

International School of Paris

DP Curriculum Guide 2026-27



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The International Baccalaureate Diploma Programme

IB Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. [Our] 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 (IB DP) at ISP is purpose-built for our high school students. It allows them to use big ideas and real-world contexts to develop the skills, knowledge and attitudes that are vital for future success in both academic programmes and as global citizens. The goal of our programme is to prepare young people for an ever-changing and complex world.

The ISP High Quality Learning Definition

High quality learning is a social and experiential practice. It sparks students’ curiosity and stimulates their natural creativity. It inspires them to strive for excellence, and to take ownership of their own inquiry and research. It shapes the learner and the learning community, nurturing growth and new understanding.

**A SOCIAL AND
EXPERIENTIAL
PRACTICE (SEP)**



**SPARKING
CURIOSITY AND
CREATIVITY (ICC)**



**TAKING OWNERSHIP
OF INQUIRY AND
RESEARCH (TOI)**



**STRIVING FOR
EXCELLENCE
(EXC)**



**SHAPING THE LEARNER
AND THE LEARNING
COMMUNITY (SLC)**



**NURTURING GROWTH
AND NEW
UNDERSTANDINGS (NGU)**



Information about the International Baccalaureate Diploma Programme



The International Baccalaureate Diploma Programme (IB DP) was established in Geneva in 1968 to provide an international, and internationally recognised, university entrance qualification for students studying outside of their home country. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices and respect others in the global community. The IB Programme equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the centre of the curriculum model (above).

Today, the IB DP has expanded so that more than half the students opting for it come from state or national systems rather than from international schools. As the IB DP has grown, so too has its reputation for excellence; the IB DP is now [recognised](#) in almost every country in the world as one of the pre-eminent pre-university qualifications.

The International Baccalaureate Learner Profile

IB learner profile

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

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups. PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience. CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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The IB learner profile consists of ten personal attributes valued by IB World Schools. We believe these attributes help our students become responsible members of local, national and global communities. The learner profile is what enables ISP to reach its mission, Educating *for* Complexity. The attributes of the learner profile permeate teaching and learning and provide a framework for our values.

Approaches to Learning (ATLs)

The development of transdisciplinary skills is just as important as learning domain-specific knowledge. The transdisciplinary skills that empower students to be successful in school, education and beyond, are known as Approaches to Learning (ATLs). There are five broad categories of skills, which can be broken down into ten more specific categories of ATL skills. Throughout the DP, students will learn and practise different strategies for developing and applying these skills.

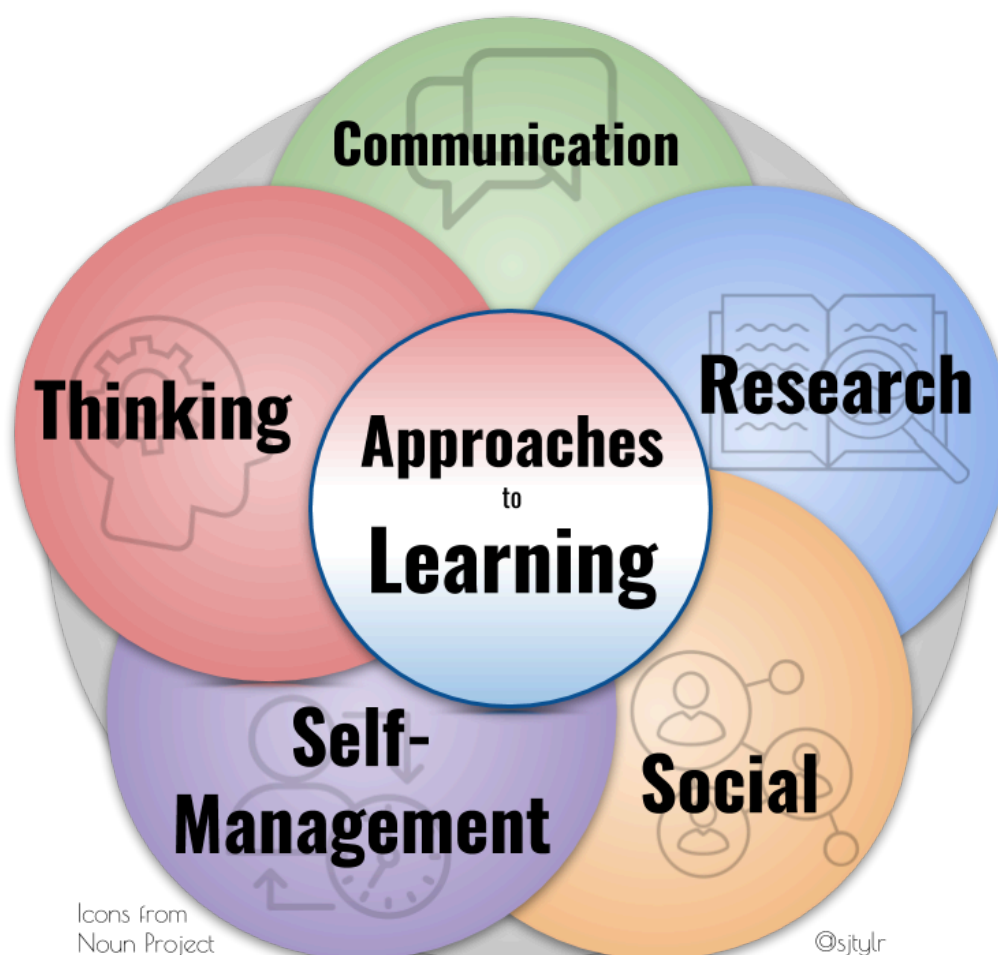


Image created by Stephen Taylor. Accessed on 31/5/23, URL: <https://i-biology.net/atl/>

Programme of Study

The IB Diploma Programme (DP) at ISP builds on our IB Middle Years Programme (IB MYP), a broad yet demanding course of study in Grades 6-10 and our IB Primary Years Programme (IB PYP) from Early Learners to Grade 5. The DP is a two-year international curriculum, Grades 11 and 12, that allows students to fulfil the requirements for university entrance of their national or state education systems. Internationally mobile students are able to transfer into the IB Diploma Programme from other IB World Schools, as well as from other school systems.

Entry Requirements

To be eligible for the IB Diploma Programme, ISP students should have successfully completed the IB Middle Years Programme, including the Personal Project and ISP service requirements. To enrol in an IB Diploma Higher Level (HL) course, students must have studied the subject in Grade 10 (or Mathematics Extended for HL Mathematics courses) and achieved at least an end-of-year level 5 or equivalent. To enrol in a Standard Level (SL) course, students must have achieved at least an end-of-year MYP level 4 (or equivalent) in the most recent year they studied the subject. If a subject is not offered in Grades 9 and 10, such as Economics, students should have achieved an appropriate grade in another subject from the same subject group.

Applications from external students are considered individually. While there are no universal formal entry requirements, students must demonstrate sufficient proficiency in English, including speaking, listening, reading, and writing, to access the curriculum successfully. If a student's English proficiency is not yet adequate, ISP may require participation in a summer English language course before enrolment in the Diploma Programme.

Course Selection

All the courses at DP are IB courses that last 2 years. Students should start the process of choosing their personal programme by consulting the list of subjects offered by ISP. When making course selections, students should also consider their future education and career plans and their personal strengths in individual subjects. Students should become familiar with the specific requirements of the universities in the countries to which they intend to apply as different universities in different countries have [different entrance requirements](#). It is very important that students are aware that specific subjects or combinations of subjects could be required (or excluded) by the country or university of choice. Information about universities around the world is available from ISP's university counsellors.

Students are strongly encouraged to take the time to explore their course options thoroughly by discussing them with a range of people, including parents, teachers, homeroom teachers and university counselors. The choices made at this stage can have a significant impact on a student's future, so it is essential that decisions are based on careful research and thoughtful consultation.

Once a set of courses has been confirmed, further changes may not be possible. We do not recommend making changes after the courses begin in Grade 11, and changes will not be permitted after November 1st of that year.

To be eligible for the IB Diploma, each student is required to follow six IB courses, with one subject taken from each group in the curriculum model:

- Group 1: Language A (literature and/or language and literature)
- Group 2: Language B (language acquisition) or possibly second Language A
- Group 3: Individuals and Societies
- Group 4: Experimental Sciences

- Group 5: Mathematics
- Group 6: Arts OR one subject from groups 1-4

Further, all IB Diploma students must choose:

- three courses at higher level (HL); and,
- three courses at standard level (SL).

In addition, all IB Diploma students must complete:

- a course in the Theory of Knowledge (TOK);
- a 4,000-word Extended Essay in a subject of their choice; and,
- the Creativity, Activity, Service (CAS) programme.

Grading

All IB courses, HL and SL, are graded on the IB 7-point scale:

Grade	Descriptor
7	Consistent and thorough understanding of the required knowledge and skills and the ability to apply them accurately in a wide variety of situations. The student consistently demonstrates originality, insight, and critical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and critical thinking.
5	Thorough understanding of the required knowledge and skills and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and critical thinking.
4	General understanding of the required knowledge and skills and the ability to apply them effectively in normal situations. There is occasional evidence of critical thinking.
3	Limited achievement against most of the objectives or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.

Graduation

ISP High School Diploma

If a student fulfils the graduation requirements set out by the school (see below), they will be awarded an ISP High School Diploma. This is the equivalent of an American High School Diploma, but may also have equivalency in other countries. The conditions for the award of the ISP High School Diploma are determined by the school and are not contingent on any external examinations.

The requirements for the ISP High School Diploma are as follows:

- participation in six courses during grades 11 and 12 (other than TOK);
- an average score of 18 points across all six courses over the two years;
- satisfactory participation in the Service component of CAS to those required for IB Diploma candidates (note: Creativity and Activity are optional); and,
- minimum 90% attendance in each course over the two years.

ISP High School Honours Diploma

The requirements for the ISP High School Honours Diploma are as follows:

- participation in six courses, each from a different subject group, during grades 11 and 12 (other than TOK);
- an average score of 21 points across all six courses over the two years;
- no score lower than a 2 in any course in grade 12;
- satisfactory participation in the Service component of CAS to those required for IB Diploma candidates (note: Creativity and Activity are optional); and,
- minimum 90% attendance in each course over the two years.

IB Course Certificates

The majority of our students take examinations validated by the International Baccalaureate. ISP offers a broad and diverse range of IB courses, providing students with considerable flexibility in designing their academic programme. For each IB examination completed, students may be awarded an IB Course Certificate by the International Baccalaureate Organisation.

IB Course Certificates are often used in conjunction with the ISP High School Diploma and may support university applications, advanced standing, or credit recognition in certain higher education systems. ISP's University Counsellors work closely with students to help them identify appropriate courses and understand university entrance requirements. The award of IB Course Certificates is independent of the ISP High School Diploma.

Students pursuing the ISP High School Diploma and/or IB Course Certificates are expected to meet the same course requirements as students pursuing the full IB Diploma. This includes completing all components of each course, such as internal assessments, mathematical explorations, scientific investigations, fieldwork, oral assessments, essays, and examinations in both Grades 11 and 12.

IB Diploma

A student will be eligible for the award of the IB Diploma if they meet the criteria outlined by the IB (below). This will include taking external examinations, plus completing the core requirements: Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). The award of the IB Diploma is independent of the ISP High School Diploma.

Each year, the large majority of our students take the IB Diploma, and the pass rate at ISP has been significantly higher than the average rate worldwide. However, students are not obliged to take the IB Diploma. Some students may feel that their needs are not best met by the IB Diploma, and may choose to organise their programme in a different way. It may be that the IB Diploma is not required either by a student's university of choice or in the country where the student would like to study. A student may choose fewer than three higher level subjects, or all six subjects at standard level, or even select a combination of subjects that does not meet the requirements for the IB Diploma.

To be a successful IB Diploma student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record and to complete work on time and to an appropriate standard. In all courses, students must complete mandatory coursework assignments; typically, this coursework amounts to 25% of the final grade for each course, although in some cases it may be higher or lower. The key to doing this work to an acceptable standard is organisation, and the importance of keeping to internal deadlines cannot be stressed enough.

There is a maximum of seven points available for each of the six subject courses; in addition, there are three points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of 24 points is required to pass the diploma.

The IB Diploma will be awarded to a candidate who scores 24 points and all the following requirements have been met:

- CAS requirements have been met
- There is no "N" awarded for TOK, the EE or for a contributing subject
- There is no grade E awarded for TOK and/or the EE
- There is no grade 1 awarded in a subject/level
- There are no more than two grade 2s awarded (SL or HL)
- There are no more than three grade 3s or below awarded (SL or HL)
- 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 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

Promotion from Grade 11 to Grade 12

To be promoted from Grade 11 to Grade 12 at the end of the first year of the IB Diploma Programme, a student must meet the requirements of the ISP High School Diploma; this includes meeting the required attendance in each course.

University Entrance

The IB Diploma is a rigorous and demanding programme that provides students with a first-class preparation for their future after ISP. Students follow a course of study with a global reputation for academic excellence, and universities throughout the world recognise the IB Diploma as an entrance qualification to higher education degree courses. In some countries, such as the United States and Canada, the IB Diploma qualifies students for advanced placement or academic credits; furthermore, students with the IB Diploma are accepted at a higher rate at selective US universities than those with other qualifications. In general, European universities prefer the IB Diploma for entrance over IB certificates or the High School Diploma. Universities may require standardised tests (SAT, ACT), if a student only has the High School Diploma or the High School Diploma with IB certificates.

ISP has a strong record in placing its graduates in universities around the world. We employ four counsellors: one for English-speaking universities (North America and the UK), one for European universities, one for Korean universities and one for Japanese universities.

Students have a responsibility to ensure that they have carried out sufficient research on their courses prior to starting their programme. Failure to do so may result in some university courses being unavailable.

The Core IB Curriculum

Theory of Knowledge (TOK)

Theory of Knowledge is a course focused on the question, “How do we know?” Students are taught to seek out knowledge through critical thinking and analysis of real-world situations. By the end of the course, students should be proficient in formulating arguments and analysing knowledge claims. The central features of the Theory of Knowledge course in Grade 11 are 35 exhibition prompts which guide students’ thinking, while 6 essay questions play a similar role in Grade 12.

Assessment

Students are officially assessed for their IB Diploma, based solely on two pieces of work:

- Grade 12: The TOK essay on a prescribed title (1,200–1,600 words) – this is supervised by a teacher in the school, and then graded externally by an IB examiner.
- Grade 11: The TOK Exhibition and written rationale – this is supervised and assessed by teachers in the school. These grades are then moderated by the IB through samples.

The final TOK grade and the final Extended Essay grade are entered into the Diploma points matrix (see below) to award a possible maximum of 3 extra points, which are added to a student’s Diploma

score. Candidates not submitting satisfactory work (level E) for either task will fail the Diploma. For more information, please see the TOK Student Handbook on ManageBac.

The Extended Essay

The Extended Essay is an in-depth study of a specific topic within a subject. Its purpose is to provide a student with an opportunity to engage in independent academic research. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner and on the overall presentation of the Extended Essay in compliance with IB guidelines. Students are required to devote 40 hours to the essay. At ISP the process usually commences early in Grade 11 and is completed by the start of Grade 12. The Extended Essay is limited to 4,000 words and should include an introduction, methodology, conclusion and bibliography, along with the necessary analysis.

Subject choice

In choosing a subject, an essential consideration should be the personal interests of the student. The subject should offer the opportunity for in-depth research but should also be limited in scope. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. The subject a student chooses for their extended essay will be one of their higher levels, however, they will be expected to go beyond the syllabus when undertaking their research.

Assessment

The Extended Essay is externally examined. Marks are awarded against a set of published criteria. The final Extended Essay grade and the final TOK grade are entered into the Diploma points matrix (see below) to award a possible maximum of three extra points, which are added to a student's Diploma score. Candidates not submitting satisfactory work in either the EE or TOK will fail the Diploma. For more information, please see the Extended Essay Student Handbook on ManageBac.

The Diploma Points Matrix

TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

The Creativity, Activity, Service (CAS) Programme

The three elements of the Diploma Programme core (TOK, CAS and the Extended Essay) were introduced by the original curriculum designers of the Diploma Programme as a way to educate the whole person.

CAS experiences are an important source of personal knowledge, providing students with the opportunity to gain awareness of the world in a range of diverse and challenging situations. Shared knowledge extends the idea from how individuals construct knowledge to how communities construct knowledge. In CAS, students might draw on TOK discussions that deepen understanding of different communities and cultures. In both CAS and TOK, students reflect on beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives.

In the CAS programme, students must:

- engage in critical reflection, analyse their own thinking, effort and performance
- learn how to set challenging goals and develop the commitment and perseverance to achieve them
- develop self-awareness and a sense of identity
- consider a CAS project that fosters international-mindedness – reflects an issue of global significance, but is explored from a local perspective
- develop individual and shared responsibility, and effective teamwork and collaboration
- demonstrate attributes of the IB learner profile in real and practical ways
- develop skills, attitudes and dispositions through a variety of individual and group experiences
- allocate sufficient time to the CAS programme (weekly basis, 18-month journey)
- reflect on CAS experiences and provide evidence in CAS portfolios of achieving the 7 learning outcomes

CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. A meaningful CAS programme is a journey of discovery of self and others. Each individual student has a different starting point and different needs and goals. For more information, please see the CAS Student Handbook on ManageBac.

Remarks and Retakes

Occasionally, the grades students receive in their final examinations do not meet their expectations. In such cases a student might ask for their externally assessed work to be remarked. The IB refers to such a request as 'Enquiry upon results' (EUR). Before proceeding the school will request written confirmation from the student, or parent, that they wish the examined component for a subject to be remarked. It is important to recognise that the remark may raise or lower the final grade. The cost of a remark is 150 euros which covers both the IB and school's administration fee. Another route is to retake the examination(s). The cost of a retake is 300 euros which covers both the IB and school's administration fee. Retakes at ISP are only offered in May.

Group 1: Languages A

Language A: Language and Literature (HL and SL)

The Language A: Language and Literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication – reflecting experience and shaping the world – and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The main objectives in this course are for 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

	Higher Level	Standard Level
External assessment	Paper 1: Guided textual analysis (2 hours 15 minutes) (35%) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages.	Paper 1: Guided textual analysis (1 hour 15 minutes) (35%) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it.
	Paper 2: Comparative essay (1 hour 45 minutes) (HL 25%; SL 35%) The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course	
	HL essay (20%) Students submit an essay on one non-literary body of work, or a literary work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.	
Internal assessment	Individual oral (15 minutes) (HL 20%; SL 30%) Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher.	

Language A: Literature (HL and SL)

The Language A: Literature aims at exploring literature across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature — the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect and the performative and transformative potential of literary creation and response.

The main objectives in this course are for 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
- foster a lifelong interest in and enjoyment of language and literature

	Higher Level	Standard Level
External assessment	Paper 1: Guided literary analysis (2 hours 15 minutes) (35%) The paper consists of two literary passages, from two different literary forms. Students analyse both passages.	Paper 1: Guided literary analysis (1 hour 15 minutes) (35%) The paper consists of two literary passages, from two different literary forms. Students analyse one passage.
	Paper 2 Comparative essay (1 hour 45 minutes) (HL 25%; SL 35%) The paper consists of four questions. In response to one question, students write a comparative essay based on two works studied in the course.	
	Higher level (HL) essay (20%) Students submit an essay on one work studied during the course. The essay must be 1,200-1,500 words in length.	
Internal assessment	Individual oral (15 minutes) (HL 20%; SL 30%) 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.	

Group 2: Languages B

Language B: Language Acquisition (HL and SL)

Language B is designed for students who already have some experience with the target language. Through the study of language, themes, and texts, students continue to develop their communication skills in both familiar and unfamiliar contexts. The course is structured around five themes: identities, experiences, human ingenuity, social organisation, and sharing the planet.

The main objectives in this course are for students to:

- 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

	Higher Level	Standard Level
External assessment	Paper 1 (1 hour 30 minutes) (25%) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	Paper 1 (1 hour 15 minutes) (25%) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.
	Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (50%) Listening comprehension (1 hour) (25 marks) (25%) Reading comprehension (1 hour) (25%)	
Internal assessment	Individual oral assessment (HL 25%; SL 25%) A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.	

Language ab initio (SL)

Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. While the themes are common to both Language ab initio and Language B, the Language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

The main objectives in this course are for students to:

- 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

	Standard Level
External assessment	Paper 1 (1 hour) (25%) Productive skills—writing 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.
	Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (50%) Listening comprehension (45 minutes) (25%) Reading comprehension (1 hour) (25%) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.
Internal assessment	Individual oral assessment (25%) A conversation with the teacher, based on a visual stimulus and at least one additional course theme.

Group 3: Individuals and Societies

Economics (HL and SL)

Economics is a dynamic and engaging subject that helps students understand how individuals, businesses, and governments make decisions in a world of limited resources. At the heart of the course is the concept of scarcity, which requires societies to make choices about how resources are produced, distributed, and consumed. Through the study of microeconomics, macroeconomics, and the global economy, students explore how economic systems operate at local, national, and international levels. By examining concepts such as scarcity, choice, efficiency, equity, sustainability, interdependence, and intervention, students develop analytical, problem-solving, and decision-making skills while gaining a deeper understanding of their role as informed and responsible global citizens.

The main objectives in this course are for students to:

- explore and critically engage with multiple perspectives and ways of thinking
- investigate and evaluate the interactions between individuals and societies
- think and act as informed and principled individuals in societies
- understand and value the variety and diversity of the human experience across time and place
- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools, and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making

	Higher Level	Standard Level
External assessment	Paper 1 (1 hour 15 minutes) (20%) An extended response paper	Paper 1 (1 hour 15 minutes) (30%) An extended response paper
	Paper 2 (1 hour 45 minutes) (HL 30%; SL 40%) A data response paper.	
	Paper 3 (1 hour 45 minutes) (30%) A policy paper. Includes both quantitative and qualitative questions.	
Internal assessment	Internal assessment (20 teaching hours) (HL 20%; SL 30%) Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Maximum 800 words for each commentary	

Geography (HL and SL)

Geography is a dynamic and interdisciplinary subject that explores the relationships between people, societies, and the physical environment across time and space. Grounded in real-world issues, the course examines patterns, processes, and the ways in which individuals and communities respond to environmental, social, and economic change. Students investigate how places are connected at local, national, and global scales, while developing an understanding of the similarities and differences that shape our world.

The course integrates elements of physical, environmental, and human geography, drawing on both scientific and socio-economic approaches to inquiry and analysis. Through the study of contemporary global challenges, students develop critical thinking, research, and analytical skills, while learning to appreciate diverse perspectives and approaches to problem-solving. Both Standard Level and Higher Level students study a common core and optional geographic themes, while HL students explore additional concepts in greater depth through the HL core extension. Geography encourages students to become informed, reflective, and globally minded citizens with a strong understanding of sustainability and interconnectedness.

The main objectives in this course are for students to:

- develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
- develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
 - acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
 - synthesising diverse geographic knowledge in order to form viewpoints about how these issues could be resolved
- understand and evaluate the need for planning and sustainable development through the management of resources at varying scales

	Higher Level	Standard Level
External assessment	Paper 1 (2 hours 15 minutes) (35%) Structured and extended response questions.	Paper 1 (1 hour 30 minutes) (35%) Structured and extended response questions.
	Paper 2 (1 hour 15 minutes) (HL 25%; SL 40%) Structured and extended response questions	
	Paper 3 (1 hour) (20%) Extended response questions.	
Internal assessment	Internal assessment (20 hours) (HL 20%; SL 25%) Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation	

History (HL and SL)

The DP 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 emphasises the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

The main objectives in this course are for students to:

- explore and critically engage with multiple perspectives and ways of thinking
- investigate and evaluate the interactions between individuals and societies
- think and act as informed and principled individuals in societies
- understand and value the variety and diversity of the human experience across time and place
- inquire into the past through historical contexts, concepts, content and skills
- investigate historical events, issues and topics
- explore and evaluate diverse historical perspectives and arguments
- examine diverse historical identities and experiences

	Higher Level	Standard Level
External assessment	Paper 1 (1 hour 15 minutes) (HL 20%; SL 30%) Source-based assessment on the five focused studies, linked by an overarching inquiry question. Students respond to three static questions. Students answer all the questions for one of the focused studies.	
	Paper 2 (1 hour 45 minutes) (HL 25%; SL 40%) Section A: two questions on the specified concepts. Students choose one question to answer. Section B: two questions on each of the four thematic studies. Each question consists of two parts—a short response and an essay response. Students choose one of the two questions for their thematic study and answer both parts of that question.	
	Paper 3 (2 hours 30 minutes) (35%) Separate papers for each of the four regional options. For the selected region, answer three essay questions.	
Internal assessment	Internal assessment (20 hours) (HL 20%; SL 25%) Historical investigation Students are required to complete a historical investigation into a topic of their choice.	

Global Politics (HL and SL)

Global politics is a course for students who want to better understand how the world works, why it changes, and what might stop it from changing. It explores political ideas and real-world issues through case studies, drawing from social sciences and humanities. Students learn by analyzing current political challenges, developing a strong understanding of key concepts like power and how it influences people and systems across the globe.

The main objectives in this course are for students to:

- explore and critically engage with multiple perspectives and ways of thinking
- investigate and evaluate the interactions between individuals and societies
- think and act as informed and principled individuals in societies
- understand and value the variety and diversity of the human experience across time and place
- explore and evaluate power in contemporary global politics
- examine how state and non-state actors operate and interact within political systems
- investigate and analyse contemporary political issues and challenges from multiple perspectives
- develop a lifelong commitment to active global citizenship through collaboration and agency

	Standard Level	
External assessment	Paper 1 (1 hour 15 minutes) (HL 20%; SL 30%) Source-based paper that draws from the common SL and HL core topics. Candidates answer four compulsory structured questions.	
	Paper 2 (1 hour 45 minutes) (HL 30%; SL 40%) Extended response paper based on the common SL and HL thematic studies. Candidates must answer two questions: one essay from section A (comprising questions from each of the thematic studies) and one essay from section B (comprising integrating questions)	
	Paper 3 (1 hour 30 minutes) (HL 30%) Stimulus-based paper related to the HL extension syllabus (global political challenges). Candidates must respond to three questions drawing from their researched case studies	
Internal assessment	Engagement project (25 hours) (HL 20%; SL 30%) Engagement with a political issue chosen by the candidate—this requires preparatory research, planning, active engagement, and complementary research and reflection. Candidates must submit for assessment a written report that includes a justification, discussion of methodology, explanation of the links between the political issue and course content, discussion of the engagement activities carried out, and analysis and synthesis of the political issue and the perspectives of involved stakeholders.	

Group 4: Sciences

Biology (HL and SL)

Biology moves forward through new techniques, careful experiments, recognizing patterns, and teamwork among scientists. To help us understand living things, this course focuses on four main themes: Unity and diversity, Form and function, Interaction and interdependence, and Continuity and change. Students of biology should not only learn the ideas in the subject but also understand how biologists study and what limits their methods might have.

The main objectives in this course are for students to:

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- develop the ability to analyse, evaluate and synthesize scientific information and claims
- develop the ability to approach unfamiliar situations with creativity and resilience
- design and model solutions to local and global problems in a scientific context
- develop an appreciation of the possibilities and limitations of science
- develop technology skills in a scientific context
- develop the ability to communicate and collaborate effectively
- develop awareness of the ethical, environmental, economic, cultural and social impact of science

	Higher Level	Standard Level
External assessment	Paper 1 (2 hours) (36%) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes)	Paper 1 (1 hour 30 minutes) (36%) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes)
	Paper 2 (2 hours and 30 minutes) (44%) Section A—Data-based and short answer questions Section B—Extended-response questions	Paper 2 (1 hour 30 minutes) (44%) Section A—Data-based and short answer questions Section B—Extended-response questions
Internal assessment	Internal assessment (10 hours) (HL 20%; SL 20%) The internal assessment consists of one task: the scientific investigation.	

Chemistry (HL and SL)

Chemistry helps us understand and predict how matter behaves by identifying patterns at a microscopic level and applying them on a larger scale. It relies on experiments, models, and mathematical laws to explain observations, often using advanced tools like spectroscopy and molecular simulations. While rooted in hands-on investigation, chemistry now extends beyond human senses through technology. Its impact goes far beyond labs, influencing areas like energy, medicine, and the environment. Because of this, chemists must communicate their findings clearly and act responsibly, ensuring accuracy and honesty in their work.

The main objectives in this course are for students to:

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- develop the ability to analyse, evaluate and synthesize scientific information and claims
- develop the ability to approach unfamiliar situations with creativity and resilience
- design and model solutions to local and global problems in a scientific context
- develop an appreciation of the possibilities and limitations of science
- develop technology skills in a scientific context
- develop the ability to communicate and collaborate effectively
- develop awareness of the ethical, environmental, economic, cultural and social impact of science

	Higher Level	Standard Level
External assessment	Paper 1 (2 hours) (36%) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions	Paper 1 (1 hour 30 minutes) (36%) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions
	Paper 2 (2 hour 30 minutes) (44%) Short-answer and extended-response questions	Paper 2 (1 hour 30 minutes) (44%) Short-answer and extended-response questions
Internal assessment	Internal assessment (10 hours) (HL 20%; SL 20%) The internal assessment consists of one task: the scientific investigation.	

Design Technology (HL and SL)

DP Design Technology is an inquiry-based course that uses the design process to help students analyse problems, develop innovative solutions, and evaluate products or systems they create independently. The subject combines creativity, critical thinking, scientific understanding, and practical application, emphasizing both “thinking outside the box” for innovation and “inside the box” to meet real-world constraints and user needs. Through hands-on exploration, research, prototyping, testing, and collaboration with clients and users, students build strong design literacy, problem-solving abilities, and practical skills grounded in the principles of design thinking.

The main objectives in this course are for students to:

- develop conceptual understanding that allows connections to be made between different areas of the subject and to other Diploma Programme (DP) sciences subjects
- acquire and apply a body of knowledge, methods, process, tools and techniques that characterize design technology
- develop the ability to analyse, evaluate and synthesize information and claims relating to technological systems
- develop the ability to approach unfamiliar situations and wicked problems with creativity and resilience
- design, model and implement solutions to local and global problems to meet the requirements of clients, users and systems
- develop an appreciation of the possibilities and limitations of design, technology and engineering systems
- develop the ability to evaluate the impact of products and technologies on a range of stakeholders
- develop the ability to communicate and collaborate effectively
- develop awareness of the ethical, environmental, economic, cultural and social impact of design technology
- develop an understanding of the role of the designer when engaging with changing products, processes, systems and technologies

	Higher Level	Standard Level
External assessment	Paper 1 (1 hour 30 minutes) (25%) Multiple-choice questions on standard level (SL) and higher level (HL).	Paper 1 (1 hour) (20%) Multiple-choice questions on standard level (SL) material only.
	Paper 2 (2 hours and 30 minutes) (45%) Short-answer and extended-response questions on SL and HL.	Paper 2 (1 hour 30 minutes) (40%) Short-answer and extended-response questions on SL material only.
Internal assessment	Internal assessment (60 hours HL; 40 hours SL) (40%) the design project (50 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	

Environmental Systems and Societies (HL and SL)

Environmental Systems and Societies (ESS) is an interdisciplinary course that can fulfil either the Individuals and Societies or the Sciences requirement. ESS is grounded in 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 ESS, students will become equipped with the ability to recognise and evaluate the impact of our complex system of societies on the natural world. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues.

The main objectives in this course are for students to:

- develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere
- develop knowledge of diverse perspectives to address issues of sustainability
- engage and evaluate the tensions around environmental issues using critical thinking
- develop a systems approach to provide a holistic lens for the exploration of environmental issues
- be inspired to engage in environmental issues across local and global contexts

	Higher Level	Standard Level
External assessment	Paper 1 (2 hours) (30%) Questions will be based on the analysis and evaluation of the data in the case study.	Paper 1 (1 hour) (25%) Questions will be based on the analysis and evaluation of the data in the case study.
	Paper 2 (2.5 hours) (50%) Short-answer, data-based and structured questions.	Paper 2 (2 hours) (50%) Short-answer and structured essays
Internal assessment	Internal assessment 10 hours (20%)	Internal assessment 10 hours (25%)

Physics (HL and SL)

Physics is the most fundamental of the experimental sciences, seeking to explain the universe at every scale. The course explores how observations, experiments, and models are used to develop theories that help us understand the natural world. Through the study of concepts such as motion, energy, forces, waves, electricity, and modern physics, students gain insight into how scientific knowledge is developed and refined over time.

In addition to deepening their understanding of the universe, students examine the impact of physics on society, including its ethical, environmental, technological, and economic implications. A strong emphasis is placed on practical and experimental work, enabling students to develop investigative, analytical, and problem-solving skills. Through designing experiments, collecting and interpreting data, and communicating scientific findings, students learn how physicists collaborate and apply scientific thinking to real-world challenges.

The main objectives in this course are for students to:

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- develop the ability to analyse, evaluate and synthesize scientific information and claims;
- develop the ability to approach unfamiliar situations with creativity and resilience
- design and model solutions to local and global problems in a scientific context
- develop an appreciation of the possibilities and limitations of science
- develop technology skills in a scientific context
- develop the ability to communicate and collaborate effectively
- develop awareness of the ethical, environmental, economic, cultural and social impact of science

	Higher Level	Standard Level
External assessment	Paper 1 (2 hours) (36%) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions	Paper 1 (1 hour 30 minutes) (36%) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions
	Paper 2 (2 hour 30 minutes) (44%) Short-answer and extended-response questions	Paper 2 (1 hour 30 minutes) (44%) Short-answer and extended-response questions
Internal assessment	Internal assessment (10 hours) (HL 20%; SL 20%) The internal assessment consists of one task: the scientific investigation	

Group 5: Mathematics

Mathematics: Analysis and Approaches (HL and SL)

Mathematics: Analysis and Approaches is designed for students who enjoy developing strong analytical and problem-solving skills. The course focuses on building a deep understanding of mathematical concepts, structures, and relationships, while encouraging students to apply their knowledge to both abstract problems and real-world situations. The main objectives in this course are for 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
- employ and refine their powers of abstraction and generalisation
- apply and transfer skills to alternative situations
- appreciate the moral, social and ethical questions arising from mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics

	Higher Level	Standard Level
External assessment	Paper 1 (120 minutes) (30%) No calculator Section A Short-response questions. Section B Extended-response questions.	Paper 1 (90 minutes) (40%) No calculator Section A Short-response questions. Section B Extended-response questions.
	Paper 2 (120 minutes) (30%) Calculator required. Section A Short-response questions. Section B Extended-response questions.	Paper 2 (90 minutes) (40%) Calculator required. Section A Short-response questions. Section B Extended-response questions.
	Paper 3 (60 minutes) (20%) Calculator required. Extended response problem-solving questions.	
Internal assessment	Mathematical exploration (HL 20%; SL 20%) Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.	

Mathematics: Applications and Interpretations (SL)

Mathematics: Applications and Interpretation is designed for students who are interested in using mathematics to understand and solve real-world problems in a technology-rich and data-driven world. The course emphasises the practical application of mathematics through modelling, statistics, and the interpretation of data, while also developing a strong foundation in key mathematical concepts such as calculus and probability. Students learn to apply mathematical thinking in meaningful contexts and to communicate and interpret their conclusions effectively.

A strong emphasis is placed on the use of technology, which is integrated throughout the course and required in all external assessments. Students develop problem-solving, analytical, and technological skills while exploring the connections between theoretical mathematics and practical applications across a wide range of fields. Through the internally assessed mathematical exploration, students are encouraged to work independently, investigate areas of personal interest, and develop confidence in applying mathematics creatively and critically.

The main objectives in this course are for 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
- employ and refine their powers of abstraction and generalisation
- apply and transfer skills to alternative situations
- appreciate the moral, social and ethical questions arising from mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics

	Standard Level
External assessment	Paper 1 (90 minutes) (40%) Calculator required. Short-response questions based on the syllabus.
	Paper 2 (90 minutes) (40%) Calculator required. Extended-response questions based on the syllabus.
Internal assessment	Mathematical exploration (20%) Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

Group 6: The Arts

Film (HL and SL)

The Film course develops students as both critical interpreters and creative makers of film. Through the study of film texts and hands-on production work, students explore artistic, cultural, historical, and global perspectives while developing an understanding of how meaning is created through cinematic techniques. By analysing films from a range of contexts and experimenting with filmmaking processes, students strengthen their critical-thinking, reflective, and creative skills.

Students engage practically with film and multimedia technologies, learning to communicate ideas effectively through the language of film while developing their own artistic voice. The course emphasises creativity, collaboration, and intercultural understanding, encouraging students to work both independently and as part of a production team. Higher Level students explore the subject in greater depth through an additional assessment task that requires them to apply their understanding of filmmaking to the creation of a completed collaborative film project.

The main objectives in this course are for students to:

- explore the diversity of the arts across time, cultures and contexts
- develop as imaginative and skilled creators and collaborators
- express ideas creatively and with competence in forms appropriate to the artistic discipline
- critically reflect on the process of creating and experiencing the arts
- develop as informed, perceptive and analytical practitioners
- enjoy lifelong engagement with the arts
- 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)

	Higher Level	Standard Level
External assessment	Textual analysis (HL 20%; SL 30%) A written analysis of a prescribed film text based on a chosen extract. Students consider the cultural context of the film and a variety of film elements.	
	Comparative study (HL 20%; SL 30%) Students research into an 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 a recorded multimedia comparative study.	
	Collaborative film project (HL 35%) Bringing together all they have encountered during the film course, students at HL work collaboratively in a core production team to plan and create	

	an original completed film. Students submit a completed film.	
Internal assessment	Film portfolio (HL 25%; SL 40%) Students at HL 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 a portfolio and a film reel.	

Music (HL and SL)

The Diploma Programme Music course has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing. The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components. The course seeks to be inclusive of students with wide-ranging personal and cultural musical backgrounds. In place of prescribed musical content, students and teachers have the agency to personalise unique approaches to musical forms, genres and pieces. The exploration of diverse musical material is focused through the lenses of four areas of inquiry: music for sociocultural and political expression; music for listening and performance; music for dramatic impact, movement and entertainment; and, music technology in the digital age.

The main objectives in this course are for 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.

	Higher Level	Standard Level
External assessment	Presenting music (HL 30%; SL 40%) Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: • Presenting as a researcher programme notes. • Presenting as a creator composition and/or improvisation. • Presenting as a performer solo and/or ensemble.	
	Exploring music in context (HL 20%; SL 30%) Students select samples of their work for a portfolio submission. Students submit a written work demonstrating engagement with, and understanding of, diverse musical material and 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.	
Internal assessment	Experimenting with music (HL 20%; SL 30%) 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. Students submit: a written experimentation report that supports the experimentation practical musical evidence of the experimentation process three related excerpts of creating three related excerpts of performing.	

	The contemporary music-maker (30%) Students submit a continuous multimedia presentation documenting their real-life project. Students submit multimedia presentation evidencing: - the project proposal - the process and evaluation - the realised project, or curated selections of it.	
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Theatre (HL and SL)

IB Diploma Programme Theatre is a dynamic and collaborative course that encourages students to explore human experiences through practical inquiry, creativity, experimentation, and performance. Students engage in theatre-making as creators, performers, directors, and designers, working both independently and as part of an ensemble to develop, present, and evaluate artistic ideas. The course emphasises the importance of communication, responsibility, and audience engagement while integrating research and theory into practical work. Through physical and creative exploration, students gain a deeper understanding of themselves, their communities, and diverse global theatre traditions. By studying theatre across different cultures, times, and styles, students develop international-mindedness alongside valuable life skills such as confidence, collaboration, imagination, and creativity.

The main objectives in this course are for students to:

- explore the diversity of the arts across time, cultures and contexts
- develop as imaginative and skilled creators and collaborators
- express ideas creatively and with competence in forms appropriate to the artistic discipline
- critically reflect on the process of creating and experiencing the arts
- develop as informed, perceptive and analytical practitioners
- enjoy lifelong engagement with the arts
- inquire into theatre and its contexts
- develop and practically apply theatre performance and production skills and elements, led by intentions
- create, present and evaluate theatre work both independently and collaboratively
- acquire the perspectives and intentions of an internationally-minded theatre-maker
- For HL only: understand, appreciate and explore the relationship between theory and performance.

	Higher Level	Standard Level
External assessment	Research presentation (HL 20%; SL 30%) Students plan, deliver and video record an individual research presentation in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following. A video recording of the student's research presentation.	
	Collaborative project (HL 25%; SL 40%) Students collaboratively create and perform an original piece of theatre created from a starting point of their choice. The piece is presented to an audience as a fully-realised production. Each student submits the following. A project report and a video recording of the final piece (7–10 minutes maximum).	
	Solo theatre piece (HL 35%) Students at HL research a theatre	

	theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4–7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits a report and a video of the solo theatre piece.	
Internal assessment	Production proposal (HL 20%; SL 30%) Students choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal	

Visual Arts (HL and SL)

The IB Visual Arts course explores the powerful role of art in shaping human experience, culture, and understanding. Students learn to create, communicate, and connect as artists through inquiry-based creative practices and experimentation with diverse artistic forms and techniques. The course encourages students to investigate both historical and contemporary artworks while developing personal lines of inquiry that reflect their interests, perspectives, and experiences. In a collaborative studio environment, students engage with open-ended creative challenges, curate and exhibit their work, and communicate ideas to different audiences. Emphasizing creativity, critical thinking, collaboration, empathy, and resilience, the course empowers students to use art as a means of personal expression, exploration, and engagement with the world around them.

The main objectives in this course are for students to:

- explore the diversity of the arts across time, cultures and contexts
- develop as imaginative and skilled creators and collaborators
- express ideas creatively and with competence
- critically reflect on the process of creating and experiencing the arts
- develop as informed, perceptive and analytical practitioners
- enjoy lifelong engagement with the arts
- appreciate that art-making enhances knowledge, develops understanding and transforms ways of being
- employ curiosity, creativity and dialogue to more openly engage with the self, the world and others
- draw on art-making and artworks for their own, and their communities' well-being and flourishing

	Higher Level	Standard Level
External assessment	Art-making inquiries portfolio (32 marks) (HL 30%; SL 40%) Through a variety of art-making forms and creative strategies, students demonstrate how they have developed and refined their visual language through one or more personal lines of inquiry.	
	Artist project (40 marks) (HL 30%) Through curated visual and written evidence, students demonstrate how their work has been informed by contextual investigations, connections with at least two artworks by different artists, and meaningful dialogue throughout the creative process. A short video presentation further illustrates how and where the artwork was realised and how it engages with its intended	Connections study (24 marks) (SL 20%) Through curated visual and written evidence, students demonstrate how research and critical investigation have informed their understanding of these connections and the cultural significance of the selected artworks. The study encourages students to reflect on influences, artistic dialogue, and the relationship between their own practice and the wider world of art.



	audience in the chosen context.	
Internal assessment	Selected resolved artworks (40 marks) (HL 40%) Focused on the student's ability to create a coherent body of work selected from their wider production. Each student submits five selected resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently.	Resolved artworks (32 marks) (SL 40%) Focused on the student's ability to create a coherent body of work. Each student submits five resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently.

Homework

Homework extends learning beyond the classroom and is an important part of all courses. The functions of homework are to help students prepare for classes and to develop the skills of organisation, time management, independent responsibility, self-direction and self-discipline.

Long-range assignments such as reports and projects take careful planning and organisation on the part of the student. Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers, counsellors, and the learning support department.

The amount of homework assigned for Grades 11 and 12 will vary between ten to twelve hours a week. The nature of the homework will change, but it can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Getting work done on time requires careful planning, organisation, determination and self-discipline. These qualities are important in students' careers and in their personal lives.

To promote the habit of punctuality, while recognising that difficulties can arise, our expectations are:

- All assignments are due by the deadline set by the teacher (Diploma coursework or any other assignment). It is the class teacher's responsibility to ensure that the due date – for written work and oral presentations – is clearly understood by all of the students in the class. IB Diploma deadlines are placed on ManageBac.
- Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss a possible extension. An extension may be granted if the teacher judges that there is an acceptable and legitimate reason.
- Students with an absence for the day that an assignment was due should hand in the assignment by email or on their return.

Academic Integrity Policy

ISP is committed to academic integrity and will ensure that all students in the IB Diploma Programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Academic Dishonesty and Malpractice

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

- Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.
- Copying: taking work of another student, with or without his or her knowledge and submitting it as one's own.
- Exam cheating: communicating with another candidate in an exam, bringing unauthorised material into an exam room or consulting such material during an exam in order to gain an unfair advantage; sharing the contents of the examination with students outside of your class.
- Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- Falsifying data: creating or altering data which have not been collected in an appropriate way.
- Collusion: helping another student to be academically dishonest; being helped by another student to be academically dishonest.

Prevention of Academic Dishonesty

ISP, in line with IB recommendations and practice, may submit random or selected pieces of work to external bodies for verification and evaluation of sources. Students should be able to submit electronic copies of any work to either the teacher or the relevant curriculum coordinator for such verification at any time. We recommend that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

Procedure for Investigating Suspected Cases of Academic Dishonesty

If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic honesty, he or she will inform the IB DP coordinator, the Department Leader, the Grade Level Leader, and Homeroom Teacher. The matter will be investigated, and the student will be informed of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the IB DP Coordinator will make a recommendation to the Secondary School Principal as to whether or not the case is one of academic dishonesty, or of an academic infringement. Again, in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. The Principal will decide the outcome of the case.

The Consequences of Academic Dishonesty

Any student who has been found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student's parents. If the work has been submitted as an official piece of IB coursework, it will not be accepted; if there is time for him or her to do so, the student will be allowed to resubmit another piece of work in its place. If there is not time for the student to produce new work, he or she will normally not receive a grade for that course and will therefore not receive an IB Diploma. If a student submits work to the IB which is later recognised as having been produced dishonestly, the IB will not award a diploma to that student.

Students should recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

Student Work

ISP reserves the right to use anonymised student work for educational purposes. When students' work is used in this way it will only be used internally and never published externally. A student has the right to retain full permission of his/her work (in accordance with the International Baccalaureate Organisation) and withdraw the work at any point.



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