

# IBDP COURSE DESCRIPTIONS

---

2022-2023



INTERNATIONAL SCHOOL OF  
**FLORENCE**



# IB learner profile

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

As IB learners we strive to be:

## 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 analyse 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 in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

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

## OPEN-MINDED

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

## CARING

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

## 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 own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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.

**The International School of Florence**  
**International Baccalaureate Diploma Programme (IBDP) Course Descriptions**  
**2022 / 23**

The International Baccalaureate (IB) Diploma Programme is a rigorous pre-university course of study, leading to examinations, that meets the needs of the highly motivated and academically inclined secondary school student. Designed as a comprehensive curriculum that allows its graduates to fulfill requirements of the various national systems of education, the IB is based on the pattern of no single country. It provides students of different linguistic, cultural, and educational backgrounds with the intellectual, social, and critical perspectives necessary for the adult world that lies ahead of them.

**The IBDP Curriculum at ISF**

**Group 1    Language A (Studies in Language and Literature)**

English A: Language & Literature	HL / SL
English A: Literature	HL / SL
Italian A: Language & Literature	HL / SL
Italian A: Literature	HL / SL

**Group 2    Language Acquisition**

English B	HL / SL
Italian B	HL / SL
Italian ab initio	SL

**Group 3    Individuals and Societies**

Art History (may be offered as a Group 6 elective only)	SL only
Business Management (may also be offered as a Group 6 option)	HL / SL
Global Politics	HL / SL
History	HL / SL

**Group 4    Experimental Sciences**

Biology	HL / SL
Chemistry	HL / SL
Physics	HL / SL
Sports, Exercise, and Health Science (SEHS)	SL

**Group 5    Mathematics**

Mathematics: Analysis and Approaches	HL / SL
Mathematics: Applications and Interpretation	HL / SL

**Group 6    Arts and Electives**

Theatre	HL / SL
Visual Arts	HL / SL
French B (may also be offered as a Group 2 option)	HL / SL
Spanish B (may also be offered as a Group 2 option)	HL / SL
Chemistry (as a Second Science)	HL / SL

**Interdisciplinary course**

Environmental Systems & Societies (ESS) (may be offered as either a Group 3 or Group 4 option)	SL only
---	---------

**Online courses**

Pamoja Education offers several IB-approved courses that may not be available at ISF (e.g. Economics) -- Pamoja courses require an additional application process and subject fees

One subject from *each* of the above Groups must be chosen for the two years of the Diploma Programme. At least three and not more than four must be taken at Higher Level (HL) and the others at Standard Level (SL).

Before making a final decision on which classes to take, students *must* consult “Selecting Correct Classes for Specific University Programmes” at the end of this manual, as well as the IB Diploma Handbook.

For those students pursuing only the ISF American High School Diploma and not the full IB Diploma, it should be noted that *all* 11th and 12th Grade classes are IB classes at ISF.

The school strives to satisfy as far as possible the requirements of its student body, which changes each year, but lack of numbers and other timetabling restrictions may further limit the proposed choices (including offering the HL version of a class) that are illustrated above.

It is also important to note that subject choices are binding and a subject or level change may be made only on college counsellor or teacher recommendation, provided that there is space available in the new subject/level and that such a change is made in a timely manner (usually in the first weeks of 11th Grade).

In addition to completing the six subjects, each Diploma candidate must meet the following requirements (see the “The IBDP Core” section for more detail):

**Extended Essay**

A substantial piece of independent work/research

**Theory of Knowledge (ToK)**

A course in the Theory of Knowledge

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

Activities that broadly cover the above mentioned areas

---

---

## GROUP 1 – STUDIES IN LANGUAGE AND LITERATURE

---

---

<b>English A: Language and Literature</b>
---

### Aims

In the language A: literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types and literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

### Course Outline

At Higher Level, six works will be studied, containing all four genres: poetry, drama, fiction, and non-fiction. Three historical periods, four regions and two continents will be represented. At Standard Level, four works will be studied, containing three of the four genres, and representing three periods, three regions, and two continents.

Texts may include:

**The Underground Railroad** by Colson Whitehead

**Between the World and Me** by Ta-Nehisi Coates

**Sweat** by Lynn Nottage

**Shadow of the Wind** by Carlos Ruiz Zafon

**Drive Your Plow Over the Bones of the Dead** by Olga Tokarczuk

Selected Poems by Oodgeroo Noonucal

**Oedipus Rex** by Sophocles

### **ISF Assessment**

ISF assessment is based on written responses, oral presentations, essays and the new Learner Portfolio, a mandatory and central element of the new course.

### **IB Assessment**

External assessment includes Paper 1- Guided Textual Analysis for 35% based on one text for standard level, and two texts at higher level. Paper 2 Comparative Essay in response to one question, based on two of the works studied. For standard level 35% and at higher level 25%. For higher level only there is a Higher Level Essay worth 20% based on coursework or one literary work. The final component is the individual oral assessed at 30% for standard level and 20% at higher level based on two extracts already studied.

## **English A: Literature**

### **Aims**

English A: Literature is concerned with our conception, interpretation and experience of the world, and we study novels, plays, poems and non-fiction to explore how they can represent the complex pursuits, anxieties, joys, and fears to which human beings are exposed in their daily lives.

Writing is one of the more enduring fields of human creativity, and this course encourages students to engage in independent, original, critical and clear thinking. It also promotes respect for the imagination and a critical approach to the understanding and interpretation of literary works.

Students will make comparisons and connections between texts, and the ways various literary forms and the conventions of genres explore ideas.

We will also consider the relationship between a text, its author and its readership; crucially, we will discover how literary works generate meaning, and how literature relates to the real world. We will consider perspectives from the personal to the global, and how the cultural context of literature is tied to its meaning.

### **Course Outline**

At Higher Level, thirteen works will be studied, containing all four genres (poetry, drama, fiction and nonfiction). Three historical periods, four regions and two continents will be represented. At Standard Level, nine works will be studied, containing three of the four genres, and representing three periods, three regions and two continents.

Texts may include:

Sherwood Anderson **Winesburg, Ohio**

Margaret Atwood Selected Poetry and/or **The Handmaid's Tale**

Italo Calvino **The Path to the Spiders' Nests**

Robert Frost Selected Poems

Ernest Hemingway **The Sun Also Rises**

Rodoreda Merce **In Diamond Square**

Pablo Neruda **20 Love Poems and A Song of Despair**

Mary Oliver Selected Poems

George Orwell **Down and Out in Paris and London**

Marjane Satrapi **Persepolis**

Mary Shelley **Frankenstein**

Wisława Szymborska **View with a Grain of Sand**

William Shakespeare **As You Like It**

Voltaire **Candide**

Kurt Vonnegut **Slaughterhouse Five**

David Foster Wallace **Consider the Lobster and Other Essays**

Evelyn Waugh **A Handful of Dust**

### **ISF Assessment**

ISF assessment is based on written responses, oral presentations, essays, and written commentaries on unseen and previously studied passages.

## **IB Assessment**

External assessment includes Paper 1- Guided Textual Analysis for 35% based on one text for SL, and two texts at HL. Paper 2 Comparative Essay in response to one question, based on two of the works studied. For standard level 35% and at higher level 25%. For HL only there is a Higher Level Essay worth 20% based on one literary work. The final component is the individual oral assessed at 30% for SL and 20% at HL based on two extracts already studied.

### **Italian A: Language and Literature**

**Gli obiettivi del corso Italian A: Language and Literature sono:**

1. Esporre gli studenti ad una ampia varietà di testi, diversi per periodo, stile e cultura e provenienti da diverse fonti
2. Sviluppare le capacità espressive, di ascolto, lettura, scrittura, visione, presentazione e esecuzione
3. Sviluppare abilità nell'interpretazione, l'analisi e la valutazione dei testi
4. Sviluppare la sensibilità per le qualità formali ed estetiche dei testi ed un apprezzamento per come essi contribuiscono alle diverse risposte e si aprono a significati multipli
5. Sviluppare una comprensione delle relazioni esistenti tra testi e varietà di prospettive, contesti culturali, problematiche locali e globali e un apprezzamento di come questi contribuiscono a risposte diverse e si aprono a significati multipli
6. Sviluppare una comprensione delle relazioni tra studi della lingua e della letteratura ed altre discipline
7. Comunicare e collaborare in modo sicuro e creativo
8. Promuovere un duraturo interesse e piacere per gli studi di lingua e letteratura

### **Contenuti**

Nel percorso verranno letti testi non letterari di varie tipologie attraverso i quali verranno esplorate alcune tematiche centrali per il corso:

- Lettori, scrittori e testi
- Spazio e tempo
- Intertestualità: connettere testi

Verrà inoltre affrontata la lettura di opere letterarie dei seguenti testi e autori:

- A. Tabucchi, "Sostiene Pereira"
- Allende, "La casa degli spiriti"
- G. Ungaretti, "Il porto sepolto"
- G. Bassani, "IL giardino dei Finzi-Contini"
- C. Goldoni, "La locandiera"
- E. Ibsen, "Casa di bambola"

**La valutazione** degli studenti durante i due anni si baserà su:

- Discussioni: viene fortemente incoraggiata la partecipazione in discussioni di classe
- Commenti scritti su passi non previamente conosciuti
- Commenti orali e scritti su passaggi estratti da opere studiate in classe letterarie e non letterarie
- Saggi comparativi letterari
- Presentazioni creative su opere letterarie, che possono richiedere lavoro di gruppo
- Portfolio personale, in cui gli studenti dovranno raccogliere tutti i loro lavori e le loro riflessioni personali sul percorso.

## IB Assessment

### **HL**

#### **External Assessment 70%:**

Paper 1: Analisi del testo guidata (2 ore 15 minuti) 35%

Paper 2: Saggio comparativo (1 ora 45 minuti) 25%

HL essay 20%

#### **Internal Assessment:**

Individual oral (15 minuti) 20%

### **SL**

#### **External Assessment 70%:**

Paper 1: Guided textual analysis (1 ora 15 minuti) 35%

Paper 2: Saggio comparativo (1 ora 45 minuti) 35%

#### **Internal Assessment 30%:**

Individual oral (15 minuti) 30%

## **IB Italian A: Literature**

### Descrizione del corso

Questo è un corso di due anni che prepara gli studenti madrelingua al Diploma IB. All'interno del corso verranno affrontati quattro gruppi letterari, ciascuno dei quali ha lo scopo di sviluppare specifiche competenze linguistiche orali e scritte.

### Obbiettivi

- Incoraggiare l'apprezzamento della letteratura e sviluppare la comprensione delle tecniche della critica letteraria
- Sviluppare la capacità espressiva degli studenti nella comunicazione, sia scritta che orale.
- Introdurre gli studenti ad una gamma di lavori letterari di vari periodi, generi, stili e contesti
- Ampliare la prospettiva degli studenti attraverso lo studio di lavori da altre culture e lingue.
- Incoraggiare gli studenti ad apprezzare le qualità formali, stilistiche ed estetiche di un testo.
- Incoraggiare gli studenti a riconoscere l'importanza del contesto in cui i testi sono stati scritti.
- Promuovere negli studenti il piacere e l'interesse duraturo per la letteratura

### Course Outline

Giorgio Bassani Il giardino dei Finzi-Contini

Michael Bulgakov Il maestro e Margherita

Carlo Goldoni La Locandiera

F. S. Fitzgerald Il grande Gatsby

Giacomo Leopardi Le Operette morali

Gabriel Garcia Marquez Cronaca di una morte annunciata

Eugenio Montale Ossi di seppia/ Le Occasioni

Luigi Pirandello Il fu Mattia Pascal

Lalla Romano Una giovinezza inventata

Leonardo Sciascia Il giorno della civetta

G. Tomasi di Lampedusa Il Gattopardo

Tennessee Williams Un tram che si chiama Desiderio

Autori Vari Selezione di poesie

### ISF Assessment

La valutazione degli studenti durante i due anni si basa su:

- Discussioni: viene fortemente incoraggiata la partecipazione in discussioni di classe
- Commenti scritti su passi non previamente conosciuti
- Commenti orali e scritti su passaggi estratti da opere studiate in classe
- Saggi letterari
- Presentazioni creative su opere letterarie, che possono richiedere lavoro di gruppo

Tutto il lavoro degli studenti viene valutato seguendo i descrittori dei criteri di valutazione IB.

### **IB Assessment**

#### **HL**

##### **External Assessment 70%:**

Paper 1: Analisi del testo guidata (2 ore 15 minuti) 35%

Paper 2: Saggio comparativo (1 ora 45 minuti) 25%

HL essay 20%

##### **Internal Assessment:**

Individual oral (15 minuti) 20%

#### **SL**

##### **External Assessment 70%:**

Paper 1: Guided textual analysis (1 ora 15 minuti) 35%

Paper 2: Saggio comparativo (1 ora 45 minuti) 35%

##### **Internal Assessment 30%:**

Individual oral (15 minuti) 30%

---

---

## **GROUP 2 – LANGUAGE ACQUISITION**

---

---

<b><u>English B/Italian B/French B/Spanish B</u></b>
--

*(Please note that French B and Spanish B may be offered as both Group 2 and Group 6/Elective classes at ISF.)*

### **Aims**

Students in Language B will be able to:

1. Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. Use language appropriate to a range of interpersonal and /or cultural contexts
3. Understand and use language to express and respond to a range of ideas with accuracy and fluency
4. Organize ideas on a range of topics, in a clear, coherent and convincing manner
5. Understand, analyze and respond to a range of written and spoken texts
6. Understand and use works of literature written in the target language of study (HL only)

### **Course Outline**

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

Five prescribed themes are common to the syllabuses of language B. The themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.



Also, at HL, students read **two** works of literature:

**In English B:**

- Nic Stone **Dear Martin**
- Morton Rhue **The Wave**  
(additional texts)
- Kevin Morley **Oxford IB Prepared English B**
- Kawther Saa'd Aldin & Kevin Morley **English B Course Companion**

**In French B:**

- Albert Camus **L'étranger**
- Eric-Emmanuel Schmitt **Mr Ibrahim et les Fleurs du Coran**

**In Italian B:**

- Michela Tilli **Ogni giorno come fossi bambina**
- A selection of Italian poems

**In Spanish B:**

- Gabriel García Márquez **Crónica de una muerte anunciada**
- Laura Esquivel **Como agua para chocolate**

**ISF Assessment**

All assessment follows the Language B criteria. Students will be assessed on the four skills: reading, writing, listening, and speaking.

**IB Assessment**

**Higher Level**

**External assessment (3 hours 30 minutes) 75%**

**Paper 1 (1 hour 30 minutes) 25%** Productive skills - writing (30 marks)

One writing task of 450-600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions

**Paper 2 (2 hours) 50%** Receptive skills – separate sections for listening and reading (65 marks)

Listening comprehension (1 hour) (25 marks)

Reading Comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

**Internal assessment 25%** This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

**Individual oral assessment**

A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of the themes from the syllabus. (30 marks)

**Standard Level**

**External assessment (3 hours) 75%**

**Paper 1 (1 hour 15 minutes) 25%** Productive skills - writing (30 marks)

One writing task of 250-400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions

**Paper 2 (1 hour 45 minutes) 50%** Receptive skills – separate sections for listening and reading (65 marks)

Listening comprehension (45 minutes) (25 marks)

Reading Comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

**Internal assessment 25%** This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

**Individual oral assessment**

A conversation with the teacher, based on a visual stimulus, followed by a discussion based on an additional theme. (30 marks)

## Italian ab initio

The ab initio programme is aimed at students that have had no previous experience of learning the target language and is available as a Standard Level (SL) course only. It must be studied over two years.

### Aims

The aims of the ab initio programme are to:

- develop students' ability to communicate in speech and in writing in order to enable them to deal adequately with familiar and practical needs
- introduce students to the culture of the country or the countries where the language is spoken through the study of the target language
- provide students with a foundation for the further study of the target language
- provide enjoyment and intellectual stimulation
- encourage positive attitudes to the learning of the other languages and to their speakers and countries

### Objectives

Candidates should be able to:

- understand and respond appropriately to the spoken language (for example, in announcements, instructions, requests, in the form of monologues or dialogues)
- engage in conversation in order to deal with everyday situations
- understand short written passages on the defined topics; recognize essential notices (for example, signs, menus, timetables, advertisements) and to be able to extract specific information from texts such as brochures, guides, letters
- carry out writing tasks such as short messages (for example, postcards, lists, notes); a letter; instructions; short compositions
- show an awareness of the culture of the target language
- compare the target culture with the own culture and be able to understand the differences

### Course Outline

Five prescribed themes are common to the syllabuses of language ab initio. The themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.

Text used: For the first year: Dimmi, published by Guerra.

During the second year only "real-world" texts in Italian are used.

### ISF Assessment

The trimester grades will be based on tests and activities that are assessed using the IB scheme of assessment.

### IB Assessment

**External assessment (2 hours 45 minutes) 75%**

**Paper 1 (1 hour) 25%** Productive skills - writing (30 marks)

Two written tasks, each from a choice of three

**Paper 2 (1hour 45 minutes) 50%** Receptive skills – separate sections for listening and reading (65 marks)

Listening comprehension (45 minutes) (25 marks)

Reading Comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

**Internal assessment 25%** This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

**Individual oral assessment**

A conversation with the teacher, based on a visual stimulus relevant to one (or more) of the themes of the course. (30 marks)

---

---

## GROUP 3 – INDIVIDUALS AND SOCIETIES

---

---

### Art History

*(Please note that Art History is most often scheduled and offered as a Group 6, or Elective, class, depending on interest)*

### Description

What is Art History really about? Why does it matter to life?

Art History investigates and encounters art and art making. We can trace this human creative act of making beautiful and making meaning all the way back to prehistoric times on cave wall paintings, handmade household objects and decorations, and ritual objects, and we can also each relate to art as a fundamentally human need and impulse when, as children, we have an innate attraction to scribbling, squeezing playdough between our fingers, and building forts or playspaces.

When we look at art, like when we meet a person, if we really want to discover who they are and have a meaningful dialog and relationship with them, we don't just ask, "What's your name? Where are you from? Who's in your family?" Thus, our approach to art history is not about stopping at the surface to label and memorize the title, artist, date, medium (things used to create it), and subject matter -- the "what" -- we go beyond the surface and the material reality to ask the essential questions: why, for whom, and how / what does it mean, both for maker / art experiencer then, and for us now?

We will be secret agents, explorers. We will search for clues together of how artists, and the societies and cultures they create in, through their objects, images, symbols, and constructed spaces, are constantly responding or constructing answers to the fundamental questions driving any human group, whether 12,000 years ago or 20: who am I, what is the purpose/meaning of life, and how do I go about living well?

We will learn how to engage our curiosity and multiple intelligences, from logical to intuitive, to look for and discover clues and collaboratively investigate theories and documentary sources to critically and creatively understand the original intentions of the work and how they can instruct us in developing and examining our own answers to those essential human questions through looking at ancient Roman art, Medieval-Christian art, and Renaissance art over the two-year program.

These awarenesses and curiosity-driven, critical dialog, and creative thinking-seeing skills will not only serve you as an Art History student and a lifelong learner striving to create wellbeing and meaning, they will also support your development of skills that are core to your future in developing and investigating new hypotheses and solutions in scientific fields like medicine, psychology, and engineering, or in understanding complex systems and creative approaches to problems of human societies, social policies, and political relationships, or getting into the hands-on fields of art such as product design, graphic and web design, and the fine arts.

Welcome to the exciting adventure of investigating and discovering art's hidden messages and meanings and how they matter in your here and now, and in the way you help shape your future.

The DP Art History course is offered at the Standard Level (SL) following the school-based IB syllabus.

### Aims

1. Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
2. Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material

4. Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies
5. Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
6. Enable the student to recognize that the content and methodologies of the subjects in individuals and societies are contestable and that their study requires the toleration of uncertainty.
7. Develop visual awareness and understanding
8. Engage with art history as a discipline, and develop an awareness of its various methods and interpretations
9. Develop critical analysis and research skills
10. Communicate understanding and knowledge of the subject by using appropriate terminology and concepts.

### **Course Outline**

DP Art History uses six themes to explore in depth the three chosen topics/historico-cultural periods or “topic areas” chosen for their relevance and immediacy to our learning environment at ISF as a uniquely Florentine experience, allowing us to directly experience, visit, and draw from the world around us: world-renowned museums, monuments, and hidden cultural gems, and their deep roots and meanings.

The course incorporates:

- Focused independent study and research
- Written reports (homework and in-class) & image presentations based on research and investigation
- Reading and critical thinking discussions and reflections in a dialogic classroom environment
- Site visits to museums, monuments, and culturally relevant sites with hands-on/interactive discussion/reflection exercises

Based on the three chosen topic areas:

- 1) The Art of Ancient Greece
- 2) The Art of Christendom (Medieval)
- 3) The Art of the Renaissance

To explore the six curriculum themes:

1. Style and formal qualities: features of artistic/architectural styles, and their development and interpretation, including the formal features of works and how these can convey meaning through composition, scale, colour, texture, space, etc.
2. Iconography and meaning: the subject-matter and symbolism used in artworks and how they relate and can be understood as connected to the cultural context, and how to create meaning that can be investigated and discovered through visual interpretation of materials, subjects, symbolism, and context.
3. Historical context and function: the political, social and economic context in which works of art/architecture have been made and used, and how historical context informs the meaning and function of works of art/architecture.
4. Artistic production and patronage: understanding the conditions in which artists/architects have produced works, and of their status in society and the relationships between artists/architects and their patrons, and how patronage can determine or impact the form and meaning of works of art/architecture
5. Techniques and materials: how works of art/architecture are made, and the techniques, processes and materials used and the ways the appearance, function and meaning of works of art/architecture can be linked to or determined by those techniques and materials.
6. Cultural identity: ways that cultural identity (for example, in terms of gender, sexuality, nationality, political and /or religious affiliations and ethnicity) have been represented in art, and explore how these representations convey meanings linked to identity, including how the cultural identities of artists/architects, as well as viewers of art, have an impact on the interpretation of the work.

### **ISF Assessment**

Students will be assessed on critical investigation-thinking and image-source evaluation exercises, research report writing (in class, and for homework), quizzes, in-class presentations / discussions, and mock exams (IBDP 1 & 2).

### **IB Assessment**

The IB mark for DP Art History is based on the following three assessments:

Two External Assessments for a 70% combined weighting:

Paper 1: 40% weighting (1 hour 30 minutes) - A stimulus-based paper based on works from the [12](#) topics of the syllabus. Images of works are selected from the published list of eight prescribed key works for each topic. Each question consists of five parts. Answer two questions, each on a different topic.  
 Paper 2: 30% weighting (1 hour 30 minutes) - An extended-response paper based on the six core themes of the course; two questions per theme. Answer two questions, each from a different theme and each referencing a different topic area.

Internal Assessment: 30% weighting (Minimum five sources cited/ Maximum 2000 words)

An independent research-driven comparative investigation presented in the form of an illustrated essay which focuses on a particular aspect of art history of the student's choice (this can be any historico-cultural period or type of art- either from those included in the course or any beyond it) examining a minimum of two works of art or architecture. It is internally assessed by the teacher and externally moderated by the IB at the end of the course.

## Business Management

### Aims

The aims of the IB Business Management programme are to:

- Demonstrate knowledge and understanding of business terminology, concepts and principles.
- Promote the importance of exploring business issues from different cultural perspectives.
- Identify social and cultural factors, and ethical considerations, in the actions of organizations.
- Assess the impact of the actions of organizations on the internal and external environment, thus encouraging a holistic view of the world of business.
- Enable the student to appreciate the pace, nature and significance of change.
- Demonstrate competence in problem solving by identifying the problem, collecting, selecting, assessing and interpreting data using appropriate analytical tools, and recommending solutions by evaluating their quantitative and qualitative implications.
- Demonstrate their ability to apply theory to real-life situations, evaluate information in order to distinguish between fact and opinion, think critically and make decisions.

### Course Outline

#### Higher Level

1. Business Organizations and the External Environment
2. Human Resources
3. Accounts and Finance
4. Marketing
5. Operations management
6. Business Strategy

#### Standard Level

1. Introduction to Organization and the External Environment
2. Human Resources
3. Accounts and Finance
4. Marketing
5. Operations management

Textbooks:

**Business Studies** 4th Edition, Hoang P.  
 BusinessStudiesOnline  
 Kognity Online course materials

### ISF Assessment

Students will be assessed on a range of in-class and homework tasks, comprising case studies, business reports, presentations, tests and exams.

### IB Assessment

#### Higher Level

Paper 1: 40%

Paper 2: 35%

Internal Assessment research project: 25%

#### Standard Level

Paper 1: 40%

Paper 2: 35%

Internal Assessment research project: 25%

## Global Politics

### Aims

The aims of the IB Global Politics programme are to enable students to:

- Understand key political concepts and contemporary political issues in a range of contexts
- Develop an understanding of the local, national, international and global dimensions of political activity
- Understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
- Appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

### Course Outline

#### Standard Level and Higher Level

##### **Core units: people, power and politics (Prescribed Subject)**

The four compulsory units are:

1. Power, sovereignty and international relations
2. Human rights
3. Development
4. Peace and conflict

##### **Engagement Activity**

This individual project is internally assessed by the teacher and externally moderated by the IB. Students will work in class and individually to identify a topic, complete research, engage with individuals and organizations, and draw and present conclusions in a 2,000-word written report.

#### Higher Level only

##### **HL extension: global political challenges**

Students are tasked with selecting issues in two of the following six global challenges. For each of the two topics chosen students must undertake a detailed case study, culminating in a 10-minute video recorded oral presentation.

1. Environment
2. Poverty
3. Health
4. Identity
5. Borders
6. Security

##### **Skills and concepts:**

Emphasis will be placed on the theoretical foundations of global politics and how political issues, loosely defined as any event or action that is in the arena of state power and its maintenance, affect individuals and the society. It is a central element of the global politics course that the key political concepts and contemporary political issues are studied at a number of levels: global, international, regional, national, local and community. These levels help students to appreciate that what may initially appear to be a global issue actually has many local implications and vice versa, and that decision-making on the same phenomenon may look quite different depending on whether it is analysed on a systemic or sub-systemic level.

Students are asked to demonstrate knowledge and understanding of key political concepts and contemporary issues in global politics; identify and analyze relevant material and supporting examples; use political concepts and examples to formulate, present and sustain an argument; compare, contrast, synthesize and evaluate evidence from a variety of sources and perspectives; and evaluate political beliefs, biases, and prejudices and determine their origins.

##### **Textbooks**

Murphy, R. Global Politics

Kirsch, M. Global Politics

## ISF Assessment

Students will be assessed on source evaluation exercises, essay writing (in class and for homework), presentations, an end-of-year exam (IBDP 1) and the mock exams (IBDP 2).

## IB Assessment

### Standard Level

Paper 1 (four short-answer / structured questions based on a topic from one of the four core units) 30%

Paper 2 (two essays from a choice of eight, each selected from a different core unit) 45%

Engagement activity (a 2,000 word report on a issue explored through engagement and research) 25%

### Higher Level

Paper 1 (four short-answer / structured questions based on a topic from one of the four core units) 20%

Paper 2 (two essays from a choice of eight, each selected from a different core unit) 40%

Engagement activity (a 2,000 word report on a issue explored through engagement and research) 20%

HL extension (two 10-minute video recorded oral presentations chosen from two different HL topics) 20%

## **History**

### Aims

The aims of the IB History programme are to promote:

- The acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures
- A developing appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
- International awareness and understanding by promoting the achievement of empathy with, and understanding of people living in diverse places and at different times
- A better understanding of the present through an understanding of the past
- An appreciation of the historical dimension of the human condition
- An ability to use and communicate historical knowledge and understanding
- A lasting interest in history

### Course Outline

Content for the two year course will be selected from among the following topics:

#### Standard Level and Higher Level

Historical Investigation: this is an individual project that is the internally assessed part of the IB grade, worth 20% for HL students and 25% for SL students. Students will work by themselves on a topic of their own choosing, both in class and out of class, formulating a historical question, doing research, evaluating sources, analyzing evidence and drawing conclusions.

#### **Paper 1 (Prescribed Subject)**

##### **Rights and Protest**

Two case studies, each from a different region: USA and South Africa.

#### **Paper 2 (World History Topics)**

##### **Independence movements (1800-2000)**

- Gandhi and India
- Ho Chi Minh and Vietnam
- De Valera and Ireland.

##### **Authoritarian States (20<sup>th</sup> century)**

- Castro and Cuba
- Mao and China
- Mussolini and Italy

#### Higher Level only

#### **Paper 3**

**Depth Studies of History of Africa and the Middle East.**

### **Skills and concepts:**

Emphasis will be placed on the concepts of similarity and difference, cause and consequence, change and continuity, and empathy, and the skills of essay writing (formulating a clear argument based on evidence) and use and evaluation of historical sources.

Exam practice: use and evaluation of historical sources, and test essays written under timed conditions.

### **Textbooks**

Habibi, M. History of Europe and the Middle East

Rogers, M. Rights and Protest

Todd, A. History for the IB Diploma. Paper 2. Authoritarian States (20th Century)

Todd, A. History for the IB Diploma. Paper 2. Independence movements (1800-2000)

### **ISF Assessment**

Students will be assessed on source evaluation exercises, essay writing (in class, and for homework), presentations, end-of-year exam (IBDP 1) and the mock exams (IBDP 2).

### **IB Assessment**

#### **Standard Level**

Paper 1 (use and evaluation of sources) 30%

Paper 2 (two essays on World History) 45%

Historical investigation 25%

#### **Higher Level**

Paper 1 (use and evaluation of sources) 20%

Paper 2 (two essays on World History) 25%

Paper 3 (three essays on History of Africa and the Middle East) 35%

Historical investigation 20%

---

---

## **GROUP 4 – SCIENCES**

---

---

### **Aims**

Through studying Biology, Chemistry, or Physics, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes these subjects.

The aims enable students, through the overarching theme of the Nature of science, to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st-century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

### **Objectives**

The assessment objectives for Biology, Chemistry, and Physics reflect those parts of the aims that will be formally assessed either internally or externally. These assessments will centre upon the nature of science. It is the intention of these courses that students are able to fulfill the following assessment objectives:

1. Demonstrate knowledge and understanding of:
  - a. facts, concepts and terminology
  - b. methodologies and techniques
  - c. communicating scientific information.



2. Apply:
  - a. facts, concepts and terminology
  - b. methodologies and techniques
  - c. methods of communicating scientific information.
3. Formulate, analyse and evaluate:
  - a. hypotheses, research questions and predictions
  - b. methodologies and techniques
  - c. primary and secondary data
  - d. scientific explanations.
4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

#### **Difference between HL and SL in all Group 4 Courses (excluding ESS)**

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

#### **IB Assessment in all Group 4 Courses (excluding ESS)**

##### **Standard Level**

Paper 1

Duration: 45 minutes; Weighting: 20%; Marks: 30

Paper 2

Duration: 1 hour 15 minutes; Weighting: 40%; Marks: 50

Paper 3

Duration: 1 hour; Weighting: 20%; Marks: 35

##### **Higher Level**

Paper 1

Duration: 1 hour; Weighting: 20%; Marks: 40

Paper 2

Duration: 2 hours 15 minutes; Weighting: 36%; Marks: 95

Paper 3

Duration: 1 hour 15 minutes; Weighting: 24%; Marks: 45

All students will do an individual investigation that will account for 20% of their overall grade. This is often referred to as the Internal Assessment component. All students must also take part in a group project referred to as the Group 4 project.

#### **ISF Assessment in all Group 4 Courses**

This will be based on a combination of tests and practical assessments. The proportion of each will vary according to the stage of the course and the content being covered.

### **Biology**

By its very nature, Biology lends itself to an experimental approach; this will be reflected throughout the course. Students will also be expected to do a variety of tasks at home using their textbook and Internet resources.

Text: Allott A., Mindorff D. **Biology** Oxford University Press, 2014; access to an etext version is included.

#### **Course Content**

All students will study the Core and one Option; HL students will study the AHL material as well.

##### **Core**

1. Cell biology
2. Molecular biology
3. Genetics
4. Ecology
5. Evolution and biodiversity
6. Human physiology

**Additional higher level (AHL)**

7. Nucleic acids
8. Metabolism, cellular respiration, and photosynthesis
9. Plant biology
10. Genetics and evolution
11. Animal physiology

**Option**

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

**Chemistry**

The IB Chemistry course aims to develop an understanding of the natural world by focusing on reactions, materials and processes. Since Chemistry is an experimental science, teaching is supplemented with practical investigative work, interactive web simulations, demonstrations, an interdisciplinary science project, and use of spreadsheet programs, all culminating in a personal individual investigation.

Text: Catrin Brown and Mike Ford **Higher Level Chemistry** 2nd edition, Pearson

**Course Content**

All students will study the Core and the Option C, Energy; HL students will study the AHL material as well.

**Core**

1. Stoichiometric relationships
2. Atomic structure
3. Periodicity
4. Chemical bonding and structure
5. Energetics/thermochemistry
6. Chemical kinetics
7. Equilibrium
8. Acids and bases
9. Redox processes
10. Organic chemistry
11. Measurement and data processing (analysis)

**Additional higher level (AHL)**

Core topics 2 – 11 are studied with more depth and breadth.

**Option**

- C. Energy

**Physics**

By its very nature, Physics lends itself to an experimental approach; this will be reflected throughout the course. Students will also be expected to do a variety of tasks at home using their textbook and Internet resources.

Text: **Higher Level Physics** 2nd edition, Hamper, Pearson 2014; access to an etext version is included.

**Course Content**

All students will study the Core and one Option; HL students will study the AHL material as well.

**Core**

1. Measurements and uncertainties
2. Mechanics
3. Thermal physics
4. Waves

5. Electricity and magnetism
6. Circular motion and gravitation
7. Atomic, nuclear and particle physics
8. Energy production

**Additional higher level (AHL)**

9. Wave phenomena
10. Fields
11. Electromagnetic induction
12. Quantum and nuclear physics

**Option**

- D. Astrophysics

**Sports, Exercise and Health Science (SEHS)**

The sports, exercise and health science course (SEHS) is an experimental science course which explores the science underpinning physical performance and develops an understanding of anatomy, physiology, biomechanics, skill acquisition and sports psychology. Teaching is supplemented with practical investigative work in both laboratory and field settings culminating in a personal individual investigation. The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context.

Text: John Sproule **Sports, exercise and health science**, Oxford University press, 2012

**Course Content**

All students will study the Core and two Options.

**Core**

1. Anatomy
2. Exercise physiology
3. Energy systems
4. Movement analysis
5. Skill in sports
6. Measurement and evaluation of human performance

**Options**

- A. Optimizing physiological performance
- B. Psychology of sports
- C. Physical activity and health
- D. Nutrition for sports, exercise and health

**Environmental Systems and Societies (ESS)**

*(Please note that ESS may be offered as a Group 3 or as Group 4 subject, depending on interest)*

The IB Environmental Systems and Societies course is an *interdisciplinary* course in which students are guided into a multi-faceted scientific exploration of a wide range of ecosystems, and into the exploration of how societies impact their environment - and vice versa.

The teaching is supplemented with practical investigative work in the lab and in the field, interactive web simulations, demonstrations, all culminating in an individual investigation (IA).

Text: **Standard Level Environmental Systems and Societies**, 2nd edition by Andrew Davis and Garrett Nagle, Pearson Baccalaureate, incl e-text.

### Course Content

1. Foundations of environmental systems and societies
2. Ecosystems and ecology
3. Biodiversity and conservation
4. Water and aquatic food production systems and societies
5. Soil systems and terrestrial food production systems and societies
6. Atmospheric systems and societies
7. Climate change and energy production
8. Human systems and resource use

At the moment, the course exists only as a Standard Level course.

### ISF Assessment

During the course students will be formally assessed on tests, case studies, reports on practical work (i.e. field-work and lab-work), their individual investigation and the Group 4 project.

### IB Assessment

The four assessment objectives of the course are to:

1. Demonstrate knowledge and understanding;
2. Apply knowledge and understanding;
3. Evaluate, justify and synthesize material covered by the syllabus;
4. Engage with investigations of environmental and societal issues at the local and global level.

The IB exams consist of a Paper 1 with open-ended questions based on a case study, and a Paper 2 with short-answer database questions and two long structured essay questions. The diploma grade is based on a weighted average of Paper 1 (25%), Paper 2 (50%) and the Internal Assessment (25%).

---

---

## GROUP 5 – MATHEMATICS

---

---

In Mathematics students can choose between two courses: **Analysis and Approaches** and **Applications and Interpretation**. Both courses can be studied at Higher Level or Standard Level.

In the **Analysis and Approaches** course, the emphasis is on algebraic methods, and both real and abstract mathematical problem-solving. It is designed for students interested in studying Mathematics, Physical Sciences, Engineering and some Economics.

In the **Applications and Interpretation** course, the emphasis is on statistics, modelling and solving practical problems using the power of technology. It is designed for students interested in studying Natural Sciences, Social Sciences, Medicine, Statistics, Business, some Economics, Psychology and Design.

Mathematics entry requirements for the same course at different universities may not be the same. Students are encouraged to check in detail on the university website or contact the College Counselor.

**ALL STUDENTS REQUIRE A GRAPHICAL CALCULATOR (TI-84 Plus CE satisfies minimum requirements)**

### Aims

(for *all* IB mathematics courses)

The aims of all IB mathematics courses are to enable students to:

- Appreciate the multicultural and historical perspectives of all group 5 courses.
- Enjoy the courses and develop an appreciation of the elegance, power and usefulness of Mathematics.
- Develop logical, critical, and creative thinking.
- Develop an understanding of the principles and nature of Mathematics.
- Employ and refine their powers of abstraction and generalization.
- Develop patience and persistence in problem solving.

- Appreciate the consequences arising from technological developments.
- Transfer skills to alternative situations and to future developments.
- Communicate clearly and confidently in a variety of contexts.

## Mathematics: Analysis and Approaches SL and HL

### Course Outline

All students will study the Standard Level topics. Higher Level students will have additional topics and will sit an extra paper.

#### Standard Level:

1. NUMBER and ALGEBRA: Sequences, Series, Financial Mathematics, Basic Proofs, Logarithms and Binomial Expansion
2. FUNCTIONS: Quadratics, Properties and Graph of Functions (Linear, Polynomials, Rational, Exponentials, Logarithmic and Trigonometric), Transformations of Graphs
3. GEOMETRY: 2D and 3D Shapes, Radians, Trigonometry and Trigonometric Identities and Equations
4. STATISTICS: Data Analysis and Presentation, Correlation and Regression
5. PROBABILITY: Probability Laws; Discrete, Binomial and Normal Distributions
6. CALCULUS: Differentiation and Integration of main Functions, Differentiation Rules, Tangents and Normals, Optimization, Integration by Inspection, Area under a curve, Kinematics.

#### Additional Higher Level:

1. NUMBER and ALGEBRA: Complex Numbers, Combinatorics, Proofs by Induction and Contradiction, Systems of Linear Equations
2. FUNCTIONS: Further Functions, Absolute Values, Polynomials Theorems, Inequalities.
3. GEOMETRY: Inverse and Reciprocal Trig Ratios, Compound Angle Identities, Vectors, Equation of Lines and Planes in 3D
4. PROBABILITY: Conditional Probability and Bayes' Theorem, Continuous Random Variables
5. CALCULUS: Implicit Differentiation, Related Rates of Change, Further Integration Techniques and Applications, First Order Differential Equations, Maclaurin series, Theorems of Calculus

Textbooks: **Mathematics for the IB Diploma: Analysis and Approaches SL** by P. Fannon et al. (Hodder Education) and **Mathematics for the IB Diploma: Analysis and Approaches HL** by P. Fannon et al. (Hodder Education). HL students will use both textbooks.

### ISF Assessment

Student assessment will be based on:

- A Mathematical Investigation
- Unit tests, End of Grade 11 Exam, Grade 12 Mock
- Homework assignments

### IB Assessment

#### Standard Level

Paper 1 – No Calculator

Duration: 1 hour 30 minutes; Weighting: 40%; Marks: 80

Paper 2

Duration: 1 hour 30 minutes; Weighting: 40%; Marks: 80

#### Higher Level

Paper 1 – No Calculator

Duration: 2 hours; Weighting: 30%; Marks: 110

Paper 2

Duration: 2 hours; Weighting: 30%; Marks: 110

Paper 3

Duration: 1 hour; Weighting: 20%; Marks: 55

All students will also have to complete an individual investigation (Internal Assessment), which will account for 20% of their final grade, on a mathematical topic of their choice. The exploration is internally assessed by the teacher and externally moderated by the IBO.

## Mathematics: Applications and Interpretation SL and HL

### Course Outline

All students will study the Standard Level topics. Higher Level students will have additional topics and will sit an extra paper.

#### **Standard Level:**

1. NUMBER and ALGEBRA: Sequences, Series, Financial Mathematics including Annuities and Amortization, Systems of Linear Equations
2. FUNCTIONS: Properties and Graph of Functions (Linear, Quadratic, Cubic, Direct/Inverse, Exponentials and Trigonometric). Modelling using Functions.
3. GEOMETRY: 2D and 3D Shapes, Trigonometry, Voronoi Diagrams.
4. STATISTICS: Data Analysis and Presentation, Correlation and Regression, Spearman's rank, Chi-Squared tests,  $t$ -test
5. PROBABILITY: Probability Laws; Discrete, Binomial and Normal Distributions
6. CALCULUS: Differentiation and Integration of polynomials, Tangents and Normals, Optimization. Area under a Curve, Trapezoidal Rule for Integration.

#### **Additional Higher Level:**

1. NUMBER and ALGEBRA: Law of Logarithms, Complex Numbers, Matrices, Eigenvalues and Eigenvectors
2. FUNCTIONS: Composite and Inverse, Logarithmic, Logistic and Piecewise Functions, Transformation of Graphs, Linearising data and Log-log Graphs
3. GEOMETRY: Radians, Trigonometric identities, Vectors, Graph Theory
4. STATISTICS: Reliability and Validity of tests, Non-linear regression, Further Hypothesis tests, Markov Chains
5. PROBABILITY: Combination of Random Variables, Central Limit Theorem, Confidence Intervals, Poisson Distribution
6. CALCULUS: Differentiation and Integration of main Functions, Differentiation Rules, Related Rates of Change, Volume of Revolution, Kinematics, First Order Differential Equations, Numerical Solutions and Phase Portraits of Systems of Differential Equations.

Textbooks: **Mathematics for the IB Diploma: Applications and Interpretation SL** by P. Fannon et al. (Hodder Education) and **Mathematics for the IB Diploma: Applications and Interpretation HL** by P. Fannon et al. (Hodder Education). HL students will use both textbooks.

### ISF Assessment

Student assessment will be based on:

- A Mathematical Investigation
- Chapter tests
- Homework assignments
- Final exam

### IB Assessment

A Graphical Calculator is required for all papers of this course.

#### **Standard Level**

Paper 1

Duration: 1 hour 30 minutes; Weighting: 40%; Marks: 80

Paper 2

Duration: 1 hour 30 minutes; Weighting: 40%; Marks: 80

## Higher Level

Paper 1

Duration: 2 hours; Weighting: 30%; Marks: 110

Paper 2

Duration: 2 hours; Weighting: 30%; Marks: 110

Paper 3

Duration: 1 hour; Weighting: 20%; Marks: 55

All students will also have to complete an individual investigation (Internal Assessment), which will account for 20% of their final grade, on a mathematical topic of their choice. The exploration is internally assessed by the teacher and externally moderated by the IBO.

---

## GROUP 6 – ARTS AND ELECTIVES

---

<b>Theatre</b>
----------------

### Aims

IB Theatre is an extremely challenging, but rewarding, multifaceted theatre-making course of study.

It gives students the opportunity to make theatre as Creators, Designers, Directors and Performers encouraging discovery through experimentation, the taking of risks and the presentation of ideas to others.

The IB Theatre course encourages students to appreciate that, through the processes of researching, creating, preparing, presenting and critically reflecting on theatre – as participants and audience members – they can gain a richer understanding of themselves, their community and the world.

### Course Outline

Theatre students enjoy making and performing theatre from around the world whilst extending their knowledge of a variety of theatre practices, styles and genres.

The programme of study is explored through practical workshops and projects structured to develop independent research and dramaturgical skills. These skills are applied through a variety of tasks such as directing, designing sets and costumes, bringing texts to life from page to stage, as well as performing a range of exciting roles and characters to the highest possible standard.

The course aims to inspire and motivate students to appreciate and academically explore theatre in context, theatre processes and presenting theatre. One- person shows, Shakespeare, Japanese puppetry, Opera, Greek theatre, Contemporary Western and Eastern Theatre forms are all explored, as well as student-motivated areas of independent study such as Musical Theatre, Theatre of the Absurd and other styles, genres and interests.

### ISF Assessment

Assessment is based on mid-trimester and end-of-trimester theatre journal reviews and reflections on skills attainment in creating, performing and evaluating Theatre.

Assessment is also based on progress in key tasks, beginning with the Director's Notebook, following IB descriptors, as well as assessment in approaches to learning based on the ATLs of the IB.

### IB Assessment

#### **Task 1: Solo Theatre Piece (HL only) External Assessment 35%**

Research a theatre theorist not previously studied, identify an aspect(s) of their theory and present a solo theatre piece (4 - 8 minutes) based on this aspect(s) of theory plus 3,000 word written response.

#### **Task 2: Director's Notebook (SL and HL) external assessment SL 35% HL 20%**

Choose a published play text not previously studied and develop ideas regarding how it could be staged for an audience, process reflected in a 20-page portfolio

#### **Task 3: Research Presentation(SL and HL) External Assessment SL 30% HL 20%**

Plan and deliver an individual presentation to peers (15 minutes maximum) outlining and physically demonstrating independent research into a convention of a theatre tradition not previously studied

**Task 4: Collaborative Project (SL and HL) Internal Assessment SL 35% HL 25%**

Collaboratively create and present an original piece of theatre (13 - 15 minutes) for and to a specified target audience, created from a starting point chosen by the group. Process portfolio created 15 pages

<b>Visual Arts</b>
--------------------

**Aims**

The program aims to build students' capacity to:

- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time, place and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills
- Develop the ability to respond visually and creatively to personal and cultural experiences

**Course Outline**

IB Visual Arts is a unique and powerful discipline where students are given the opportunity to build, and taught to recognize and value, the multi-modal, creative, and divergent thinking and approaches to problems and opportunities that are invaluable not just in both producing art, but also to thrive as life-long learners and "artists of life".

In the spirit of the IB Learner Profile and ISF vision, visual arts students are supported to grow into curious, present, collaborative members of the studio classroom lab who engage multiple ways of knowing (TOK) to become caring, reflective, principled makers who recognize and value the power of art to create meaning and beauty -- understanding both as a core part of knowing how to live life fully.

IB Visual Arts is a two-year course offered at both standard and higher level where students explore the power of the arts to engage with the world and themselves in an integrated 4-part process of:

- **create:** \*hands-on experiences with a range of art media, approaches, and techniques
- **reflect:** \*make observations and communicate about the art processes and its products and purposes
- **explore:** \*art's interdisciplinary roots-connections, and its conceptual and communication power/links
- **investigate:** \*active inquiry & engagement with art's historical, TOK and diverse cultural context connections

Being a hands-on discipline, DP Visual Arts provides an invaluable, unique, as well as demanding curriculum best suited for the learner who is prepared to dedicate significant studio time outside the classroom in order to fulfill the assessment requirements for completed exhibit work at the end of the program.

Students experience making art through a process of investigation, experimentation and building of techniques and skills including critical thinking and visual communication, engaging with artists and interdisciplinary inspirations to support and inspire students to build their own repertoire of art-making strategies and ideas to produce a body of artwork, with the support of instructors and in-class peer feedback and collaboration, that is presented in an exhibit at the end of the program.

**ISF Assessment**

Assessment is based on mid-trimester and end-of-trimester portfolio reviews, in-class critiques, and Visual Art Journal evaluation following IB descriptors, as well as assessment in approaches to learning based on the ATL of the IB.

**IB Assessment**

There are three assessment types in the Visual Arts - The first focuses on linking students' understanding of their own art to a wider cultural context (comparative study); the second focuses on their own artistic/ technique/ materials explorations, experiments, risks, failures, and development (Process Portfolio);



and the third is the concrete product of these explorations, culminating in an exhibit of their artwork including an artist's statement articulating their intentions and concepts (Exhibition).

1. **A comparative study:** SL: 9-18 screens/pages; HL: 13-18 screens/pages (20% of the final grade) - Externally Assessed  
Students will compare and contrast the work of (at least 2) different artists, different techniques for making art and theory behind the work (HL students will also include a reflection of how this relates to their own work). SL: 9-18 screens/pages; HL: 13-18 submitted
2. **A process portfolio:** SL: 9-18 pages using two different types of art media; HL: 13-25 pages using three different types of art media (40% of the final grade) - Externally Assessed  
This is a documentation of the students' journey of art-making, their engagement with different media, techniques, and processes involved in making their own body of works. (Completed works, works in progress, experiments, process and investigations).
3. **An exhibition** with a written artist's statement/rationale: SL: 4-7 artworks/ HL: 8-11 art works (40% of the final grade) - Internally Assessed by Teacher  
Students create an exhibit to share with the community and/or the general public, choosing the works and their presentation based on their artistic intentions as written in their artist's statement, including reflections on the process of creation, rationale for their decisions regarding the selection of pieces for exhibition, and considerations they made about their intended purpose/impact/audience.

---

---

## THE IBDP CORE

---

---

### Theory of Knowledge (ToK)

#### Aims

Theory of Knowledge provides students with an awareness and an understanding of their own beliefs, an analysis of how beliefs and knowledge are acquired, and the stimulus to be open-minded to accepting the beliefs of others. A significant aim of the course is to explore the means by which knowledge is gained through the core theme of Knowledge and the Knower, and two of the five optional themes: Knowledge and Technology, Knowledge and Politics, Knowledge and Language, Knowledge and Indigenous Societies, and Knowledge and Religion. The course also attempts to classify knowledge into subject areas: arts, mathematics, natural sciences, human sciences, and history. The special characteristics and constraints of these areas of knowledge, and the approaches employed in each, are compared and contrasted. In this way, Theory of Knowledge serves as a framework for the various elements of the IB Diploma Programme. In addition, a strong emphasis is placed on each student's development of him- or herself as a "knower;" the focus here is on the knower's relationship with the facts, events, and processes that comprise the outside world.

By the end of the course students should be able to:

- develop judgment based on gathered information;
- compare and contrast knowledge claims across the various subject areas;
- recognize where their beliefs come from;
- acknowledge the necessity of justifying their beliefs;
- develop a unification of their knowledge so that they are able to reflect on their acquired knowledge and put into perspective what they already know.

#### Course Outline

In achieving these goals, Theory of Knowledge largely makes use of the body of knowledge that students have accumulated and are still accumulating in their previous and current school courses. In addition, many of the topics for class discussions come from short newspaper and magazine articles culled from recent editions of sources such as *The New York Times* and *The Economist*. Videos and films are also used. The range of additional sources used depends to a great degree on the interests of the students. Sources used in the past have included Bacon, Chomsky, Pinker, Carr, Ramachandran, Wiesel, Sagan, Warhol, the Dalai Lama, and Quinn. Guest speakers from the local community are occasionally invited to class to discuss different problems and questions with the students.

## ISF Assessment

Throughout the course, which runs from September of grade 11 to March of grade 12, ToK students are assessed in a variety of ways:

- essays based on assigned readings, class discussions, and /or outside research;
- oral presentations approved by the instructors;
- essays on prescribed titles.

## IB Assessment

Theory of Knowledge is assessed, but not in the form of an exam. Instead, there are two parts of the assessment: an essay on a prescribed title and, new to this specification, the "TOK exhibition." The essay is marked externally and is worth 67% of the marks. The exhibition is marked internally (but moderated externally) and worth 33% of the marks. The essay is based on the areas of knowledge. The exhibition is on how TOK manifests itself in the world around us.

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

CAS is an exciting Program at the core of the International Baccalaureate Diploma Program! Participation in **Creativity**, in **Activity**, and in **Service** encourages students to share their energy and special talents while developing awareness, concern and the ability to work cooperatively with others. Students are encouraged to initiate their own projects individually or collectively with their fellow students. CAS is holistic and many activities and projects overlap between creativity, activity and service. The CAS program will challenge students, help them to acquire new skills and interests, develop a spirit of discovery and self-reliance, and foster awareness of themselves and of others. The IB aims for balance; students are asked not just to serve others but to nurture themselves as well as follow their passion for art and music, develop new skills in sports, and explore their personal boundaries.

CAS will inspire students to:

- Actively discover their passion by exploring a range of new CAS experiences
- Set goals and strive for excellence
- Learn and work collaboratively
- Increase self-awareness through reflection
- Improve the world around them through local and international service projects
- Understand the links between CAS and their subjects

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment of his or her CAS program over a period of 18 months. Students will have:

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

(Information is taken from the Creativity, Activity, Service guide for students graduating in 2017 and thereafter, published March 2015, International Baccalaureate Organisation.)

### Extended Essay (EE)

The Extended Essay is a substantial piece of independent work of no more than 4,000 words in an area that interests the student and in one of the subjects of the IB curriculum. Generally speaking, the Extended Essay is started in February of the 11th Grade and is completed by November of the 12th Grade.

## Selecting Correct Classes for Specific University Programmes

In Grade 10 students need to make informed choices about their future IB subjects as this can have a direct effect on the choice of university/college degree programme. This is even *more* important if students are choosing to go to university in the UK. It is strongly advised, therefore, to research several universities to check their general entrance requirements for specific subjects.

Students can check with the College & Careers Counsellor, Ms. Carr, for degree course descriptions and entrance requirements and students can also check the site <http://www.ucas.com> for exact requirements at specific universities in the UK.

Those classes listed below are generally **requirements** for UK universities and are also *highly recommended* for the USA.

For the rest of the world, including France, Italy, and the Netherlands, the universities tend to be autonomous and parents/students need to check specific IB requirements by contacting the universities directly.

The courses and classes listed below are a *guide only* – students and parents are strongly advised to check with Ms. Carr and the universities/colleges of their choice to confirm admission requirements.

<b>GENERAL RULE</b>	If you wish to take a subject you are studying at school at university level, you should take that subject at HL.
<b>Architecture</b>	Art and Math and/or Physics at HL
<b>Bio-Technology/Engineering</b>	Biology HL and another science at HL; usually Math at SL
<b>Business Management</b>	<i>Some</i> may require Math at HL
<b>Chemical Engineering</b>	Usually require Chemistry at HL with Math and Physics at HL
<b>Economics</b>	Math HL
<b>Environmental Science</b>	At least one Science at HL, usually Chemistry
<b>Law/Politics/Philosophy</b>	History HL
<b>Mechanical/Electrical/Aeronautical/Automobile Engineering</b>	Math and Physics at HL
<b>Medicine/Dentistry</b>	Chemistry HL and another Science at HL, usually Biology; Math at HL or SL
<b>Modern Languages</b> (French, Italian, Spanish)	Usually require Language B HL if you want to study that specific language at university
<b>New language</b> (Arabic, Russian, Greek, Japanese, Mandarin)	Check with the university but usually require a Modern Language at HL
<b>Physiotherapy/Nursing</b>	Usually require Biology at HL with some universities also needing Chemistry at SL
<b>PPE</b> (Philosophy, Politics, Economics)	History HL advisable; Math HL preferred
<b>Psychology</b>	May require Biology or Chemistry at HL; <i>some</i> may require Math HL
<b>Veterinary Science</b>	Biology and Chemistry at HL; Math at HL or SL