



SOUTHLANDS INTERNATIONAL SCHOOL

# IB DIPLOMA PROGRAMME

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OPTIONS



THE IB DIPLOMA NOT ONLY PREPARES STUDENTS FOR ACADEMIC AND CAREER SUCCESS, BUT EQUIPS THEM WITH THE KNOWLEDGE AND CONFIDENCE TO MAKE A REAL DIFFERENCE WITHIN A GLOBAL CONTEXT.

PAUL JOHNSON \ IBDP COORDINATOR



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# SOUTHLANDS MISSION STATEMENT

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AT SOUTHLANDS INTERNATIONAL SCHOOL OUR AIM IS  
TO ENSURE THAT ALL STUDENTS:

- receive a high quality education, in the English language, within a nurturing, stimulating and creative international ethos.
- are inspired, respected, challenged and supported by the well-qualified, caring and professional team of staff.
- receive excellent pastoral care from their teachers in a friendly, positive atmosphere.
- know that their individual qualities, abilities and cultures are recognised and valued.
- are provided with additional educational opportunities on and off site, locally and nationally.
- are given the opportunity to fulfill their individual potential academically, socially, morally and emotionally.
- leave school equipped with the skills and awareness they need to become tolerant, independent, co-operative, responsible and creative young people.
- develop a lifelong interest in learning, the environment, technology and self-development.

# THE LEARNER PROFILE

## 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 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.

## Thinkers

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.

## Communicators

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

## Principled

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

## Open-minded

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

## Caring

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.

## Reflective

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

## 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 recognise our interdependence with other people and with the world in which we live.

## 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.

As reflected in our Mission Statement, the aim of all IB programmes is to develop internationally minded young people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB Learner Profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



# WHAT IS THE IBDP?

The International Baccalaureate Diploma Programme (IBDP) is an externally assessed, internationally-recognised qualification which provides opportunities for our students all over the world. As well as promoting rigorous academic standards, the IBDP will help candidates to develop skills and attributes which will ensure they are prepared for all future challenges.

In addition to subjects in languages, mathematics, sciences, individuals and societies and the arts, the IBDP includes the core elements of Theory of Knowledge (TOK), Creativity Activity and Service (CAS) and the Extended Essay (EE).

## IB mission statement

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.



**STUDENTS WHO HAVE  
COME TO US WITH AN IB  
EDUCATION ARE AMONG  
THE WORLD'S BEST AND  
ARE IMMEDIATELY READY  
FOR THE RIGOUR AND  
DEPTH OF OUR MOST  
DEMANDING COURSES.**

**Director of Admissions,  
Kings College London**

# THE IB DP AT SOUTHLANDS

## OVERVIEW

The IB Diploma model shows the curriculum with the six areas of knowledge surrounding the core elements.

IB Diploma Programme students are required to study:

- 6 subjects (one from each group).
- 3 subjects (and no more than 4) at Higher Level.
- 3 subjects (maximum) at Standard Level.

The IB Diploma candidate must meet three additional requirements:

- Submission of an Extended Essay
- Satisfactory completion of the Theory of Knowledge course
- Compulsory participation in the extra-curricular CAS programme

To be awarded the bilingual diploma a student must fulfil one or both of the following criteria:

- Complete two languages selected from group 1 with the award of a grade 3 or higher in both.
- Complete one of the subjects in group 3 or 4 in a language that is not the same as the student's nominated group 1 language. The student must attain a grade 3 or higher in both the group 1 and the subject from group 3 or 4.

## CONDITIONS FOR THE AWARD OF THE IB DIPLOMA

The IB Diploma will be awarded at the close of the two year course to candidates whose total score, including points received in the core subjects, is 24 or above and does not include any of the below failing conditions:

- There is a grade 1 in any subject.
- An 'N' has been given for ToK, the EE or any subject.
- A grade E has been awarded in both the EE and ToK.
- A grade 2 has been awarded three or more times (HL or SL).
- A grade 3 has been awarded four or more times (HL or SL).
- Candidate total points in HL subjects is fewer than 12.
- Candidate total points in SL subjects is fewer than 9.

# IB SUBJECT CHOICES

GROUP	TITLE	FOCUS	SUBJECTS OFFERED
<b>01</b>	<b>Studies in Language &amp; Literature</b>	(NEAR) NATIVE LANGUAGE	English A Literature SL/HL Italian A Language & Literature SL/HL  Language A Literature self-study SL
<b>02</b>	<b>Language Acquisition</b>	FOREIGN LANGUAGE (POST IGCSE)	English B SL/HL Italian B SL/HL Spanish B SL/HL Language A Literature self-study SL
		FOREIGN LANGUAGE (BEGINNER)	French ab initio SL* Mandarin ab initio SL*
<b>03</b>	<b>Individuals &amp; Societies</b>	HUMANITIES	History SL/HL Economics SL/HL Philosophy SL* Psychology SL/HL* Business Management SL/HL*
<b>04</b>	<b>Sciences</b>	SCIENCES	Biology SL/HL Physics SL/HL
<b>05</b>	<b>Mathematics</b>	ANALYSIS & APPROACHES	Mathematics SL
		APPLICATION & INTERPRETATION	Mathematics SL/HL
<b>06</b>	<b>Arts &amp; Electives</b>	THE ARTS OR ANOTHER SUBJECT	Chemistry SL/HL Economics SL/HL French B SL/HL Group 2 or 3 online Spanish ab initio SL

**NB: We are currently unable to offer subjects from 'The Arts'.**

\*These courses will be provided online by Pamoja Education and supported by the Site-Based Coordinator Paul Johnson.



# RECOMMENDATIONS FOR ENTRY

In selecting IB subjects, pupils are encouraged to consider their interests, future university and career choices, and their strongest IGCSE (or equivalent) results. Each pupil will have an individual meeting with the IBDP Coordinator to discuss option choices and recommendations for subject selection prior to joining Year 12.

The below table contains recommendations for entry based upon prior performance at IGCSE: both the letter grading system and the new numerical IGCSE grading system (introduced in some subjects in 2018) are provided. In circumstances where the IGCSE has not been obtained in a subject area, the international equivalent may be accepted or additional information required at interview.

SUBJECT	RECOMMENDED MINIMUM IGCSE GRADE FOR HL ENTRY	RECOMMENDED MINIMUM IGCSE GRADE FOR SL ENTRY
ENGLISH A LITERATURE	B/6 in Literature	C/4 in Literature
ITALIAN A LANGUAGE & LITERATURE	A*/8 or studied Italian A pathway	B/6 or studied Italian A pathway
LANGUAGE B	A/7 or high level of language skill	B/6 or high level of language skill
LANGUAGE AB INITIO	<i>Not offered</i>	No requirement
HISTORY	B/6 in History	C/4 in History
ECONOMICS	B/6 in History & in Maths	C/4 in History & in Maths
BUSINESS MANAGEMENT	<i>Not offered</i>	C/4 in History
PHILOSOPHY	<i>Not offered</i>	C/4 in History & in English Language
PSYCHOLOGY	B/6 in History & in English Language	C/4 in History & in English Language
BIOLOGY	B/6 in Combined Science	C/4 in Combined Science
CHEMISTRY	B/6 in Combined Science & A/7 in Maths	C/4 in Combined Science
PHYSICS	B/6 in Combined Science & A/7 in Maths	C/4 in Combined Science
MATHEMATICS: ANALYSIS & APPROACHES	<i>Not offered</i>	A*/A in Maths
MATHEMATICS: APPLICATIONS & INTERPRETATIONS	A*/A in Maths	C/5 in Maths

# ONLINE LEARNING

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IB World Schools like Southlands have the opportunity to enroll students in Diploma Programme courses online. These courses are developed and delivered by IB-approved online course providers. Southlands uses the well-established and accredited Pamoja Education platform.

An online course will require as much, if not more, of a student's time as the equivalent face-to-face course. Effective time management skills and self-discipline are necessary to succeed in online courses. Students, especially those new to online learning, can find the initial experience challenging.

Time devoted to online courses will be scheduled as a regular part of a student's school day. Online students will have frequent interaction with teachers and classmates synchronously via web conferencing, phone calls, online chats or other technologies, as well as asynchronously via discussion boards, forums, wikis, and other means. Students taking a Diploma Programme course online will study the same material and take the same exams as face-to-face students.

To support students, meetings with the IB DP Coordinator will take place at frequent intervals. Communication is key to the success of student performance in these courses and so contact between online teachers, the school and the student is transparent and proactive.

**a 21st century approach to broadening educational opportunities**

## **why online?**

**EXTEND** subject choice for students in IB World Schools

**CREATE** the potential for different ways to experience international and intercultural classrooms

**ENABLE** students to develop essential learning skills



# LIBRARY

The school library is an affective domain; a place to think, learn and reflect, to be calm, balanced and mindful.

It impacts the creative, critical and analytical skills taught across the IBDP, making a particularly transformative difference to the Extended Essay.

Our library is a place that welcomes both independent and group study while the Librarian is always available to offer vital support in areas of academic writing, academic honesty, digital citizenship and literacy.

The library provision fully reflects the development of international mindedness. With world literature and extensive subscriptions to international periodicals, students have a 'window into the world'.

Digital databases and software, accessed through school iPads and laptops, provide students with the added scope of a virtual environment that enables effective research and inquiry within independent study.

Throughout the academic year, Diploma students will benefit from dedicated library sessions tailored to the needs, aims and outcomes of individual IB Diploma and core subjects.

The Theory of Knowledge course is designed to emphasise the connections between different areas of knowledge and the 'knower'. Through exploration of these areas of knowledge, and the various ways we can acquire that knowledge, students become more aware of their own perspectives as well as those of other groups.

The fundamental question raised by Theory of Knowledge is:

### ...HOW DO WE KNOW THAT?

The answer may vary from one individual to the next. It may be linked to the discipline it is viewed from, the intended purpose of the knowledge or the person acquiring/holding that knowledge. TOK provides the lines of inquiry and methodology to critically respond to such a question and reflect on what makes evidence valid and reliable enough to accept.

Discussion forms the backbone of the course and students are invited to bring in their personal experiences of knowledge from the Diploma Programme and beyond. As a Core element of the Diploma, the profile of TOK is evident in all subject lessons and supported by ongoing discussion with educational experts in their respective subjects.

# theory of KNOW LEDGE

## INTERNAL ASSESSMENT

### Presentation (33.33%)

Students are assessed on their ability to select a substantive real-life situation, formulate a knowledge question and develop on this using concepts from the TOK course.

## EXTERNAL ASSESSMENT

### Essay (66.66%)

Students are assessed on their ability to explore one of six prescribed titles through effective argument and well-researched, real-life situations.

**THE QUALITY OF KNOWLEDGE IS BEST MEASURED BY HOW MANY PEOPLE ACCEPT IT. DISCUSS.**

# extended ESSAY

An externally assessed part of the IB Diploma Core programme, the Extended Essay is compulsory for all Diploma students. Combined with graded components of TOK, the Core contributes a maximum of 3 points to a student's overall Diploma score.

The Extended Essay provides Diploma students with the opportunity to produce a significant, formally presented piece of structured writing in an area of personal interest. This 4000 word piece of primary or secondary research normally falls within one of the student's six chosen subjects, with the exception of world studies which is an interdisciplinary piece of writing across two.

The Extended Essay is a vital part of the IB Diploma Core, fostering intellectual curiosity and higher level critical thinking skills. As an academic exercise, the process enables students to personally develop as they improve in areas of self-management, research skills and resilience - all indispensable at university.

Under the guidance of a personal supervisor, the Extended Essay Coordinator and School Librarian, students are fully supported and better able to enjoy producing an engaging piece of independent academic writing.

## KEY COMPONENTS OF THE EE

Content of work must be linked to one Diploma subject studied and meet the criteria of specific criteria externally provided by the IB.

A maximum of 5 hours supervision including written feedback on one draft can be provided throughout the process.

Reflections on the process of writing the essay form an initial, interim and final reflection which is submitted to the IB.

Creativity, activity and service is a Core element of the IB Diploma Programme. The IB views it as an acknowledgement that important educational experiences also take place outside the classroom. The will to act in the service of the community is an important complement to intellectual and moral development.

Students participate in experiences throughout years 12 and 13, coordinating a programme with the CAS coordinator that demonstrates a good balance of creativity, activity and service. The CAS programme must include at least one long-term project in collaboration with other students combining two of the three elements.

### CAS LEARNING OUTCOMES

1. Identify strengths and develop areas for growth.
2. Demonstrate that challenges have been undertaken, developing new skills in the process.
3. Demonstrate how to initiate and plan a CAS experience.
4. Show commitment to and perseverance in CAS experiences.
5. Demonstrate the skills and recognise the benefits of working collaboratively.
6. Demonstrate engagement with issues of global significance.
7. Recognise and consider the ethics of choices and actions.

# creativity, activity SERVICE



# example IB routes

## SCIENTIST

### HIGHER LEVEL

Physics  
Chemistry  
Mathematics Application  
& Interpretation

### STANDARD LEVEL

English A Literature  
French B  
Economics

## POLITICIAN

### HIGHER LEVEL

English A Literature  
History  
Economics

### STANDARD LEVEL

Biology  
Italian B  
Mathematics Application  
& Interpretation

## LINGUIST

### HIGHER LEVEL

Italian A Language & Literature  
French B  
English B

### STANDARD LEVEL

Biology  
History  
Mathematics Application  
& Interpretation

## ALL-ROUNDER

### HIGHER LEVEL

English A Literature  
Economics  
Biology

### STANDARD LEVEL

French B  
History  
Mathematics Analysis  
& Approaches

# ASSESSMENT

## INTERNAL ASSESSMENT

### Individual Oral (SL 30% | HL 20%)

The oral addresses ways in which a global issue of the students' choice is presented through the content and form of two works they have studied.

## EXTERNAL ASSESSMENT

### Higher Level Essay (20%)

The formal essay of 1200-1500 words develops a particular line of inquiry of the students' own choice in connection with a literary text or work previously studied in class.

### Paper 1: Guided Literary Analysis (SL 35% | HL 35%)

A guided analysis of two previously unseen literary passages where students are expected to consider both technical and formal aspects.

### Paper 2: The Comparative Essay (SL 35% | HL 25%)

A comparative essay referring to two works studied during the course. Students are expected to compare and contrast works in relation to one of four questions provided.

## future pathways

Although the course naturally leads to the further study of English Literature, the recognised enhancement of analysis and communication skills is highly regarded across many different disciplines.

# ENGLISH A LITERATURE

Students focus primarily on literary texts, with the course offering opportunities to develop a variety of approaches to textual criticism. Exploration of the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world are central to the programme.

Standard Level students will read a minimum of nine texts while Higher Level students will read a minimum of 13.

## KEY SYLLABUS COMPONENTS

### Readers, writers and texts

This study includes the investigation of the response of readers and the way literary texts generate meaning.

### Time and space

This study focuses on the consideration of personal and cultural perspectives and an awareness of the ways in which context is tied to meaning.

### Intertextuality: connecting texts

Focusing on the development of critical responses grounded in an understanding of the complex relationships among literary texts, students are given the opportunity to make fruitful comparisons.



# ITALIAN A LANGUAGE & LITERATURE

Students focus on a wide range of literary and non-literary texts. Exploring communicating across literary form and text type, students investigate the nature of language and how it shapes and is shaped by identity and culture. Approaches studied include literary theory, socio-linguistics, media studies and critical discourse.

Standard Level students will read a minimum of four texts while Higher Level students will read a minimum of six.

## KEY SYLLABUS COMPONENTS

### Readers, writers and texts

This study includes the investigation of non-literary texts and how they operate within the context of production and reception.

### Time and space

Both non-literary and literary texts are selected to reflect a wide range of historical and cultural perspectives. Students develop greater appreciation for ways in which context is tied to meaning.

### Intertextuality: connecting texts

Focusing on the development of critical responses grounded in an understanding of the complex relationships among literary texts, students are given the opportunity to make fruitful comparisons.

## ASSESSMENT

### INTERNAL ASSESSMENT

#### Individual Oral (SL 30% | HL 20%)

The oral addresses ways in which a global issue of the students' choice is presented through the content and form of two works they have studied.

### EXTERNAL ASSESSMENT

#### Higher Level Essay (20%)

The formal essay of 1200-1500 words develops a particular line of inquiry of the students' own choice in connection with a literary text or work previously studied in class.

#### Paper 1: Guided Literary Analysis (SL 35% | HL 35%)

A guided analysis of two previously unseen non-literary passages where students are expected to consider both technical and formal aspects.

#### Paper 2: The Comparative Essay (SL 35% | HL 25%)

A comparative essay referring to two works studied during the course. Students are expected to compare and contrast works in relation to one of four questions provided.

## future pathways

Although the course naturally leads to the further study of Italian Language and Literature, the recognised enhancement of analysis and communication skills is highly regarded across many different disciplines.

# ASSESSMENT

## INTERNAL ASSESSMENT

### Individual Oral (SL 25% | HL 25%)

SL: the oral is a conversation based on a visual stimulus and one additional theme.

HL: the oral is a conversation based on one literary work covered in class and additional themes.

## EXTERNAL ASSESSMENT

### Paper 1: Writing (SL 25% | HL 25%)

A written task of 250-400 words in length based on a studied theme and text type from the course.

### Paper 2: Listening and Reading (SL 50% | HL 50%)

The paper is separated into two sections both holding a value of 25% each.

- Listening is based on the students comprehension of three audio passages.
- Reading is based on the students comprehension of three written texts.

Activities in Paper 2 are taken from all five prescribed themes present in the course.

## future pathways

The conceptual understanding required for Language B is needed for a range of courses across Linguistics, Social Sciences, Cultural Studies and joint honours degrees. The transferable practical skills of the course play a large role in forming truly International students.

# LANGUAGE B

## FRENCH B

## ITALIAN B

## SPANISH B

Language B courses are designed for students who have had prior experience of the target language. The focus is to further improve their ability to communicate through the study of language, themes and texts. Developing conceptual understanding of how language works is central to the programme of study.

The distinction between HL and SL study in a Language B course is the level of receptive, productive and interactive competencies to which the student is expected to develop. HL students will study a minimum of two literary texts.

## KEY SYLLABUS COMPONENTS

### THEMES

The content of the course is addressed in a range of themes that help build on student interest in the target language.

### IDENTITIES

### EXPERIENCES

### HUMAN INGENUITY

### SOCIAL ORGANISATION

### SHARING THE PLANET

### TEXTS

A range of texts are explored to provide students the opportunity to engage in which good communicators consider audience, context and purpose in the production of their work.

### PROFESSIONAL TEXTS

### PERSONAL TEXTS

### MASS MEDIA TEXTS

# LANGUAGE AB INITIO

## SPANISH AB INITIO

## MANDARIN AB INITIO\*

Language AB courses are designed for students who have had no or very little prior experience of the target language. A focus is to establish an understanding that allows students to engage in simple conversations, express information fairly accurately and understand - both aurally and in writing - simple and some more complex sentences in a range of contexts.

This course is only offered at Standard Level.

## KEY SYLLABUS COMPONENTS

### THEMES

The content of the course is addressed in a range of themes that help build on student interest in the target language.

### IDENTITIES

### EXPERIENCES

### HUMAN INGENUITY

### SOCIAL ORGANISATION

### SHARING THE PLANET

### TEXTS

A range of texts are explored to provide students the opportunity to engage in which good communicators consider audience, context and purpose in the production of their work.

### PROFESSIONAL TEXTS

### PERSONAL TEXTS

### MASS MEDIA TEXTS

*Although the reading of literature is encouraged, it is not a formally assessed component of the Language AB course.*

## ASSESSMENT

### INTERNAL ASSESSMENT

#### Individual Oral (SL 25%)

SL: the oral is a conversation based on a visual stimulus and one additional theme.

### EXTERNAL ASSESSMENT

#### Paper 1: Writing (SL 25%)

Two written tasks of 70-150 words in length based on a studied theme and text type from the course.

#### Paper 2: Listening and Reading (SL 50%)

The paper is separated into two sections both holding a value of 25% each.

- Listening is based on the students comprehension of three audio passages.
- Reading is based on the students comprehension of three written texts.

Activities in Paper 2 are taken from all five prescribed themes present in the course.

## future pathways

The variety of topics studied in the unfamiliar context of a new language is desirable for courses with a vocational focus including but not limited to: Hospitality, Sales, Marketing, and Travel and Tourism. The transferable practical skills of the course play a large role in forming truly International students.

# ASSESSMENT

## INTERNAL ASSESSMENT

### Historical Investigation (SL 25% | HL 20%)

The historical investigation is carried out on a topic of the students choice. It is comprised of three sections: identification and evaluation of course, investigation and process reflection.

## EXTERNAL ASSESSMENT

### Paper 1: Source analysis (SL 30% | HL 20%)

A source based paper on one of five prescribed titles provided.

### Paper 2: Essay (SL 35% | HL 25%)

The paper is based on the 12 world history topics studied within the core History programme. Students are required to answer two essay questions on two different topics.

### Paper 3: Essay (HL 35%)

This paper is for Higher Level students only. Three essay questions based on one of the 4 possible regions in the in-depth study are to be answered.

## future pathways

History is highly applicable in subjects such as Law, Politics, International Relations and History because of the level of critical thinking and analysis required. The level of written accuracy demanded from the course makes it a strong preparatory programme for any undergraduate degree.

# HISTORY

Students do not focus on any one particular type of History but instead investigate key historical concepts of change, causation and significance in a global context. A rigorous and evidence-based discipline, students will look at political, economic, social and cultural areas of History. The course aim is to develop historical skills of critical analysis and interpretation alongside acquiring factual knowledge.

Higher Level students will complete an additional in-depth study of one of three sections from the HL options.

## KEY SYLLABUS COMPONENTS

### CORE UNITS

#### Early Modern History

Societies in Transition 1400-1700: the transition from the medieval to the modern world.

#### 20th Century Modern World History

Authoritarian States: the conditions that facilitated the rise of authoritarian states in the 20th century,

#### Conflict and Intervention

An investigation, through source material, of the genocide in Rwanda (1990-1998) and the war in Kosovo (1989-2002).

### HIGHER LEVEL UNITS

#### The Renaissance (c1400-1600)

#### The Reformation (1517-1572)

# ECONOMICS

Students explore economic theories of microeconomics: dealing with economics affecting individuals, firms and markets, and macroeconomics: dealing with variables affecting countries, governments and societies. Central to the course is the application of these theories to real world issues.

Standard Level and Higher Level students will complete a common core syllabus. Higher Level students will be distinct in the extension of topics covered in the core.

## KEY SYLLABUS COMPONENTS

### Section 1: Microeconomics

Topics include competitive markets, elasticity, Government interventions, market failure and theory of the firm (HL only).

### Section 2: Macroeconomics

Topics include overall economic activity, aggregate demand and supply, macroeconomic objectives, fiscal policy, monetary policy and supply-side policy.

### Section 3: International Economics

Topics include international trade, exchange rates, balance of payments, economic integration and terms of trade (HL only).

### Section 4: Development Economics

Topics include measuring development, role of domestic factors; international trade and debt, foreign direct investment, foreign aid and multilateral development assistance and balance between markets and intervention.

# ASSESSMENT

## INTERNAL ASSESSMENT

### Portfolio (SL 20% | HL 20%)

The Economics portfolio consists of three commentaries which explain links between economic theory and research articles and the possible implications of the content discussed.

## EXTERNAL ASSESSMENT

### Paper 1: Extended Response (SL 40% | HL 30%)

The paper is split into two sections. Section A dealing with microeconomics and Section B with macroeconomics.

### Paper 2: Data Response (SL 40% | HL 30%)

The paper is split into two sections. Section A dealing with international economics and Section B with developmental economics.

### Paper 3: Extended Response (HL 20%)

This paper is for Higher Level students only. Students are assessed on Higher Level material that is an extension of content from the shared core programme.

## future pathways

Although the course naturally leads to the further study of Economics, its focus on the interactions of small and large scale institutions means the subject is applicable to many areas of the Humanities and Social Sciences.

# ASSESSMENT

## INTERNAL ASSESSMENT

### Written Commentary (SL 25% | HL 25%)

SL: a 1500 word commentary based on three to five supporting documents about a problem facing an organisation.

HL: a 2000 word research report on an issue facing an organisation or a decision to be made.

## EXTERNAL ASSESSMENT

### Paper 1: Case study (SL 30% | HL 35%)

The paper is composed of one pre-seen case study and unseen additional material stimulus. An additional section for HL students assesses extension of the shared core programme.

### Paper 2: Unseen stimulus (SL 45% | HL 40%)

The paper is composed of quantitative elements and responses to an unseen stimulus. An additional section for HL students assesses understanding of concepts of change, culture, ethics, globalisation and strategy.

## future pathways

Although not a prerequisite for going on to study Business Management at undergraduate level, this course provides a strong foundation for further study in this and other linked areas including Marketing, Hospitality Management and Advertising.

# BUSINESS MANAGEMENT\*

Business Management is an exploration of decision making within organisations. Students will investigate how decisions are influenced by internal and external factors and how such decisions impact different stakeholders. International-mindedness is fostered through analysing how organisations can be ethically optimised in a time of increasing concern for sustainability.

Standard Level and Higher Level students will complete a common core syllabus. Higher Level students will be distinct in the extension of topics covered in the core.

## KEY SYLLABUS COMPONENTS

The course is split into 5 main units which are overarching for both Standard Level and Higher Level students. Additional Higher level topics are covered in each unit of study.

UNIT 1: BUSINESS ORGANISATION AND ENVIRONMENT

UNIT 2: HUMAN RESOURCE MANAGEMENT

UNIT 3: FINANCE AND ACCOUNTS

UNIT 4: MARKETING

UNIT 5: OPERATIONS MANAGEMENT

# ASSESSMENT

## INTERNAL ASSESSMENT

### Stimulus Analysis (SL 25%)

A philosophical analysis of a non-philosophical stimulus chosen by the candidate.

## EXTERNAL ASSESSMENT

### Paper 1: Stimulus Analysis (SL 50%)

A stimulus analysis based on the core theme 'being human' and one essay question based on the chosen optional themes.

### Paper 2: The Comparative Essay (SL 35% | HL 25%)

A paper testing the key concepts, ideas or arguments evidenced in one of the prescribed titles studied, followed by a critical discussion of the same text.

## future pathways

Philosophy is a strong platform for building on the skills of critical thinking and argument construction. It is highly applicable in undergraduate areas of Politics, Ethics, Philosophy, and Religious Studies.

# PHILOSOPHY\*

The central underpinning of studying Philosophy in the IB Diploma is engaging students in philosophical activities of systematic thinking, argument construction and careful analysis. The course enables inquiry into profound questions such as:

WHAT IS IT TO BE HUMAN?

DO WE HAVE FREE WILL?

WHAT DO WE MEAN WHEN WE SAY SOMETHING IS RIGHT AND WRONG?

***This course is only offered at Standard Level.***

## KEY SYLLABUS COMPONENTS

### CORE THEME

**The core theme central to the programme is to consider what it is to be human.**

### OPTIONAL THEMES

**Students are required study one theme from the following list:**

1. Aesthetics
2. Epistemology
3. Ethics
4. Philosophy and contemporary society
5. Philosophy of religion
6. Philosophy of science
7. Political philosophy

**In addition to the core and optional theme studied, all candidates are required to study one text from the prescribed philosophical texts guide.**

# ASSESSMENT

## INTERNAL ASSESSMENT

### Report (SL 25% | HL 20%)

An experimental investigation report of 1800-2000 words based on any area of Psychology chosen by the student.

## EXTERNAL ASSESSMENT

### Paper 1: Core approaches (SL 50% | HL 40%)

A series of short response questions and one essay question addressing the three studied approaches to understanding human behaviour.

### Paper 2: Essay on options (SL 25% | HL 20%)

SL: one essay response based on the student's studied options theme.

HL: two essay responses based on the student's studied options themes.

### Paper 3: Research techniques (HL 20%)

An analysis of an unseen experimental research scenario based on the approaches to researching behaviour unit.

## future pathways

A diverse subject which can be viewed as both a Science and a Social Science, Psychology is applicable to a diverse number of disciplines at undergraduate level.

# PSYCHOLOGY\*

The course uses a multidisciplinary approach to explore and critically evaluate key theories and research methodologies within Psychology. At its very core the programme reflects how behaviour - and therefore Psychology - is a non-static and fluid subject that alters in-line with new global challenges and societal shifts.

Standard Level and Higher Level students will complete a common core syllabus. Higher Level students will be distinct in the extension of topics covered in the core and an additional option.

## KEY SYLLABUS COMPONENTS

### CORE THEMES

Biological approach to understanding behaviour

Cognitive approach to understanding behaviour

Sociocultural approach to understanding behaviour

Approaches to researching behaviour

### OPTIONAL THEMES

SL students are required to study one theme and HL students must study two from the following list:

1. Abnormal Psychology
2. Developmental Psychology
3. Health Psychology
4. Psychology of human relationships



# ASSESSMENT

## INTERNAL ASSESSMENT

### Experimental report (SL 20% | HL 20%)

A 12 page written experimental report on a piece of research carried out independently by the student.

## EXTERNAL ASSESSMENT

### Paper 1: Multiple Choice (SL 20% | HL 20%)

A selection of multiple choice questions based on the six core units of the programme.

### Paper 2: Core Responses (SL 40% | HL 40%)

A selection of data-based, short response and long response questions assessing the six core units of the programme.

### Paper 3: Option Paper (SL 20% | HL 20%)

Split into two sections, Section A is a combination of experimental design questions from core units. Section B is a range of short response questions based on the option unit studied.

## future pathways

Biology, often when combined with a second science (generally Chemistry), will give prospective graduates a thorough foundation for a wide range of courses at university. The combination of courses can allow the pursuit of Medicine, Dentistry, Psychology and many more.

# BIOLOGY

The study of Biology is a diverse field of approaches and techniques to try and understand the mechanisms of life. At IBDP level, students get the chance to explore these different approaches, investigating molecular structure, metabolic reactions and scaling up to the study of ecosystem interactions.

Standard Level and Higher Level students will complete a common core syllabus. Higher Level students will be distinct in the extension of topics covered in Additional Higher Level (AHL) content.

## KEY SYLLABUS COMPONENTS

### CORE UNITS

- |                      |                     |
|----------------------|---------------------|
| 1. Cell biology      | 4. Ecology          |
| 2. Molecular biology | 5. Evolution        |
| 3. Genetics          | 6. Human physiology |

### OPTION UNITS

Only one option to be selected and studied

- A. Neurobiology and behaviour
- B. Biotechnology
- C. Ecology and conservation
- D. Human physiology

### ADDITIONAL HIGHER LEVEL UNITS

- 7. Nucleic acids
- 8. Cell respiration and photosynthesis
- 9. Plant biology
- 10. Genetics and evolution
- 11. Animal physiology

# ASSESSMENT

## INTERNAL ASSESSMENT

### Experimental report (SL 20% | HL 20%)

A 12 page written experimental report on a piece of research carried out independently by the student.

## EXTERNAL ASSESSMENT

### Paper 1: Multiple Choice (SL 20% | HL 20%)

A selection of multiple choice questions based on the six core units of the programme.

### Paper 2: Core Responses (SL 40% | HL 40%)

A selection of data-based, short response and long response questions assessing the six core units of the programme.

### Paper 3: Option Paper (SL 20% | HL 20%)

Split into two sections, Section A is a combination of experimental design questions from core units. Section B is a range of short response questions based on the option unit studied.

## future pathways

The practical and theoretical nature of Chemistry means it is a highly regarded subject and a required subject for many science-related undergraduate degrees. It is often necessary to study Chemistry in conjunction with an additional science subject.

# CHEMISTRY

IB Diploma Chemistry allows students to practice and develop their practical skills whilst increasing their ability to incorporate mathematics into the subject. The importance of observations stands at the core of the programme with students encouraged to take an active role in forming links between practical work and theory studied.

Standard Level and Higher Level students will complete a common core syllabus. Higher Level students will be distinct in the extension of topics covered in Additional Higher Level (AHL) content.

## KEY SYLLABUS COMPONENTS

### CORE UNITS

- |                                   |                       |
|-----------------------------------|-----------------------|
| 1. Stoichiometric relationships   | 6. Chemical kinetics  |
| 2. Atomic structure               | 7. Equilibrium        |
| 3. Periodicity                    | 8. Acids and bases    |
| 4. Chemical bonding and structure | 9. Redox processes    |
| 5. Thermochemistry                | 10. Organic chemistry |
|                                   | 11. Data processing   |

### OPTION UNITS

Only one option to be selected and studied

- Materials
- Biochemistry
- Energy
- Medicinal chemistry

# ASSESSMENT

## INTERNAL ASSESSMENT

### Experimental report (SL 20% | HL 20%)

A 12 page written experimental report on a piece of research carried out independently by the student.

## EXTERNAL ASSESSMENT

### Paper 1: Multiple Choice (SL 20% | HL 20%)

A selection of multiple choice questions based on the six core units of the programme.

### Paper 2: Core Responses (SL 40% | HL 40%)

A selection of data-based, short response and long response questions assessing the six core units of the programme.

### Paper 3: Option Paper (SL 20% | HL 20%)

Split into two sections, Section A is a combination of experimental design questions from core units. Section B is a range of short response questions based on the option unit studied.

## future pathways

Physics is a well-regarded and often required subject for undergraduate courses linked to Science, Technology, Engineering and Mathematics. It is often necessary to study Physics in conjunction with an additional science or Mathematics A&I at Higher Level.

# PHYSICS

Physics attempts to further our understanding of the universe and adopts the approach that the universe is deterministic and knowable. The importance of observation stands at the core of the programme, with students encouraged to take an active role in forming links between practical work and theory studied. The use of models and imagination is fundamental to the programme.

Standard Level and Higher Level students will complete a common core syllabus. Higher Level students will be distinct in the extension of topics covered in Additional Higher Level (AHL) content.

## KEY SYLLABUS COMPONENTS

### CORE UNITS

- |                                   |   |
|-----------------------------------|---|
| 1. Measurements and uncertainties | 5. Waves                                |
| 2. Mechanics                      | 6. Circular motion and gravity          |
| 3. Thermal Physics                | 7. Atomic, nuclear and particle physics |
| 4. Electricity and magnetism      | 8. Energy production                    |

### OPTION UNITS

Only one option to be selected and studied

- A. Relativity
- B. Engineering
- C. Imaging
- D. Astrophysics

### ADDITIONAL HIGHER LEVEL UNITS

- 9. Wave phenomena
- 10. Fields
- 11. Electromagnetism
- 12. Quantum nuclear physics

# ASSESSMENT

## INTERNAL ASSESSMENT

### Individual Exploration (SL 20%)

A 12-20 page report of an independent Mathematical exploration carried out by the student.

## EXTERNAL ASSESSMENT

### Paper 1: (SL 40%)

A non-calculator paper assessing analytical approaches to solutions including some arithmetical manipulations.

### Paper 2: (SL 40%)

A graphic display calculator is required to complete a series of extended response questions.

## future pathways

Analysis and approaches at standard level can facilitate entry into degree courses with a mathematical component. Entry requirements for Mathematics and Engineering will need to be reviewed.

# MATHEMATICS: ANALYSIS & APPROACHES

Analysis and Approaches provides students with the chance to interrogate mathematical theorem and develop their mathematical thinking. Concepts may be abstract and have no immediate practical implications but aims to develop analytical expertise. The course is tailored for those who wish to proceed onto undergraduate courses containing an element of mathematical problem solving and generalisation.

This course is only offered at Standard Level.

## KEY SYLLABUS COMPONENTS

### Topic 1: Number and algebra

Ways to represent patterns, show equivalencies and make generalisations for modelling.

### Topic 2: Functions

Representing relationships between variables that can be visually or symbolically shown as graphs and equations.

### Topic 3: Geometry and trigonometry

Ways of quantifying the physical world and enhancing our spatial awareness.

### Topic 4: Statistics

Ways of collecting and analysing data to predict events and discover laws.

### Topic 5: Calculus

Ways to understand rates of change between variables concerned.

# ASSESSMENT

## INTERNAL ASSESSMENT

### Individual Exploration (SL 20% | HL 20%)

A 12-20 page report of an independent Mathematical exploration carried out by the student.

## EXTERNAL ASSESSMENT

### Paper 1: (SL 40% | HL 30%)

A non-calculator paper assessing analytical approaches to solutions including some arithmetical manipulations.

### Paper 2: (SL 40% | HL 30%)

A graphic display calculator is required to complete a series of extended response questions.

### Paper 3: (HL 20%)

For Higher Level students only. A graphic display calculator is required to complete two extended problem solving questions based on Higher Level content studied.

## future pathways

Applications and Interpretations provides a foundation for moving forward in a data-rich world. Degree courses with some practical mathematical components and modelling, such as Social Sciences and Bioinformatics, will view the programme favourably.

# MATHEMATICS: APPLICATIONS & INTERPRETATIONS

Applications and Interpretations provides students with the chance to develop understanding of practical mathematics. The course centres around candidates being able to analyse trends, make predictions, quantify risk and explore relationships and interdependence between variables. The course is tailored for those who wish to proceed onto undergraduate studies containing applied mathematics or non-mathematical disciplines.

Standard and Higher Level students will complete a common core syllabus. Higher Level students will be distinct in the extension of topics covered in the core.

## KEY SYLLABUS COMPONENTS

### Topic 1: Number and algebra

Ways to represent patterns, show equivalencies and make generalisations for modelling.

### Topic 2: Functions

Representing relationships between variables that can be visually or symbolically shown as graphs and equations.

### Topic 3: Geometry and trigonometry

Ways of quantifying the physical world and enhancing our spatial awareness.

### Topic 4: Statistics

Ways of collecting and analysing data to predict events and discover laws.

### Topic 5: Calculus

Ways to understand rates of change between variables concerned.

# UNIVERSITY REQUIREMENTS

Group sessions and independent meetings are held with students throughout Year 12 and Year 13 to ensure they are supported in the research of university courses. However, it is important that students are proactive in the process of researching and contacting Universities regarding courses on offer and entry requirements. The school subscribes to the online platform Bridge-U which all students access from entering the Academy in Year 10.

Prior to selecting IBDP subjects, students should be aware of subject requirements for admission to university courses. The subject requirements for common university courses should be used as a guide only. Updated information can be found on university admissions pages on their websites and at [www.ucas.com](http://www.ucas.com) for all UK universities.

DEGREE SUBJECT	IB SUBJECT REQUIREMENTS
<b>BIOLOGICAL SCIENCES</b>	<b>Biology (HL). Chemistry (SL/HL) required by some universities.</b>
<b>COMPUTER SCIENCE</b>	<b>Mathematics AA (SL/HL). Chemistry/Physics (SL/HL) required by some universities.</b>
<b>BUSINESS MANAGEMENT</b>	<b>Mathematics AA (SL/HL) required by some universities.</b>
<b>ECONOMICS</b>	<b>Mathematics AA (SL/HL). Mathematics AI (SL/HL) accepted by some when obtained alongside Economics (SL/HL).</b>
<b>ENGINEERING</b>	<b>Physics (SL/HL) &amp; Mathematics AA (SL/HL).</b>
<b>LAW</b>	<b>No specific entry requirements but Law requires a high degree of literacy so subjects that require essay writing such as English, History or Economics would be useful.</b>
<b>POLITICS &amp; INTERNATIONAL RELATIONS</b>	<b>No specific entry requirements but Politics &amp; IR requires a high degree of literacy so subjects that require essay writing such as English, History or Economics would be useful.</b>
<b>MEDICINE</b>	<b>Biology (HL) &amp; Chemistry (HL).</b>
<b>MEDICAL SCIENCES</b>	<b>Combination of two sciences (SL/HL).</b>

*This academic year sees a vast change in the Mathematics curriculum from the IB. It is expected that Mathematics requirements may become less rigorous in upcoming years. The above information is taken from current published entry requirements from some UK universities. It should be noted that a large number of institutions are yet to determine and publish Mathematics requirements on their websites.*

# RECOGNITION OF THE IB DIPLOMA IN ITALY

The IB Diploma is recognised for the purposes of university entry in Italy according to Decreto del Presidente della Repubblica 30 ottobre 1986, n. 738.

This recognition has been further updated with art. 2 legge n.738/86 D.M. 18 ottobre 2010 applicativo del D.P.R. 2 agosto 2010 n.164 requiring students to choose one of the following options with IB Diploma subjects as indicated by the Italian Ministry of Education

<b>OPTION: LANGUAGES</b>	<b>OPTION: SCIENCES</b>	<b>OPTION: CLASSICS</b>	<b>OPTION: SOCIAL STUDIES</b>
<b>First Language</b>	<b>First Language</b>	<b>First Language</b>	<b>First Language</b>
<b>Second Language</b>	<b>Second Language</b>	<b>Latin</b>	<b>Second Language</b>
<b>History or Economics or Geography or Philosophy or Psychology or Anthropology</b>	<b>History or Economics or Geography or Philosophy or Psychology or Anthropology</b>	<b>History or Economics or Geography or Philosophy or Psychology or Anthropology</b>	<b>History HL or Economics or Geography or Psychology or Anthropology or Sociology or Pedagogy</b>
<b>Chemistry or Physics or Biology or Computer Science or Environmental Science</b>	<b>Chemistry or Physics or Biology</b>	<b>Chemistry or Physics or Biology or Computer Science or Environmental Science</b>	<b>Chemistry or Physics or Biology or Computer Science or Environmental Science</b>
<b>Mathematics or Mathematical Studies</b>	<b>Mathematics HL</b>	<b>Mathematics or Mathematical Studies</b>	<b>Mathematics or Mathematical Studies</b>
<b>Third Language</b>	<b>Chemistry or Biology or Environmental Science or Computer Science or Latin or Arts</b>	<b>Greek</b>	<b>Philosophy or History or Economics or Geography or Arts</b>



## SOUTHLANDS INTERNATIONAL SCHOOL

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