Nobel Algarve
BRITISH
INTERNATIONAL
SCHOOL

International Baccalaureate (IB) Diploma Programme



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For further information about the IB and its programmes, visit: www.ibo.org



Introduction

Dear students,

Welcome to the International Baccalaureate (IB) Diploma Programme at Nobel Algarve British International School, Almancil. It is with great enthusiasm that we embark on this journey of academic discovery and personal growth together with you.

The IB Diploma Programme challenges students not only to excel in their academic studies but also to become compassionate, thoughtful, and active global citizens. At our school, we are committed to providing you with an inspiring and supportive environment where you can flourish both academically and personally.

As an IB student, you will engage with a curriculum that encourages critical thinking, inquiry-based learning, and intercultural understanding. You will learn to balance academic responsibilities with personal growth through CAS (Creativity, Activity, Service), explore new horizons in your Extended Essay research, and develop your philosophical thinking in Theory of Knowledge (TOK).

We encourage all of you to embrace the Learner Profile attributes and see challenges as opportunities to grow. Our dedicated team of teachers is here to guide and support you throughout this transformative two-year programme.

We look forward to celebrating your accomplishments as you navigate this exciting path and work toward becoming internationally minded citizens who can shape a better world.

Warm regards,

Yovna Mewasingh
IB Diploma Programme Coordinator



Overview of the IB Diploma Programme (DP)

Overview of the IB Diploma Programme (DP)

The International Baccalaureate (IB) Diploma Programme (DP) is a comprehensive two-year academic course tailored for students aged 16 to 19. It is designed to cultivate learners who possess both breadth and depth of knowledge, fostering intellectual growth alongside emotional, physical, and ethical development.

Renowned for its academic rigour, the full IB Diploma challenges students to excel through organisation, perseverance, and intellectual engagement. As a pre-university qualification recognised worldwide, the DP not only prepares students for higher education but also equips them with critical thinking skills and a profound knowledge base. Universities highly value these attributes, recognising IB graduates as well-rounded individuals who are well-prepared to succeed in their academic and professional pursuits.

Students engage with six subject groups while completing the DP Core, which is integral to fostering critical thinking, independent learning, and personal growth.

Subject Groups

Students choose one subject from each of the following groups:

1. **Studies in Language and Literature**
2. **Language Acquisition**
3. **Individuals and Societies**
4. **Sciences**
5. **Mathematics**
6. **The Arts** (or an additional subject from another group)

Overview of the IB Diploma Programme (DP)

DP Core Components

1. **Theory of Knowledge (TOK)**: A reflective course that investigates the nature of knowledge, encouraging students to question how we know what we claim to know.
2. **Extended Essay (EE):** A 4,000-word independent research project, offering students the opportunityto conduct in-depth inquiry into a topic of interest.
3. **Creativity, Activity, Service (CAS):** A framework for experiential learning that nurtures creativity,physical activity, andengagement with the community to support personal and interpersonaldevelopment.





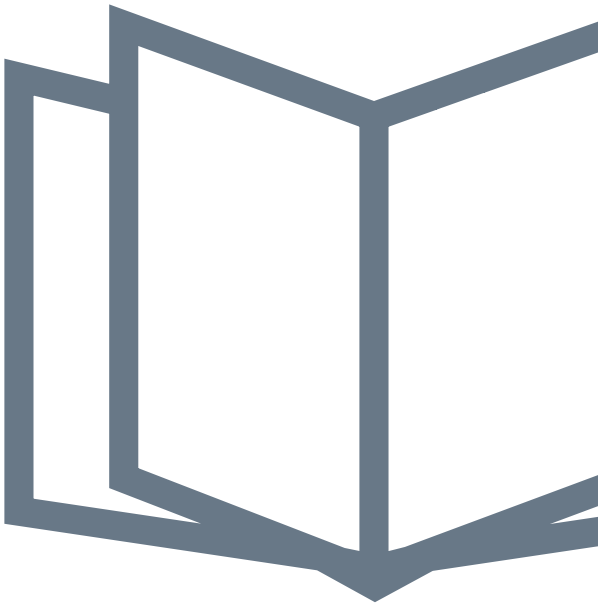
Course Levels and Instruction

Course Levels and Instruction

Students select:

- **Three subjects at Higher Level (HL):** These courses provide more depth and require additional instructional hours to encourage specialized understanding.
- **Three subjects at Standard Level (SL):** These courses maintain breadth, balancing the HL subjects to offer a well-rounded curriculum.

This structure equips students with the skills, knowledge, and values necessary to succeed in a globally interconnected world, aligning with the DP' s mission to develop inquiring, knowledgeable, and caring young individuals.





Why Choose the IB Diploma Programme?

Why Choose the IB Diploma Programme?

The DP offers a unique and challenging educational experience for students aged 16–19. It is globally recognized as a gold standard of education, preparing students for success at university and beyond.



Academic Rigour:

A challenging curriculum that encourages deep learning, independent research, and critical inquiry.



Balanced Learning:

The IBDP integrates a wide range of disciplines while fostering creativity, physical activity, and service to the community.



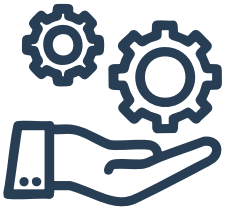
Global Recognition:

The IBDP is respected by universities worldwide, often leading to admissions advantages and scholarships.



Personal Growth:

With a focus on international mindedness, the programme cultivates empathy, resilience, and cultural understanding.



Key Skills development:

Students gain valuable skills such as time management, communication, and collaboration, setting them apart as lifelong learners.



Understanding the IB Diploma Programme

Understanding the IB Diploma Programme

The DP at Nobel Algarve British International School, Almancil is a holistic educational experience designed to meet individual needs while encouraging intellectual curiosity and personal growth. Below is a list of the subjects we will be offering in 2025/26, categorized by group and level:

Group 1: Studies in Language and Literature

- **English A: Language and Literature** (HL/SL)
- **Self-Taught Literature** (SL)

Group 2: Language Acquisition

- **English B**
- **French B** (HL/SL)
- **Portuguese B** (HL/SL)
- **Spanish or Mandarin** (Ab initio)

Group 3: Individuals and Societies

- **Business Management** (HL/SL)
- **History** (HL/SL)
- **Environmental Systems and Societies** (HL/SL)

Understanding the IB Diploma Programme

Group 4: Sciences

- **Biology** (HL/SL)
- **Physics** (HL/SL)
- **Environmental Systems and Societies** (HL/SL)

Group 5: Mathematics

- **Mathematics: Analysis and Approaches** (HL)
- **Mathematics: Applications and Interpretation** (SL)

Core Components:

- **Theory of Knowledge** (TOK)
- **Extended Essay** (EE)
- **Creativity, Activity, Service** (CAS)



Group 1: Studies in Language and Literatures

English A: Language & Literature (HL/SL)

Group 1: Studies in Language and Literatures

English A: Language & Literature (HL/SL)

Course Description

English A: Language & Literature focuses on understanding and analyzing how language is used to shape meaning, identity, culture, and perspective. The course is divided into four parts, each emphasizing different aspects of textual analysis:

1. **Readers, Writers, and Texts:** How language constructs meaning and represents ideas.
2. **Time and Space:** Exploring texts in their cultural, historical, and societal contexts.
3. **Intertextuality:** The relationships between texts across genres, cultures, and themes.
4. **Approaches to Texts:** Analytical methods and critical perspectives on texts.

Topics Covered

- Literary and non-literary texts from a variety of authors, cultures, and media.)
- Critical analysis of advertisements, political speeches, editorials, novels, and plays.
- Developing essays that evaluate themes such as gender, power, identity, and technology.

Skills Developed

- Analytical writing and oral communication.
- Understanding textual structure, language use, and stylistic techniques.
- Developing a critical, global perspective on issues explored in texts.

Group 1: Studies in Language and Literatures

English A: Language & Literature (HL/SL)

Assessment Details

- **Internal Assessment (IA):**

  - Individual Oral (15 minutes) based on an extract from a literary text and a non-literary text.

- **External Assessment (EA):**

  - **Paper 1:** Guided textual analysis (SL: 1 text, HL: 2 texts).
  - **Paper 2:** Comparative essay based on literary works studied.
  - **HL Essay (HL Only):** A 1,200–1,500-word essay on a literary or non-literary text.

Connections to IB Core

- **TOK:** Students analyze the ways in which language shapes knowledge, perspectives, and bias. For example, they might consider, "To what extent does language shape reality?"
- **EE:** Students can write their Extended Essay on topics related to literature or language, such as the representation of power in a novel or an analysis of language in political campaigns.
- **CAS:** Opportunities include participating in literary workshops, organizing debates, or creative writing projects for the school community.



Group 1: Studies in Language and Literatures

Self-Taught Literature (SL)

Self-Taught Literature (SL)

Course Description

Self-Taught Literature SL allows students to study literature in their mother tongue or a language not offered at the school. Students independently analyze texts from their own linguistic and cultural heritage while exploring universal themes.

Topics Covered

- Works from at least three different literary genres.
- Exploring context, themes, language, and structure of selected texts.

Skills Developed

- Independent time-management and research skills.
- Cross-cultural understanding and appreciation of native literature.
- Proficiency in critical reading and analysis of texts in their original language.

Self-Taught Literature (SL)

Assessment Details

- **Internal Assessment (IA):**

  Individual Oral based on the study of two texts (a work in translation and a work originally written in the student' s studied language).

- **External Assessment (EA):**

  - **Paper 1:** Textual commentary.
  - **Paper 2:** Comparative literary essay.

Connections to IB Core

- **TOK:** Focuses on the cultural and historical contexts that influence literature and knowledge production
- **EE:** Students can research an area of literature in their native language.
- **CAS:** Initiatives may include sharing stories or traditions from their culture with peers or participating in cultural events.



Group 2: Language Acquisition

English B (HL/SL)

Group 2: Language Acquisition

English B (HL/SL)

Course Description

English B is designed for students with previous experience of learning English. The course fosters the development of communicative competence and cultural understanding. Students engage with a range of topics that are rooted in global and personal contexts.

Topics Covered

- **Core Themes:** Identities, experiences, human ingenuity, social organization, and global issues.
- **HL Extension Themes:** Literature studies for HL students.

Skills Developed

- Proficiency in reading, listening, writing, and speaking.
- Use of language to express ideas, opinions, and arguments in various contexts.
- Deepening intercultural awareness and empathy.

Group 2: Language Acquisition

English B (HL/SL)

Assessment Details

- **Internal Assessment (IA):**

  - Individual Oral Presentation based on a visual stimulus

- **External Assessment (EA):**

  - **Listening and Reading Comprehension**: Interpretative tasks.
  - **Written Tasks:** Composing formal and informal responses to prompts.

Connections to IB Core

- **TOK:** Exploration of how language influences culture and thought.
- **CAS:** Cultural immersion activities, such as organizing English-language film screenings or participating in language exchange programs.



Group 2: Language Acquisition

French B (HL/SL)

Group 2: Language Acquisition

French B (HL/SL)

Course Description

French B is designed for students with previous experience of learning French. The course fosters the development of communicative competence and cultural understanding. Students engage with a range of topics that are rooted in global and personal contexts.

Topics Covered

- **Core Themes:** Identities, experiences, human ingenuity, social organization, and global issues.
- **HL Extension Themes:** Literature studies for HL students.

Skills Developed

- Proficiency in reading, listening, writing, and speaking.
- Use of language to express ideas, opinions, and arguments in various contexts.
- Deepening intercultural awareness and empathy.

Group 2: Language Acquisition

French B (HL/SL)

Assessment Details

- **Internal Assessment (IA):**

  - Individual Oral Presentation based on a visual stimulus

- **External Assessment (EA):**

  - **Listening and Reading Comprehension**: Interpretative tasks.
  - **Written Tasks:** Composing formal and informal responses to prompts.

Connections to IB Core

- **TOK:** Exploration of how language influences culture and thought.
- **CAS:** Cultural immersion activities, such as organizing French-language film screenings or participating in language exchange programs.



Group 2: Language Acquisition

Portuguese B (HL/SL)

Group 2: Language Acquisition

Portuguese B (HL/SL)

Course Description

Portuguese B enables students to develop their linguistic skills and cultural understanding of Portuguese-speaking societies. The course fosters the development of communicative competence and cultural understanding. Students engage with a range of topics that are rooted in global and personal contexts.

Topics Covered

- **Core Themes:** Identities, experiences, human ingenuity, social organization, and global issues.
- **HL Extension Themes:** Literature studies for HL students.

Skills Developed

- Proficiency in reading, listening, writing, and speaking.
- Use of language to express ideas, opinions, and arguments in various contexts.
- Deepening intercultural awareness and empathy.

Group 2: Language Acquisition

Portuguese B (HL/SL)

Assessment Details

- **Internal Assessment (IA):**

  - Individual Oral Presentation based on a visual stimulus

- **External Assessment (EA):**

  - **Listening and Reading Comprehension**: Interpretative tasks.
  - **Written Tasks:** Composing formal and informal responses to prompts.

Connections to IB Core

- **TOK:** Students analyze how language shapes identity in Portuguese-speaking cultures.
- **CAS:** Examples include community service projects with Portuguese-speaking organizations or performing traditional Portuguese music or dance.



Group 2: Language Acquisition

Spanish/Mandarin Ab Initio (HL/SL)

Group 2: Language Acquisition

Spanish/Mandarin Ab Initio (SL)

Course Description

Spanish/Mandarin Ab Initio is designed for students with little to no prior experience in the language. The course focuses on developing basic communicative skills and cultural awareness. Students engage with a range of topics that connect to both global and personal contexts.

Topics Covered

- **Core Themes:** Identities, experiences, human ingenuity, social organization, and global issues.

Skills Developed

- Basic proficiency in reading, listening, writing, and speaking.
- Ability to use language for everyday communication and essential interactions.
- Development of intercultural understanding and global awareness.

Group 2: Language Acquisition

Spanish/Mandarin Ab Initio (SL)

Assessment Details

- **Internal Assessment (IA):**

  - Individual Oral Presentation based on a visual stimulus.

- **External Assessment (EA):**

  - **Listening and Reading Comprehension**: Interpretative tasks.
  - **Written Tasks:** Composing short formal and informal responses to prompts.

Connections to IB Core

- **TOK:** Reflection on how language shapes identity, perception, and communication.
- **CAS:** Cultural engagement activities, such as organizing language-themed events, attending cultural festivals, or participating in conversational exchanges.



Group 3: Individuals and Societies

Business Management (HL/SL)

Group 3: Individuals and Societies

Business Management (HL/SL)

Course Description

Business Management examines business principles, practices, and decision-making processes. The course explores six key topics:

1. **Business Organization and Environment**
2. **Human Resource Management**
3. **Finance and Accounts**
4. **Marketing**
5. **Operations Management**
6. **Business Strategy** (HL Only)

Skills Developed

- Analytical skills to evaluate business data.
- Ethical decision-making in business scenarios.
- Problem-solving and entrepreneurial thinking.

Group 3: Individuals and Societies

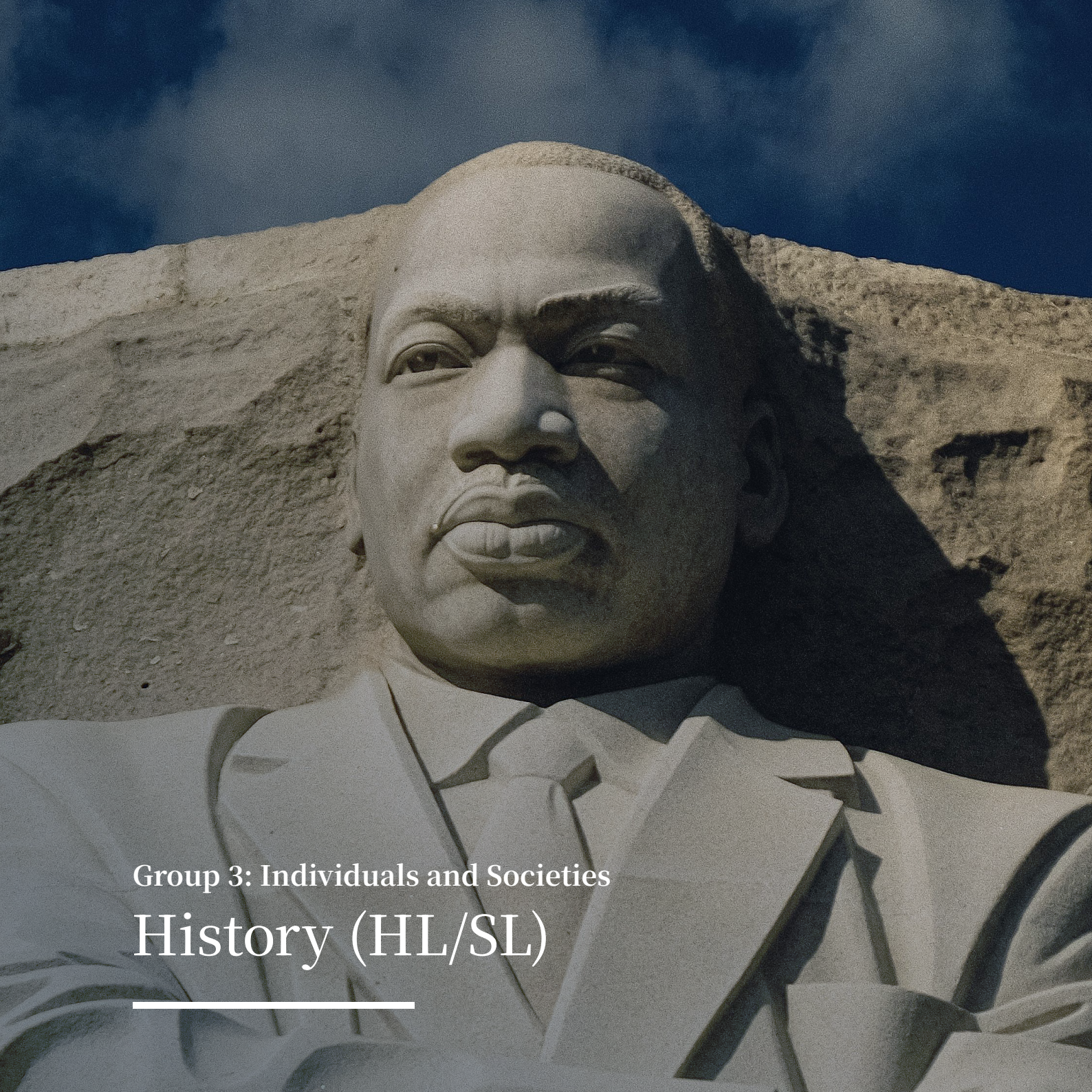
Business Management (HL/SL)

Assessment Details

- **Internal Assessment (IA) Higher Level (HL):**
  - Research project based on a real business issue. SL: Written commentary on a business decision.
- **Standard Level (SL):**
  - Written commentary on a business decision.
- **External Assessment (EA):**
  - Case study analysis and structured essays..

Connections to IB Core

- **TOK:** Discussion of ethical dilemmas in business.
- **CAS:** Students may create mock businesses to develop entrepreneurial skills or raise funds for community causes.



Group 3: Individuals and Societies

History (HL/SL)

Group 3: Individuals and Societies

History (HL/SL)

Course Description

History encourages students to investigate key historical events and processes that have shaped the modern world. The course focuses on understanding multiple perspectives and developing historical empathy.

Topics Covered

- **Prescribed Subject (SL and HL):** The Move to Global War (e.g., causes of World War II).
- **World History Topics:** Authoritarian states, the Cold War, independence movements.
- **HL Extension (HL Only):** In-depth regional studies.

Skills Developed

- Source evaluation and critical thinking.
- Writing persuasive, evidence-based arguments.
- Understanding the role of bias in historical narratives.

History (HL/SL)

Assessment Details

- **Internal Assessment (IA):**
  - Historical Investigation (e.g., “What were the causes of...”).
- **External Assessment (EA):**
  - Essays and document-based questions.

Connections to IB Core

- **TOK:** Explores how history is written and understood.
- **CAS:** Projects on commemorating local historical events or museum research.



Group 3: Individuals and Societies

Environmental Systems and Societies (ESS)(HL/SL)

Group 3: Individuals and Societies

Environmental Systems and Societies (ESS)(HL/SL)

Course Description

ESS is an interdisciplinary course combining insights from biology, geography, and environmental science. It focuses on the interaction between ecosystems and human societies, with an emphasis on sustainability and environmental stewardship. The Higher Level (HL) course builds on the Standard Level (SL) foundation by exploring topics in greater depth and complexity.

Syllabus Topics

1. Core Topics (SL & HL)

- Foundations of Environmental Systems and Societies
- Ecosystems and Ecology
- Biodiversity and Conservation
- Water and Aquatic Food Production Systems
- Soil Systems and Terrestrial Food Production Systems
- Atmospheric Systems
- Climate Change and Energy Production
- Human Systems and Resource Use

2. Additional HL Topics

- Systems Modeling and Feedback Mechanisms
- Advanced Data Collection and Analysis Techniques
- Ecosystem Services and Valuation
- Resilience and Thresholds in Environmental Systems
- Comparative Environmental Policies and Governance
- Complex Interactions in Human-Environmental Systems
- Extended Case Studies on Sustainability and Environmental Management

Environmental Systems and Societies (ESS)(HL/SL)

Lab-Based Assessments

- **Standard Level (SL) - Internal Assessment (IA):**

  - Students conduct an individual investigation (10 hours). Example: Assessing the impact of pollution on local water quality

- **Higher Level (HL) - Internal Assessment (IA):**

  - Students conduct an individual investigation (10 hours) with a greater emphasis on fieldwork, data analysis, and systems modeling.

Fieldwork is a key component at both levels, with HL students engaging in more extensive data collection and interdisciplinary analysis.

Skills Developed

- Systems thinking and an understanding of environmental sustainability.
- Analytical skills through interpreting data on biodiversity, climate change, or resource use.
- Practical skills in fieldwork, such as measuring soil pH or mapping land use.

Interdisciplinary Connections

- **TOK:** Students discuss questions such as “How do cultural perspectives influence our understanding of environmental issues?”
- **EE:** Example EE topics include “The impact of deforestation on carbon storage in tropical rainforests” or “The effectiveness of local recycling programs.”
- **CAS:** Students can organize environmental clean-up events, develop composting systems for the school, or engage in community recycling initiatives.



Group 4: Sciences

Biology (HL/SL)

Group 4: Sciences

Biology (HL/SL)

Course Description

Biology explores the complexity of life, from molecular interactions to ecosystems. Students investigate biological concepts through a combination of theoretical understanding, practical experiments, and data analysis.

Syllabus Topics

1. **Core Topics (SL & HL):**
    - Cell biology
    - Molecular biology
    - Genetics
    - Ecology
    - Evolution and biodiversity
    - Human physiology
2. **Additional HL Topics:**
    - Nucleic acids
    - Metabolism
    - Photosynthesis and respiration
    - Immunology and disease
3. **Option Topics (HL & SL):**
    - Neurobiology and behavior
    - Biotechnology and bioinformatics
    - Ecology and conservation

Group 4: Sciences

Biology (HL/SL)

Lab-Based Assessments

- Practical work and experimentation are integral to the course.

- **Internal Assement (IA):**

  - An individual scientific investigation (10 hours), where students design and carry out an experiment, analyze data, and draw conclusions.
  Example: Investigating the effect of temperature on enzyme activity.

Skills Developed

- Analytical and critical thinking in interpreting data and forming conclusions.
- Problem-solving in experimental design and real-world biological challenges.
- Research and teamwork through lab collaboration

Interdisciplinary Connections

- **TOK:** Explore ethical questions such as “How do ethical considerations influence scientific research?” or “What is the role of imagination and reason in biological discoveries?”
- **EE:** Example EE topics include “The effect of antibiotics on bacterial growth” or “The biodiversity of mangroves in a coastal region.”
- **CAS:** Students could participate in biodiversity conservation efforts, tree planting, or raising awareness about public health issues.



Group 4: Sciences

Physics (HL/SL)

Group 4: Sciences

Physics (HL/SL)

Course Description

Physics examines the fundamental principles of the universe, from the smallest particles to the largest galaxies. It emphasizes mathematical modeling, experimental investigation, and the application of theoretical principles to practical problems.

Syllabus Topics

1. **Core Topics (SL & HL):**
    - Measurements and uncertainties
    - Mechanics
    - Thermal physics
    - Waves
    - Electricity and magnetism
    - Circular motion and gravitation
    - Atomic, nuclear, and particle physics
    - Energy production

2. **Additional HL Topics:**
    - Wave phenomena
    - Fields
    - Electromagnetic induction
    - Quantum and nuclear physics

3. **Option Topics (HL & SL):**
    - Relativity
    - Engineering physics
    - Imaging
    - Astrophysics

Physics (HL/SL)

Lab-Based Assessments

- **Internal Assement (IA):**

  - Students design and conduct an independent investigation (10 hours).
    Example: Measuring the effect of different materials on the efficiency of a solar panel

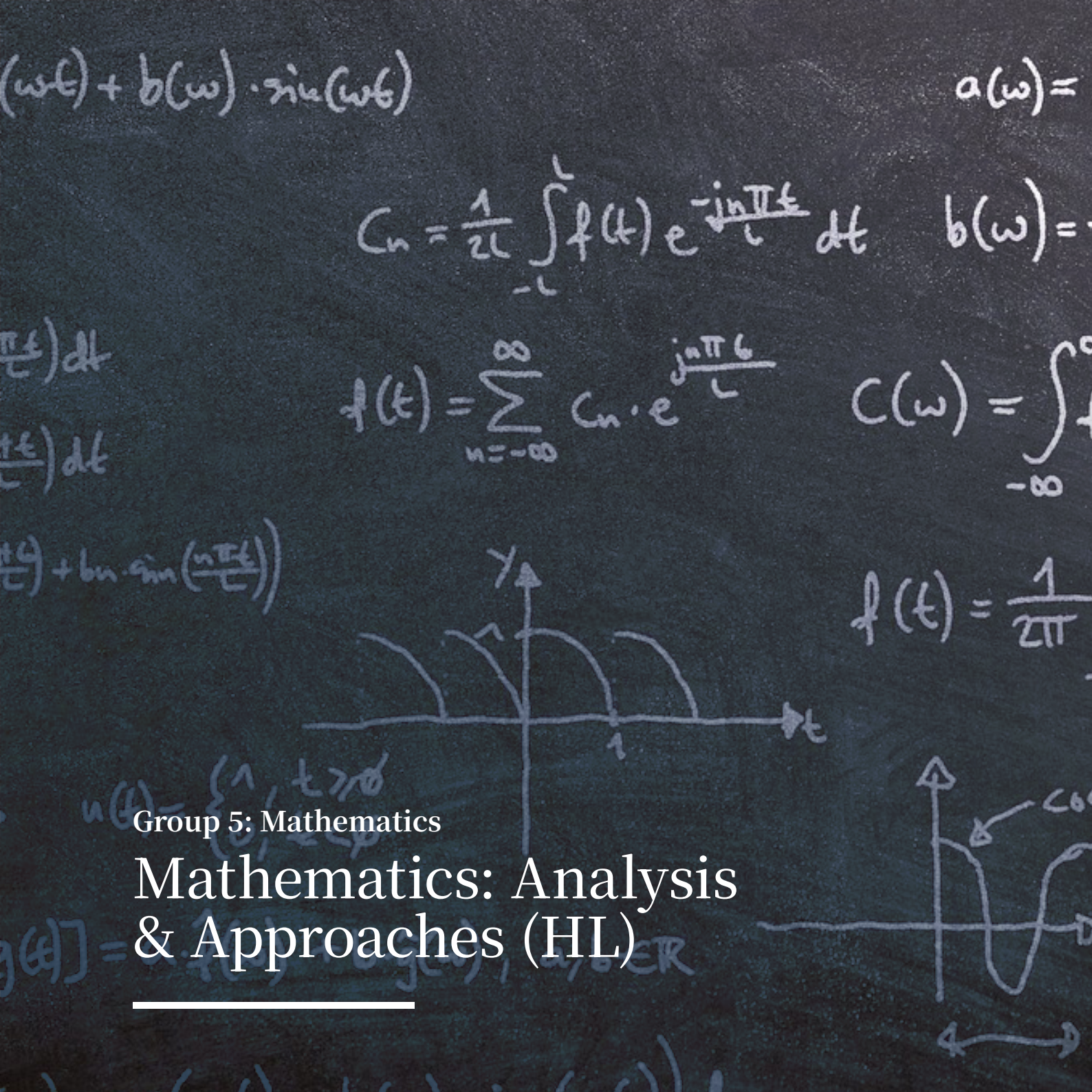
  - Hands-on experiments such as determining the acceleration due to gravity using a pendulum or investigating the Doppler effect with sound waves.

Skills Developed

- Mathematical modeling and quantitative problem-solving.
- Precision and accuracy in measurements and data analysis.
- Application of physical theories to real-world contexts, such as renewable energy or space exploration.

Interdisciplinary Connections

- **TOK:** Explore knowledge questions such as “To what extent do models provide a true representation of reality in physics?” or “How do observations shape our understanding of the universe?”
- **EE:** Example EE topics include “Investigating the efficiency of wind turbines” or “Exploring the relationship between voltage and current in superconductors.”
- **CAS:** Students can design and launch model rockets, organize physics demonstrations for younger students, or participate in energy conservation initiatives.



Group 5: Mathematics

Mathematics: Analysis & Approaches (HL)

Group 5: Mathematics

Mathematics: Analysis & Approaches (HL)

Course Description

Mathematics: Analysis & Approaches focuses on the theoretical aspects of mathematics, including algebra, calculus, and trigonometry. It is designed for students who enjoy exploring mathematical concepts and developing proofs, as well as those pursuing careers in mathematics, engineering, or the sciences.

Syllabus Topics

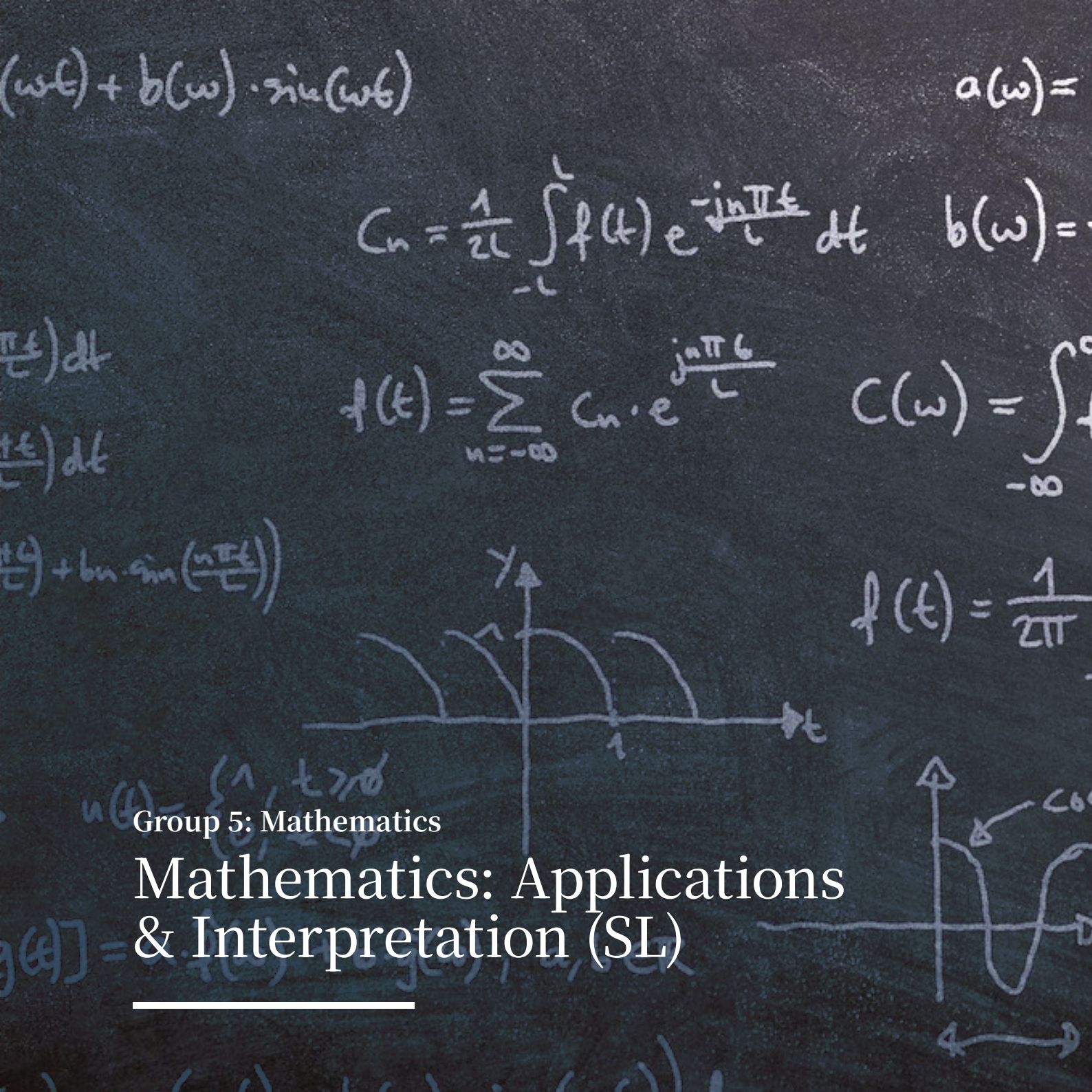
1. **Number and Algebra**
2. **Functions**
3. **Geometry and Trigonometry**
4. **Statistics and Probability**
5. **Calculus**

Skills Developed

- Abstract reasoning and mathematical proof.
- Problem-solving in theoretical and applied contexts.
- Using technology to model mathematical problems.

Interdisciplinary Connections

- **TOK:** Students discuss questions such as “Is mathematics invented or discovered?” or “How reliable are mathematical models in predicting future events?”
- **EE:** Example EE topics include “Exploring the efficiency of algorithms in computer science” or “The mathematics behind fractals and chaos theory.”
- **CAS:** Students can tutor peers in math, participate in math competitions, or design coding projects.



Group 5: Mathematics

Mathematics: Applications & Interpretation (SL)

Group 5: Mathematics

Mathematics: Applications & Interpretation (SL)

Course Description

Mathematics: Applications & Interpretation emphasizes real-world applications of mathematics. It is ideal for students interested in applying mathematical reasoning to social sciences, arts, or business.

Syllabus Topics

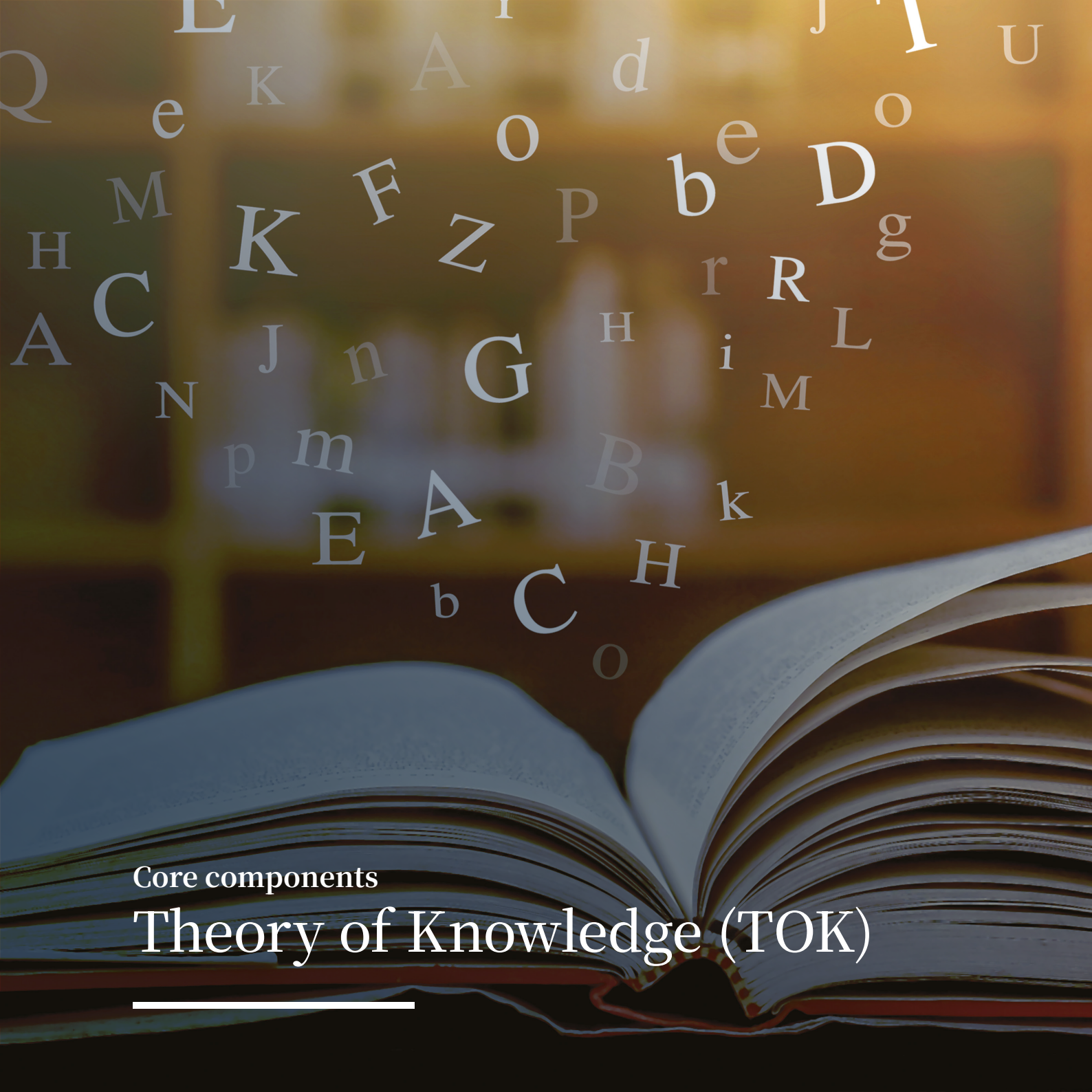
1. **Number and Algebra**
2. **Functions**
3. **Geometry and Trigonometry**
4. **Statistics and Probability**
5. **Calculus**

Skills Developed

- Using statistical tools and techniques to analyze data.
- Applying mathematics to solve practical problems in business, social sciences, and technology.
- Effective use of technology, such as graphing calculators or statistical software.

Interdisciplinary Connections

- **TOK:** Students explore questions like “To what extent do statistics provide reliable knowledge?”
- **EE:** Example EE topics include “A statistical analysis of consumer behavior” or “The optimization of delivery routes in logistics.”
- **CAS:** Students could conduct statistical studies on school events, create financial literacy workshops, or apply mathematics in art projects, such as designing geometric sculptures.



Core components

Theory of Knowledge (TOK)

Theory of Knowledge (TOK)

Course Description

Theory of Knowledge (TOK) is a unique component of the IB Diploma Programme that challenges students to reflect on the nature of knowledge and how we know what we claim to know. TOK is designed to be interdisciplinary, linking academic subjects and encouraging students to critically evaluate their own beliefs and assumptions.

Key Concepts in TOK

- **Knowledge Questions:** Open-ended questions such as "How do emotions influence our understanding of reality?"
- **Areas of Knowledge (AOK):** Subjects like mathematics, history, natural sciences, human sciences, the arts, and ethics.
- **Ways of Knowing (WOK):** Tools for acquiring knowledge, including language, reason, emotion, sense perception, intuition, imagination, memory, and faith.

Skills Developed

- Critical thinking: Evaluating claims and identifying assumptions.
- Communication: Expressing complex ideas in essays and oral presentations.
- Interdisciplinary connections: Linking concepts across subjects and exploring global perspectives.

Assessment Details

- **TOK Essay (67% of the grade):** A 1,600-word essay answering one of six prescribed titles provided by the IB.
- **TOK Exhibition (33% of the grade):** Students create an exhibition based on one of the 35 TOK themes, exploring how TOK concepts manifest in the real world.

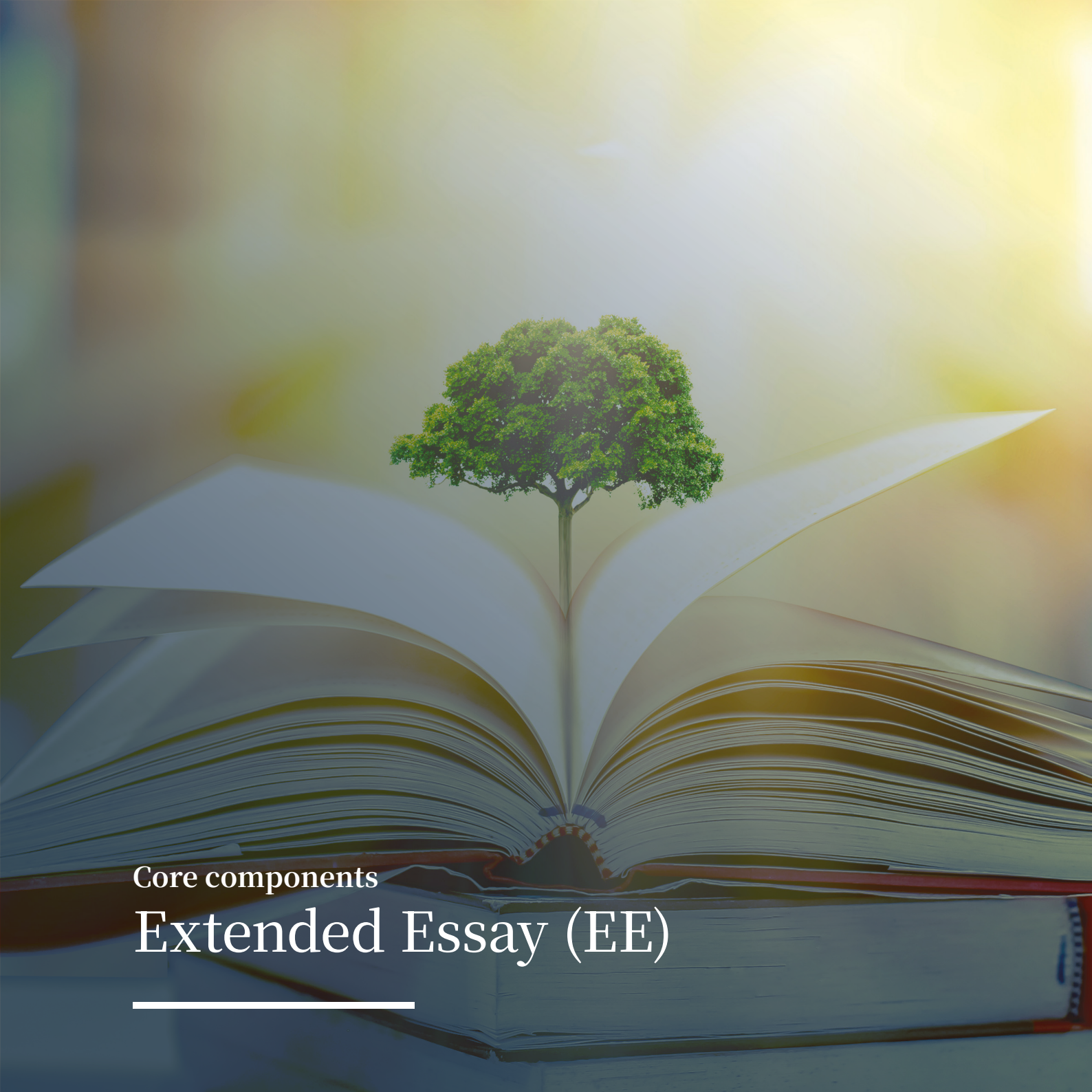
Theory of Knowledge (TOK)

How TOK Supports IB Goals

- **International-Mindedness:** Students examine how culture and context shape perspectives and knowledge claims.
- **Learner Profile Connections:** TOK fosters "Thinkers" by encouraging critical analysis and "Inquirers" by inspiring curiosity about the world.

Integration with Other IB Components

- **TOK and EE:** The TOK essay and Extended Essay are linked through the reflective project called the "IB Core Matrix." For example, a student researching the reliability of historical evidence in their EE can explore related knowledge questions in TOK.
- **TOK and CAS:** CAS experiences can inspire TOK discussions, such as exploring the ethical implications of volunteerism or creative pursuits.



Core components

Extended Essay (EE)

Extended Essay (EE)

Course Description

The Extended Essay (EE) is a 4,000-word independent research project that allows students to delve deeply into a topic of personal interest within one of the IB subject areas. Students work with a supervisor who guides them through the research and writing process.

Key Components

1. **Research Question:** A clear and focused question that directs the investigation.
2. **Primary and Secondary Research:** Using reliable sources and methodologies to gather evidence.
3. **Reflection:** Students complete three formal reflection sessions with their supervisor, culminating in the Reflection on Planning and Progress Form (RPPF).

Skills Developed

- Research: Locating, analyzing, and synthesizing relevant information.
- Academic writing: Developing structured arguments supported by evidence.
- Time management: Completing a large project within set deadlines.

Assessment Criteria

- **Focus and Method:** Clarity of the research question and the effectiveness of the approach.
- **Knowledge and Understanding:** Demonstrating subject-specific knowledge and context.
- **Critical Thinking:** Analysis, argumentation, and evaluation.
- **Presentation:** Structure, format, and adherence to IB academic standards.
- **Engagement:** Reflection on the process, documented in the RPPF.

Extended Essay (EE)

How EE Supports IB Goals

- **Independent Learning:** Develops autonomy in managing a long-term project, preparing students for university-level research.
- **Global Perspectives:** Encourages exploration of global and interdisciplinary issues, such as sustainability, technology, or ethics.

Integration with Other IB Components

- **TOK and EE:** The "Core Matrix" encourages students to reflect on the relationship between the EE research process and the knowledge questions explored in TOK.
- **EE and CAS:** Students may use CAS experiences as a foundation for their EE topics (e.g., using CAS work in a biodiversity project as inspiration for a biology-based EE).

Examples of EE Topics by Subject

- **English A:** "How is the theme of cultural dislocation represented in two post-colonial novels?"
- **History:** "What were the economic consequences of Portugal' s decolonization of Angola?"
- **Biology:** "What is the effect of varying pH levels on the rate of enzyme activity in [specific reaction]?"



Core components

Creativity, Activity, Service (CAS)

Creativity, Activity, Service (CAS)

Course Description

CAS is a fundamental part of the IB Diploma Programme that requires students to engage in meaningful experiences beyond the classroom. CAS fosters personal growth, creativity, physical activity, and community service, emphasizing experiential learning and reflection

The Three Strands of CAS

1. **Creativity:** Arts, innovation, and other creative pursuits.
   Example: Creating an art exhibition, directing a school play, or writing a short film

2. **Activity:** Physical activities that contribute to a healthy lifestyle.
   Example: Joining a sports team, hiking, or organizing a fitness campaign.

3. **Service:** Volunteering and community engagement projects.
   Example: Organizing a food drive, mentoring younger students, or working with local charities.

CAS Learning Outcomes

Students must demonstrate achievement in the following outcomes:

1. Identify strengths and develop areas for growth.
2. Undertake challenges and develop new skills.
3. Demonstrate how to initiate and plan a CAS experience.
4. Show commitment and perseverance in CAS experiences.
5. Demonstrate collaborative skills.
6. Engage with issues of global significance.
7. Recognize and consider the ethical implications of choices and actions.

Creativity, Activity, Service (CAS)

Key Features

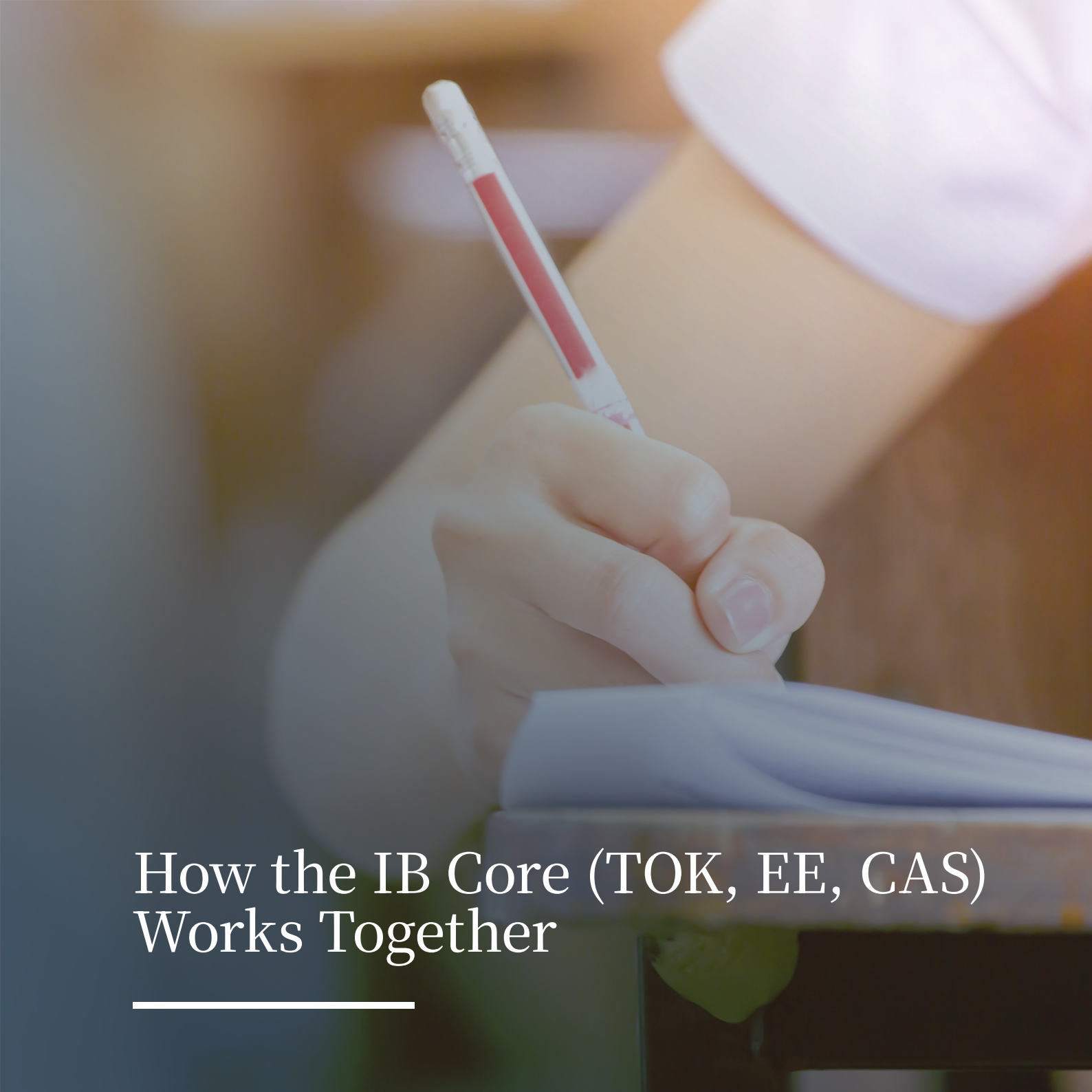
- **CAS Project:** A sustained collaborative project that spans at least one month and integrates at least two strands of CAS. Example: Organizing a beach clean-up event while creating public awareness campaigns (service and creativity).
- **Reflection: Students maintain a CAS portfolio to document their experiences, reflections, and personal growth.**

How CAS Supports IB Goals

- **International-Mindedness:** Students address global challenges through local actions, such as sustainability projects or cultural exchange programs.
- **Learner Profile Connections:** CAS fosters attributes such as “Caring,” “Balanced,” and “Risk-Takers.”

Integration with Other IB Components

- **TOK and CAS:** CAS experiences often spark TOK discussions about ethics, knowledge, and values.
- **EE and CAS:** CAS activities can serve as a basis for research in the Extended Essay, such as exploring the effectiveness of community initiatives.



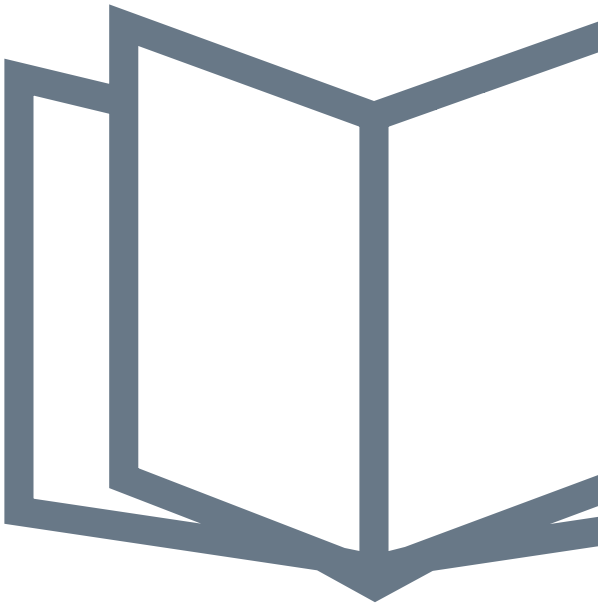
How the IB Core (TOK, EE, CAS) Works Together

How the IB Core (TOK, EE, CAS) Works Together

The IB Core components—TOK, EE, and CAS—are interconnected, reinforcing the IB' s mission to develop inquiring, knowledgeable, and compassionate individuals. Together, they support holistic student development, ensuring that learning extends beyond academic success and fosters a sense of responsibility toward the global community.

- **TOK:** Develops critical thinking about knowledge and the world.
- **EE:** Strengthens academic research and inquiry skills.
- **CAS:** Promotes experiential learning, personal growth, and community engagement.

These components prepare students not only for academic success but also for life as globally aware, reflective, and ethical individuals.





Earning the Diploma

Earning the Diploma

The IB Diploma Programme is marked out of 45 points. Each of the 6 subjects is scored from 1 to 7.

Up to 3 bonus points may be awarded for grades in Theory of Knowledge and the Extended Essay. These are both marked from A to E.

The bonus points scored are decided by the following matrix:

		Theory of Knowledge				
Extended essay	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

CAS is not marked but must be completed to earn the Diploma.

A minimum of 24 points is required to earn the diploma.

Assessment Breakdown:

- **Internal Assessments:** Conducted by teachers and moderated by IB.
- **External Assessments:** Written exams evaluated by IB examiners.



Student Course Selection

Student Course Selection

Students are encouraged to select courses based on:

- Interests and passions
- University and career aspirations
- Strengths and areas for development

GROUP 1 Studies in language and literature		GROUP 2 Language acquisition	
English A Language & Literature	HL/SL	English B	HL/SL
Self-taught: Literature A	SL only	French B	HL/SL
		Portuguese B	HL/SL
		Spanish or Mandarin (online)	Ab initio
GROUP 3 Individuals and Societies		**GROUP 4 Experimental Sciences**	
Business Management	HL/SL	Biology	HL/SL
History	HL/SL	Physics	HL/SL
Environmental Systems and Societies	HL/SL	Environmental Systems and Societies	HL/SL
GROUP 5 Mathematics			
Maths Analysis & Approaches	HL only	Sixth Subject	HL/SL
Maths Applications & Interpretation	SL only		
CORE			
DIPLOMA		**COURSES**	
Theory of Knowledge	✓	Theory of Knowledge	✓
Extended Essay	✓	Extended Essay	✓
Creativity, Activity, Service	✓	Creativity, Activity, Service	✓



Instructions for filling out the IB Diploma Programme (DP) Subject Choices Form

Instructions for filling out the IB Diploma Programme (DP) Subject Choices Form

Subject selection guidelines for the IB Diploma Programme

1. **Choose six Subjects:**

   - Select one **subject from each of the six subject groups.**

   - Indicate your chosen level by circling **HL (Higher Level)** or **SL (Standard Level)** next to your choice.

   - You must take **three subjects at HL** and **three subjects at SL. Alternatively**, you may choose four HL subjects and two SL subjects, but this requires approval.

2. **Languages requirement:**

   - You are required to take at least **one subject from "Studies in Language and Literature".**

   - To earn a **bilingual diploma,** you may take two "Studies in Language and Literature" courses in different languages.

   - You may select a **self-taught language** as your Group 1 subject, subject to approval. Self-taught languages are available only as **Language A: Literature (SL).**

   - **Spanish and Mandarin Online options:** Spanish and Mandarin may be provided by an **external provider.** These courses will incur additional costs and must be completed in the student' s own time.

   - **Important:** You **cannot** select two "Language Acquisition" subjects in the DP.

3. **6th subject:**

   - Choose another **Group 2 (Language Acquisition), Group 3 (Individuals and Societies), or Group 4 (Sciences)**.

Instructions for filling out the IB Diploma Programme (DP) Subject Choices Form

Subject selection guidelines for IB Courses

1. **Choose Your Subjects:**

   - Select a minimum of **4 subjects.**

   - Indicate your preferred level by circling **HL (Higher Level)** or SL **(Standard Level)** next to each subject.

2. **Core Components:**

   - **Creativity, Activity, Service (CAS) is compulsory** for all students.

   - All students must attend the **Theory of Knowledge (TOK)** classes and complete the required assessment tasks. However, registration for TOK is optional.

   - The **Extended Essay (EE)** is **optional** for students in the IB Courses.

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