Rockwall
INDEPENDENT SCHOOL DISTRICT

Diploma Programme

International Baccalaureate

Diploma Programme Handbook

2025 – 2026

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Introduction to IB

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness, and the attitudes necessary to respect and evaluate a range of viewpoints.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five subjects: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject, or a second subject from any other subject. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the Extended Essay, Theory of Knowledge, and Creativity, Activity, Service—are compulsory and central to the philosophy of the programme.

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
- reflect on the ways in which they can apply their knowledge with greater awareness and complexity

In Rockwall ISD, selected International Baccalaureate courses may be taken by students not pursuing the full IB diploma. These IB course students will take the same internal and external assessments as the IB diploma students and can earn college credit for passing prescribed IB assessments.

All courses designated as IB courses are college-level courses taken while students are still enrolled in high school. Students should expect subject matter and workload to be similar to a college-level course. All students enrolled in IB courses are expected to take the IB assessments in accordance with the IB course assessment requirements. There is a fee associated with each IB assessment that is set by the IB each year. Qualified students may receive assessment cost reductions or fee waivers.

Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Diploma Programme Curriculum

The International Baccalaureate® (IB) Diploma Programme (DP) curriculum aims to broaden students' educational experience and challenge them to apply their knowledge and skills. The curriculum is made up of **six subjects** and the **DP core**, which is comprised of Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS).

Choosing subjects in the Diploma Programme:

Students may choose from different courses within each subject. The subjects are:

- Studies in Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- The Arts

Each student takes at least three (but not more than four) subjects at higher level (HL), and the remaining at standard level (SL). Standard level subjects require 150 teaching hours, while higher level subjects require 240 teaching hours. Students may opt to study an additional course from any subject instead of a course in the arts.

Diploma Programme Core:

Through the DP core, students reflect on the nature of knowledge, initiate and complete independent research on a subject of their choice that results in a well-researched analytical essay, and undertake projects and experiences that involve planning, commitment, and service to others in their community and beyond.



The IB Learner Profile

Informed by IB's mission to develop active, compassionate and lifelong learners, the IB programmes foster a distinctive set of attributes. These qualities prepare IB students to make exceptional contributions to their campus and community.

Inquirers. They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
University faculties regularly note IB students' passion for discovery.

Knowledgeable. They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
IB students are extraordinarily well prepared for the academic requirements of university coursework.

Thinkers. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, they follow up by asking "why?"

Communicators. They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
IB students regularly deliver stimulating presentations and drive excellence in group assignments.

Principled. They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
IB students are infused with the academic integrity that is a fundamental value of universities and colleges.

Open-minded. They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best tertiary institutions.

Caring. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

Risk-takers. They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.

Balanced. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.

Reflective. They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

Respect of self and others is of paramount importance, and compliance with all aspects of the IB Learner Profile is compulsory for participation in the IB Program in Rockwall ISD.


Are you an IB Learner?
Inquirer: You develop your natural curiosity, acquire skills to research for answers and expand your love of learning.
Knowledgeable: You explore concepts, ideas and issues that have local and global significance.
Balanced: You maintain equilibrium of your intellectual, physical, and emotional needs.
Communicator: You express your ideas and opinions clearly in more than one mode or language using technology, art, music and drama.
Principled: You act with integrity and honesty, respect the dignity of others and take responsibility for your actions.
Open-minded: You appreciate your own culture and personal history, and are open to the perspectives and traditions of others.
Caring: You show compassion and respect and act to make a positive difference in the lives of others and the environment.
Thinker: You apply your skills to critically and creatively approach complex problems and make reasoned, ethical decisions.
Reflective: You assess and understand your own strengths and limitations to improve your personal development.
Risk-taker: You approach unfamiliar situations with courage and confidence, explore new ideas and articulate your own beliefs.
INQUIRER • KNOWLEDGEABLE • BALANCED • COMMUNICATOR • PRINCIPLED • OPEN-MINDED • CARING • THINKER • REFLECTIVE • RISK-TAKER •

Benefits of the IB Programme

In 2004, the Texas Legislature passed Senate Bill 111. This bill ensures that Texas high school seniors earning the International Baccalaureate Diploma with scores of four or better are awarded a total of 24 semester credit hours at any Texas public university.

In addition, many highly reputed colleges and universities recognize IB DP graduates in the college admissions process, offer International Baccalaureate Diploma recipients scholarships, as well as grant college credit on a per-course basis.

International Baccalaureate Diploma Programme courses also receive advanced grade points equivalent to the most heavily weighted courses in the district.



About IB Courses

Language A: Studies in Language & Literature

Literature Higher Level

I. Course Description and Aims

All three courses in studies in language and literature are designed for students from a wide variety of linguistic and cultural backgrounds who have experience of using the language of the course in an educational context. The focus of the study developed in each of the subjects varies depending on the subject's individual characteristics.

All three courses explore elements of language, literature, and performance and focus on the relationships between readers, writers and texts, the range and functions of texts across geographical space and historical time, and aspects of intertextuality. In the literature course specifically, students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

The language profile of students taking these courses will vary, but their receptive, productive and interactive skills should be strong and the expectation is that the course will consolidate them further. Students are expected to develop their proficiency, fluency and linguistic range, and in particular to acquire the vocabulary appropriate to the analysis of texts. They will also deepen their understanding of a wide variety of concepts explored through literary and non-literary texts in order to interpret, analyse, evaluate and then communicate this understanding in clear, organized and developed products.

The aims of all subjects in studies in language and literature are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures,
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing,
- develop skills in interpretation, analysis and evaluation,
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings,
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings,
- develop an understanding of the relationships between studies in language and literature and other disciplines,
- communicate and collaborate in a confident and creative way, and
- foster a lifelong interest in and enjoyment of language and literature

II. Curriculum Model Overview

Literature HL students must study at least 10 works of which:

- *At least 7 will come from IB's Prescribed Reading List.*
- *At least 4 will be works originally written in English.*
- *At least 3 will be a "work in translation" (originally written in another language and read in an English translation) and will come from IB's Prescribed Reading List.*

There must be a minimum of three works for each area of exploration. Works must be selected to cover the four literary forms, three periods and three countries or regions as defined on the *Prescribed Reading List* in at least two continents.

Components	Teaching Hours
Readers, writers, and texts Works are chosen from a variety of literary forms. The study of the works could focus on the relationships between literary texts, readers and writers as well as the nature of literature and its study. This study includes the investigation of the response of readers and the ways in which literary texts generate meaning. The focus is on the development of personal and critical responses to the particulars of literary texts.	80
Time and space Works are chosen to reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of literary texts and the variety of ways 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.	80
Intertextuality: Connecting texts Works are chosen so as to provide students with an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms 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 literary texts.	80
Total teaching hours	**240 hours***

*Due to the total teaching requirement of 240 hours over the course of the 2 years, any student who misses more than 10 days (over the 2 year course) may be removed from the course.

III. Assessment

The IB assesses student work as direct evidence of the level of achievement in the course. In language A, students will be assessed based on the objectives below. Students should:

- Know, understand, and interpret
    - a range of texts, works and/or performances, and their meanings and implications,
    - contexts in which texts are written and/or received,
    - elements of literary, stylistic, rhetorical, visual and/or performance craft, and
    - features of particular text types and literary forms.
- Analyse and evaluate
    - ways in which the use of language creates meaning,
    - uses and effects of literary, stylistic, rhetorical, visual, or theatrical techniques,
    - relationships among different texts, and
    - ways in which texts may offer perspectives on human concerns.
- Communicate
    - ideas in clear, logical, and persuasive ways and
    - in a range of styles, registers, and for a variety of purposes and situations.

Students' success in the language A literature higher level course is measured by combining their grades on external and internal assessments. Students must demonstrate their abilities to provide literary commentary from a global perspective about prose and poetry, both in written and oral forms.

Assessment component	Weighting
External assessment (4 hours)	**80%**
Paper 1: Guided literary analysis (2 hours 15 minutes) The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	35%
Paper 2 Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (25 marks)	25%
Higher level (HL) essay Students submit an essay on one literary text or work studied during the course. (20 marks) The essay must be 1,200–1,500 words in length.	20%
Internal assessment This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Individual oral (15 minutes)** Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: *Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)*	**20%**

Language B: Language Acquisition

Spanish B Standard Level
French B Standard Level
Spanish *Ab Initio* Standard Level
French *Ab Initio* Standard Level

I. Course Descriptions and Aims

Language acquisition consists of two modern language courses—language B and language *ab initio*—that are offered in a number of languages. Rockwall ISD offers language *ab initio* and language B in Spanish and French.

Language B and Language *ab initio* are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows learners to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.
The two modern language courses—Language B and Language *ab initio*—develop students' linguistic abilities through the development of receptive, productive and interactive skills.

Language B (Spanish & French B) is a language acquisition course designed for students with some previous experience of the target language. In the Language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

Language *ab initio* (Spanish AB & French AB) is a language acquisition course designed for students *with no prior experience of the target language*, or for those students with very limited previous exposure. Because of the inherent difficulty of defining what constitutes "very limited exposure" to a language, it is not possible to list specific conditions such as the number of hours or the nature of previous language instruction; however, it is important to note that any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language *ab initio* as this would not provide an appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language.

The following aims are common to **both Language B and Language *ab initio***:

- develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance
- enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- develop students' understanding of the relationship between the languages and cultures with which they are familiar
- develop students' awareness of the importance of language in relation to other areas of knowledge
- provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills
- provide students with a basis for further study, work and leisure through the use of an additional language
- foster curiosity, creativity and a lifelong enjoyment of language learning

II. Curriculum Model Overview

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

The five prescribed themes are:

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

The five prescribed themes must all be addressed equally in the **Language B** course; beyond that, teachers are free to work with the themes in a way that best helps them to organize a course plan and build upon students' interests in the target language and its cultures, and that best helps students to meet the expectations of the syllabus with regard to language and texts.

Because a structured learning environment is crucial for the success of beginning language learners, the **Language *ab initio*** syllabus prescribes four topics for each of the five prescribed themes. Thus, in total there are 20 topics that must be addressed in the Language *ab initio* course. Although the themes and topics are prescribed, the possible questions are suggestions linked to the themes and are not prescribed.

For the purposes of teaching and learning in a language acquisition course, the language B and language *ab initio* syllabuses organize written, visual, audio and audio-visual texts into three broad categories: **personal**, **professional** and **mass media texts**.

III. Assessment

The following assessment objectives are common to both Language B and Language *ab initio*. The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the language acquisition courses.

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts
- and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Language B Assessment Details

Assessment component	Weighting
External assessment (3 hours)	**75%**
Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	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.	50%
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, followed by discussion based on an additional theme. (30 marks)	**25%**

Language *Ab initio* Assessment Details

Assessment component	Weighting
External assessment (2 hours 45 minutes)	**75%**
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.	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.	**50%** 25% 25%
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)	**25%**

Individuals & Societies

Individuals & Societies Aims

The aims of all subjects in studies of Individuals & Societies are to:

- encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
- develop in the student the capacity to identify, to analyse critically and to evaluate theories concepts and arguments about the nature and activities of the individual and society
- enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and interpret complex data and source material
- promote the appreciation of the way learning is relevant to both the culture in which the student lives and the culture of other societies
- develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
- enable the student to recognize that the content and methodologies of the science subjects are contestable and that their study requires the toleration of uncertainty

History Higher Level

I. Course Description and Aims

The history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

The aims of the history course are to:

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past

II. Curriculum Model Overview

The history course offers teachers a great deal of flexibility over the topics they select to teach, allowing teachers to adapt the course to best meet the particular needs and interests of their students.

Component	Teaching Hours
Prescribed subjects ● Military leaders ● Conquest and its impact ● The move to global war ● Rights and protest ● Conflict and intervention	40
World history topics ● Society and economy (750–1400) ● Causes and effects of 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) ● Emergence 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)	90
HL Options: Depth studies ● History of Africa and the Middle East ● History of the Americas ● History of Asia and Oceania ● History of Europe	90
Internal assessment Historical investigation	20
Total teaching hours	**240 hours***

*Due to the total teaching requirement of 240 hours over the course of the 2 years, any student who misses more than 10 days (over the 2 year course) may be removed from the course.

III. Assessment

The IB assesses student work as direct evidence of the level of achievement in the course. In history, students will be assessed based on the objectives below.

- Assessment objective 1: Knowledge and understanding
    - Demonstrate detailed, relevant and accurate historical knowledge
    - Demonstrate understanding of historical concepts and context
    - Demonstrate understanding of historical sources (Internal assessment and paper 1)

- Assessment objective 2: Application and analysis
    - Formulate clear and coherent arguments
    - Use relevant historical knowledge to effectively support analysis
    - Analyse and interpret a variety of sources (Internal assessment and paper 1)

- Assessment objective 3: Synthesis and evaluation
    - Integrate evidence and analysis to produce a coherent response
    - Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response
    - Evaluate sources as historical evidence, recognizing their value and limitations (Internal assessment and paper 1)
    - Synthesize information from a selection of relevant sources. (Internal assessment and paper

- Assessment objective 4: Use and application of appropriate skills
    - Structure and develop focused essays that respond effectively to the demands of a question
    - Reflect on the methods used by, and challenges facing, the historian (Internal assessment)
    - Formulate an appropriate, focused question to guide a historical inquiry (Internal assessment)
    - Demonstrate evidence of research skills, organization, referencing and selection of appropriate sources (Internal assessment)

Component	Weighting
External assessment (2 hours 30 minutes)	**75%**
Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose **one** prescribed subject from a choice of five. Answer four structured questions. (24 marks) **Paper 2 (1 hour 30 minutes)** Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	30% 45%
Internal assessment (20 hours)	**25%**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Historical investigation** Students are required to complete a historical investigation into a topic of their choice. (25 marks)	

Philosophy Standard Level

I. Course Description and Aims

Studying philosophy provides an opportunity for students to engage with some of the world's most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues. The emphasis of the Diploma Programme philosophy course is on "doing philosophy," that is, on actively engaging students in philosophical activity. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others.

Students are challenged to develop their own philosophical voice and to grow into independent thinkers. They develop their skills through the study of philosophical themes and the close reading of a philosophical text. They also learn to apply their philosophical knowledge and skills to real-life situations and to explore how non-philosophical material can be treated in a philosophical way.

The aim of the philosophy course is to engage students in philosophical activity, enabling them to:

- develop an inquiring and intellectually curious way of thinking
- formulate arguments in a sound and purposeful way
- examine critically their own experiences and their ideological and cultural perspectives
- appreciate the diversity of approaches within philosophical thinking
- apply their philosophical knowledge and skills to the world around them

II. Curriculum Model Overview:

The core theme and optional topics allow flexibility for teachers to explore topics of particular interest or topical news stories. There is opportunity for teachers to explore a wide range of topics and to bring in stimulating examples.

Component	**Teaching Hours**
Core theme ● The core theme "being human" is compulsory for all students.	50
Optional themes SL students are required to study one theme from the following list. ● Aesthetics ● Epistemology ● Ethics ● Philosophy and contemporary society ● Philosophy of religion ● Philosophy of science ● Political philosophy	40
Prescribed Text Students are required to study one text from the *IB List of Prescribed Philosophical Texts*.	40
Internal assessment Students are required to produce a philosophical analysis of a non-philosophical stimulus.	20
Total teaching hours	**150 hours**

III. Assessment

There are four assessment objectives for the DP philosophy course. Having followed the course, students will be expected to do the following:

- Assessment objective 1: Knowledge and understanding
    - Demonstrate knowledge and understanding of philosophical concepts, issues and arguments
    - Identify the philosophical issues present in both philosophical and non-philosophical stimuli

- Assessment objective 2: Application and analysis
    - Analyse philosophical concepts, issues and arguments
    - Analyse the philosophical issues present in both philosophical and non-philosophical stimuli
    - Explain and analyse different approaches to philosophical issues, making use of relevant supporting evidence/examples

- Assessment objective 3: Synthesis and evaluation
    - Evaluate philosophical concepts, issues and arguments
    - Construct and develop relevant, balanced and focused arguments
    - Discuss and evaluate different interpretations or points of view

- Assessment objective 4: Selection, use and application of appropriate skills and techniques
    - Demonstrate the ability to produce clear and well-structured written responses
    - Demonstrate appropriate and precise use of philosophical vocabulary
    - In the internal assessment task, demonstrate evidence of research skills, organization and referencing

Assessment Details

Component	Weighting
External assessment (2 hours 45 minutes)	**75%**
Paper 1 (1 hour 45 minutes) This paper contains two compulsory sections: section A and section B. Section A consists of two stimulus-based questions on the core theme. Students are required to answer one question. Section B consists of two essay questions for each of the optional themes. Students are required to answer one question.	50%
Paper 2 (1 hour) This paper consists of two questions for each of the prescribed philosophical texts. Each question is split into two parts: part A and part B. Students are required to answer one question, and to answer both part A and part B of that question.	25%
Internal assessment (20 hours)	**25%**
Students are required to complete a philosophical analysis of a non-philosophical stimulus. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	

Sciences

Physics Standard Level

I. Course Description and Aims

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. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings. Through the overarching theme of the nature of science, the aims of the DP physics course are to enable students to:

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

II. Curriculum Model Overview

Component	Teaching Hours
Syllabus content ● A. Space, time and motion o Kinematics o Forces and Momentum o Work, energy and power ● B. The particulate nature of matter o Thermal energy transfers o Greenhouse effect o Gas laws o Current and circuits ● C. Wave behaviour o Simple harmonic motion o Wave model o Wave phenomena o Standing waves and resonance o Doppler effect ● D. Fields o Gravitational fields o Electric and magnetic fields o Motion in electromagnetic fields ● E. Nuclear and quantum physics o Structure of the atom o Radioactive decay o Fission o Fusion and stars	**110** 27 24 17 19 23
Experimental programme Practical work Collaborative sciences project Scientific investigation	**40** 20 10 10
Total teaching hours	**150**

The Collaborative Project

The collaborative project is a collaborative activity where students from different science subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.

III. Assessment

It is the intention of this course that students are able to fulfill the following assessment objectives:

- Demonstrate knowledge
    - facts, concepts, and terminology
    - methodologies and techniques
    - communicating scientific information
- Understand and apply knowledge:
    - facts, concepts, and terminology
    - methodologies and techniques
    - methods of communicating scientific information
- Analyse, evaluate and synthesize
    - hypotheses, research questions, and predictions
    - methodologies and techniques
    - primary and secondary data
    - scientific explanations
- Demonstrate the application of skills necessary to carry out insightful and ethical investigations

Assessment Details

Component	**Weighting**
External assessment (3 hours)	**80**
Paper 1 (45 minutes) Paper 1A - multiple choice questions Paper 1B - data-based questions (Total 45 marks)	36
Paper 2 (90 minutes) Short answer and extended response questions (50 marks)	44
Internal (10 hours)	**20**
Individual investigation (24 marks)	20

Biology Standard Level

I. Course Description and Aims

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings Through the overarching theme of the nature of science, the aims of the DP biology course are to enable students to:

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

II. Curriculum Model Overview

Component	Teaching Hours
Syllabus content ● A. Unity and diversity o Molecules: Water o Molecules: Nucleic acids o Cells: Origins of cells o Cells: Cell structure o Organisms: Diversity of organisms o Ecosystems: Evolution and speciation o Ecosystems: Conservation of biodiversity ● B. Form and function o Molecules: Carbohydrates and lipids o Molecules: Proteins o Cells: Membranes and membrane transport o Cells: Organelles and compartmentalization o Cells: Cell specialization o Organisms: Gas exchange o Organisms: Transport o Ecosystems: Adaptation to environment o Ecosystems: Ecological niches ● C. Interaction and interdependence o Molecules: Enzymes and metabolism o Molecules: Cell respiration o Molecules: Photosynthesis o Cells: Neural signaling o Organisms: integration of body systems o Organisms: Defence against disease o Ecosystems: Populations and communities o Ecosystems: Transfers of energy and matter ● D. Continuity and change o Molecules: DNA replication o Molecules: Protein synthesis o Molecules: Mutation and gene editing o Cells: Cell and nuclear division o Cells: Water potential o Organisms: Reproduction o Organisms: Inheritance o Organisms: Homeostasis o Ecosystems: Natural selection o Ecosystems: Stability and change o Ecosystems: climate change	**95** 19 26 31 34
Experimental programme Practical work Collaborative sciences project Scientific investigation	**40** 20 10 10
Total teaching hours	**150**

The Collaborative Project

The collaborative project is a collaborative activity where students from different science subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.

III. Assessment

It is the intention of this course that students are able to fulfill the following assessment objectives:

- Demonstrate knowledge
    - facts, concepts, and terminology
    - methodologies and techniques
    - communicating scientific information
- Understand and apply knowledge:
    - facts, concepts, and terminology
    - methodologies and techniques
    - methods of communicating scientific information
- Analyse, evaluate and synthesize
    - hypotheses, research questions, and predictions
    - methodologies and techniques
    - primary and secondary data
    - scientific explanations
- Demonstrate the application of skills necessary to carry out insightful and ethical investigations

Assessment Details

Component	Weighting
External assessment (3 hours)	**80**
Paper 1 (90 minutes) Paper 1A - Multiple-choice questions Paper 1B - Data-based questions (four questions that are syllabus related, addressing all themes) (total 55 marks)	36
Paper 2 (90 minutes) Section A - Data-based and short answer questions Section B - Extended-response questions (total 50 marks)	44
Internal (10 hours)	**20**
Individual scientific investigation (24 marks)	20

Environmental Systems & Societies Standard Level

I. Course Description and Aims

Environmental Systems and Societies is an interdisciplinary Individuals and Societies and Sciences course that is offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with sciences with those associated with individuals and societies. Rockwall ISD students will earn science credit (science requirement toward IB diploma) for the ESS course.

ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem-solving, and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Students should be encouraged to develop solutions from a personal to a community and to a global scale.

Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources.

The aims of the ESS course are to enable students to:

- acquire the knowledge and understandings of environmental systems at a variety of scales
- apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- appreciate the dynamic interconnectedness between environmental systems and societies
- value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- be critically aware that resources are finite, and that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- develop awareness of the diversity of environmental value systems
- develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- engage with the controversies that surround a variety of environmental issues
- create innovative solutions to environmental issues by engaging actively in local and global contexts.

II. Curriculum Model Overview

Component	Teaching Hours
Core	**120**
Topic 1—Foundations of environmental systems and societies	16
Topic 2—Ecosystems and ecology	25
Topic 3—Biodiversity and conservation	13
Topic 4—Water and aquatic food production systems and societies	15
Topic 5—Soil systems and terrestrial food production systems and societies	12
Practical scheme of work	**30**
Practical activities	20
Individual investigation	10
Total teaching hours	**150**

III. Assessment

It is the intention of this course that students, in the context of environmental systems and related issues, are able to fulfill the following assessment objectives:

- Demonstrate knowledge and understanding of relevant:
    - facts and concepts
    - methodologies and techniques
    - values and attitudes.
- Apply this knowledge and understanding in the analysis of:
    - explanations, concepts and theories
    - data and models
    - case studies in unfamiliar contexts
    - arguments and value systems.
- Evaluate, justify and synthesize, as appropriate:
    - explanations, theories and models
    - arguments and proposed solutions
    - methods of fieldwork and investigation
    - cultural viewpoints and value systems.
- Engage with investigations of environmental and societal issues at the local and global level through:
    - evaluating the political, economic and social contexts of issues
    - selecting and applying the appropriate research and practical skills necessary to carry out investigations
    - suggesting collaborative and innovative solutions that demonstrate awareness and respect for the cultural differences and value systems of others.

IV. Assessment Details

Component	Weighting
External assessment (3 hours)	**75**
Paper 1 (1 hour) Case study	25
Paper 2 (2 hours) Section A: short answer questions Section B: two essays from a choice of four	50
Internal (10 hours)	**25**
Individual investigation (30 marks)	25

Mathematics

Mathematics Applications & Interpretations Higher Level

I. Course Description and Aims

Mathematics Applications and Interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context.

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

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power,
- develop an understanding of the concepts, principles and nature of mathematics,
- communicate mathematics clearly, concisely and confidently in a variety of contexts,
- develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics,
- employ and refine their powers of abstraction and generalization,
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities,
- appreciate how developments in technology and mathematics influence each other,
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics,
- appreciate the universality of mathematics and its multicultural, international and historical perspectives,
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course,
- develop the ability to reflect critically upon their own work and the work of others,
- independently and collaboratively extend their understanding of mathematics.

II. Curriculum Model Overview

Component	Teaching Hours
Topic 1 – Number & Algebra	29
Topic 2 – Functions	42
Topic 3 – Geometry and trigonometry	46
Topic 4 – Statistics and probability	52
Topic 5 – Calculus	41
The “toolkit” and Mathematical Exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30
Total teaching hours	**240***

*Due to the total teaching requirement of 240 hours over the course of the 2 years, any student who misses more than 10 days (over the 2 year course) may be removed from the course.

III. Assessment

Problem solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems.

Having followed a DP mathematics course, students will be expected to demonstrate the following:

- **Knowledge and understanding:** Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts
- **Problem solving:** Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems
- **Communication and interpretation:** Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology
- **Technology:** Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems
- **Reasoning:** Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions
- **Inquiry approaches:** Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity

Component	Weighting
External (5 hours)	**80%**
Paper 1 (120 minutes) Technology required Compulsory short-response questions based on full syllabus. (110 marks)	30%
Paper 2 (120 minutes) Technology required Compulsory extended-response questions based on full syllabus. (110 marks)	30%
Paper 3 (90 minutes) Technology required Two Compulsory extended-response problem-solving questions. (55 marks)	20%
Internal (10-15 hours)	**20%**
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)	20%

Mathematics Analysis & Approaches Higher Level

I. Course Description and Aims

Mathematics Applications and Interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context.

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

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power,
- develop an understanding of the concepts, principles and nature of mathematics,
- communicate mathematics clearly, concisely and confidently in a variety of contexts,
- develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics,
- employ and refine their powers of abstraction and generalization,
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities,
- appreciate how developments in technology and mathematics influence each other,
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics,
- appreciate the universality of mathematics and its multicultural, international and historical perspectives,
- appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course,
- develop the ability to reflect critically upon their own work and the work of others,
- independently and collaboratively extend their understanding of mathematics.

II. Curriculum Model Overview

Component	Teaching Hours
Topic 1 – Number & Algebra	39
Topic 2 – Functions	32
Topic 3 – Geometry and trigonometry	51
Topic 4 – Statistics and probability	33
Topic 5 – Calculus	55
The "toolkit" and Mathematical Exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30
Total teaching hours	**240***

*Due to the total teaching requirement of 240 hours over the course of the 2 years, any student who misses more than 10 days (over the 2 year course) may be removed from the course.

III. Assessment

Problem solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems.

Having followed a DP mathematics course, students will be expected to demonstrate the following:

- **Knowledge and understanding:** Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts
- **Problem solving:** Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems
- **Communication and interpretation:** Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology
- **Technology:** Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems
- **Reasoning:** Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions
- **Inquiry approaches:** Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity

Component	Weighting
External (5 hours)	**80%**
Paper 1 (120 minutes) Technology required Compulsory short-response and extended-response questions based on full syllabus. (110 marks)	30%
Paper 2 (120 minutes) Technology required Compulsory short-response and extended-response questions based on full syllabus. (110 marks)	30%
Paper 3 (75 minutes) Technology required Two Compulsory extended-response problem-solving questions. (55 marks)	20%
Internal (10-15 hours)	**20%**
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)	20%

The Arts

The Arts Aims

The aims of the arts subjects are to enable students to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills

Visual Arts Standard & Higher Level

I. Course Description and Aims

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.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

The aims of the visual arts course at SL and HL are to enable students to:

- make artwork that is influenced by personal and cultural contexts
- become informed and critical observers and makers of visual culture and media
- develop skills, techniques and processes in order to communicate concepts and ideas

II. Curriculum Model Overview

Component	Teaching Hours	
	SL	**HL**
Visual arts in context ● Examine and compare the work of artists from different cultural contexts. ● Consider the contexts influencing their own work and the work of others. ● Make art through a process of investigation, thinking critically and experimenting with techniques. ● Apply identified techniques to their own developing work. ● Develop an informed response to work and exhibitions they have seen and experienced. ● Begin to formulate personal intentions for creating and displaying their own artworks.	50	80
Visual arts methods ● Look at different techniques for making art. ● Investigate and compare how and why different techniques have evolved and the processes involved. ● Experiment with diverse media and explore techniques for making art. ● Develop concepts through processes informed by skills, techniques and media. ● Evaluate how their ongoing work communicates meaning and purpose. ● Consider the nature of "exhibition" and think about the process of selection and the potential impact of their work on different audiences.	50	80
Communicating visual arts ● Explore ways of communicating through visual and written means. ● Make artistic choices about how to most effectively communicate knowledge and understanding. ● Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept. ● Select and present resolved works for exhibition. ● Explain ways in which the works are connected. ● Discuss how artistic judgments impact the overall presentation.	50	80
Total Teaching Hours	**150**	**240***

*Due to the total teaching requirement of 240 hours over the course of the 2 years, any student who misses more than 10 days (over the 2 year course) may be removed from the course.

III. Assessment

Having followed the visual arts course at the SL or HL level, students are expected to:

- Demonstrate knowledge and understanding of specified content
    - Identify various contexts in which the visual arts can be created and presented
    - Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
    - Recognize the skills, techniques, media, forms and processes associated with the visual arts
    - Present work, using appropriate visual arts language, as appropriate to intentions

- Demonstrate application and analysis of knowledge and understanding
    - Express concepts, ideas and meaning through visual communication
    - Analyse artworks from a variety of different contexts
    - Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making

- Demonstrate synthesis and evaluation
    - Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
    - Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
    - Demonstrate the use of critical reflection to highlight success and failure in order to progress work
    - Evaluate how and why art-making evolves and justify the choices made in their own visual practice

- Select, use and apply a variety of appropriate skills and techniques
    - Experiment with different media, materials and techniques in art-making.
    - Make appropriate choices in the selection of images, media, materials and techniques in art-making
    - Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
    - Produce a body of resolved and unresolved artworks as appropriate to intentions.

SL Assessment Detail

Component	Weighting
External	**60%**
Part 1: Comparative Study Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. ● 10-15 screens that examine and compare at least three artworks, at least two of which should be by different artists. ● A list of sources used.	20%
Part 2: Process Portfolio Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. ● 9-18 screens which evidence the student's sustained experimentation. exploration, manipulation and refinement of a variety of art-making activities	40%
Internal	**40%**
Exhibition This task is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students at SL submit for assessment a selection of resolved artworks from their exhibition. 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. ● A curatorial rationale that does not exceed 400 words. ● 4-7 artworks. ● Exhibition text (stating the title, medium, size and intention) for each selected artwork.	40%

HL Assessment Detail

Component	Weighting
External	**60%**
Part 1: Comparative study Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. • 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. • 3–5 additional screens which analyse the extent to which their work and practices have been influenced by the art and artists examined. • A list of sources used.	20%
Process Portfolio Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. • 13–25 screens that evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities.	40%
Internal	**40%**
Exhibition This task is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students at HL submit for assessment a selection of resolved artworks from their exhibition. 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. • A curatorial rationale that does not exceed 700 words. • 8–11 artworks. • Exhibition text (stating the title, medium, size and intention) for each selected artwork.	40%

Music Standard Level

I. Course Description and Aims

In the IB Diploma Programme standard level music course, students and teachers engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship.

Throughout the course, students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose.

As students develop as young musicians, the course challenges them to engage practically with music as researchers, performers and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

The SL music course enables students to develop their knowledge and potential as musicians, both personally and collaboratively. Additionally, the aims of the music course are to enable students to:

- explore a range of musical contexts and make links to, and between, different musical **practices**, **conventions** and forms of **expression**
- acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- **evaluate** and develop critical perspectives on their own music and the work of others.

II. Curriculum Model Overview

Component	**Teaching Hours**
Exploring music in context	45
Experimenting with music	45
Presenting music	60
Total teaching hours	**150 hours**

III. Assessment

Component	Weighting
External	**70%**
Exploring music in context Students select samples of their work for a portfolio submission (maximum 2,400 words). The submission contains: A: written work demonstrating engagement with, and understanding of, diverse musical material B: practical exercises: creating: one creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style) performing: one performed adaptation of music from a local or global context for the student's own instrument (maximum 2 minutes) C: supporting audio material (not assessed).	30%
Presenting music Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: A. Presenting as a researcher ● programme notes (maximum 600 words) B. Presenting as a creator ● composition and/or improvisation (maximum 6 minutes) C. Presenting as a performer ● solo and/or ensemble (maximum 12 minutes) ● excerpts, where applicable (maximum 2 minutes)	40%
Internal	**30%**
Experimenting with music Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. The submission contains: A. a written experimentation report that supports the experimentation (maximum 1,500 words) B. practical musical evidence of the experimentation process ● three related excerpts of creating (total maximum 5 minutes) ● three related excerpts of performing (total maximum 5 minutes)	30%

Film Standard Level

I. Course Description and Aims

The film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

Film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.

The aims of the film course are to enable students to:

- explore the various contexts of film and make links to, and between, films, filmmakers and filmmaking techniques (**inquiry**)
- acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively (**action**)
- develop evaluative and critical perspectives on their own film work and the work of others (**reflection**)

II. Curriculum Model Overview

Component	**Teaching Hours**
Reading film Students will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and analysing how film elements combine to convey meaning.	45
Contextualizing film Students will explore the evolution of film across time, space and culture. Students will examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts.	45
Exploring film production roles Students will explore various film production roles through engagement with all phases of the filmmaking process in order to fulfill their own filmmaker intentions. Students acquire, develop and apply skills through filmmaking exercises, experiments and completed films.	60
Total teaching hours	**150**

III. Assessment

Component	Weighting
External	**60%**
Textual Analysis Students demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the cultural context of the film and a variety of film elements. Students submit the following: ● A textual analysis (1,750 words maximum) and a list of all sources used.	30%
Comparative Study Students carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study. Students submit the following: ● A recorded multimedia comparative study (10-minute maximum). ● A list of all sources used.	30%
Internal	**40%**
Film portfolio Students undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film. Students submit the following. 1. Portfolio pages (9 pages maximum: 3 pages maximum per film production role) and a list of all sources used. 2. A film reel (9 minutes maximum: 3 minutes maximum per film production role, including one completed film).	

Diploma Core

Theory of Knowledge (TOK)

I. Course Description and Aims

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

The aims of the TOK course are:

- to encourage students to reflect on the central question, "How do we know that?", and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

II. Curriculum Model Overview

Component	Teaching Hours
Core theme: Knowledge and the knower This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.	32
Optional themes Students are required to study **two** optional themes from the following five options. ● Knowledge and technology ● Knowledge and language ● Knowledge and politics ● Knowledge and religion ● Knowledge and indigenous societies	
Areas of knowledge Students are required to study the following **five** areas of knowledge. • History • The human sciences • The natural sciences • The arts • Mathematics	50
Assessment Students are required to complete **two** assessment tasks. • TOK exhibition (internally assessed) • TOK essay on a prescribed title (externally assessed)	18
Total minimum teaching hours	**100**

III. Assessment

Having completed the TOK course, students should be able to:

- demonstrate TOK thinking through the critical examination of knowledge questions
- identify and explore links between knowledge questions and the world around us
- identify and explore links between knowledge questions and areas of knowledge
- develop relevant, clear and coherent arguments
- use examples and evidence effectively to support a discussion
- demonstrate awareness and evaluation of different points of view
- consider the implications of arguments and conclusions.

Component	Weighting
Internal	33%
Theory of Knowledge Exhibition (10 Marks) For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
External	67%
TOK Essay on a Prescribed Title For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.	

*****TOK contributes to the overall diploma score through the award of points in conjunction with the Extended Essay. A maximum of three points are awarded according to a student's combined performance in TOK and the Extended Essay.

Extended Essay

I. Description and Aims

The extended essay is an in-depth study of a focused topic, undertaken either through a subject-focused approach or an interdisciplinary approach combining two DP subjects. Students choose from the list of available DP subjects for the examination session in question. This is normally one of the student's six selected subjects (or two in the case of the interdisciplinary pathway) for those taking the IB diploma, or a subject that a course student has a background in. The extended essay is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). Students produce a significant piece of appropriately presented and structured writing, in which ideas and findings are communicated in a coherent, reasoned manner, appropriate to the subject(s) chosen. Students must attend three reflection sessions with their supervisor. The third session is a short, concluding interview, or viva voce, that follows the completion of their extended essay. An assessment of this reflection is made under criterion E using the reflection and progress form (RPF).

The aims of the extended essay are for students to:

- experience the excitement of intellectual exploration
- engage in student-led academic research on a topic of personal interest
- develop skills in research, thinking, self-management and communication
- reflect on the learning experience of doing an extended essay

II. Curriculum Model Overview

Extended Essay instruction takes place in the core class along with TOK and CAS.

Components
The Research Process 1. Choose approved DP subject or interdisciplinary subjects. 2. Choose a topic. 3. Formulate a well-focused research question. 4. Plan the investigation and writing process. 5. Create an Annotated Bibliography 6. Plan a structure (outline headings) for the essay. This may change as the investigation develops. 7. Undertake approximately 10 hours of preparatory reading. 8. Carry out the investigation.
Writing and Formal Presentation The required elements of the final work to be submitted are: • Title page • Table of Contents • Introduction • Body (development/methods/results) • Conclusion • Works Cited • Appendices if applicable The upper limit of 4,000 words includes the introduction, body, conclusion, and any quotations.
V*iva Voce* (concluding interview) The *viva voce* is a short interview (10-15 minutes) between the student and the supervisor and is a mandatory conclusion to the process. The *viva voce* serves as: • A check on plagiarism and malpractice in general, • An opportunity to reflect on successes and difficulties, • An opportunity to reflect on what has been learned, • An aid to the supervisor's report.

III. Assessment

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject. Students are expected to:

- plan and pursue a research project with intellectual initiative and insight
- formulate a precise research question
- gather and interpret material from appropriate sources
- structure a reasoned evidence-based argument in response to the research question
- present work in an appropriate format, acknowledging sources in an established academic style
- use the appropriate terminology and language with skill and understanding
- apply appropriate analytical and evaluative skills, with an understanding of the implications and context of their research

In working on the extended essay, students are expected to achieve the following assessment objectives:

Knowledge and Understanding

- To demonstrate knowledge and understanding of the topic chosen and the research question posed.
- To demonstrate knowledge and understanding of subject specific terminology and/or concepts.
- To demonstrate knowledge and understanding of relevant research methods.

Application and Analysis

- To apply relevant research methods to respond to the research question.
- To analyse the research to determine appropriate findings.

Synthesis and Evaluation

- To discuss in a balanced way the significance of the research findings.
- To develop a clear line of argument that links the research question, research findings and conclusions.
- To evaluate the effectiveness of the essay.
- To evaluate the extended essay learning experience and reflect on personal growth.

Communication of Research

- To communicate research according to appropriate structural conventions.
- To understand and demonstrate academic integrity

*****The extended essay contributes to the overall diploma score through the award of points in conjunction with Theory of Knowledge. A maximum of three points are awarded according to a student's combined performance in the Extended Essay and Theory of Knowledge.

Creativity, Activity, and Service (CAS)

I. Description and Aims

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning throughout the programme.

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

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

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment

II. Curriculum Model Overview

CAS instruction takes place in the core class along with TOK and the EE.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

- Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events
- Students undertake a **CAS project** of at least one month's duration that challenges them to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands
- Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project

III. Assessment

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over a period of 18 months.

The CAS Coordinator will articulate to students what evidence is necessary to demonstrate achievement of each CAS learning outcome. Students are required to provide the coordinator with evidence of having achieved each learning outcome at least once through their CAS programme.

CAS Learning Outcomes (LO)

LO 1	**Identify own strengths and develop areas for growth**
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	**Demonstrate that challenges have been undertaken, developing new skills in the process**
Descriptor	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
LO 3	**Demonstrate how to initiate and plan a CAS experience**
Descriptor	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
LO 4	**Show commitment to and perseverance in CAS experiences**
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	**Demonstrate the skills and recognize the benefits of working collaboratively**
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO 6	**Demonstrate engagement with issues of global significance**
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
LO 7	**Recognize and consider the ethics of choices and actions**
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

*Some learning outcomes may be achieved many times, while others may be achieved less frequently.

Components
Interviews ● Three formal documented interviews with the CAS coordinator/adviser. o The first interview is at the beginning of the CAS programme, o The second at the end of the first year, and o The third interview is at the end of the CAS programme.
Reflections ● One reflection documenting each CAS experience and project. ● Must address the CAS learning outcomes achieved. ● Must address areas for further development and consider use prior learning in new contexts.
Portfolio ● Students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. ● The CAS portfolio is a collection of the following: o Evidence and artifacts that showcases CAS experiences and projects, o Reflections emphasizing the CAS learning outcomes, o Supervisor reports verifying all activities and projects. ● Not formally assessed. ● Required to attain CAS completion status.

*****Successful completion of CAS is a requirement for the award of the IB Diploma.

IB Diploma Requirements

Points toward IB Diploma

Performance in each subject is graded on a scale of 7 points (maximum) to 1 point (minimum). The maximum total number of points a student can earn for his/her coursework is 42. Performance in Theory of Knowledge and the Extended Essay are each graded on a scale of A (maximum) to E (minimum), and a maximum of 3 points is awarded according to the matrix below. The maximum total DP points score is 45. The CAS requirement is not assessed, but must be completed and documented.

The Diploma Points Matrix

		Theory of knowledge					
		Grade **A**	Grade **B**	Grade **C**	Grade **D**	Grade **E**	No Grade **N**
Extended Essay	Grade **A**	3	3	2	2	Failing condition	Failing condition
	Grade **B**	3	2	2	1	Failing condition	Failing condition
	Grade **C**	2	2	1	0	Failing condition	Failing condition
	Grade **D**	2	1	0	0	Failing condition	Failing condition
	Grade **E**	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No Grade **N**	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Award of the IB Diploma

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

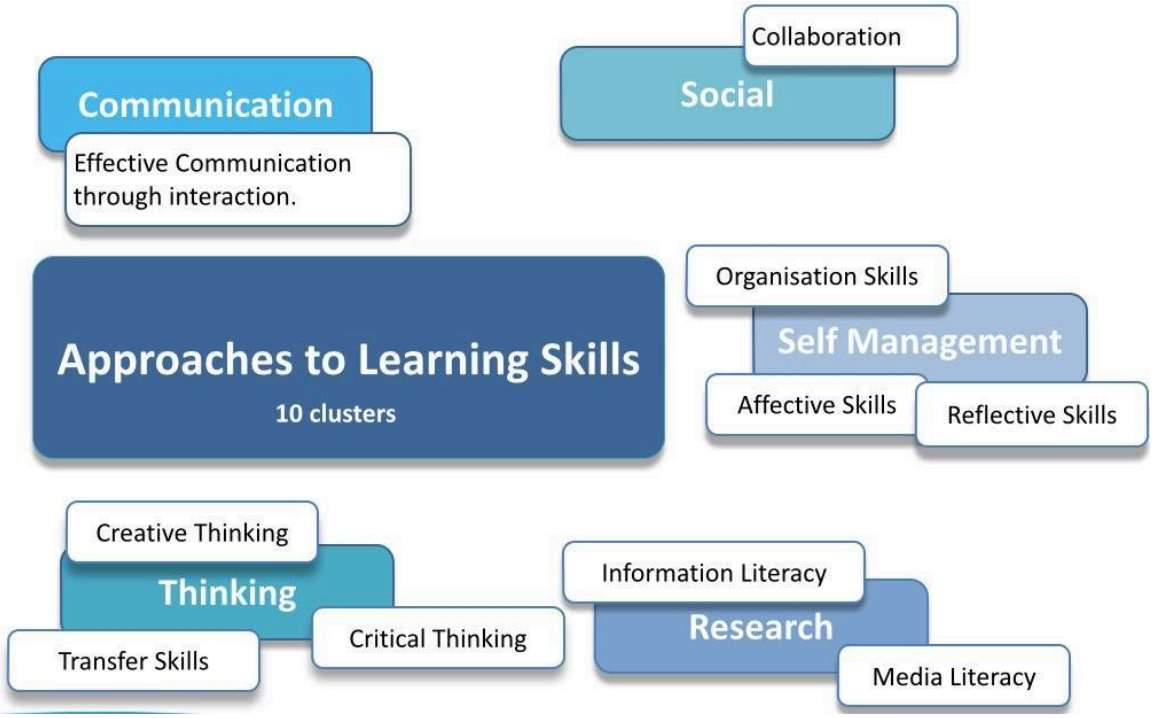
- CAS requirements have been met and documented
- The candidate's total points are 24 or more
- There is no "N" awarded for Theory of Knowledge, the Extended Essay or for a contributing subject
- There is no grade E awarded for Theory of Knowledge and/or the Extended Essay
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2's awarded (HL or SL)
- There are no more than three grade 3's or below awarded (HL or SL)
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- The candidate has gained 9 points or more on SL subjects (candidates who register for only two SL subjects must gain at least 5 points at SL)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

IB Courses for Certificate

The following International Baccalaureate courses may be taken by students not pursuing the full IB diploma. These IB course students will take the same internal and external assessments as the IB diploma students and can earn college credit for passing prescribed IB assessments. The IB Courses for Rockwall ISD (as of 2025-2026 and subject to change) are as follows:

- IB English Literature Higher Level (a 2 credit course, taken over 2 years)
- IB Spanish Standard Level (1 year)
- IB Spanish *Ab Initio* (a 2-credit course, taken over 2 years)
- IB French Standard Level (1 year)
- IB French *Ab Initio* (a 2-credit course, taken over 2 years)
- IB History Higher Level (a 2-credit course, taken over 2 years)
- IB Philosophy Standard Level (1 year)
- IB Environmental Systems and Societies (1 year)
- IB Biology Standard Level (1 year)
- IB Physics Standard Level (1 year)
- IB Math Applications & Interpretation Higher Level (a 2-credit course, taken over 2 years)
- IB Math Analysis & Approaches Higher Level (a 2-credit course, taken over 2 years)
- IB Film Standard Level (1 year)
- IB Visual Arts Higher Level (a 2 credit course, taken over 2 years)
- IB Visual Arts Standard Level (1 year)
- IB Music Standard Level (a 2 credit course, taken over 2 years)



Cost

IB Programme Pricing Guideline
(as of August 2024 and subject to change)

$130.00 Subject fee
+ applicable service fee

- To be paid per subject, per candidate
- Covers complete course of study and assessment per subject
- Estimated to vary 10% per year, as set by IB Diploma Programme

Payment for IB Exams must be made through **RevTrak**. Nominal service fees will apply. All fees must be paid in full by **October 31** in order to ensure timely registration for exams to avoid late fees assessed by the IB Organization. All fees are non-refundable after November 15.

Additionally, students may be required to purchase consumable workbooks, and/or novels for Literature classes.

Who to Contact

Should you have any questions about the International Baccalaureate Diploma Programme, please contact Dr. Matt Redman, Director of Advanced Academics for Rockwall Independent School District at matthew.redman@rockwallisd.org, or contact the IB Coordinator for your campus:

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You can also learn more about the International Baccalaureate Organization by visiting www.ibo.org