



CANADIAN
INTERNATIONAL
SCHOOL

The IB Diploma Programme

COURSE DESCRIPTION BOOKLET

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The IB Diploma Programme
The International Baccalaureate (IB) Diploma Programme (DP)



FOR GRADES IB1 AND IB2



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MISSION STATEMENT

CIS is a culturally-rich mosaic serving each student by providing a world-class international education, nurturing potential, developing life-long skills, and preparing students for an ever-changing global community.

OUR MOTTO

Shaping the Future....Together! Today!

VISION STATEMENT

Canadian International School strives to be recognized as one of the finest educational institutions in East Asia.

CORE VALUES

INTEGRITY

At CIS, Integrity is a guiding principle:

- Integrity in academics
- Integrity in relationships
- Integrity in decision-making

We strive to be guided by strong moral principles in all that we do.

INSPIRATION

At CIS, Inspiration is a guiding principle:

- Inspiring each other
- Inspiring the love of learning
- Inspiring confidence
- Inspiring to be the change

We strive to unlock the unlimited potential of the entire CIS community.

RESPECT

At CIS, Respect is a guiding principle:

- Respect for individuality
- Respect for community
- Respect for diversity
- Respect for our environment

CARING

At CIS, Caring is a guiding principle:

- Caring for self
- Caring for each other
- Caring for the social, emotional, and academic needs of all students
- Caring for the global community

We strive to act with empathy and kindness towards each other and the changing World around us.

JOY

At CIS, Joy is a guiding principle:

- Joy of learning
- Joy of teaching
- Joy of discovering,
- Joy of connecting with our school, our community and the World beyond.

We strive to harmonize hard work, achievement and fun!

THE PURPOSE OF THIS HANDBOOK

The purpose of this booklet is to give a glimpse of the International Baccalaureate Diploma Program (IBDP) and the subject offerings at the Canadian International School, to guide students and the parent community in making informed choices of subjects and their levels.

WHAT IS IBDP?

Established in 1968, the International Baccalaureate® (IB) Diploma Programme (DP) was the first programme offered by the IB and is taught to students aged 16-19. The IBDP is an assessed programme. It is respected by leading universities across the globe.

Through the DP, schools are able to develop students who:

- Have excellent breadth and depth of knowledge
- Flourish physically, intellectually, emotionally and ethically
- Study at least two languages
- Excel in traditional academic subjects
- Explore the nature of knowledge through the programme's unique Theory of Knowledge course.
- Research one chosen field of study undertaking scholarly techniques.
- Develop the whole student.

The IB Diploma Programme is a challenging two-year pre-university curriculum, primarily aimed at students' aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities. Students learn more than a body of knowledge.

The Diploma Programme prepares students for university and encourages them to:

- Ask challenging questions
- Learn how to learn
- Develop a strong sense of their own identity and culture
- Develop the ability to communicate with and understand people from other countries and cultures.

The curriculum contains six subject groups together with the DP core: Creativity, Activity and Service (CAS); the Extended Essay (EE); and Theory of Knowledge (TOK).

HOW DOES THIS WORK?

The IBDP centres on the DP core. Three components make up the core, which is studied alongside individual subjects and throughout a student's time in the DP.

These components provide a framework for the study of individual subjects. The components of the DP core are outlined in the DP curriculum. The DP organizes teaching and learning through six subject groups, enriched by the DP core. Students choose a course from within each subject group.

The three core elements are:

- Theory of Knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- The Extended Essay, which is an independent, self-directed piece of research, taking the shape of a 4,000-word scholarly paper.
- Creativity, Activity and Service, in which students complete a project related to those three concepts.

The six subject groups are:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The Arts

There are different courses within each subject group.

Candidates for the diploma study six subjects selected from the subject groups. Normally minimum of three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours). All three parts of the core — extended essay, the theory of knowledge and creativity, activity, service — are compulsory and are central to the philosophy of the Diploma Programme.

- The extended essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest and acquaints students with the independent research and writing skills expected at University.
- The interdisciplinary theory of knowledge course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other perspectives.
- Participation in the CAS programme encourages candidates to be involved in artistic pursuits, sports, and community service work. The programme fosters students' awareness and appreciation of life beyond the academic arena.

At the end of the two-year programme, candidates are assessed both internally and externally in ways that measure individual performance against stated curriculum and assessment objectives for each subject.

In all subjects, at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, reports, class presentations, practical laboratory work, mathematical investigations and artistic performances.

Some assessment tasks are conducted and overseen by teachers but are then marked externally by examiners. Examples include written assignments or tasks for language subjects in groups 1 and 2, the essay for the theory of knowledge and the extended essay.

Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the larger share of the assessment for most subjects.

The grading system is criterion-related as results are determined by performance against set standards; validity, reliability and fairness are the watchwords of the Diploma Programme assessment strategy.

Each of the IB programmes, including the DP, is committed to the development of students according to the attributes shown in the IB Learner Profile.

The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

(*Information extracted from IBO website)

LEARNING SKILLS AND APPROACHES TO TEACHING AND LEARNING (ATL)

The IBDP at CIS adheres to the pedagogical approaches from the IBO.

These approaches serve as a conceptual grounding for the design of teaching and learning that permeates throughout the subjects offered.

They are based on the understanding that knowledge can only arise through the integration of a certain set of skills. The honing of these skills provides the IBDP with a uniqueness, which is appreciated by educational institutions across the world.

WHAT ARE THE IB LEARNING SKILLS?

- Thinking skills
- Communications skills
- Social skills
- Self-management skills
- Research skills

HOW DOES THE IBDP ADDRESS THE COMPLEXITIES OF LEARNING AND TEACHING?. THE IMPLEMENTATION OF ATLs.

ATLs are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment. ATLs supports the IB belief that a large influence on a student's education is not only what you learn but also how you learn. Focus on ATLs will improve the quality of teaching and learning across the programmes and may result in more engaged teachers and students.

- Theory of Knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- The Extended Essay, which is an independent, self-directed piece of research, taking the shape of a 4,000 word scholarly paper.
- Creativity, Activity and Service, in which students complete a project related to those three concepts.

THE PEDAGOGICAL SIDE OF TEACHING IS ALSO ACKNOWLEDGED BY FEATURING AN APPROACH...

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by formative and summative assessment.

"What is of paramount importance in the pre-university stage is not what is learned but learning how to learn. What matters is not the absorption and regurgitation either of fact or predigested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise." — Alec Peterson Peterson, A. 1972. The International Baccalaureate: An experiment in International Education. London. George Harrap.

From "Approaches to teaching and learning in the International Baccalaureate (IB) Diploma Programme" (www.ibo.org)

INTERNATIONAL DIPLOMA PROGRAMME AT CIS

At CIS, IBDP started in 1999. Our school code is 001 121. We offer 22 different subjects for the six subject groups of the IBDP curriculum. The subjects and the level that we offer are as follows.

IBDP	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Higher Level	English A1 Language & Literature	Hindi B English B	Business and Management Economics Psychology History	Biology Chemistry Physics Computer Science	Mathematics AI And AA	Theatre Arts Visual Arts Music
Standard Level	English A1 Language & Literature SS Self-Taught Language A Lit	French B Spanish B French AB Initio Spanish AB Initio Hindi B English B Mandarin AB Initio	Business and Management Economics Psychology History	Business and Management Economics Psychology History	Math AI and Math AA	Theatre Arts Visual Arts Music

ESS an interdisciplinary subject, which can be taken in lieu of Group 3 or 4.

We offer this subject in conjunction with other Group 4 subjects.

SUBJECT SELECTION

- At least three and not more than four subjects must be offered at higher level (HL) and the others at standard level (SL)
- A mathematics subject must be selected from group 5
- The sixth subject may be selected from group 6 or from groups 2 to 4. Instead of an arts group subject, a candidate may register for an additional subject chosen from any other subject group, including an interdisciplinary subject.
- A candidate may register for a second study in language and literature subject instead of a language acquisition subject.

It is essential to establish whether a particular combination of subjects constitutes a diploma as soon as a candidate begins his or her courses of study.

An interdisciplinary standard level subject meets the requirements of two groups through a single subject. A sixth subject must then be chosen to meet the requirements of the diploma. The additional subject may be chosen from any of the groups in the programme model, including a group already covered by the interdisciplinary subject. “*Environmental systems and societies” SL—this course meets the requirements of groups 3 and 4.

THREE SCIENCES

GENERAL EXPECTATIONS

In response to the essential need for students intending to pursue higher education in Indian medical and engineering colleges, CIS is now open to offer three sciences (Biology, Physics, and Chemistry) as the three of the six subjects required to complete IBDP under special circumstances.

IBO guidelines for subject choices allow students to have such choices and be registered as non-regular diploma candidate. The mention of “non-regular diploma” category does not appear in their final diploma transcript. However, the indication of such a wish has to be sent for approval by the IBO at the beginning of the IBDP.

CIS WILL ADMIT STUDENTS WITH SUCH CHOICES IF:

- The student has indicated medical college in India as a destination for the post-IBDP studies,
- The student has an IGCSE or an equivalent grade of A and above in two of the three sciences taken separately in Grade 10,
- None of the three sciences has a grade of C or below,
- There is a recommendation by the subject teachers in the case of CIS students,
- The performance in CIS admission tests and the final board exam results support the request of non-CIS students.

We need a letter from University to be able to offer the 3rd science.

FOUR SUBJECTS AT HIGHER LEVEL (HL)

The provision of taking four subjects at a higher level is allowed under the following conditions.

- Students intending to join/appear Indian medical and engineering joint entrance exam, where they need to have Physics, Chemistry, Biology, and Math as subjects studied in high schools. Such students should have proven the ability to excel in the four subjects by virtue of their grades in IGCSE or equivalent exams where they have grades of A or above in any three of the four subjects, and not a grade of C or less in any subject.
- The option of having four HL subjects is also offered as a fallback plan for students who are unsure about their third HL at the time of starting IBDP. So, a student may be allowed to start with four HL till the end of IB1, with a consent and recommendation to drop the HL subject in which the performance has not been meeting the threshold standards.

ANTICIPATED CATEGORY EXAMINATION REGISTRATION

The IBO does allow students to take up to two SL subjects as anticipated category registration, at the end of IB1. This attempt is counted as one of the three sessions that is available to every candidate. Please see the MS/ HS Principal and IBDP Coordinator for approval.

EXCEPTIONS

A candidate may take a second group 1 subject instead of a group 2 subject. Also, instead of a group 6 subjects a candidate may choose an additional subject, chosen from groups 1 to 4

THE CORE COMPONENT OF “COMMUNITY, ACTIVITY, SERVICE (CAS)”

Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme (DP). Studied throughout the Diploma Programme, CAS involves students in a range of activities alongside their academic studies. It is not formally assessed. However, students reflect on their CAS experiences as part of the DP and provide evidence of achieving the eight learning outcomes for CAS. It is a continuous program that runs for 18 months.

SIGNIFICANCE OF CAS

CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.

Structure of CAS

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- **Creativity** – arts, and other experiences that involve creative thinking.
- **Activity** – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- **Service** – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

In order to demonstrate these concepts, students are required to undertake a CAS Project. The project challenges students to:

- Show initiative
- Demonstrate perseverance
- Develop skills such as collaboration, problem-solving and decision making.

IB GUIDANCE ON CAS

A good CAS programme should be both challenging and enjoyable – a personal journey of self- discovery. Each student has a different starting point, and therefore different goals and needs, but for many, their CAS activities include experiences that are profound and life changing. CAS is a component of the DP core.

Scope: To complement the academic disciplines of the curriculum and to provide balance to the demands of scholarship placed upon the IB student. To challenge and extend the individual by developing a spirit to discover beyond the horizon. To be self-reliant and a responsible person. To be able to face the challenges of the ever-changing global scenario. CAS should be continuous for minimum 18 months.

THE CORE COMPONENT OF “EXTENDED ESSAY (EE)”

The EE is a required component of the International Baccalaureate® (IB) Diploma Programme (DP). It is an independent, self-directed piece of research, finishing with a 4,000- word paper.

SIGNIFICANCE OF EE

The extended essay provides:

- Practical preparation for undergraduate research
- An opportunity for students to investigate a topic of special interest to them, which is also related to one of the student's six DP subjects.

Through the research process for the extended essay, students develop skills in:

- Formulating an appropriate research question
- Engaging in a personal exploration of the topic
- Communicating ideas
- Developing an argument.

Participation in this process develops the capacity to analyze, synthesize and evaluate knowledge.

STRUCTURE OF EXTENDED ESSAY

Students are supported throughout the process of researching and writing the extended essay, with advice and guidance from a supervisor who is usually a teacher at the school. There are three mandatory reflection sessions in the process, where the student will have to reflect on the process of learning and their progress after meeting with their supervisor. The third and final mandatory session is the “Viva Voce”, which is a short inter-view between the supervisor and the student. The extended essay and interview can be a valuable stimulus for discussion in countries where interviews are required prior to acceptance for employment or for a place at university.

KEY FEATURES OF EXTENDED ESSAY ASSESSMENT

All extended essays are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 34.

- The score a student receives relates to a band. The bands are:
 - A – work of an excellent standard.
 - B – work of a good standard.
 - C – work of a satisfactory standard. D – work of a mediocre standard.
 - E – work of an elementary standard (failing condition).

CORE COMPONENT THEORY OF KNOWLEDGE (TOK)*

TOK plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.

SIGNIFICANCE OF TOK

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- Reflect critically on diverse ways of knowing and on areas of knowledge
- Consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, TOK prompts students to:

- Be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- Recognize the need to act responsibly in an increasingly interconnected but uncertain world.

STRUCTURE OF TOK

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

The most central of these is “How do we know?”, while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

KEY FEATURES OF TOK ASSESSMENT

- The TOK course is assessed through an oral presentation and a 1600 word essay.
- The presentation assesses the ability of the student to apply TOK thinking to a real-life situation, while the essay takes a more conceptual starting point.

For example, the essay may ask students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

*The information contained in this page has been sourced from

<http://www.ibo.org/en/programmes/diploma-programme/curriculum/>

NOTE: TOK assessment pattern will change next year.

EXTENDED ESSAY AND TOK POINT MATRIX*

The EE is a required component of the International Baccalaureate® (IB) Diploma Programme (DP). It is an independent, self-directed piece of research, finishing with a 4,000- word paper.

EXTENDED ESSAY -TOK MATRIX

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

GROUP 1

STUDIES IN LANGUAGE AND LITERATURE

ENGLISH A: LANGUAGE AND LITERATURE HL/SL*

NATURE OF THE SUBJECT

It is a requirement of the programme that students study at least one subject from group 1.

In-group 1, students will study literature, including selections of literature in translation, and may choose to combine this with language or performance studies, depending on their choice of course. Students will choose to study their group 1 subject(s) in a language in which they are academically competent. In studying the group 1 courses, students are able to develop:

- A personal appreciation of language and literature
- Skills in literary criticism
- An understanding of the formal, stylistic and aesthetic qualities of texts
- Strong powers of expression, both written and oral
- An appreciation of cultural differences in perspective

FOR PRESENT IB2

The range of texts studied in language A courses is broad, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. A specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression.

The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

SYLLABUS OUTLINE

Higher level (240 hours)

- Internal assessments: Individual oral commentary (IOC) – 15%; Further oral activity (FOA) – 15%
- External assessment: Paper 1 (Comparative Textual Analysis) – 25% | Paper 2 (Essay) – 25%; Written task – 20%

Standard level (150 hours)

- Internal assessments: Individual oral commentary (IOC) – 15%; Further oral activity (FOA) – 15%
- External assessment: Paper 1 (Textual Analysis) – 25%; | Paper 2 (Essay) – 25%; Written task – 20%

CONTENT STRUCTURE HIGHER LEVEL

- Language in cultural context, and language and mass communication,
- Study of three works, one or two of which is (are) a text(s) in translation from the prescribed literature in translation (PLT) list,
- Study of three works chosen from the prescribed list of authors (PLA) for the language A studied,
- Production of four written tasks, two of which are submitted for external assessment,
- One of the assessed tasks must be a critical response to one of six questions,
- A comparative analysis of a pair of texts, at least one of which is non-literary

STANDARD LEVEL

- Language in cultural context, and language and mass communication,
- Study of two works, one of which is a text in translation from the prescribed literature in translation (PLT) list,
- Study of two works chosen from the prescribed list of authors (PLA) for the language A studied,
- Production of three written tasks, one of which is submitted for external assessment,
- An analysis of one non-literary text or extract.

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- Students study 6 works at a higher level and 4 works at a standard level from a representative selection of genres, periods and places
- Students develop the techniques needed for the critical analysis of communication, becoming alert to interactions between text, audience and purpose
- An understanding of how language, culture and context determine the construction of meaning is developed through the exploration of a wide variety of texts, some of which are studied in translation
- Students are assessed through a combination of formal examinations, written coursework and oral activities
- The formal examination comprises two essay papers, one requiring the analysis of unseen literary and non-literary texts, and the other a response to a question based on the literary works studied

Students also produce written tasks in a variety of genres and perform two oral activities presenting their analysis of works read.

SYLLABUS OUTLINE (FOR PRESENT IB1)

Higher level (240 hours)

- Internal assessments: 20%
- External assessment: Paper 1 (Comparative Textual Analysis) – 35% | Paper 2 (HL Essay) – 20%; Comparative essay – 25%

Standard level (150 hours)

- Internal assessments: 30%
- External assessment: Paper 1 (Textual Analysis) – 35%; | Paper 2 (Comparative Essay) – 35%

READERS, WRITERS AND TEXTS

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

TIME AND SPACE

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large.

The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

INTERTEXTUALITY: CONNECTING TEXTS

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

GROUP 1

STUDIES IN LITERATURE: (SSST SCHOOL-SUPPORTED SELF-TAUGHT) - SL ONLY

NATURE OF THE SUBJECT

It is a requirement of the programme that students study at least one subject from group 1. In-group 1, students will study literature, including selections of literature in translation. Students will choose to study their group 1 subject(s) in a language in which they are academically competent.

In studying the group 1 courses, students are able to develop:

- A personal appreciation of language and literature
- Skills in literary criticism
- An understanding of the formal, stylistic and aesthetic qualities of texts
- Strong powers of expression, both written and oral
- An appreciation of cultural differences in perspective

The range of texts studied in language A courses is broad, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. A specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression.

The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

SYLLABUS OUTLINE

Standard level (150 hours)

External assessment: Paper 1 (Guided literary Analysis) – 20%; | Paper 2 (Essay) – 25%; Written task – 25% Alternative oral examination: Individual oral commentary (IOC) – 15%; | Individual oral presentation – 15 %

STANDARD LEVEL

- Study of two works in translation from the prescribed literature in translation (PLT) list,
- Study of two works (detailed study) and three works (literary genres) chosen from the prescribed list of authors (PLA) for the language A studied,
- A study of three works freely chosen in any combination as paper 4 options

GROUP 2

LANGUAGE ACQUISITION* LANGUAGE B HL/SL (ENGLISH, FRENCH, HINDI, AND SPANISH)

NATURE OF THE SUBJECT

Language B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it.

Higher and standard levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the required study or literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria.

The range of purposes and situations for using language in the language B courses extends well beyond those for language ab initio.

The five prescribed themes are:

- Identities
- Experiences
- Human ingenuity
- Social organization
- Sharing the planet

SYLLABUS OUTLINE

- Internal assessment (interactive skills - individual oral): 25%
- External assessment: 75%

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

- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Interactive, productive and receptive skills are developed through the contextualized study of language, texts and themes
- Intercultural understanding and plurilingualism are key goals of the course
- Students are exposed to a variety of authentic texts and they produce work in a variety of communicative contexts.
- Students are assessed both externally and internally
- External assessment at SL consists of exercises to demonstrate an understanding of authentic print texts based on the core themes (receptive skills), a writing exercise based on the Options (productive skills), and a written assignment based on the core themes (integrating receptive and productive skills)
- External assessment at HL consists of Productive skill—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. 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 at both SL and HL tests students' abilities in listening and speaking in a genuine conversation format (integrating receptive, productive and interactive skills). 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 discussion based on an additional theme. (30 marks)

Scope: Developing proficiency in a second language gives students cultural awareness and tolerance in an internationally minded setting

Recommended prerequisite: Must have studied these languages at IGCSE or equivalent, as a second language, and may not be a native speaker.

GROUP 2

LANGUAGE ACQUISITION* LANGUAGE MANDARIN AB INITIO SL (SPANISH AND FRENCH)

NATURE OF THE SUBJECT

The language ab initio course is a language acquisition course for students with little or no experience of the language. The course is organized into five prescribed themes: identifies experiences, human ingenuity, social organization and sharing the planet. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding.

Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

SYLLABUS OUTLINE

- Internal assessment (interactive skills - individual oral): 25%
- External assessment: 75%

CONTENTS

- Identities: Personal attributes, Personal relationships, Eating and drinking, Physical wellbeing
- Experiences: Daily routine, Leisure, Holidays, Festivals and celebrations
- Human Ingenuity: Transport, Entertainment, Media, and Technology
- Social Organization: Neighborhood, Education, The workplace, and Social issues
- Sharing the Planet: Climate, Physical geography, the environment, Global issues

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- Only available at standard level (SL)
- The minimum prescribed number of hours is 150
- interactive, productive and receptive skills are developed through the contextualized study of language, texts and themes
- Intercultural understanding is a key goal of the course
- Students are exposed to a variety of authentic texts and they produce work in a variety of communicative contexts
- Students are assessed both externally and internally
- External assessment consists of Paper 1 (1 hour) Productive skills—writing (30 marks) Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.

- 75% 25% Paper 2 (1 hour 45 minutes) 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. 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 and at least one additional course theme. (30 marks)

Scope: Learning a new language gives students cultural awareness and tolerance in an internationally minded setting.

Recommended prerequisite: Candidates must not have studied these subjects before, and are not native speakers of these languages.

GROUP 3

INDIVIDUALS AND SOCIETIES BUSINESS AND MANAGEMENT HL & SL*

NATURE OF THE SUBJECT

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

Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. The course covers the key characteristics of the business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real-world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis. The aims of the business management course at HL and SL are to:

- Encourage a holistic view of the world of business
- empower students to think critically and strategically about individual and organizational behavior
- Promote the importance of exploring business issues from different cultural perspectives
- Enable the student to appreciate the nature and significance of the change in a local, regional and global context
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
- Develop an understanding of the importance of innovation in a business environment.

SYLLABUS OUTLINE

Higher level (240 hours)

- Internal assessment (research project): 25%
- External assessment: 75%

Standard level (150 hours)

- Internal assessment (written commentary): 25%
- External assessment: 75%

CONTENTS

- Core (HL/ SL): Business organization and environment, Human resource management, Finance and accounts, Marketing, Operation management.
- HL Extension: Topics from the core units
- Internal assessment: Written Commentary (SL), Research Project (HL)

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- External assessment for HL and SL students consists of two written examination papers. Paper one is based on a pre-seen case study issued in advance, and paper two consists of structured questions based on stimulus material and an extended response question that assesses students' understanding of the key concepts of the course.
- Internal assessment for HL students is a research project and for SL students a written commentary. In both tasks, students study real-world business organizations. These are internally marked by subject teachers and then externally moderated.

SCOPE

Business & Management HL and SL subjects could lead into areas of higher studies such in business management, economics, international business, marketing, Human Resources, finance, statistics, corporate and international law, organizational behaviour, accounting, actuarial science etc...

GROUP 3

INDIVIDUALS AND SOCIETIES ECONOMICS HL & SL*

NATURE OF THE SUBJECT

The study of Economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a dynamic social science, economics uses scientific methodologies that include quantitative and qualitative elements. The course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum - rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

SYLLABUS OUTLINE (HIGHER LEVEL & STANDARD LEVEL)

Higher level (240 hours)

- Internal assessment (research project): 20%
- External assessment: 80%

Standard level (150 hours)

- Internal assessment (written commentary): 20%
- External assessment: 80%

CONTENTS

Core (for HL/ SL): Microeconomics, Macroeconomics, International Economics, Development Economics

HL Extension: Topics from the core units

Internal assessment: Portfolio of three commentaries Key features of the curriculum and assessment models

- The minimum prescribed number of hours is 240 for HL and 150 for SL.
- Students are assessed both internally and externally.
- At both standard level and higher level, candidates are required to study four topics: microeconomics, macroeconomics, international economics and development economics with some sub-topics within these reserved solely for a higher level. These sections are assessed by two examinations at standard level and three examinations at a higher level.
- In addition to the examinations, candidates must submit an internal assessment. Both standard level and higher-level economics students must produce a portfolio of three commentaries based on articles from published news media.

SCOPE

Students with economics HL and SL can pursue a career in economics, liberal arts, business studies, law, political sciences etc.

GROUP 3

INDIVIDUALS AND SOCIETIES HISTORY HL & SL*

NATURE OF THE SUBJECT

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. The Diploma Programme history course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in it whether or not they continue to study it formally. Students and teachers have a choice of two routes through the Diploma Programme history course. The route one history course explores the main developments in the history of Europe and the Islamic world from 500 to 1570, while the route two history course focuses on 20th-century world history.

Whichever route is selected the course provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions.

SYLLABUS OUTLINE

Higher level (240 hours)

- Internal assessment (historical investigation): 20%
- External assessment: 80%

Standard level (150 hours)

- Internal assessment (historical investigation): 25%
- External assessment: 75%

CONTENTS:

Core (for HL/SL): Prescribed subjects (Military leaders, Conquest and its impact, The move to global war, Rights and protest, Conflict and intervention), World history topics [Society and economy (750–1400), Causes and effects of medieval wars (750–1500), Dynasties and rulers (750–1500), Societies in transition (1400–1700), Early Modern states (1450–1789), Causes and effects of Early Modern wars (1500–1750), Origins, development and impact of industrialization (1750–2005), Independence movements (1800–2000), Evolution and development of democratic states (1848–2000), Authoritarian states (20th century), Causes and effects of 20th-century wars, The Cold War: Superpower tensions and rivalries (20th century)]

Options - Depth studies: (only for HL. To take any one): History of Africa and the Middle East, History of the Americas, History of Asia and Oceania, History of Europe

Historical investigation

Key features of the curriculum and assessment models.

- Students are assessed both internally and externally.
- External assessment for SL students consists of two written papers. For HL students there are three written papers.
- Internal assessment for SL and HL students is to write a historical investigation conducted by the student.
- This is internally marked by subject teachers and then externally moderated by IB examiners.

SCOPE

Students with history HL and SL could pursue a career in history, law, politics, archaeology, and any liberal arts field. **Recommended prerequisite:** None

GROUP 3

INDIVIDUALS AND SOCIETIES PSYCHOLOGY HL & SL*

NATURE OF THE SUBJECT

The IB Diploma Programme psychology course is the systematic study of behaviour and mental processes. Since the psychology course examines the interaction of biological, cognitive and sociocultural influences on human behaviour, it is well placed in-group 3, individuals and societies. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behaviour. The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behaviour and mental processes.

The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course. The Diploma Programme psychology course is designed to allow for in-depth analysis, evaluation and consolidation of learning. The overall aim of the course is to give students a deeper understanding of the nature and scope of psychology. Teachers are encouraged to find ways of delivering the course that is most relevant to their students' interests and to the school's resources. This course should be taught in an integrated way, as the different parts of the syllabus complement each other. This will allow students to make comparisons and evaluate different psychological theories and arguments.

SYLLABUS OUTLINE

Higher level (240 hours)

- Internal assessment (individual investigation): 20%
- External assessment: 80%

Standard level (150 hours)

- Internal assessment (individual investigation): 25%
- External assessment: 75%

CONTENTS

Core (for HL/SL): The biological approach, the cognitive approach, The sociocultural approach Options (SL will take any one of these, and HL will take any two): Abnormal psychology, developmental psychology, health psychology, and the psychology of human relationships

Qualitative Research Methodology (for HL only): Qualitative research in psychology

Simple Experimental Studies (for HL/SL): Introduction to experimental research methodology Key features of the curriculum and assessment models

- Available at standard (SL) and higher levels (HL)
- Students are assessed both internally and externally.
- External assessment for SL students consists of two written papers. For HL students there are three written papers.
- Internal assessment for SL and HL students is to write a report of a simple experimental study conducted by the student.
- This is internally marked by subject teachers and then externally moderated by IB examiners. examiners.

SCOPE

Students with psychology SL and HL subjects can pursue a career in psychology, neuroscience, forensic studies, liberal arts, etc. Recommended prerequisite: None

GROUP 4

SCIENCES BIOLOGY HL & SL*

NATURE OF THE SUBJECT

At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale, biologists investigate the interactions that make whole ecosystems function. Many discoveries remain to be made and great progress is expected in the 21st century. Through studying a science subject 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, the emphasis is on a practical approach. In addition, through the overarching theme of the “Nature of Science” this knowledge and skills will be put into the context of the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavour. The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory-based or they may make use of simulations and databases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

SYLLABUS OUTLINE [HIGHER LEVEL (240 HOURS), STANDARD LEVEL (150 HOURS)]

- Internal assessment (individual investigation): 20%
- External assessment: 80%

CONTENTS

Core (for HL/SL): Cell biology, Molecular biology, Genetics, Ecology, Evolution and biodiversity, Human Physiology

AHL (for HL only): Nucleic acids, Metabolism, cell respiration and photosynthesis, Plant Biology, Genetics and evolution, Animal physiology

Options (any one of these): Neurobiology and behaviour; Biotechnology and bioinformatics; Ecology and conservation; Human physiology

Practical scheme of work: Practical activities, Individual investigation (internal assessment–IA), Group 4 project

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- Students are assessed both externally and internally
- Biology students at SL and HL undertake a common core syllabus and a common internal assessment (IA) scheme.
- While there are core skills and activities common to both SL and HL students, students at HL are required to study the options and some topics in greater depth as well as some additional topics. The distinction between SL and HL is one of breadth and depth.
- A practical approach to the course delivery is emphasised through the interdisciplinary group 4 project and a mixture of both short- term and long- term experiments and investigations.
- Internal assessment accounts for 20% of the final assessment and this is assessed through a single individual investigation. This investigation may involve a hands-on approach, use of databases, modelling, simulation or a hybrid. Student work is internally assessed by the teacher and externally moderated by the IB.

The external assessment of biology consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 contains short-answer and extended-response questions on the core (and Additional Higher Level (AHL) material at HL). Paper 3 has two sections; Section A contains one data-based question and several short-answer questions on experimental work on the core (and AHL material at HL).

Section B contains short-answer and extended-response questions from each of the four options

Scope: Biology HL and SL subjects could lead into areas of higher studies such as liberal arts, medicine, fisheries, veterinary sciences, agricultural sciences, forensic sciences, environmental sciences, genetics, immunology, dentistry, forestry etc.

Recommended: * A minimum grade of a C and above in IGCSE or equivalent biology subject examination

GROUP 4

SCIENCES CHEMISTRY HL & SL*

NATURE OF THE SUBJECT

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

Through studying a science subject 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, the emphasis is on a practical approach. In addition, through the overarching theme of the “Nature of Science,” this knowledge and skills will be put into the context of the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavour. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory-based or they may make use of simulations and databases.

SYLLABUS OUTLINE [HIGHER LEVEL (240 HOURS), STANDARD LEVEL (150 HOURS)]

- Internal assessment (individual investigation): 20%
- External assessment: 80%

CONTENTS

Core (for HL/SL): Stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics/ thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, measurement and data processing

AHL (for HL only): Atomic structure, the periodic table—the transition metals, chemical bonding and structure, energetics/ thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, measurement and analysis

Options (any one of these): Materials; Biochemistry; Energy; Medicinal chemistry

Practical scheme of work: Practical activities, Individual investigation (internal assessment–IA), Group 4 project

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

Internal assessment (individual investigation): 20%

- Students are assessed both externally and internally
- Chemistry students at SL and HL undertake a common core syllabus and a common internal assessment (IA) scheme. While there are core skills and activities common to both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the options. A practical approach to the course delivery is emphasized through the interdisciplinary group 4 project and a mixture of both short- term and long- term experiments and investigations.
- Internal assessment accounts for 20% of the final assessment and this is assessed through a single individual investigation. This investigation may involve a hands-on approach, use of databases, modelling, simulation or a hybrid. Student work is internally assessed by the teacher and externally moderated by the IB.

The external assessment of chemistry consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple- choice questions. Paper 2 contains short- answer and extended-response questions on the core (and Additional Higher Level (AHL) material at HL). Paper 3 has two sections; Section A contains one data-based question and several short- answer questions on experimental work on the core (and AHL material at HL). Section B contains short - answer and extended- response questions from each of the four options.

SCOPE

Students with Chemistry HL and SL can pursue a career in medicine, engineering, environmental science and, geology, geophysics, liberal arts etc.

Recommended: A minimum grade of a C and above in IGCSE or equivalent chemistry subject examination.

GROUP 4

SCIENCES* COMPUTER SCIENCE HL & SL

NATURE OF THE SUBJECT

Computer science previously formed an option in-group 5 of the Diploma Programme curriculum but now lies within group 4. As such, it is regarded as an experimental science, alongside biology, chemistry, design technology, physics and environmental systems and societies.

This group change is significant as it means DP students can now select computer science as their group 4 subjects rather than having to select it in addition to mathematics, as was previously the case.

The IB computer science course is a rigorous and practical problem- solving discipline.

SYLLABUS OUTLINE

Higher level (240 hours)

- Internal assessment: Group 4 project and Solution – 20%
- External assessment: 80%

Standard level (150 hours)

- Internal assessment: Group 4 project and Solution – 30% (individual investigation)
- External assessment: 70%

CONTENTS

Core (for HL/ SL): System fundamentals, Computer organization, Networks, Computational thinking, problem-solving and programming

HL extension (for HL only): Abstract data structures, Resource management, Control

Case study (for HL only): Additional subject content introduced by the annually issued case study

Options (any one of these): Databases, Modelling and simulation, Web science, Object-oriented programming (OOP)

Solution: Practical application of skills through the development of a product and associated documentation

Group 4 project

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- Students are assessed both externally and internally
- Computational thinking lies at the heart of the course and is integrated with other topics. This will be supported by practical activities including programming.
- Four-course options are available; databases, modelling and simulation, web science, object-oriented programming. Algorithmic thinking will only be externally assessed at the level of pseudocode
- Practical programming experience will be an essential element of developing higher-level thinking skills;
- this may be assessed as a part of the internal assessment. There is no designated language
- The internal assessment is internally assessed by the teacher and externally moderated by the IB at the end of the course.

The external assessment of computer science SL consists of two written papers. The Paper 1 is an examination paper consisting of two compulsory sections. Section A consists of several compulsory short answer questions. Section B consists of three compulsory structured questions. The Paper 2 is an examination paper linked to the option studied. The paper consists of between two and five compulsory questions. The external assessment of computer science HL consists of three written papers. Paper 1 is an examination paper consisting of two compulsory sections. Section A consists of several compulsory short answer questions. Section B consists of five compulsory structured questions. Paper 2 is an examination paper linked to the option studied. The paper consists of between three and seven compulsory questions. Paper 3 is an examination paper of 1 hour consisting of four compulsory questions based on a pre-seen case study. The use of calculators is not permitted in any computer science examination.

Scope: Students with computer science HL and SL can pursue a career in liberal arts, computing, artificial intelligence, programming etc.

GROUP 3 AND 4

INTERDISCIPLINARY SUBJECT ENVIRONMENTAL SYSTEMS AND SOCIETIES (ES&S) SL*

NATURE OF THE SUBJECT

Through studying environmental systems and societies (ES&S) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues. ES&S is one of two interdisciplinary courses offered in the Diploma Programme, Literature and Performance is the other interdisciplinary course. Because it is an interdisciplinary course, students can study this course and have it count as either a group 3 course or a group 4 course or as both a group 3 and group 4 course. This leaves students the opportunity to study (an) additional subject(s) from any group of the hexagon including (an) additional subject(s) from groups 3 or 4. Students will be able to study this course successfully with no specific previous knowledge of science or geography. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific methods, a course that shares these aims would be good preparation. During the course, students will study eight different topics. The most important aspect of the ES&S course is hands-on work in the laboratory and/or out in the field.

SYLLABUS OUTLINE

- Internal assessment (individual investigation): 25 %
- External assessment: 80%

CONTENTS

Core: Foundations of environmental systems and societies, Ecosystems and ecology, Biodiversity and conservation, Water and aquatic food production systems and societies, Soil systems and terrestrial food production systems and societies, Atmospheric systems and societies, Climate change and energy production, human systems and resource use. Practical scheme of work: Practical activities, Individual investigation.

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- Available only at standard level (SL)
- The minimum prescribed number of hours is 150
- A hands-on approach to the course delivery is emphasised.
- Students are assessed both externally and internally
- External assessment consists of two written papers and provides opportunities for students to demonstrate an understanding through the application, use, synthesis, analysis and evaluation of environmental issues, information, concepts, methods, techniques and explanations.
- Internal assessment accounts for 20 % of the final assessment and is comprised of a series of practical and fieldwork activities. This assessment component enables students to demonstrate the application of their skills and knowledge and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

SCOPE: Students with IB ESS SL can pursue a career in environment and conservation, environmental accounting, liberal arts etc.

GROUP 4

SCIENCES PHYSICS HL & SL*

NATURE OF THE SUBJECT

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Through studying a science subject students should become aware of how scientists work and communicate with each other. In addition, through the overarching theme of the “Nature of Science” this knowledge and skills will be put into the context of the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavour. During the course, students will study seven different topics. The most important aspect of the ES&S course is hands-on work in the laboratory and/or out in the field. The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory-based or they may make use of simulations and databases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

SYLLABUS OUTLINE: HIGHER LEVEL (240 HOURS), AND STANDARD LEVEL (150 HOURS)

- Internal assessment (individual investigation): 20 %
- External assessment: 80%

CONTENTS

Core (for HL/SL): Measurements and uncertainties, Mechanics, Thermal Physics, Waves, Electricity and magnetism, Circular motion and gravitation, Atomic, nuclear and particle physics, Energy production

AHL (for HL only): Wave phenomena, Fields, Electromagnetic induction, Quantum and nuclear physics

Options (any one of these): Relativity; Engineering physics; Imaging; Astrophysics. Practical scheme of work: Practical activities, Individual investigation (internal assessment-IA), and Group 4 project

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- Students are assessed both externally and internally
- Physics students at SL and HL undertake a common core syllabus and a common internal assessment (IA) scheme. While there are core skills and activities common to both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the options. The distinction between SL and HL is one of breadth and depth.
- A practical approach to the course delivery is emphasized through the interdisciplinary group 4 project
- and a mixture of both short-term and long-term experiments and investigations.
- Internal assessment accounts for 20 % of the final assessment and this is assessed through a single individual investigation. This investigation may involve a hands-on approach, use of databases, modelling, simulation or a hybrid. Student work is internally assessed by the teacher and externally moderated by the IB.

The external assessment of physics consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 contains short-answer and extended-response questions on the core (and Additional Higher Level (AHL) material at HL). Paper 3 has two sections; Section A contains one data-based question and several short-answer questions on experimental work on the core (and AHL material at HL). Section B contains short-answer and extended-response questions from each of the four options.

SCOPE

Physics HL and SL subjects could lead to areas of higher studies in engineering, architecture, biophysics, geophysics, etc.

RECOMMENDED

A minimum grade of a C and above in IGCSE or equivalent physics subject examination.

GROUP 5

MATHEMATICS HL* FOR PRESENT IB2

NATURE OF THE SUBJECT

The course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should, therefore, opt for one of the standard level courses, mathematics SL or mathematical studies SL. Students who wish to study an even more rigorous and demanding course should consider taking further mathematics HL in addition to mathematics HL. The majority of these students will be expected to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. Students registering for further mathematics HL will be presumed to know the topics in the core syllabus of mathematics HL and to have studied one of the options, irrespective of whether they have also registered for mathematics HL. This course caters for students with a good background in mathematics that is competent in a range of analytical and technical skills.

SYLLABUS OUTLINE

- Internal assessment (Mathematical exploration): 20%
- External assessment: 80%

CONTENTS

Core: Algebra, Functions and equations, Circular functions and trigonometry, Vectors, Statistics and probability, Calculus Options (any one of these): Statistics and probability, Sets, relations and groups, Calculus, Discrete mathematics Mathematical exploration: Internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- The minimum prescribed number of hours is 240.
- Students are assessed both externally and internally

Math HL external assessment has three papers. Paper 1 and 2, Section A has compulsory short-response questions based on the core syllabus. Section B of Paper 1 and 2 has compulsory extended-response questions based on the core syllabus. Use of calculator is not allowed in Paper 1 but graphics display calculator is required Paper 2. Paper 3 has compulsory extended-response questions based mainly on the syllabus options. Graphic display calculator required for Paper 3.

Scope: Student taking Math HL course are well prepared for a career in engineering & technology, Geology, Geophysics, Astronomy, Math, Physics and Economics etc.

Recommended: A minimum grade of a B and above in IGCSE or equivalent additional mathematics subject examination

GROUP 5

MATHEMATICS SL*

NATURE OF THE SUBJECT

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

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course does not have the depth found in the mathematics HL courses. Students wishing to study subjects with a high degree of mathematical content should, therefore, opt for a mathematics HL course rather than a mathematics SL course.

SYLLABUS OUTLINE

- Internal assessment (mathematical exploration): 20%
- External assessment: 80%

CONTENTS

Core: Algebra, Functions and equations, Circular functions and trigonometry, Vectors, Statistics and probability, Calculus Mathematical exploration: Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- The minimum prescribed number of hours is 150
- Students are assessed both externally and internally

The external assessment Paper 1 and Paper 2 section A has compulsory short-response questions based on the whole syllabus. Section B of both Paper 1 and 2 has compulsory extended-response questions based on the whole syllabus.

Use of calculator is not allowed for Paper 1 but Graphic display calculator is required for Paper 2.

SCOPE

Students who take Ma t h SL are prepared to take business management, engineering, medicine, economics and architecture, liberal arts etc.

GROUP 5

MATHEMATICS MATHEMATICAL STUDIES SL*

NATURE OF THE SUBJECT

The course syllabus focuses on important mathematical topics that are interconnected. The syllabus is organized and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. The course includes project work, a feature unique to mathematical studies SL within group 5. Each student completes a project, based on their own research; this is guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course. This process allows students to take sole responsibility for a part of their studies in mathematics.

The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students, this course will be their final experience of being taught formal mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting from first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered formulae. Students likely to need mathematics for the achievement of further qualifications should be advised to consider an alternative mathematics course.

Owing to the nature of mathematical studies SL, teachers may find that traditional methods of teaching are inappropriate and that less formal, shared learning techniques can be more stimulating and rewarding for students. Lessons that use an inquiry-based approach, starting with practical investigations where possible, followed by analysis of results, leading to the understanding of a mathematical principle and its formulation into mathematical language, are often most successful in engaging the interest of students. Furthermore, this type of approach is likely to assist students in their understanding of mathematics by providing a meaningful context and by leading them to understand more fully how to structure their work for the project.

SYLLABUS OUTLINE

- Internal assessment (project): 20%
- External assessment: 80%

CONTENTS

Core: Number and algebra, Descriptive statistics, Logic, sets and probability, Statistical applications, Geometry and trigonometry, Mathematical models, Introduction to differential calculus

Project: The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- The minimum prescribed number of hours is 150
- Students are assessed both externally and internally

External assessment for Mathematical studies has Paper 1 with 15 compulsory short-response questions based on the whole syllabus and Paper 2 with 6 compulsory extended-response questions based on the whole syllabus. For both the papers, Graphic display calculator must be used.

SCOPE

Students with IB Math Studies can go for higher education in liberal arts etc.

GROUP 5 MATHEMATICS FOR IB1

COURSES OFFERED

- Analysis and Approaches (AA)
- Applications and Interpretation (AI)

SUMMARY OF COURSES AVAILABLE

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different subjects in mathematics, each available at SL and HL. These courses are designed for different types of students: those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics, and those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects.

Each course is designed to meet the needs of a particular group of students. Mathematics: analysis and approaches and Mathematics: applications and interpretation are both offered at SL and HL. Therefore, great care should be taken to select the course and level that is most appropriate for an individual student. In making this selection, individual students should be advised to take into account the following factors:

- their own abilities in mathematics and the type of mathematics in which they can be successful
- their own interest in mathematics and those particular areas of the subject that may hold the most interest for them
- their other choices of subjects within the framework of the DP or Career-related Programme (CP)
- their academic plans, in particular the subjects they wish to study in the future
- their choice of career.

MATHEMATICS: ANALYSIS AND APPROACHES

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Mathematics: analysis and approaches: Distinction between SL and HL

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

MATHEMATICS: APPLICATIONS AND INTERPRETATION

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Mathematics: applications and interpretation: Distinction between SL and HL

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

MATHEMATICS: APPLICATIONS AND INTERPRETATION: DISTINCTION BETWEEN SL AND HL

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

ASSESSMENT OUTLINE—SL

External assessment (3 hours)

Paper 1 (90 minutes)

No technology allowed. (80 marks)

Paper 2 (90 minutes)

Technology required. (80 marks)

Compulsory extended-response questions based on the syllabus

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Mathematical exploration

Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)

ASSESSMENT OUTLINE—HL

Assessment component

Weighting

External assessment (5 hours)

Paper 1 (120 minutes)

No technology allowed. (110 marks)

Paper 2 (120 minutes)

Technology required. (110 marks)

Paper 3 (60 minutes)

Technology required. (55 marks)

Two compulsory extended response problem-solving questions.

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Mathematical exploration

Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)

GROUP 6

THE ARTS MUSIC HL & SL*

NATURE OF THE SUBJECT

Through the music course, students develop their knowledge and potential as musicians, both personally and collaboratively. Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment.

Both standard level (SL) and higher level (HL) music students are required to study musical perception. SL students in music are then required to choose one of three options:

- Creating (SLC)
- Solo performing (SLS)
- Group performing (SLG).

HL students are required to present both creating and solo performing.

In the teaching of the music course, it should be possible to have groups of students that include both SL and HL students. Through a variety of teaching approaches, all students—whether SL or HL—will be encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of music.

SYLLABUS OUTLINE

Higher level

- Internal assessment (creating, and solo performing): 50 %
- External assessment (music perception): 50% Standard level

Standard level

- Internal assessment (creating, solo performing, or group performing): 50 %
- External assessment (music perception): 50%

CONTENTS

Music perception - Study, analysis and examination, comparing and contrasting of musical cultures (HL/SL)

Creating - The development of creative skills through exploration, control and development of musical elements (compulsory for HL and SLC students only)

Solo performing - The development of performance skills through solo music making (compulsory for HL and SLS students only)

Group performing - The development of performance skills through group music making (compulsory for SLG students only)

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- Available at standard (SL) and higher levels (HL)
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Students are assessed both externally and internally
- External assessment consists of a) the Listening paper (musical perception questions), and b) the Musical links investigation (a written media script investigating the significant musical links between two or more pieces from distinct musical cultures)

- Internal assessment consists, at HL, of a) Creating, and b) Solo performing. At SL students choose one option from among the following: a) Creating, b) Solo performing, c) Group performing.

Scope: Future careers opportunities for IB Music students include music business, music education, music production and engineering, music therapy, performance, professional music, songwriting etc.

GROUP 6

THE ARTS THEATRE HL & SL*

NATURE OF THE SUBJECT

Theatre is a dynamic, collaborative and live art form.

It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme theatre course is a multifaceted theatre- making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The 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 gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international- mindedness.

SYLLABUS OUTLINE

Higher level

- Internal assessment (collaborative project): 25%
- External assessment (solo theatre piece, Director's notebook, research presentation): 75%

Standard level

- Internal assessment (collaborative project): 35 %
- External assessment (Director's notebook, research presentation): 65%

CONTENTS

Core: Practices - creating theatre based on theory (HL only), working with play texts, examining world theatre traditions, collaboratively creating original theatre; Context - theatre in context, theatre processes, and theatre presenting, Theatre Journal, and Research

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- Available at standard (SL) and higher levels (HL)
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Students are assessed both externally and internally
- For Task 1 - solo theatre piece, students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4– 8 minutes) based on this aspect(s) of theory
- For Task 2 - Director's notebook, students at SL and HL choose a published play text they have not previously studied and developed ideas regarding how it could be staged for an audience.
- For Task 3 - research presentation, students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.
- The Task 4 - collaborative project is an internal assessment. Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13 – 15 minutes) for and to a specified target audience, created from a starting point of their choice.

SCOPE

Performing and liberal arts, filmmaking, and drama etc.

GROUP 6

THE ARTS VISUAL ARTS HL & SL*

NATURE OF THE SUBJECT

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation. The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

SYLLABUS OUTLINE HIGHER LEVEL (240 HOURS) AND STANDARD LEVEL (150 HOURS)

- Internal assessment (exhibition): 40%
- External assessment (comparative study, process portfolio): 60% Contents (for both HL/SL)

Core: Practices - theoretical, art-making, and curatorial practices; Context - communicating visual arts, Visual arts in context, Visual arts methods, Visual Arts Journal, Art-making forms, and Research

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- Students are assessed both externally and internally

Core: Practices - theoretical, art-making, and curatorial practices; Context - communicating visual arts, Visual arts in context, Visual arts methods, Visual Arts Journal, Art-making forms, and Research

FOR PART 1:

A comparative study, students at HL and SL analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. All students submit a list of sources used. Students submit 10 – 15 screens, which examine and compare, at least three artworks for HL and two for SL, at least two of which need to be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). HL students submit 3 – 5 screens which analyze the extent to which their work and practices have been influenced by the art and artists examined.

FOR PART 2

Process portfolio, students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. Students submit 13–25 screens for HL or 9–18 screens for SL, which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. The submitted work must have been created in at least three art-making forms for HL, and two art-making forms for SL, selected from a minimum of two columns of the art-making forms table.

FOR PART 3

The Part 3 internal assessment exhibition is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students submit for assessment a selection of resolved artworks from their exhibition - 8 to 11 artworks for HL and 4 to 7 for SL. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

Scope: Visual Arts HL and SL subjects could lead into areas of higher studies such as studio/fine arts, architecture, film and media production, photography, and various design fields such as fashion design, graphic design, theater design and technology, industrial design and interior design.

Recommended prerequisite:

A minimum grade of a C and above in IGCSE or equivalent visual arts subject examination

IB DIPLOMA PROGRAM SUBJECT CHOICES 2019 - 2020

Student Name: _____ Citizenship: _____ Date DD MM YYYY

Destination country(ies) for further education _____

Expected university course after IBDP: _____

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Higher Level	English A1 Language & Literature	Hindi B English B	Business and Management Economics Psychology History	Biology Chemistry Physics Computer Science	Mathematics AI And AA	Theatre Arts Visual Arts Music
Standard Level	English A1 Language & Literature SS Self-Taught Language A Lit	French B Spanish B French AB Initio Spanish AB Initio Hindi B English B Mandarin AB Initio	Business and Management Economics Psychology History	Business and Management Economics Psychology History	Math AI and Math AA	Theatre Arts Visual Arts Music

Please note: While making subject selections, please choose one subject from each group. A Group 6 subject may be substituted for another subject from either Group 3 or 4.

Diploma	Proposed Subject
HL 1 st choice	
HL 2 nd choice	
HL 3 rd choice	
SL 1 st choice	
SL 2 nd choice	
SL 3 rd choice	

Coordinator/Counselor's Comments:

Counselor Signature

Date: DD MM YYYY

Student Signature

Date: DD MM YYYY

Parent/Guardian Signature

Date: DD MM YYYY



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