compare and contrast the formal elements, content and context of texts
- Discuss the ways in which language and image may be used in a range of texts
- ability to evaluate conflicting viewpoints within and about a text

#### Selection and use of appropriate presentation and language skills

- ability to express ideas clearly and with fluency, both written and orally
- ability to use the oral and written forms of the language, in a range of styles, registers and situations
- ability to discuss and analyse texts in a focused and logical manner

### Courses Offered:

- Language A: Language and Literature [SL](#) / [HL](#)

### Overview(s):

The **IBDP Language B** course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language.

The **IBDP Language ab initio** course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations.

The **IBDP Self Taught** course is available if a student's first language is not taught at school. The student must be a proficient speaker and writer of the language and have the commitment and the self-discipline necessary for working independently through this two-year course. The student must identify and work with a tutor to guide them through the course. The course will follow curriculum and assessments established in the Language and Literature course

### Assessment:

Ab initio Assessment	Language B Assessment	Self Taught
<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>• demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics</li> <li>• communicate clearly and effectively in a range of situations</li> <li>• understand and use accurately the basic structures of the language</li> <li>• understand and use an appropriate range of vocabulary</li> <li>• use a register and a format that are appropriate to the situation.</li> </ul>	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>• communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding</li> <li>• use language appropriate to a range of interpersonal and/or cultural contexts</li> <li>• understand and use language to express and respond to a range of ideas with accuracy and fluency</li> <li>• organize ideas on a range of topics, in a clear, coherent and convincing manner</li> <li>• understand, analyse and respond to a range of written and spoken texts.</li> </ul>	<p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• knowledge and understanding of a range of texts</li> <li>• understanding of the use of language, structure, technique and style</li> <li>• critical understanding of the ways in which readers construct meaning and the influence of context</li> <li>• understanding of how different perspectives influence the reading of a text</li> </ul> <p><u>Application and analysis</u></p> <ul style="list-style-type: none"> <li>• ability to choose an appropriate text type</li> <li>• ability to use terminology relevant to the various text types studied</li> <li>• ability to analyse the effects of language, structure, technique and style on the reader</li> <li>• awareness of the ways in which the production and reception of texts contribute to their meanings</li> </ul>

		<ul style="list-style-type: none"> <li>• ability to substantiate and justify ideas with relevant examples</li> </ul> <p><u>Synthesis and evaluation</u></p> <ul style="list-style-type: none"> <li>• ability to compare and contrast the formal elements, content and context of texts</li> <li>• Discuss the ways in which language and image may be used in a range of texts</li> <li>• ability to evaluate conflicting viewpoints within and about a text</li> </ul> <p><u>Selection and use of appropriate presentation and language skills</u></p> <ul style="list-style-type: none"> <li>• ability to express ideas clearly and with fluency, both written and orally</li> <li>• ability to use the oral and written forms of the language, in a range of styles, registers and situations</li> <li>• ability to discuss and analyse texts in a focused and logical manner</li> </ul>
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### Courses Offered:

- Language ab initio [SL](#)
- Language B [SL](#) / [HL](#)

### Overview(s):

The **IBDP Economics** course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The **IBDP History course** is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

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

### Assessment:

<u>Economics</u>	<u>Global Politics</u>	<u>History</u>
<p>Assessment objective 1: Knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the common SL/ HL syllabus.</li> <li>• Demonstrate knowledge and understanding of current economic issues and data.</li> </ul> <p>Assessment objective 2: Application and analysis</p> <ul style="list-style-type: none"> <li>• Apply economic concepts and theories to real-world situations.</li> <li>• Identify and interpret economic data.</li> <li>• Demonstrate the extent to which economic information is used effectively in particular contexts.</li> </ul> <p>Assessment objective 3: Synthesis and evaluation</p> <ul style="list-style-type: none"> <li>• Examine economic concepts and theories.</li> <li>• Use economic concepts and</li> </ul>	<p>Assessment objective 1: Knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of key political concepts and contemporary issues in global politics.</li> <li>• Demonstrate understanding of relevant source material.</li> <li>• Demonstrate understanding of a political issue in a particular experiential situation.</li> </ul> <p>Assessment objective 2: Application and analysis</p> <ul style="list-style-type: none"> <li>• Apply knowledge of key political concepts to analyse contemporary political issues in a variety of contexts.</li> <li>• Identify and analyse relevant material and supporting examples.</li> <li>• Use political concepts and examples to formulate, present and sustain an argument.</li> <li>• Apply knowledge of global politics</li> </ul>	<p>Assessment objective 1: Knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Demonstrate detailed, relevant and accurate historical knowledge.</li> <li>• Demonstrate understanding of historical concepts and context.</li> <li>• Demonstrate understanding of historical sources.</li> </ul> <p>Assessment objective 2: Application and analysis</p> <ul style="list-style-type: none"> <li>• Formulate clear and coherent arguments.</li> <li>• Use relevant historical knowledge to effectively support analysis.</li> <li>• Analyse and interpret a variety of sources.</li> </ul> <p>Assessment objective 3: Synthesis and evaluation</p> <ul style="list-style-type: none"> <li>• Integrate evidence and analysis to produce a coherent response.</li> <li>• Evaluate different perspectives on historical issues and events,</li> </ul>

<p>examples to construct and present an argument.</p> <ul style="list-style-type: none"> <li>• Discuss and evaluate economic information and theories.</li> </ul> <p>Assessment objective 4: Selection, use and application of appropriate skills and techniques</p> <ul style="list-style-type: none"> <li>• Produce well-structured written material, using appropriate economic terminology, within specified time limits.</li> <li>• Use correctly labelled diagrams to help explain economic concepts and theories.</li> <li>• Select, interpret and analyse appropriate extracts from the news media.</li> <li>• Interpret appropriate data sets.</li> </ul>	<p>to inform and analyse experiential learning about a political issue.</p> <p>Assessment objective 3: Synthesis and evaluation</p> <ul style="list-style-type: none"> <li>• Compare, contrast, synthesize and evaluate evidence from sources and background knowledge.</li> <li>• Compare, contrast, synthesize and evaluate a variety of perspectives and approaches to global politics, and evaluate political beliefs, biases and prejudices, and their origin.</li> <li>• Synthesize and evaluate results of experiential learning and more theoretical perspectives on a political issue.</li> </ul> <p>Assessment objective 4: Use and application of appropriate skills</p> <ul style="list-style-type: none"> <li>• Produce well-structured written material that uses appropriate terminology.</li> <li>• Organize material into a clear, logical, coherent and relevant response.</li> <li>• Demonstrate evidence of research skills, organization and referencing.</li> </ul>	<p>and integrate this evaluation effectively into a response.</p> <ul style="list-style-type: none"> <li>• Evaluate sources as historical evidence, recognizing their value and limitations.</li> <li>• Synthesize information from a selection of relevant sources.</li> </ul>
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### Courses Offered:

- Economics [SL](#) / [HL](#)
- Global Politics [SL](#) / [HL](#)
- History [SL](#) / [HL](#)



## Group 4: Science

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### Overview(s):

**IBDP Biology**, **Chemistry**, and **Physics** courses are designed to help students become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

### Assessment:

It is the intention of these courses that students are able to fulfill the following assessment objectives:

1. Demonstrate knowledge and understanding of:

- facts, concepts, and terminology
- methodologies and techniques
- communicating scientific information.

2. Apply:

- facts, concepts, and terminology
- methodologies and techniques
- methods of communicating scientific information.

3. Formulate, analyse and evaluate:

- hypotheses, research questions and predictions
- methodologies and techniques
- primary and secondary data
- scientific explanations.

4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

### Courses Offered:

- **Biology** [SL](#) / [HL](#)
- **Chemistry** [SL](#) / [HL](#)
- **Physics** [SL](#) / [HL](#)

### Overview(s):

The **Analysis and Approaches (SL & HL)** course is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.

The **Applications and Interpretation (SL only)** is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example.

### Courses Offered:

- **Applications and Approaches (SL & HL)**
- **Applications and Interpretation (SL)**

### Syllabus Outline:

#### **Applications and Interpretation (SL)**

<u>Suggested teaching hours</u>	<u>SL</u>
Topic 1 - Number and algebra	16
Topic 2 – Functions	31
Topic 3 - Geometry and trigonometry	18
Topic 4 - Statistics and probability	36
Topic 5 - Calculus	19
The toolkit and mathematical exploration  Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30
<b>Total teaching hours</b>	<b>150</b>



- **Applications and Applications (SL & HL)**

<u>Suggested teaching hours</u>	<u>SL</u>	<u>HL</u>
Topic 1 - Number and algebra	19	39
Topic 2 – Functions	21	32
Topic 3 - Geometry and trigonometry	25	51
Topic 4 - Statistics and probability	27	33
Topic 5 - Calculus	28	55
The toolkit and mathematical exploration  Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
<b>Total teaching hours</b>	<b>150</b>	<b>240</b>



## Group 6: Arts

### Overview(s):

The **IBDP Visual Arts** course encourages students to challenge their own creative and cultural expectations and boundaries. It is a 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 **IBDP Theatre** course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers.

### Assessment:

<b><u>Theatre</u></b>	<b><u>Visual Arts</u></b>
<u>IBDP Theatre students are expected to:</u>  1. Demonstrate knowledge and understanding of specified content	<u>IBDP Visual Arts students are expected to:</u>  1. Demonstrate knowledge and understanding of specified content

<ul style="list-style-type: none"> <li>• Describe the relationship between theatre and its contexts</li> <li>• Identify appropriate and valuable information from research for different specialist theatre roles</li> <li>• Present ideas, discoveries and learning, gained through research and practical exploration to others</li> </ul> <p>2. Demonstrate application and analysis of knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Explain the relationship and significance of the integration of production, performance and research elements</li> <li>• Explore and demonstrate different ways through which ideas can be presented and transformed into action</li> <li>• Explain what has informed, influenced and had impact on their work</li> </ul> <p>3. Demonstrate synthesis and evaluation</p> <ul style="list-style-type: none"> <li>• Evaluate their work and the work of others</li> <li>• Discuss and justify choices</li> <li>• Examine the impact their work has had on others</li> </ul> <p>4. Select, use and apply a variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate skills and techniques in the creation and presentation of theatre in different specialist theatre roles</li> <li>• Demonstrate organization of material including use and attribution of sources</li> <li>• Demonstrate the ability to select, edit and present work appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various contexts in which the visual arts can be created and presented</li> <li>• Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers</li> <li>• Recognize the skills, techniques, media, forms and processes associated with the visual arts</li> <li>• Present work, using appropriate visual arts language, as appropriate to intentions</li> </ul> <p>2. Application and analysis of knowledge / understanding</p> <ul style="list-style-type: none"> <li>• Express concepts, ideas and meaning through visual communication</li> <li>• Analyse artworks from a variety of different contexts</li> <li>• Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making</li> </ul> <p>3. Demonstrate synthesis and evaluation</p> <ul style="list-style-type: none"> <li>• Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response</li> <li>• Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience</li> <li>• Demonstrate the use of critical reflection to highlight success and failure in order to progress work</li> <li>• Evaluate how and why art-making evolves and justify the choices made in their own visual practice</li> </ul> <p>4. Select and apply a variety of appropriate skills and techniques</p> <ul style="list-style-type: none"> <li>• Use different media, materials, techniques in art-making</li> <li>• Make appropriate choices in the selection of images, media, materials and techniques in art-making</li> <li>• Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes</li> <li>• Produce a body of resolved and unresolved artworks as appropriate to intentions</li> </ul>
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## Courses Offered:

- Theatre [SL](#) / [HL](#)
- Visual Arts [SL](#) / [HL](#)



## IBDP Online Courses (Pamoja)

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### Overview(s):

Based on our blended learning methodologies, our offering ranges from content that's accessed via our digital platform, to courses that are taught online in full, promoting student responsibility and success.

Our courses are either taught online by our teachers, or taught by a school's own teacher in the classroom. Written by subject matter experts and authorised by the IB, all courses meet IB standards and learning outcomes.

A variety of courses are offered in Groups 2 (Language B), Group 3 (Individuals and Societies), and Group 5 (Mathematics).

### Links for more Information:

- [Course Offerings](#)

### Courses Most Often Taken at LCS:

- Psychology [SL](#) / [HL](#)
- Business Management [SL](#) / [HL](#)



# The Core

## Overview(s):

In order to receive a full IB Diploma students must complete all three core elements which aim to broaden students' educational experience and challenge them to apply their knowledge and skills. The three core components are as follows:

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

CAS is organized around the three strands of creativity, activity and service defined as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

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

This is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

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

This course provides an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question.

## Assessment:

<p><b><u>CAS</u></b> Completion of CAS is based on student achievement of the seven CAS learning outcomes.</p> <p>Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.</p> <p>Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once through their CAS programme.</p>	<p><b><u>Extended Essay</u></b> The Extended Essay is assessed against common criteria and is interpreted in ways appropriate to each subject. Students are expected to:</p> <ul style="list-style-type: none"> <li>• provide a logical and coherent rationale for their choice of topic</li> <li>• review what has already been written about the topic</li> <li>• formulate a clear research question</li> <li>• offer a concrete description of the methods used to investigate the question</li> <li>• generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question</li> <li>• reflect on what has been learned throughout the research and writing process.</li> </ul>	<p><b><u>Theory of Knowledge</u></b> <b><u>IBDP ToK students are expected to:</u></b></p> <ul style="list-style-type: none"> <li>• Identify and analyse the justifications used to support knowledge claims.</li> <li>• Formulate, evaluate and answer knowledge questions.</li> <li>• Examine how areas of knowledge generate and shape knowledge.</li> <li>• Understand the roles played by ways of knowing in the construction of shared and personal knowledge.</li> <li>• Explore links between knowledge claims/ questions, ways of knowing and areas of knowledge.</li> <li>• Demonstrate an awareness of different perspectives and be able to relate these to one's perspective.</li> <li>• Explore a real-life/contemporary situation from a TOK perspective in the presentation.</li> </ul>
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## Subject Briefs:

- [Creativity, Activity, Service](#)
- [Extended Essay](#)
- [Theory of Knowledge](#)

## IBDP Course Offerings Worksheet

### Grades 11 and 12 (with links)

Groups	Courses Offered	Course Chosen
<b>Group 1</b> Language and Literature	<ul style="list-style-type: none"> <li>● Language and Literature <a href="#">SL/HL</a></li> </ul>	
<b>Group 2</b> Language Acquisition	<ul style="list-style-type: none"> <li>● Language B <a href="#">SL/HL</a> (Spanish or French)</li> <li>● Language ab initio <a href="#">SL</a> (Spanish or French)</li> <li>● Self Taught Language A</li> </ul>	
<b>Group 3</b> Individuals and Societies	<ul style="list-style-type: none"> <li>● Economics <a href="#">SL/HL</a></li> <li>● Global Politics SL / HL</li> <li>● History <a href="#">SL/HL</a></li> </ul>	
<b>Group 4</b> Science	<ul style="list-style-type: none"> <li>● Biology <a href="#">SL/HL</a></li> <li>● Chemistry <a href="#">SL/HL</a></li> <li>● Physics <a href="#">SL/HL</a></li> </ul>	
<b>Group 5</b> Math	<ul style="list-style-type: none"> <li>● Applications and Applications (SL &amp; HL)</li> <li>● Applications and Interpretation (SL)</li> </ul>	
<b>Group 6</b> Arts	<ul style="list-style-type: none"> <li>● Theatre <a href="#">SL/HL</a></li> <li>● Visual arts <a href="#">SL/HL</a></li> </ul>	
<b>Online Options</b> Groups 2-4	<ul style="list-style-type: none"> <li>● Business Management <a href="#">SL/HL</a></li> <li>● Psychology <a href="#">SL/HL</a></li> </ul>	
<b>Core</b>	<ul style="list-style-type: none"> <li>● Theory of Knowledge</li> <li>● Extended Essay</li> <li>● CAS</li> </ul>	