IB DP

Curriculum Overview
2026-2027

Taipei European School
British Secondary & High School Section




"Learn to Think, Think to Learn"
aWSDC2023
INSPIRE INCLUSION INITIATIVE
Motion: This House opposes public-private partnerships in the development of infrastructure.
Proposition
Opposition
Prime Minister
Ashvithaa Ramesh
Leader of Opposition
Bella Chien
Deputy Prime Minister
Thiha Htet Aung
Deputy Leader of Opposition
Kohei Watanabe
Government Whip
Kylee Tan
Opposition Whip
Tristan Lu
Government Reply
Opposition Reply
Kohei Watanabe
Judges:
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Judges:


TITANS
COME TO TES
HOME
2:00
GUEST
PERIOD
SCORE
PLAYER-FOULS
FOULS
WOLVES

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A note on sources:
Information regarding the International Baccalaureate Programme has been taken from the International Baccalaureate website, www.ibo.org. Some generic information and the wording thereof was taken from the Saint Kentigern College Senior School Course Handbook. Subject-specific information was provided by the relevant Heads of Department of TES.

The TES High School Section

Students in the High School Section are offered an educational environment that allows them to develop their full potential leading to graduation and beyond. We are as committed to academic excellence as we are to our students' wellbeing, so that they can flourish in our school and in life. This is particularly important for our IB students who are preparing to set the course for the first phase of their adult life.

The final two years of the High School Section - H3 and H4 - can be viewed as the most challenging, yet in many ways the most rewarding of the students' school years. The students in H3 and H4 are starting to look ahead to life in higher education and, for many of them, living away from their families for the first time. We see it as our duty and privilege to support, encourage and mentor our young adult learners, and to provide them with a world-class education and opportunities.

The International Baccalaureate Diploma

The International Baccalaureate (IB) Diploma is a two-year course that leads to a qualification that is widely recognised by universities around the world. The IB Diploma programme emphasises high academic standards in mandatory areas of literature, a second language, mathematics, humanities and science. Academic excellence is coupled with an emphasis on personal development in areas such as research, philosophy, and social awareness. Its rigorous standards and in-depth study of subjects require commitment, organisation and initiative.

IB Diploma students take six subjects, of which three subjects are studied in depth at Higher Level (HL) and three at Standard Level (SL). In addition, the programme has three compulsory course requirements, known as the IB Core, that are included to broaden the educational experience and challenge students to apply their knowledge and understanding. The IB Core requires students to complete a course in the Theory of Knowledge (TOK), write a 4,000 word Extended Essay (EE), and participate in a number of Creativity, Activity, and Service (CAS) projects.

IB Diploma subjects are assessed by a combination of continuous coursework and external examinations at the end of the two-year programme.

More information about the International Baccalaureate can be found at www.ibo.org

Option Choices

Diploma students take six subjects and must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social sciences, the experimental sciences, and mathematics. The sixth subject may be an arts subject chosen from Group 6 or the student may choose another subject from Groups 3 or 4. All choices are made in accordance with availability as per the timetable (students must make their choices within the set offerings). The requirement to select a subject from each group ensures that the science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with the scientific process. Whilst balance is maintained, flexibility is catered for, with students choosing Higher Level subjects to pursue areas of personal interest and to meet special requirements for university entrance.

In addition to the IB subjects outlined in this booklet, the following non-IB courses are offered: ASPIRE (learning support), Core (PSHE), English as an Additional Language, and University and College Counselling.



Subjects and Subject Groupings

IB SUBJECTS OFFERED AT TAIPEI EUROPEAN SCHOOL

Group 1: Studies in Language & Literature						
Chinese A Language & Literature	Chinese A Language	English A Language & Literature	French A Literature	German A Literature	Japanese A Language & Literature	
Group 2: Language Acquisition						
Chinese B Mandarin	English B	French B	German B	Spanish B	French AB initio	Spanish AB initio
Group 3: Individuals & Societies						
Business Management	Economics	Geography	History	Psychology	Global Politics	
Group 4: The Sciences						
Biology	Chemistry	Physics	Sports, Health & Exercise Science	Computer Science		
Group 5: Mathematics						
Mathematics, Analysis and Approaches	Mathematics, Applications and Interpretation					
Group 6: The Arts						
Music	Theatre	Visual Arts	Film			

IB Core

At the heart of the IB Diploma are three compulsory core requirements which all students must complete: Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Action and Service (CAS).

Theory of Knowledge

The Theory of Knowledge course is a fundamental part of the Diploma. It is a course of interdisciplinary study that challenges students to think critically about knowledge itself. It poses questions such as: How do we know? What counts as knowledge? What is the value of knowledge? How does it grow? What are its limits? Who owns knowledge? What are the implications of having, or not having knowledge?

The course encourages students to reflect critically on diverse areas of knowledge and to consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

The course is organised into five Areas of Knowledge:

- History
- Human Sciences
- Natural Sciences
- Arts
- Mathematics

Two optional themes must also be studied. The TOK course is built around the Knowledge Framework that encourages discussion of knowledge questions drawing upon concepts like evidence, certainty, truth, interpretation, power, justification, explanation, objectivity, perspective, culture, values and responsibility. How knowledge is produced and used ethically, including through students' own experiences and the subjects they study at school, is explored to develop the values of curiosity and critical thought.

There is no examination in TOK. However, students are required to complete a TOK Essay from a list of prescribed titles. The TOK essay is externally assessed. Students must also complete a TOK Exhibition which is internally assessed but externally moderated.

The Extended Essay

The Extended Essay is independent, self-directed academic research culminating in a 4,000-word paper. It is usually undertaken in one of the student's six IB Diploma subjects and offers a chance to explore a topic in depth through formal research, analysis, and evaluation. Over approximately 12 months, students plan and conduct their investigation under the guidance of a supervisor. The process includes three formal reflection sessions, recorded on the Reflections on Planning and Progress Form, culminating in a viva voce, a final interview between the student and supervisor. The essay is externally assessed using subject-specific criteria. It evaluates students' ability to formulate a focused research question, develop a coherent line of argument, and engage critically with sources and evidence. The Extended Essay is a core component of the Diploma Programme and contributes to the award of the core points.

Creativity, Activity, Service

The aim of Creativity, Activity, Service (CAS) is to foster responsible, compassionate citizens by encouraging their participation in artistic activities, sports, expeditions, and service projects. The three strands of CAS are characterised as follows:

Creativity

Arts and other experiences that involve creative thinking.

Activity

Physical exertion contributing to a healthy lifestyle, complementing academic work.

Service

An unpaid and voluntary exchange that has a learning benefit for the student.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma. For student development to occur, CAS should involve:

- Real, purposeful activities with significant outcomes
- Personal challenge – tasks must extend the student and be achievable in scope
- Thoughtful consideration such as planning, reviewing progress, and reporting
- Reflection on outcomes and personal learning

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's Diploma work. Successful completion of CAS is a requirement for the award of the IB Diploma. CAS is not formally assessed, but students need to document their activities and provide evidence that they have achieved eight key learning outcomes.

Assessment & Reporting

Feedback on progress to both students and parents is achieved in a range of ways. Parents receive written summative reports on their child's academic and personal progress throughout the year. These reports indicate the current level/grade for each student, and Approaches to Learning (ATL) indicators. Each of these ATLs is graded as either 'Excellent', 'Good', 'Fair' or 'Needs Improvement'.

At the end of the H3 academic year, students receive a Full Report which includes current grade (1-7) for each student, Approaches to Learning (ATL) indicators, and teacher comments.

IB Diploma subjects are assessed by a combination of continuous coursework and external examinations at the end of the two year programme. In each subject candidates are awarded Levels of Achievement, with Level 7 being the highest.

Level 1 – Very Poor
Level 2 – Poor
Level 3 – Mediocre
Level 4 – Good
Level 5 – Very Good
Level 6 – Excellent
Level 7 – Outstanding/Exceptional

In addition to this, up to 3 points are awarded for performance in the Extended Essay and the Theory of Knowledge. The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the Creativity, Activity and Service (CAS) component. The highest total that a Diploma student can be awarded is 45 points.

The average international IB Diploma score is 29 points out of the maximum 45. Most universities consider 26 points to be the minimum requirement for university entry, however, more demanding university courses will require a higher level of points.

Core Requirements Point Matrix

	Theory of Knowledge					
Extended Essay	Excellent (A)	Good (B)	Satisfactory (C)	Mediocre (D)	Elementary (E)	Not Submitted
Excellent (A)	3	3	2	2	N	N
Good (B)	3	2	2	1	N	N
Satisfactory (C)	2	2	1	0	N	N
Mediocre (D)	2	1	0	0	N	N
Elementary (E)	N	N	N	N	N	N
Not Submitted	N	N	N	N	N	N

English A: Language & Literature HL & SL

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others. In order to enhance the real world application of their study, learning is framed by seven key concepts; they include: communication, creativity, perspective, culture, transformation, identity, and representation.

The model for Language A: Language and Literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study four literary works and a number of non-literary texts that are equivalent in teaching and learning time, whereas HL students are required to study six literary works and a number of non-literary texts that are equivalent in teaching and learning time.

In paper 1, both SL and HL students are presented with two previously unseen non-literary extracts or texts from different text types, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both non-literary extracts or texts. In paper 2, students at both SL and HL write a comparative essay about two literary studied during the course. Students are presented with four unseen questions and respond to one.

All SL and HL students are required to do the individual oral assessment which involves a 10 minute prepared oral analysis of one literary and one non-literary work. This is followed by a five minutes question and answer session with the examining teacher.

In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary text or texts, or a literary text or work. The outcome of this exploration is a 1200–1500 word essay in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study.

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
- foster a lifelong interest in and enjoyment of language and literature

The theory of knowledge (TOK) course engages students in reflection on the nature of knowledge and on how it is constructed and represented. Studies in language and literature similarly engages students in an exploration of the nature of the human experience and of the ways in which personal views are constructed and communicated. In relating their studies to TOK, students become aware of the fact that although language and literature offer a powerful means of access to knowledge, they are nonetheless a construction rather than a perfectly mimetic representation of life and reality.

Additionally, in becoming more aware of the perspectives of others through their studies, students develop a stronger sense of their own individual viewpoints, such as their position in time and place. The reflection this prompts creates strong links with TOK.

In Language A courses students are constantly engaged with inquiry, critical thinking and reflection as they

Group 1: Studies in Language & Literature

explore how meaning is generated in texts. Studies in language and literature therefore enhance the students' ability to examine diverse ways of knowing and different knowledge questions. For example, questions regarding the extent to which the reader shapes the meaning of a text, the impact of translation on a text, or the way texts influence understanding of the self and the world are continuously raised in these courses and constitute an important part of the focus of inquiry in them. Further examples of TOK questions can be found within the description of each of the areas of exploration of the syllabus.

Skills Developed

All IB options are subject to school approval. Students who take these courses will often have varied language profiles and may be multilingual. English A: Language & Literature offers the opportunity for continued language development and the acquisition of a range of skills including, for example, textual analysis and the expression of literary appreciation. The choice of this specific course will depend on the students' and teacher's interests and the individual student's future educational plans.

Course Materials & Resources

In the IB, students will study a range of works, including classical and modern fiction, play scripts, poems and media of a literary and popular cultural standard, all of which are provided by the school.

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
- 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
- ways in which texts may offer perspectives on human concerns

Communicate

- ideas in clear, logical, and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations

Syllabus component	Teaching hours* SL	HL
Readers, writers and texts Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.	50	80
Time and space Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.	50	80
Intertextuality: connecting texts Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.	50	80
Total teaching hours	**150**	**240**

Group 1: Studies in Language & Literature

Assessment - SL

	Weighting
External assessment (3 hours)	**70%**
Paper 1: Guided textual analysis (1 hour 15 minutes) 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. (20 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. (30 marks)	35%
Internal assessment This component consists of an individual oral assessment which 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 non-literary text and one from a literary work, 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 texts that you have studied. (40 marks)	**30%**

Assessment - HL

	Weightiing
External assessment (4 hours)	**80%**
Paper 1: Guided textual analysis (2 hours 15 minutes) 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. (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. (30 marks)	25%
HL essay Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks) The essay must be 1,200–1,500 words in length.	20%
Internal assessment: Individual oral (15 minutes) This component consists of an individual oral which 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 both one non-literary text and one from a literary work, 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%**

語言 A: 語言與文學

語言與文學研究課程是針對語言和文化背景各異的學生們設計的，他們具有在教育語境中使用課程教學的經驗。其課程目標是熟練掌握接受技能（聽讀）、表達技能（說寫）和互動交流技能，要求所學課程進一步鞏固這些技能。除此以外，本課程亦要求學生發展他們使用語言的熟練程度、流利程度和範圍，尤其要掌握進行作品 / 文本分析所需要的適當詞彙。他們還將通過研習文學作品和非文學文本加深他們對所探索的廣泛概念的理解，從而能夠以清晰、有條理和充分展開的方式解釋，分析，評價和交流這種理解。

在該課程中，學生將學習各種媒體中廣泛的文學和非文學文本。通過考察跨文學體裁和文本類型的交流行為並開展輔助閱讀，學生將研究語言本身的性質以及語言形成身份認同和文化，並受到它們影響的各種方式。學習該課程的方法應該是廣泛多樣的，可以包括學習文學理論、社會語言學、媒體研究和批評性話語分析等等。

學習內容

讀者、作者和文本

從各種材料來源和媒體中選擇非文學文本，盡可能多地代表廣泛的文本類型，並且要選擇各種文學體裁的作品。學習非文學文本和文學作品的重點是理解語言與交流的性質，以及文學和文學研究的性質。這方面的研究包括調查文本本身的運作方式，以及創作和理解文本的背景因素和複雜性。重點是針對交流的細節做出個人的和批判性的回應。

時間和空間

非文學文本和文學作品選自各種材料來源，各種文學體裁和媒體形式，反映廣泛的歷史和 / 或文化觀點。對它們的研究注重使用語言的背景，以及文學和非文學文本可以廣泛地反映和塑造社會的各種方式。重點是考慮各種個人的和文化的觀點，發展出更廣泛的各種觀點，以及對背景與意義之間的聯繫的認識。

互文性：文本的相互聯繫

非文學文本和文學作品選自各種材料來源，各種文學體裁和媒體形式，從而使學生有機會拓展他們的學習並進行富有成效的比較。對它們的研究側重於互文關係，也有機會探索在整個課程中引入的各種主題、專題關注、通用慣例、模式或文學傳統。重點是根據對文本之間複雜關係的理解做出批判性回應。

學習者檔案

學習者檔案是語言 A: 語言與文學課程的一個核心要素，所有學生都必須採用它。它是為期兩年的整個課程中學生完成的作業的個人收藏。

高級課程論文

要求學生撰寫一篇正式論文 (1450-1800 漢字)，聯繫一篇文本或一部作品探索一個探究線索。論文應當形式正規、條理清晰，並應證明做了良好的引用和參考注明。
七個核心概念：認同、文化、創造力、交流、轉化、觀點、呈現。

概念性理解

認同：

同一位作者撰寫的，出現在不同文本中的同一個人物，增加了討論的複雜性。相反，閱讀一件文本時，讀者的認同發揮作用的各種方式，實際上對於分析閱讀和詮釋行為來說也至關重要。

文化：

文本如何與其生產和被接受的背景相關聯，並與其中流行的各自的價值觀、信仰和態度相關聯。將文化這一概念應用於文本研究，應促使學生思考文本在多大程度上是特定文化和文學背景的產物，以及文本如何與它們相互作用。

創造力：

應用於閱讀行為時，創造力這一概念強調讀者能夠富有想像力地與文本進行互動的重要性，要從文本中產生一系列可能的意義，高出和超出已被廣泛接受的詮釋。

交流：

交流這一概念圍繞著通過文本在作者和讀者之間建立關係這一問題。在這方面的探索中，作家通過他們對文本風格和結構的選擇在多大程度上促進了交流可能是要分析的一個方面。作者也可能有意針對特定的受眾，這可能意味著已經對讀者的知識或觀點進行了假設。

轉化：

對文本之間聯繫的研究構成了 3 個探索領域當中的一個領域的焦點，即互文性：文本之間的聯繫。文本相互參考和引用的方式很複雜，出於美學或交流的目的，文本會此引用一些適當的元素，這些都證明瞭在創作文本的過程中轉化的重要性。此外，無論是對文本還是對讀者來說，閱讀行為本身就具有潛在的轉化性質。不同的讀者會用他們的個人詮釋來轉化。

Group 1: Studies in Language & Literature

觀點 :

文本可能提出多種觀點 , 這些觀點可能反映其作者的觀點 , 也可能並不反映作者的觀點。讀者也會有他們自己的觀點 , 他們會帶著自己的觀點與文本互動。這種觀點的多樣性會影響對文本的詮釋 , 因此值得重點關注和討論。閱讀和寫作行為都是發生在特定的時間和地點。

呈現 :

有人文學家認定文學應該盡可能準確地呈現現實 , 也有人聲稱藝術應絕對脫離和擺脫現實 , 在藝術作品中也沒有呈現現實的任何責任。無論這些討論說什麼 , 呈現這一概念對於本學科來說都是至關重要的。

作品選擇 :

在普通課程的這 3 個探索領域中 , 必須至少研習 4 部作品 , 在高級課程的這 3 個探索領域中至少要研習 6 部作品。

可能書單 : SL & HL

《紐約客》白先勇
《兒子的大玩偶》黃春明
《目送》龍應台
《杜甫詩選》杜甫
《徐志摩詩選》徐志摩
《聊齋誌異》蒲松齡
《少女小魚》嚴歌苓
《撒哈拉歲月》三毛
《落地》哈金
《抵岸》陳志勇
《Death of a Salesman》Arthur Miller
《A Doll's House》Henrik Ibsen

考試	課程	評估細節	時間長度	比重	校內 / 校外 評估
試卷 1: 有引導題的文本分析	普通課程 (SL)	該試卷由兩篇非文學文本構成 , 它們分屬兩種不同的文本類型 , 每一篇文都附有一個問題。學生選擇其中的一篇選文並撰寫一篇對它的分析文章。(總分 20 分)	75 分鐘	35%	校外評估
試卷 1: 有引導題的文本分析	高級課程 (HL)	該試卷由兩篇非文學選文構成 , 它們分屬兩種不同的文本類型 , 每一篇文本都附有一個問題。學生針對每一篇選文撰寫一篇分析性文章。 (總分 40 分)	105 分鐘	35%	校外評估
試卷 2: 比較論文	普通課程 (SL)、 高級課程 (HL)	試卷中包含 4 道一般性論題。學生要根據在課程中學習過的兩部作品 , 撰寫一篇對它們進行比較的論文來回應其中的一道題。 (總分 30 分)	105 分鐘	25%	校外評估
論文	高級課程 (HL)	學生提交一篇關於一件非文學文本 , 或同一作者的非文學文本集 , 或在課程中學習過的文學文本或作品的論文。(總分 20 分) 論文的篇幅須為 1200–1500 個英文單詞 (1450-1800 個漢字)。		20%	校外評估
個人口試	普通課程 (SL)、 高級課程 (HL)	這項評估由一場個人口試構成 , 由授課教師們進行評估 , 並由國際文憑組織在課程結束時進行校外評審。 根據分別出自一篇非文學文本和一篇文學作品的節選 , 學生將做一次長達 10 分鐘的有準備的口頭表達 , 在接下來的 5 分鐘內根據如下提示回答教師的提問 (總分 40 分)	15 分鐘	30%	校內評估

中文語言 A：普通課程與高級課程

在“語言 A：文學”課程中，學生將瞭解文學作為跨文化和貫穿整個歷史的強大寫作模式的各種表現形式。他們將探索並發展對文學作品的產生和接受起促進作用的各種因素的理解，例如：

- 作者和讀者的創造力；
- 與作者和讀者各自語境以及與文學傳統的互動性質；
- 語言產生意義和 / 或影響的各種方式；
- 文學創作和回應的表演和轉化潛力。

通過深入分析多種體裁、不同時期、不同地區的文學文本，學生將考慮他們自己的詮釋，以及其他人的批判性觀點。反過來，這將鼓勵探索各種觀點是如何由各種文化信仰系統塑造的，以及在這些系統中如何形成意義。學生將探究文本的創作過程和對文本做出批判性回應的過程，這將說明他們認識到文本是如何影響讀者的，以及讀者如何以各種可能的方式解讀文本。本課程聚焦於文學作品，特別注意培養學生敏銳地認識到語言的優美運用，並使他們能夠思考文學是如何呈現和塑造世界以及社會和文化認同的。

學習者檔案

學習者檔案是“語言 A：文學”課程的一個核心要素，所有學生都必須採用它。它是為期兩年的整個課程中學生完成的作業的個人收藏，是學生探索和反思文學文本，並在它們與本學科的探索領域和核心概念之間建立聯繫的地方。要求學生在學習者檔案中反思他們對在相應的探索領域中所學作品的感想和反應。還要求他們在這些作品與他們以前曾閱讀的作品之間建立聯繫，在他們作為讀者的觀點和價值觀以及同學們的觀點和價值觀之間建立聯繫。隨著課程大綱的進展，要求學生在探索領域內和跨領域的作品之間建立這些聯繫，它們將為更廣泛地瞭解文本、文化和認同之間的相互作用提供基礎。

課程要求

下表總結了普通課程與高級課程之間的區別。

要求閱讀的作品	普通課程	高級課程
由出現在《國際文憑指定閱讀書單》上的作者撰寫的作品譯著	學習至少 3 件作品	學習至少 4 件作品
由出現在國際文憑指定閱讀清單上的作者撰寫的作品原著	學習至少 4 件作品	學習至少 5 件作品
自選作品	學習 2 部自選作品	學習 4 部自選作品
學習作品總計	9	13
校外評估	普通課程	高級課程
試卷 1：有引導題的文學分析	針對兩篇以前未曾見過的文學節選或文本中的一篇撰寫*一篇*引導下的分析文章。	針對以前未曾見過的文學節選或文本撰寫*兩篇*引導下的分析文章。
試卷 2：比較論文	試卷中包含 4 道一般性論題。 學生要根據在課程中所學習過的兩部作品，撰寫一篇對它們進行比較的論文來回應其中的一道題。	試卷中包含 4 道一般性論題。 學生要根據在課程中所學習過的兩部作品，撰寫一篇對它們進行比較的論文來回應其中的一道題。
高級課程論文		一篇 *1500-1800 個漢字*的論文，聯繫一件學習過的文學文本或作品進行一系列探究。

Group 1: Studies in Language & Literature

評估概要

評估成分		普通課程	高級課程
校外評估	試卷 1	附有引導題的文學分析 (75 分鐘) **35%**	有引導題的文學分析 (135 分鐘) **35%**
	試卷 2	比較論文 (105 分鐘) **35%**	比較論文 (105 分鐘) **25%**
	論文		高級課程論文 **20%**
校內評估	個人口試	根據學過的出自一篇由所學語言寫作的作品節選和一篇翻譯的文學作品節選，學生將做一次長達 10 分鐘的有準備的口頭表達，在接下來的五分鐘內根據如下提示回答教師的提問： 通過你學過的兩部作品的內容和形式，考察它們介紹你選擇的全球性問題的方式。 **30%**	根據出自學習過的一部用所學語言撰寫的文學作品原著的節選，和出自一部學習過的翻譯文學作品的節選，學生將做一次長達 10 分鐘的有準備的口頭表達，在接下來的 5 分鐘內要根據以下提示回答教師的提問： 通過你學過的兩部作品的內容和形式，考察它們介紹你選擇的全球性問題的方式。 **20%**

個人口試

個人口試要針對以下提示：
通過你學過的兩部作品的內容和形式，考察它們介紹你選擇的全球性問題的方式。

一個全球性問題具有以下 3 個特徵：

- 具有廣泛的重要性
- 具有跨國性
- 其影響在各地的日常生活中能被感受到

學生可以考察以下一個或多個探究領域，以獲得如何確定在他們的口頭表達中要重點探討的一個全球性問題方面的指導。

- 文化、認同和社區
- 信仰、價值觀和教育
- 政治、權力和公平正義
- 藝術、創造力和想像力
- 科學、技術和環境

學生學習參考書目：

<< 兒子的大玩偶 >>
<< 城南舊事 >>
<< 紐約客 >>
<< 燦爛千陽 >>
<< 追風箏的孩子 >>
<< 落地 >>
<< 杜甫詩選 >>
<< 少女小漁 >>
<< 玩偶之家 >>
<< 推銷員之死 >>
<< 撒哈拉歲月 >>

French A Literature (HL&SL), German A Language and Literature (HL&SL), School-supported Self-taught Language A (SL)

Français A Littérature (HL&SL)

Dans le cadre du Baccalauréat International, il est possible de suivre un cours de littérature française à l'École Européenne de Taipei. Les structures de cours suivent généralement des formats similaires aux matières de la langue A détaillées précédemment, notamment l'Anglais A. Cependant, il y a de nombreuses similarités avec le Baccalauréat français comme par exemple, la technique du commentaire oral et écrit et également les oeuvres choisies.

Deutsch A - Sprache und Literatur (HL&SL)

Die Taipei European School bietet die Option Deutsch A (Sprache und Literatur) an. Die Kursstrukturen folgen einem ähnlichen Format wie die zuvor beschriebenen A-Sprachfächer und die Inhalte ähneln denen des deutschen Abiturs: gelesen und produziert werden literarische Texte ebenso wie verschiedenste Sach- und Gebrauchstexte Die Klasse wird von Lehrkräften der deutschen Sektion unterrichtet . Die Deutschgruppen sind in der Regel eher klein und bieten daher den Schülerinnen und Schülern viele Möglichkeiten, sich einzubringen.

School-supported Self-taught Language A (SL)

Another Language A option may be possible and can be supported by the school. This option allows students to study their mother tongue, even if it is not part of the usual subject offerings. Students will receive support in school from a literature teacher, although a teacher of the selected language will not be provided. Students are required to have a tutor (at own expense) in the language of study.

The programme of study is identical to that of the Language A Literature SL syllabus. However, there are differences in procedure for assessments.

In the past, TES students have taken this option in a wide range of languages, such as Swedish, Danish, Hungarian, Swazi, and Spanish.

English B HL & SL

English B is an additional-language learning course designed for students with some previous English study. It aims to give students the necessary language skills and intercultural understanding to communicate effectively in a range of contexts in an environment where English is spoken. These skills are developed through study of a range of written and spoken material, representing a breadth of different text types and gathered from a range of contexts. Students have the opportunity to use English during learner-centred activities, both collaborative and individual, in order to develop mastery of English for a variety of purposes.

Course Content

The topics studied at both SL and HL are the same. These topic areas fit into five broad themes, which allow opportunities for students to communicate about matters of personal, local or national, and global interest. These themes are Identities, Experiences, Human Ingenuity, Social Organisation, and Sharing the Planet. The aims of studying materials within these topics is not the study of the topics per se, but rather to develop language skills and intercultural understanding related to a variety of contexts.

Both SL and HL students will develop reading skills related to a variety of text types including, but not limited to, articles, leaflets, news reports, essays, interviews and reviews. They will also learn the skills to write appropriately for a similar variety of text-types.

Both SL and HL students will develop oral skills for use in interactive situations within groups and individual situations with one other speaker. An additional feature of the HL course is the study of Literature.

Course Materials & Resources

There is a course text book, *English B Course Companion,* published by Oxford University Press. English B for the IB Diploma by Cambridge University Press. Other texts are gathered from various resources, such as the Internet, periodicals, and newspapers.

HL students will study two literary pieces. Works that have been studied in the course in recent years include, *Stargirl* by Jerry Spinelli, *A Step from Heaven* by An Na, *Of Mice and Men* by John Steinbeck, and *An Inspector Calls* by J.B. Priestley.

All texts and resources will be provided by the school.

Skills Developed

Throughout the course, students will develop the following skills:

- communicating clearly and effectively in a range of contexts, demonstrating linguistic competence and intercultural understanding
- using language appropriate to a range of interpersonal and/or cultural contexts
- understanding and using language to express and respond to a range of ideas with accuracy and fluency
- organising ideas on a range of topics, in a clear, coherent, and convincing manner
- understanding, analysing, and responding to a range of written and spoken texts
- understanding and using works of literature written in English (HL only)

Next Steps

Successful study in English B provides students with the language and intercultural skills to enjoy and thrive in environments where English is spoken, including travel or university study. High achievement in the English B course is used by many universities as a language qualification for admissions.

Group 2: Language Acquisition

Assessment

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1: Writing	SL	One writing task of 250–400 words	1 hour 15 minutes	25%	External
Paper 2: Receptive skills	SL	Separate sections for listening and reading Listening Comprehension (45 minutes) Reading Comprehension (1 hour) Comprehension exercises on three audio passages and three written texts, drawn from all five themes	1 hour 45 minutes	50%	External
Individual oral assessment	SL	A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme	12 to 15 minutes	25%	Internal
Paper 1: Writing	HL	One writing task of 450–600 words	1 hour 30 minutes	25%	External
Paper 2: Receptive skills		Receptive skills—separate sections for Listening and Reading Listening Comprehension (1 hour) Reading Comprehension (1 hour) Comprehension exercises on three audio passages and three written texts, drawn from all five themes	2 hours	50%	External
Individual oral assessment	HL	A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus	12 to 15 minutes	25%	Internal

Group 2: Language Acquisition

Language B in Chinese, French, German or Spanish (HL & SL)

Language B is a language acquisition course developed at SL and HL for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

The Language B syllabus approaches the learning of language through meaning. Through the study of the prescribed topics at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the Language B course through the expansion of their receptive, productive, and interactive skills.

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

Course Content

The course is structured around the five prescribed themes:

In addition, the study of at least two literary texts (originally written in the target language) is compulsory for language B at Higher Level.

Course Materials & Resources

Students use the following resources, developed specifically for the International Baccalaureate:

Chinese: *Easy Steps to Chinese 6/7/8* (Beijing Language and Culture University Press)

French: *Course Companion (Oxford) / Le monde francophone* (Cambridge University Press)

German: *IB: Deutsch im Einsatz* (Cambridge University Press)

Spanish: *Course Companion (Oxford) / Mañana* (Cambridge University Press)

The school will also provide the online textbook, Kognity. Classes are also built using authentic websites such as:

undp.org

msf.org

fr.unesco.org

Themes	Description	Sub-topics
Identities	Nature of the self and what it is to be human	Lifestyles, health, and wellbeing, language, and identity
Experiences	Stories of the events, experiences, and journeys that shape our lives	Leisure activities, holidays and travel, customs and traditions, and migration
Human ingenuity	Ways in which human creativity and innovation affect our world	Entertainment, communication and media, and technology
Social organisation	Ways in which groups of people organised themselves, or are organized, through common systems or interests	Social relationships, community, social engagement, education, the working world, law and order
Sharing the planet	Challenges and opportunities faced by individuals and communities in the modern world	Environment, human rights, peace and conflict, equality, globalisation, and ethics

Group 2: Language Acquisition

Skills Developed

The skills developed in Language B aim to:

- develop students' intercultural understanding
- enable students to understand and use 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 the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work, and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of an additional language

Next Steps

Language B allows students to prepare for future academic study or their professional life - not only by being able to communicate in the language studied, but also by enabling them to acquire other languages more easily. It also allows students to reflect upon the benefits of language acquisition and be more effective communicators.

Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1: Writing	Productive skills Writing (30 marks) One written task of 250–400 words (SL) or 450–600 (HL)	1 hour 15 (SL) 1 hour 30 (HL)	25%	External
Paper 2: Listening and reading	Receptive skills Separate sections for listening and reading (65 marks) Listening comprehension (45min in SL or 1 hour in HL) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes	1 hour 45 (SL) 2 hours (HL)	50%	External
Individual oral assessment	A conversation with the teacher, based on a visual stimulus in SL or based on an extract from one of the literary works in HL and at least one additional course theme	12-15 minutes	25%	Internal but externally moderated

Language Ab Initio in French or Spanish (SL)

Language Ab Initio is a language acquisition course designed for students who wish to start learning a new language during their IB Diploma studies. Through the development of receptive, productive, and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Language Ab Initio is available at SL only.

Course Content

The language Ab Initio course is organised into five prescribed topics.

Each theme has a list of prescribed topics that provide the students with opportunities to practise and explore the language, as well as to develop intercultural understanding.

Course Materials & Resources

In IB Language Ab Initio, we use the following textbooks, specifically developed for the International Baccalaureate:

French: *Panorama francophone*
(Cambridge University Press)

Spanish: *Panorama hispanohablante*
(Cambridge University Press)

These are provided by the school.

Skills Developed

Language Ab Initio aims to:

- develop students' intercultural understanding;
- enable students to understand and use 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 the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language

Themes	Description	Sub-topics
Identities	Nature of the self and how we express who we are	Personal attributes, personal relationships, eating and drinking, and physical wellbeing
Experiences	Stories of the events, experiences and journeys that shape our lives	Routine, leisure, holidays, festivals and celebrations
Human ingenuity	Ways in which human creativity and innovation affect our world	Transport, entertainment, media and technology
Social organisation	Ways in which groups of people organize themselves, or are organized, through common systems or interests	Neighbourhood, education, the workplace, social issues
Sharing the planet	Challenges and opportunities faced by individuals and communities in the modern world	Climate, physical geography, the environment and global issues

Group 2: Language Acquisition

Next Steps

Language Ab Initio allows students to prepare for the next stage in their academic career, as well as their professional life, not only by being able to communicate in the language studied, but also by enabling them to learn the skills that make the acquisition of other languages easier.

Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Productive skills–writing (30 marks) Two written tasks of 70–150 words each from a choice of three tasks.	1 hour	25%	External
Paper 2	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.	1 hour 45 minutes	50%	External
Individual oral assessment	Speaking skills A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	10 minutes	25%	Internally assessed and externally moderated

Geography HL & SL

The IB Diploma programme Geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies.

The Geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability, and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. The course gives students the opportunity to develop an understanding of the interrelationships between people, place, spaces, and the environment.

Students will appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change. The complexity and changing nature of human society requires students to investigate a variety of perspectives using a range of study methods.

Course Content

The IB syllabus is designed to allow Geography to be studied at both Higher and Standard level; all students must complete the core content.

Students at Standard Level (SL) and Higher Level (HL) in Geography are presented with a syllabus that has a common core and optional themes. HL students also study the higher level extension. The syllabus requires the development of certain skills, attributes, and knowledge.

Although the skills and activity of studying Geography are common to both SL and HL students, the HL student is required to acquire a further body of knowledge, to demonstrate critical evaluation, and to synthesise the concepts in the Higher Level extension.

Part 1: Geographic Themes – Options (SL study 2, HL study 3)

Freshwater – drainage basins
Oceans and coastal margins
Extreme environments
Geophysical hazards
Leisure, tourism and sport
Food and health
Urban environments

Part 2: Geographic Perspectives – Global Change (HL and SL)

Population distribution – changing population
Global climate – vulnerability and resilience
Global resource consumption and security

Part 2: HL Core Extension – Geographic Perspectives – Global interactions (HL)

Power, places, and networks
Human development and diversity
Global risks and resilience

Course Materials & Resources

The school provides the IB Diploma Geography Course Companion, Study Guide and IB Prepared Assessment support (Oxford University Press) and Geography - Global Change and Geography - Global Interactions (Hodder Education) to support students through the course. The new edition Planet Geography series (Solid Star Press) is available for more in depth textbook support when required. Alongside this students are encouraged to keep up to date with global issues through engaging with news reports and online articles where relevant.

Skills Developed

Students taking IB Geography will develop the following:

- Communication (both oral and written) skills
- Intellectual and independent thinking skills
- Research and critical thinking skills
- Analytical skills using data, maps and infographics as stimuli
- Cultural awareness

Group 3: Individuals & Societies

Next Steps

The IB Geography course prepares students to pursue further academic study in the discipline at university level. Geography is well regarded as an academic subject due to the varied and diverse nature of the subject which allows students to pursue a variety of different academic options and future career paths. The development of a range of skills in analysis, communication, and critical thinking develop Geography students into well-rounded and dynamic individuals.

Assessment

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1	HL	Geographic themes Three options	2 hours 15 minutes	35%	External
Paper 1	SL	Geographic themes Two options	1 hour 30 minutes	35%	External
Paper 2	HL	Geographic perspectives – Global change	1 hour 15 minutes	25%	External
Paper 2	SL	Geographic perspectives – Global change	1 hour 15 minutes	40%	External
Paper 3	HL	Geographic perspectives – Global interactions	1 hour	20%	External
Internal assessment	HL/SL	Students must produce one piece of coursework based on data collected during the IB Geography field trip (attendance is mandatory).	Ongoing 2500 words	20% (HL) 25% (SL)	Internal with external moderation

History HL & SL (first exams 2028)

The IB Diploma programme 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 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.

Course Content

Throughout the IB History course, students have the opportunity to explore historical events that have played a key role in shaping the world today, deepening their understanding of the complex and interconnected nature of past and present events. For example, students explore historical examples of many of the global challenges facing the world today, such as conflict, rights, and governance.This helps to meet one of the central aims of the course: to increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Optional Themes

- 3 Case Studies: The Move to Global War from 1931 to 1941
- World History Topic: Causes and Effects of 20th Century Wars
- World History Topic: Authoritarian States (20th Century)
- Students at HL study aspects of the History of Asia.

Course Materials & Resources

TES subscribes to History Today and BBC History magazines and provides library lists to students, as well as providing several online platforms, such as Active History and InThinking.

Paper 1: (Focused Study 4): *Conflict and Displacement*
Paper 2: (Thematic Study 3): *Authoritarian Rule (from 1750 CE onwards)*

Paper 2: Case Studies in support of *Paper 2 Section A:*

- *Hitler's Rise to Power*
- *Hitler in Power*
- *Mao's Rise to Power*
- *Mao in Power*

Case Studies which support *both Papers 1 and 2:*

- *The Cold War in Asia*
- *The Indochina refugee crisis*
- *Post-war displacement in Europe*

Paper 3:

- Regional Study 3: *Challenges to Imperial Rule in China (1736-1911)*
- Regional Study 8: *The Emergence of Modern China (1910-49)*
- Regional Study 11: *The Cold War in Asia (1949-2002)*
- Regional Study 12: *The People's Republic of China (1949-2020)*

Skills Developed

Students on the IB History course will develop skills in:

- Intellectual and independent thinking
- Creating analytic arguments
- Self-reflection
- Reasoning
- Expressing ideas clearly and coherently

Next Steps

History is a subject that is well regarded by universities and employers, given the skills it develops. Studying History provides a student with skills which are not confined to the study of the past.

Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making. This not only provides a skills set for the student, but it also keeps career options open.

Group 3: Individuals & Societies

Assessment

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1	SL	Three specific source questions based around a wider inquiry question	1hr 15 mins	30%	External
Paper 1	HL	Three specific source questions based around a wider inquiry question	1hr 15 mins	20%	External
Paper 2	SL	Section A- a question on either cause and consequence or perspective, drawing on one specific case study. Section B- a short and longer answer question on 'Authoritarian Rule' with students choosing their own case studies.	1 hour 45 minutes	45%	External
Paper 2	HL	Section A- a question on either cause and consequence or perspective, drawing on one specific case study. Section B- a short and longer answer question on 'Authoritarian Rule' with students choosing their own case studies.	1 hour 45 minutes	25%	External
Paper 3	HL	Two essays, each chosen from two of four regional studies	2 hours	35%	External
Internal Assessment (HL/SL)	SL and HL	Section A- Sources and Perspectives (c.500 words) Section B- Investigation (c. 1300 words) Section C- Synthesis and Evaluation (c. 400 words) 2200 words in total	Ongoing during the course	25%-SL 20%-HL	Internally assessed, externally moderated

Economics HL & SL (first assessments 2024)

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world.

At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made

The economics course allows students to explore these models and theories, and apply them, using empirical data, through the examination of the following six real-world issues which are posed as economic questions:

- How do consumers and producers make choices in trying to meet their economic objectives?
- When are markets unable to satisfy important economic objectives—and does government intervention help?
- Why does economic activity vary over time and why does this matter?
- How do governments manage their economy and how effective are their policies?
- Who are the winners and losers of the integration of the world's economies?
- Why is economic development uneven?

By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

Course Content

Section 1: Introduction to economics

Unit 2: Microeconomics
- Markets
- Elasticities
- Government intervention
- Market failure

Unit 3: Macroeconomics
- Measuring national income
- Aggregate demand and supply
- Macroeconomic objectives
- Demand-side and supply-side policies

Unit 4: The global economy
- Benefits of trade
- Trade protection
- Economic integration
- Exchange rates
- Balance of payments
- Sustainable development
- Measuring development
- Barriers to economic growth and/or development
- Growth and development strategies

Skills Developed

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

- 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.

Next Steps

The IB Economics course prepares students to pursue further academic study in the discipline at university level.

Group 3: Individuals & Societies

Assessment

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1	HL& SL	An extended response paper (25 marks) Syllabus content (including HL extension material for HL) Students answer one question from a choice of three. (25 marks) *In addition Higher Level students sit an additional exam paper	1 hours 15 minutes	HL: 20% SL: 30%	External
Paper 2	HL& SL	A data response paper (40 marks) Syllabus content (excluding HL extension material for HL). Includes some quantitative questions. Students answer one question from a choice of two. (40 marks) *In addition Higher Level students sit an additional exam paper	1 hour 45 minutes	HL: 30% SL: 40%	External
Paper 3	HL	A policy paper (60 marks) Syllabus content including HL extension material. Includes both quantitative and qualitative questions. Students answer two compulsory questions. (30 marks per question)	1 hours 45 minutes	30%	External
Internal assessment	HL& SL	Candidates must produce a portfolio of three commentaries, each 800 words, based on a news media extract, linking economic theory to a real-world situation. Three of the four commentaries must have as their main focus a different section of the syllabus, although it is acceptable for commentaries to make reference to other sections.	Ongoing	HL: 20% SL: 30%	Internally assessed, externally moderated

Business and Management HL & SL

Business Management is a rigorous, challenging, and dynamic discipline in the Individuals and Societies subject group. The role of business, as distinct from other organisations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organising resources. Profit making, risk-taking and operating in a competitive environment characterise most business organisations.

Business Management studies business functions, management processes, and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organisation and how these decisions impact upon its stakeholders, both internally and externally. Business Management also explores how individuals and groups interact within an organisation, how they may be successfully managed, and how they can ethically optimise the use of resources in a world with increasing scarcity and concern for sustainability.

Course Content

HL and SL:
Topic 1: Business organisation and environment

Topic 2: Human resources

Topic 3: Accounts and finance

Topic 4: Marketing

Topic 5: Operations management

Conceptually Focused Teaching

The following concepts underpin the Diploma Programme Business Management course:

- Change
- Sustainability
- Ethics
- Creativity

Conceptually focused teaching helps learners to:

- Organise new information by categorising groups of facts, ideas, theories and tools according to patterns of similarity or difference.
- Deepen their understanding of the complex and dynamic business world.
- Approach concepts and content in different ways through multiple perspectives.
- Make connections with other subjects to enhance interdisciplinary learning.
- Design overarching inquiry questions or statements that link concepts to content and contexts.

Development of students

The aims of the Business Management course at SL and HL are to enable students to:

1. Develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
2. Foster an informed understanding of ethical and sustainable business practices
3. Explore the connections between individuals, businesses and society
4. Engage with decision-making as a process and a skill

Course Materials & Resources

Students make use of the Business Management for the IB Diploma textbooks that are published by Kognity. Many teacher-made resources are also shared with students during lessons.

Group 3: Individuals & Societies

Next Steps

The IB Business & Management course prepares students to pursue further academic study in the discipline at university level.

External Assessment

HL (80% assessment total)			
Paper 1	Based on a pre-released statement that specifies the context and background for an unseen case study	1 hour and 30 minutes	25%
Paper 2	Based on unseen stimulus material with a quantitative focus	1 hour and 45 minutes	30%
Paper 3	Based on unseen stimulus material about a social enterprise	1 hour and 15 minutes	25%
SL (70% assessment total)			
Paper 1	Based on a pre-released statement that specifies the context and background for an unseen case study	1 hour and 30 minutes	35%
Paper 2	Based on unseen stimulus material with a quantitative focus	1 hour and 30 minutes	35%
Internal Assessment HL & SL (30%SL / 20%HL Assessment total)			

Business research project
HL & SL Students produce a research project about a real business issue or problem facing a particular organisation using a conceptual lens. Maximum 1,800 words. (25 marks)

Psychology HL & SL

The Diploma Programme (DP) psychology course aims to develop students' knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge. They will acquire the ability to seek new information and generate understanding by employing research methodologies. The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy.

Psychological literacy includes

- Understanding basic concepts and principles of psychology
- Understanding the scientific research process
- Having problem-solving skills
- Applying psychological principles to personal, social or organisational problems
- Acting ethically
- Thinking critically
- Communicating well in different contexts
- Having cultural competence and respecting diversity
- Having self-awareness.

The course provides many opportunities for transfer. Six concepts (bias, causality, change, measurement, perspective, responsibility) run throughout the course. These concepts are so fundamental that they have a presence in each psychology content area.

SL and HL

The focus of the psychology course is on conceptual understanding and the ability to apply given concepts across a variety of contexts, as opposed to simple memorisation of theories supporting studies. Framing the psychology course through concepts, content, and context allows for the development and application of psychological knowledge when studying the contexts. Students also undertake the internal assessment task, which is to design a research proposal to investigate a population of interest using one of the four research methods used in the class practicals.

Class practicals

Practical activities are undertaken by SL and HL students and provide an opportunity for students to be guided through a critical discussion of each approach to research.

Content

The DP psychology course investigates the biological, cognitive and sociocultural approaches and the research methodology used to understand human behaviour. While these approaches may be considered separately, students are encouraged to also be aware of the overlaps and interactions between them, within the contexts.

Contexts

Each context is an important area of applied psychology, which bridges the gap between theoretical knowledge and practical solutions, offering valuable insights into human behaviour and possibilities for action:

- Health and Wellbeing
- Human Development
- Human Relationships
- Learning and Cognition

HL Extensions

Students studying DP psychology at HL have the opportunity to study four extensions: the role of culture, motivation and technology in shaping human behaviour, and data analysis and interpretation. These HL extensions are designed to extend conceptual understanding of content within the four contexts.

Course Materials & Resources

Students on the course will use IB Psychology – A Student's Guide (Themantic Education) and the IB Psychology – A Revision Guide (Themantic Education). These will be provided by the school. Students will also have access to the InThinking and Kognity online resources to complement and consolidate their learning.

Prior learning

No prior study in psychology is expected. No particular background in terms of specific subjects studied for national or international qualifications is expected or required of students. The skills needed for the psychology course are developed during the course itself.

Group 3: Individuals & Societies

Next Steps

Psychology is a subject that is well-regarded by universities and employers, given the skills it develops. The issues covered, and the exploration of ethical considerations and the development of critical thinking, have direct relevance to study and careers in counselling, social work, human resources, market research, medicine, business, education, and more.

Assessment

Assessment Component	Weighting	Details
External Assessment (3 hours)	70%	
Paper 1 (1.5 hours)	35%	**Integration of the concepts, content and contexts (35 marks)** • Section A: Two compulsory short-answer questions from two of the three content areas • Section B: Two compulsory short-answer questions applying knowledge of content to an unseen situation, each from one of four contexts • Section C: Two concept-based extended response questions, each from a different context
Paper 2 (1.5 hours)	35%	**Applying concepts and content to research contexts (35 marks)** • Section A: Four compulsory questions that focus on the class practicals • Section B: Evaluation of an unseen research study with reference to two or more concepts
Internal Assessment		
20 hours	30%	**Research Proposal (24 marks)** • Develop a research proposal using one of the four research methods used in the class practicals • Internally assessed by the teacher and externally moderated by the IB at the end of the course

Higher Level

Assessment Component	Weighting	Details
External Assessment (4.75 hours)	80%	
Paper 1 (1.5 hours)	25%	**Integration of the concepts, content and contexts (35 marks)** • Section A: Two compulsory short-answer questions from two of the three content areas • Section B: Two compulsory questions applying knowledge of content to an unseen situation, each from one of four contexts • Section C: Two concept-based extended response questions, each from a different context
Paper 2 (1.5 hours)	25%	**Applying concepts and content to research contexts (35 marks)** • Section A: Four compulsory questions that focus on the class practicals • Section B: Evaluation of an unseen research study with reference to two or more concepts
Paper 3 (1.75 hours)	30%	**Data analysis and interpretation of research data (30 marks)** • Four source-based questions featuring quantitative and qualitative findings • The focus of the questions will be on one of the HL extensions
Internal Assessment		
20 hours	20%	**Research Proposal (24 marks)** • Develop a research proposal using one of the four research methods used in the class practicals • Internally assessed by the teacher and externally moderated by the IB at the end of the course

Global Politics

Global Politics is the study of the contemporary world. The course is designed to only reference things in students' lifetime. This means they will study events they are familiar with and then use them to apply a theoretical approach to understanding why states and nonstate actors act as they do. It is an introduction to the field of International Relations.

From the IB Global Politics Guide:

Global politics is a course for students who want to understand more about how the world they live in works, what makes it change, or what prevents it from changing. The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding by critically engaging with contemporary political issues and challenges that interest them.

The scope of global politics extends over a wide range of topics and areas of study, many of which will find links with other subjects in the individuals and societies group. Students develop their understanding of political concepts and their knowledge of specific content by exploring and researching real-world case studies and examples.

Developing an understanding of power is critical for analysing how political systems work and how they change. Global politics students encounter the complexity and nuances of power from the beginning of the course. They build their understanding of how power works across multiple and interconnected dimensions, affecting the everyday lives of people around the world.

Course Content

HL and SL

Core units: Understanding power and global politics

Thematic studies

- Rights and justice
- Development and sustainability
- Peace and conflict

HL extension: Global political challenges

Extended inquiries focused on global political challenges. Students conduct independent research on case studies that connect to the following HL topic areas:

- Borders
- Environment
- Equality
- Health
- Identity
- Poverty
- Security
- Technology

Key concepts

Inquiry in Global Politics

The course integrates concepts, content and contexts through inquiries centred on power and political issues.

- Concepts such as power, sovereignty, legitimacy and interdependence are explored and examined critically throughout the course.
- Content informs inquiries through a variety of global politics topics encompassing, among other areas, political systems, actors and stakeholders, power interactions, specific treaties and conventions, relevant terminology and analysis models.
- Contexts diversify, shape and channel inquiries through contemporary real-world examples and cases.

Course Materials & Resources

- Students will have three core texts provided by the school library; Oxford IB Diploma Programme: Global Politics Course Book, Essentials in Global Politics, Global Politics Revise IB Test Prep.
- Additionally there are a wealth of online resources and it will be important for students to do considerable reading on global politics issues.

Group 3: Individuals & Societies

Next Steps

The IB Global Politics course prepares students to pursue further academic study in the discipline at university level as well as a range of courses related to international relations, law, social and political sciences.

Assessment

External assessment			
Paper 1 (SL and HL)	Source-based paper that addresses the core topics and source analysis skills in an integrated way. Sources may include text, images, diagrams and infographics.	1 hour and 15 minutes	SL 30% HL 20%
Paper 2 (SL and HL)	Essay response paper based on prescribed content from the thematic studies. Students answer two questions: one focused on a particular thematic study, and one integrating question that draws links across the thematic studies as well as the core topics.	1 hour and 45 minutes	SL 40% HL 30%
Paper 3 (HL only)	Stimulus-based paper based on the HL extension on global political challenges. The questions relate to a particular item or topic presented through the stimulus; students support their responses with evidence from their previously researched case studies.	1 hour 30 minutes	HL 30%
Internal assessment			

Engagement activity SL 30% HL 20%

Students select a political issue and explore it through research and engagement with diverse stakeholders. The experiential learning process includes exploration, planning, research, engagement activities, analysis and reflection. The final outcome is a written report. Additionally, HL students conduct further research to inform and formulate a recommendation for addressing the identified political issue

Introduction to Collaborative Science Project: The Sciences

At Taipei European School, Collaborative Science Project subjects are offered by the Science and Physical Education Departments. The study of IB sciences can be seen as a pathway to science and science-related careers, as a means to add breadth to a student's final years of schooling, or as the pursuit of an interest.

Courses include the following common structure for Standard Level (SL):

Internal Assessment

Each student is required to complete an internal assessment project as part of the requirement for each Science subject being studied at IB level. In some cases, students may complete a data analysis task using second-hand data. Otherwise, they will perform an experiment to collect their own primary data for analysis.

Students are required to spend a minimum of ten hours planning, implementing, and reporting on their projects in each Science subject studied. It is important to note that Internal Assessment is a separate piece of work that must not be related to the IB Extended Essay or IB Collaborative Science Project.

Collaborative Science Project

As part of the Collaborative Science Project requirements, each student must complete a Collaborative Science Project in cooperation with others. The Collaborative Science Project enables students to practice skills important to later study, work, and social service.

The Science Department works with the Physical Education Department to deliver and complete the Collaborative Science Project within a two-week timeframe. This includes some timetabled class time and an off-timetable day in which students concentrate on the completion of the practical aspect of the project.

Biology HL & SL

Biology is the study of life. The vast diversity of species makes Biology both an endless source of fascination and a considerable challenge. By studying IB Biology, students should become aware of how scientists work and communicate with each other. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers, and evaluate and communicate their findings.

Course Content

The IBDP Biology course is structured around four key themes, providing a comprehensive understanding of biological concepts and their applications. These themes are:

A. Unity and Diversity
B. Form and Function
C. Interaction and Interdependence
D. Continuity and Change

The course covers the following topics:

1. Molecules and Metabolism
Explore the chemical foundations of life, including the structure and function of biomolecules, metabolic pathways, and energy transformations within cells.

2. Cells and Signalling
Study the structure and function of cells, mechanisms of cellular communication, and the ways cells respond to their environment.

3. Organisms
Examine the diversity of living organisms, their physiological adaptations, and the relationships between structure and function.

4. Ecosystems
Understand the complex interactions within ecosystems, including energy flow, nutrient cycling, and the impact of human activities on the environment.

Course Materials & Resources

Students use the online textbook provided by Kognity. Students utilise equipment and materials available in the laboratory to complete their Individual Assessments and Science related Extended Essays. Students are expected to own a scientific calculator.

Skills Developed

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Integral to the experience of students in any of the Group 4 courses is their experience in the classroom laboratory or in the field. Practical activities allow students to interact directly with natural phenomena and secondary data sources. These experiences provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. Experiments can be used to introduce a topic, investigate a phenomenon, or allow students to consider and examine questions and curiosities.

Next Steps

Apart from being a subject worthy of study in its own right, Biology is a prerequisite for many other courses in higher education, such as Medicine, Biological Science, and Environmental Science, and serves as useful preparation for employment.

Group 4: The Sciences

Assessment

SL

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour and 30 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 (1 hour and 30 minutes) Section A - Data-based and short answer questions Section B - Extended response questions (Total 50 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

HL

Assessment component	Weighting
External assessment (4 hours 30 minutes)	80%
Paper 1 (2 hours) Paper 1A - Multiple-choice questions Paper 1B - Data-based questions (four questions that are syllabus related, addressing all themes) (Total 75 marks)	36%
Paper 2 (2 hours and 30 minutes) Section A - Data-based and short answer questions Section B - Extended-response questions (Total 80 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

Chemistry HL & SL

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as Medicine, Biological Science, and Environmental Science.

Both theory and practical work should be undertaken by all students, as they complement one another naturally, both in school and in the wider scientific community. The IB Chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of Mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

Course Content

The IBDP Chemistry course is organized into two main sections: Structure and Reactivity. Each section delves into fundamental aspects of chemistry, ensuring a deep understanding of chemical principles and processes.

Structure

1. Models of the Particulate Nature of Matter
Investigate the fundamental concepts of matter, including atomic theory and the behavior of particles.

2. Models of Bonding and Structure
Explore different types of chemical bonds, molecular geometry, and the structural properties of substances.

3. Classification of Matter
Study the organization of elements and compounds, including the periodic table and the properties that categorize different types of matter.

Reactivity

1. What Drives Chemical Reactions
Understand the principles that govern chemical reactions, including energy changes and thermodynamics.

2. How Much, How Fast, and How Far?
Examine the quantitative aspects of chemistry, such as stoichiometry, reaction rates, and equilibrium.

3. What Are the Mechanisms of Chemical Change?
Analyze the steps involved in chemical reactions, including reaction mechanisms and pathways.

Course Materials & Resources

Students use the online textbook provided by Kognity. Students utilise equipment and materials available in the laboratory to complete their Individual Assessments and Science related Extended Essays. Students are expected to own a scientific calculator.

Skills Developed

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.

Integral to the experience of students in any of the Group 4 courses is their experience in the classroom laboratory or in the field. Practical activities allow students to interact directly with natural phenomena and secondary data sources. These experiences provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. Experiments can be used to introduce a topic, investigate a phenomenon, or allow students to consider and examine questions and curiosities.

Next Steps

Apart from being a subject worthy of study in its own right, Chemistry is a prerequisite for many other courses in higher education, such as Medicine, Biological Science, and Environmental Science, and serves as useful preparation for employment.

Group 4: The Sciences

Assessment

SL

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour and 30 minutes) Paper 1A - Multiple-choice questions Paper 1B - Data-based questions (Total 55 marks)	36%
Paper 2 (1 hour and 30 minutes) Short-answer and extended response questions (Total 50 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

HL

Assessment component	Weighting
External assessment (4 hours 30 minutes)	80%
Paper 1 (2 hours) Paper 1A - Multiple-choice questions Paper 1B - Data-based questions (Total 75 marks)	36%
Paper 2 (2 hours and 30 minutes) Short-answer and extended-response questions (Total 90 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

Physics HL & SL

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.

Course Content

The IBDP Physics course is designed to provide students with a comprehensive understanding of the fundamental principles of physics. The course is divided into the following topics:

A. Space, Time, and Motion
Explore the concepts of space and time, the laws of motion, and the principles of kinematics and dynamics.

B. The Particulate Nature of Matter
Study the properties of matter at the atomic and subatomic levels, including the behavior of particles and the structure of atoms.

C. Wave Behaviour
Understand the characteristics and properties of waves, including sound, light, and other forms of wave motion.

D. Fields
Examine the nature of gravitational, electric, and magnetic fields, and their effects on matter and energy.

E. Nuclear and Quantum Physics
Delve into the principles of nuclear reactions, radioactive decay, and the fundamentals of quantum mechanics.

Course Materials & Resources

Students use the online textbook provided by Kognity. Students utilise equipment and materials available in the laboratory to complete their Individual Assessments and Science related Extended Essays. Students are expected to own a scientific calculator.

Skills Developed

The Physics course allows students to develop traditional practical skills and techniques and to increase facility in the use of Mathematics, which is the language of Physics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavour and are important, life-enhancing, transferable skills.

Integral to the experience of students in any of the Group 4 courses is their experience in the classroom laboratory or in the field. Practical activities allow students to interact directly with natural phenomena and secondary data sources. These experiences provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers, and evaluate and communicate their findings. Experiments can be used to introduce a topic, investigate a phenomenon, or allow students to consider and examine questions and curiosities.

Next Steps

Apart from being a subject worthy of study in its own right, Physics is a prerequisite for many other courses in higher education, such as Engineering, Astrophysics, Nuclear Physics, and Environmental Science, and serves as useful preparation for employment.

Group 4: The Sciences

Assessment

SL

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour and 30 minutes) Paper 1A - Multiple-choice questions Paper 1B - Data-based questions (Total 45 marks)	36%
Paper 2 (1 hour and 30 minutes) Short-answer and extended-response questions on standard level material only. (Total 55 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

HL

Assessment component	Weighting
External assessment (4 hours 30 minutes)	80%
Paper 1 (2 hours) Paper 1A - Multiple-choice questions Paper 1B - Data-based questions (Total 60 marks)	36%
Paper 2 (2 hours and 30 minutes) Short-answer and extended-response questions on standard level and additional higher level material. (Total 90 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

Sports, Exercise and Health Science HL & SL

Sports Exercise and Health Science is a human science about how humans flourish both physically and mentally. It includes physiology, biomechanics and psychology and their application in sport and exercise. Like all DP sciences, SEHS is an experimental science and combines learning theory, with the application of practical investigative skills. SEHS gives students the knowledge, understanding and skills to understand and analyse human sports and exercise performance.

Students report that they are engaged in SEHS class because they are interested in sport and exercise and can apply their learning to their own aspirations. SEHS is highly relevant to careers in health science including but not limited to:

- Physical Therapy
- Coaching
- Personal training
- Physical Education
- Exercise Physiology
- Sports Psychology

Three key themes of the SEHS course:

1. Exercise physiology and nutrition of the human body
   - Communication between systems within the human body.
   - Hydration and nutrition
   - Response

2. Biomechanics
   - Generating movement in the body
   - Forces, motion and movement
   - Injury

3. Sports Psychology and motor learning
   - Individual differences
   - Motor learning
   - Motivation
   - Stress and coping
   - Psychological skills

Skills Developed

Students will acquire the following skills in this course: application and use of scientific facts, methods, techniques, and terminology use of methods of presenting sports-scientific information constructing, analysing, and evaluating hypotheses, research questions, predictions, methods, techniques, and sports-scientific explanations

Course Materials & Resources

Students use the Sports, Exercise and Health Science (2024 edition) textbook (Oxford University Press), which will be provided by the school.

Group 4: The Sciences

Assessment

Type of assessment	Format of assessment	Time (hours) SL / HL		Weighting of final grade
External		3	4.25	76
Paper 1	Paper 1A: Multiple-choice questions	1.5	1.75	36
	Paper 1B: Data-based questions and questions on experimental work			
Paper 2	Short answer and extended-response questions	1.5	2.5	40
Internal		10		24
Scientific investigation	The scientific investigation is an open-ended task in which the students gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,200 words.	10		24

Computer Science HL & SL

Computer Science requires an understanding of the fundamental concepts of computational thinking, as well as knowledge of how computers and other digital devices operate. The Computer Science course is engaging, accessible, inspiring, and rigorous. The course:

- draws on a wide spectrum of knowledge.
- is underpinned by computational thinking.
- enables and empowers innovation, exploration, and the acquisition of further knowledge through problem-solving.

Computational thinking involves the ability to:

- think procedurally, logically, concurrently, abstractly, and recursively.
- utilise an experimental and inquiry-based approach to problem-solving.
- develop algorithms and express them clearly.
- appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.

During the course, the student will develop computational solutions. This will involve the ability to:

- identify a problem or unanswered question.
- design, prototype, and test a proposed solution.
- liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

Course Content

Core Syllabus

The syllabus is broken into two sections, “Concepts of Computer Science” and “Computational Thinking and Problem-Solving”. The main themes of these are:

Concepts of Computer Science:

- Computer fundamentals
- Networks
- Databases
- Machine learning

Computational Thinking and Problem-Solving:

- Computational thinking
- Programming
- Object-oriented programming
- Abstract data types—HL only

Case Study

In addition to the core content, students will be assigned a case study involving research into a current technology. The case study changes each year and is intended to provide a deeper understanding of one aspect that students study in the core curriculum.

Differences between HL and SL

With the exception of Abstract Data Types, students in both levels of the course cover the same material, with HL students having further depth and topic knowledge added throughout each unit.

Course Materials & Resources

Students use the Computer Science Course Companion (2025 edition) textbook (Oxford University Press), which will be provided by the school.

Skills Developed

Students will learn a theoretical base that underpins Computer Science concepts including:

- Computational thinking
- Algorithmic thinking
- Artificial intelligence
- Databases
- Networks
- Design thinking

In addition to the theoretical base, they will develop practical skills in:

- Programming, with a focus on object-oriented programming
- Database design
- System design methodologies

Assessment in Computer Science

In addition to end of course exams, both HL and SL students are required to complete the internal assessment and case study.

Internal Assessment

The internal assessment (IA) for Computer Science is an individual project where students design and create a software product to demonstrate their understanding of computational thinking. Both HL and SL have the same time allocation for class hours.

Case Study

The case study is a pre-released topic that students should get around a year before their final exams. The aim of the case study is to ensure that students receive a deep-dive on some contemporary issue in Computer Science. The time allocation for HL and SL is different, reflecting the fact that HL students should have a deeper understanding of the relevant topics.

Exams

For both HL and SL, final exams are made up of two papers: paper 1 - assessing themes linked to concepts of computer science and the case study, and paper 2 - questions relating to computational thinking and problem-solving.

Assessment Outline SL

Component	Weighting
Paper 1 - 1 hour 15 minutes, 50 marks	35%
Paper 2 - 1 hour 15 minutes, 50 marks	35%
Paper 2 - 1 hour 15 minutes, 50 marks	30%

Assessment Outline HL

Component	Weighting
Paper 1 - 2 hours, 80 marks	40%
Paper 2 - 2 hours, 80 marks	40%
Internal Assessment - 30 marks	20%

Introduction to Group 5: Mathematics

The structure of IB DP mathematics courses, with two different routes to choose from, recognises the two different aspects of mathematics discussed in the introduction.

Mathematics: analysis and approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalisation.

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.

Both subjects are offered at HL and SL. There are many elements common to both subjects although the approaches may be different. Both subjects will prepare students with the mathematics needed for a range of further educational courses corresponding to the two approaches to mathematics set out above.

Mathematics Analysis and Approaches (MAA)

Course Content

This course recognises the need for analytical expertise in a world where innovation is increasing. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Optional Themes

The programme consists of 5 topics and a mathematical exploration. These topics are:

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

Course Materials & Resources

Students will make use of the *IB Mathematics: Analysis and Approaches* textbook (Oxford Publications) which is provided by the school. The online textbook and resources Kognity is also available as an additional resource.

Skills Developed

The approach of this course is described below:

- Develops strong skills in mathematical thinking
- Emphasis on algebraic methods
- Real and abstract mathematical problem solving

Next Steps

Students taking Mathematics: Analysis and Approaches are well prepared for further study of Pure Mathematics, Engineering, Physical Sciences, Economics or any degree requiring analytic methods.

Assessment

Standard Level (SL)

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Non-calculator methods	90 minutes	40%	External
Paper 2	Calculator methods	90 minutes	40%	External
Exploration	An individual piece of work involving investigating an area of Mathematics	Ongoing	20%	Internal

Higher Level (HL)

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Non-calculator methods	120 minutes	30%	External
Paper 2	Calculator methods	120 minutes	30%	External
Paper 3	Problem Solving / Reasoning with Calculator	75 minutes	20%	External
Exploration	An individual piece of work involving investigating an area of Mathematics	Ongoing	20%	Internal

Mathematics Applications and Interpretation (MAI)

Course Content

This course recognises the increasing role that mathematics and technology play in a diverse range of fields. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Optional Themes

The programme consists of 5 topics and a mathematical exploration. These topics are:

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

Course Materials & Resources

Students will make use of the textbook *IB Mathematics: Applications and Interpretation* (Oxford Publications) which is provided by the school. The online textbook and resources Kognity is also available as an additional resource.

Skills Developed

The approach of this course is described below:

- Develops strong skills in applying mathematics to the real-world
- Emphasis on modelling and statistics
- Real mathematical problem solving using technology

Next Steps

Students taking Mathematics: Applications and Interpretation are well prepared for further study of Social Sciences, Natural Sciences, Medicine, Statistics, Business, some Economics courses, Psychology and Design.

Assessment

Standard Level (SL)

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Technology required / Short-response questions	90 minutes	40%	External
Paper 2	Technology required / Extended-response questions	90 minutes	40%	External
Exploration	An individual piece of work involving investigating an area of Mathematics	Ongoing	20%	Internal

Higher Level (HL)

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Technology required / Short-response questions	120 minutes	30%	External
Paper 2	Technology required / Extended-response questions	120 minutes	30%	External
Paper 3	Problem solving / Reasoning with calculator	75 minutes	20%	External
Exploration	An individual piece of work involving investigating an area of Mathematics	Ongoing	20%	Internal

Visual Arts HL & SL

Group 6: The Arts

The IB Diploma Programme Visual Arts course encourages students to become creative and critical practitioners. Through art-making as inquiry, students investigate artists, artworks and contexts while developing the knowledge, skills and understanding needed to create, connect and communicate through visual art.

Students engage in a variety of art-making forms and creative strategies, exploring how visual art can communicate ideas, perspectives and experiences. Through experimentation, reflection and sustained studio practice, students develop artistic intentions and create original artworks that respond to their interests, experiences and the world around them.

The Visual Arts course is designed as a collaborative, inclusive and creative studio environment where students engage in art-making as inquiry, explore diverse perspectives and develop as emerging artists.

Course Content

Visual Arts is a practice-based course that encourages students to develop as artists through inquiry, experimentation and creative practice. Students investigate artists, artworks and contexts while exploring how visual art can communicate ideas, perspectives and experiences.

Throughout the two-year course, students develop personal lines of inquiry that guide their art-making practice. They learn to generate and refine ideas through investigation, observation, experimentation and critical reflection. Students engage with a variety of art-making forms, media and creative strategies while developing artistic intentions and creating original artworks.

Students engage with three interconnected areas of learning:

Create
Students investigate and experiment with art-making forms, media, techniques and processes. Through sustained studio practice, they generate ideas, refine artistic intentions and create original artworks.

Connect
Students investigate artists, artworks and contexts from a range of perspectives. They explore how visual art reflects and shapes cultures, communities and identities, while considering how their own work is situated in relation to the work of others.

Communicate
Students learn to curate, present and discuss their work effectively. Through reflection, documentation and exhibition, they develop an understanding of how artworks communicate meaning and engage different audiences.

Throughout the course, students maintain a visual record of their investigations, experimentation and artistic development while producing a body of original artwork that reflects their personal interests and lines of inquiry.

Course Materials & Resources

TES provides access to a wide range of traditional and contemporary art materials, studio facilities and digital resources. Students are encouraged to work across a variety of art-making forms, including drawing, painting, printmaking, sculpture, photography, mixed media and digital processes where appropriate to their artistic intentions.

Students also engage with galleries, exhibitions, artists, online collections and contemporary visual culture as part of their research and inquiry.

Skills Developed

Students develop:

- Creative and critical thinking
- Inquiry and research skills
- Visual communication
- Conceptual understanding
- Technical and practical art-making skills
- Reflection and self-evaluation
- Curatorial and presentation skills
- Independent learning and project management
- Cultural awareness and global perspectives

Group 6: The Arts

Next Steps

Visual Arts develops transferable skills that are highly valued across many university courses and career pathways. Students may pursue further study in:

- Fine Art
- Illustration
- Graphic Design
- Architecture
- Interior Design
- Photography
- Animation
- Film and Media
- Fashion Design
- Product Design
- Arts Administration and Curation

The course also develops creativity, communication, research, critical thinking and project management skills that support success across a wide range of professions.

Assessment

Standard Level (SL)

Assessment Component	Detail	Length	Weighting	Internal/External
Art-Making Inquiries Portfolio	Students curate visual and written evidence of investigations, experimentation, discoveries and artistic development through one or more lines of inquiry.	Ongoing	40%	External
Connections Study	Students investigate how one resolved artwork connects to their personal context and to the work of at least two artists from different contexts.	Ongoing	20%	External
Resolved Artworks	Students submit a coherent body of five resolved artworks accompanied by a written rationale explaining artistic intentions and creative decisions.	Ongoing	40%	Internal with external moderation

Group 6: The Arts

Higher Level (HL)

Assessment Component	Detail	Length	Weighting	Internal/External
Art-Making Inquiries Portfolio	Students curate visual and written evidence of sustained inquiry, experimentation and artistic development through one or more lines of inquiry.	Ongoing	30%	External
Artist Project	Students develop and realise an ambitious stand-alone project situated within a chosen context and designed for a specific audience.	Ongoing	30%	External
Selected Resolved Artworks	Students submit a carefully selected body of five artworks alongside written texts and a rationale explaining their conceptual and technical development.	Ongoing	40%	Internal with external moderation

Theatre HL & SL

Theatre is a dynamic, collaborative, and living art form. It is a practical subject that encourages discovery through experimentation, the taking of risks, and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity, and working collaboratively. The IB Theatre Arts course is a multifaceted theatre-making course of study.

The course gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualise their work. The theatre course encourages students to appreciate this through the processes of researching, creating, preparing, presenting and critically reflecting on Theatre A participants and audience members, they gain a richer understanding of themselves, their community and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place, and culture and promotes international-mindedness.

Course Content

The core theme of IB Theatre Arts is that students explore theatre in a variety of contexts to understand how these contexts inform practice (theatre in context). They learn to understand and engage in the processes of transforming ideas into action (theatre processes).

Throughout the course they develop and apply theatre production, presentation, and performance skills, working both independently and collaboratively (presenting theatre).

Course Materials & Resources

All prescribed texts and resources will be provided by the school.

Skills Developed

Students will acquire the following skills:

- creating and devising theatre
- designing and understanding the process of putting on a live performance as a director
- performing and understanding of rehearsal processes, performer training, and the development of skills related to the use of voice, body, face, movement, and gesture in performance
- spectating and understanding how an audience receives, experiences, and responds to theatre
- how to analyse and critique a production
- ability to reflect on the impact live theatre productions have on their theatre practice.

Next Steps

Theatre Arts is a subject that prepares students for academic life at university. Theatre Arts ensures that students have the skills to apply research, present their findings, and perform original and set texts.

Students who have chosen Theatre Arts will have excellent time management and leadership qualities, and the ability to facilitate intensive projects from start to completion.

Group 6: The Arts

Assessment

Exam	Level	Detail	Weighting	Internal/External
Production Proposal	HL/SL	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. Each student submits the following. 1. A production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.	SL: 30% HL: 20%	Internal
Research presentation	HL/SL	Students plan, deliver and video record an individual research presentation (15 minutes maximum) 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. 1. A video recording of the student's research presentation (15 minutes maximum). 2. A list of all sources cited and any additional resources used by the student during the presentation.	SL: 30% HL: 20%	External
Collaborative project	HL/SL	Students collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fullyrealized production. Each student submits the following. 1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used. 2. A video recording of the final piece (7–10 minutes maximum).	SL: 40% HL: 25%	External
Solo Theatre Piece	HL	Students 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 the following. 1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited. 2. A continuous unedited video recording of the whole solo theatre piece (4–7 minutes maximum).	35%	External

Music HL & SL

Music is an essential part of the human experience and a unique mode of creativity, expression and communication. Music is both functional and meaningful, and its vitality and complexity enriches our lives. Though music is rooted in specific societies and cultures, it also transcends and often connects them. Music not only offers a way of understanding the world, but also a means by which we can express and share our understanding of it with others.

Music's many rich histories continue to evolve through individual and collaborative contributions. In the past, as in our contemporary and increasingly digital world, music responds to, and is shaped by, new and emerging technologies and approaches.

The study of music encourages inquiry into creative practices and performance processes. Music study develops listening, creative and analytical skills, as well as encouraging cultural understanding and international-mindedness. In this way, music is a catalyst for expanding critical thinking—a crucial life skill. When we understand others and ourselves through music, we are empowered to make positive and effective change in the world.

In this 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.

Course Content

This practical course fosters students' musicianship and shapes their musical identities as researchers, creators and performers.

The course defines musicianship as comprising three, intrinsically connected aspects.

1. Knowledge and understanding of diverse musical material
2. Engagement with the musical processes of exploring, experimenting and presenting
3. Competencies and skill in the musical roles of researchers, creators and performers

The course encourages the acquisition of knowledge and understanding of diverse musical material, and development of musical competencies and related musical skills in the roles of researchers, creators and performers through the practical processes of exploring, experimenting and presenting.

The music course is designed to enable students to learn through cognitive, metacognitive and affective skills.

Course Materials & Resources

Students use a wide variety of texts which will be provided by the school. Music students also make use of Musescore, Logic Pro, Musition, Auralia and Garageband software as part of their exploration and development in the Mac Lab.

Skills Developed

Students will experience a music syllabus that develops the following skills:

- Thinking skills
- Social skills
- Communication skills
- Self-management skills
- Research skills

Group 6: The Arts

The music course is student-centred and places student creativity at the heart of a holistic learning experience. Learning about music invites students to explore music practically and understand the correlation between the musical roles: researcher, creator and performer.

Each role is associated with distinct musical competencies and skills. These musical competencies are directly linked to inquiry into familiar and unfamiliar music, and to solving technical and creative problems. Inquiry into familiar and unfamiliar music and problem-solving requires students to use higher-order thinking skills.

All components of the course must be experienced practically through authentic musical encounters and outcomes. Students must also understand the similarities and differences between solo music-making and collaborative music-making. When collaborating, students develop valuable social and communication skills.

In the course, students communicate learning through oral, visual and written work, as well as through creating and participating in solo and ensemble performances. Students should also learn to make critical musical choices by deciding what is relevant and useful for their own creative processes. Students will develop self-management skills by setting long-term goals and working on ideas from draft to final product.

Next Steps

The IB Music course provides an appropriate foundation for further study in Music at university level or in Music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of Music as lifelong participants.

Group 6: The Arts

Assessment

Exam	Level	Detail	Weighting	Internal/External
Exploring music in context	HL/SL	Students select samples of their work for a portfolio submission (maximum 2,400 words). Student submit: • written work demonstrating engagement with, and understanding of, diverse musical material • 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) • supporting audio material (not assessed)	HL: 20% SL: 30%	External
Experimenting with music	HL/SL	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 (maximum 1,500 words) • 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)	HL: 20% SL: 30%	Internal
Presenting music	HL/SL	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 (maximum 600 words) • Presenting as a creator ◦ composition and/or improvisation (maximum 6 minutes) • Presenting as a performer ◦ solo and/or ensemble (maximum 12 minutes) ◦ excerpts, where applicable (maximum 2 minutes)	HL: 30% SL: 40%	External
The contemporary music-maker	HL	Students submit a continuous multimedia presentation documenting their real-life project. Students submit multimedia presentation (maximum 15 minutes), evidencing: • the project proposal • the process and evaluation • the realized project, or curated selections of it.	30%	Internal

Film HL & SL

Film is a powerful and stimulating art form and practice.

The DP 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.

DP 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 Film course emphasises the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. DP Film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds.

At the core of the DP Film course lies the need for creative exploration and innovation. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis that is achieved through practical engagement in the art, craft and study of film.

Culture and Film

Culture, which provides the overall framework within which humans learn to organise their thoughts, emotions and behaviours in relation to their environment, is a central component of the course. Within this framework, **cultural context**, which specifically appears throughout the taught syllabus and assessment tasks of the DP Film course, refers to the conditions that influence, and are influenced by, culture. These include economic, geographical, historical, institutional, political, social and technological factors. Students will analyse this range of cultural factors within the medium.

Course Content

Units will be designed to either explicitly or implicitly address the demands of the course-based assessments. For example, students may watch excerpts of films from different perspectives, such as that of the cinematographer, director or writer. Students will have to analyse sections of films from the perspective of the socio-cultural context. They will practice filming and editing techniques in a range of short films. They will look at the history and development of film. Essentially, each unit of study will usually cover aspects of 'Reading Film' (preparation for the Textual Analysis), 'Contextualizing Film' (preparation for the Comparative Study) and 'Film-making' (preparation for the Film Portfolio and Collaborative Film).

Skills Developed

The aims of the Film course at SL and HL 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**)

Group 6: The Arts

Assessment

There are no final exams in Film; assessment is done over the duration of the course.

Next Steps

As a modern Art form, Film emphasises the importance of visual imagery, technology and communication. In our highly visual, media-driven world, students who study Film may well be valued for their technological skills, as well as for evidence of both their individual and collaborative efforts with the assessments.

	External/Internal	SL	HL
Textual analysis Students at SL and HL 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 a textual analysis of 1,750 words and a list of sources.	External	30%	20%
Comparative study Students at SL and HL 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 a recorded multimedia comparative study of 10 minutes maximum and a list of sources.	External	30%	20%
Film portfolio Students at SL and 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 of 9 pages maximum and a list of sources, and a film reel of 9 minutes maximum.	Internal	40%	25%
Collaborative film project (HL only) 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 of 7 minutes maximum and a report of 2,000 words complete with a list of sources used.	Internal		35%
		100%	**100%**

Taipei European School
Vision, Mission and Core Values

Vision

To be a flourishing, multilingual and multicultural community of lifelong learners that embraces independence, curiosity and empathy to make a positive difference in local, national and global environments.

Mission

Through world class curricula, Taipei European School cultivates lifelong learners and responsible global citizens who are ready to rise to the challenges of the future. We nurture independence, embrace diversity, and encourage all to “do well by doing good”. We embrace holistic education programmes that value academic accomplishment while prioritising the social and emotional wellbeing of each learner.

TES Core Values

The school expects that we

- Strive for excellence in all that we do
- Encourage the development of the whole person
- Sustain a strong ethos that emphasizes students’ welfare and their personal, social and emotional development
- Encourage students to pursue their natural curiosity thereby developing enquiring and challenging minds and enhancing their critical thinking and preparation for life- long learning
- Promote good citizenship through a concern and compassion for social, global and environmental issues
- Respect and celebrate the multicultural environment of our school which enriches our community and our learning
- Develop the potential of each member of our school community
- Maintain a strong partnership between our school, parents and the community

Graduate Attributes

We strive for each graduate to be

- A Lifelong Learner
- A Critical Thinker
- Independent
- Empathetic
- Socially Responsible
- Interculturally Aware
- Globally Minded

Community Values

We expect each member of our community to exhibit

- Respect
- Participation
- Responsibility
- Creativity
- Perseverance

Europäische Schule Taipei
Vision, Auftrag und Grundwerte

Vision

Wir wollen eine blühende, mehrsprachige und multikulturelle Gemeinschaft lebenslang Lernender sein, die mit Eigenständigkeit, Neugier und Mitgefühl ihre lokale, nationale und globale Lebenswelt zum Guten verändert.

Auftrag

Durch Bildungsgänge von Weltklasse bringt die Taipei European School lebenslang lernende und verantwortungsbewusste Weltbürger*innen hervor, die bereit sind, sich den Herausforderungen der Zukunft zu stellen. Wir fördern Eigenständigkeit, begrüßen Vielfalt und ermutigen alle, sich gut zu tun, indem sie Gutes tun. Wir bekennen uns zu ganzheitlichen Bildungsprogrammen, die akademische Leistungen wertschätzen und gleichzeitig das soziale und emotionale Wohlergehen aller Lernenden in den Vordergrund stellen.

TES Grundwerte

Die Schule erwartet von uns, dass wir

- in all unserem Tun nach höchster Qualität streben
- die Entwicklung der ganzen Person fördern
- ein starkes Ethos bewahren, das die Lernenden und ihre persönliche, soziale und emotionale Entwicklung in den Vordergrund stellt
- die Lernenden ermutigen, ihrer natürlichen Neugier zu folgen und so einen forschenden und infrage stellenden Geist sowie kritisches Denken zu entwickeln und sich auf lebenslanges Lernen vorzubereiten
- gesellschaftliche Verantwortung durch Engagement für soziale, globale und ökologische Fragen fördern
- das multikulturelle Umfeld unserer Schule, das unsere Gemeinschaft und unser Lernen bereichert, achten und feiern
- das Potenzial eines jeden Mitglieds unserer Schulgemeinschaft entwickeln
- eine starke Partnerschaft zwischen unserer Schule, den Eltern und dem schulischen Umfeld aufrechterhalten

Unsere Absolventinnen und Absolventen

Wir streben an, dass unsere Absolventinnen und Absolventen

- lebenslang lernen
- kritisch denken
- eigenständig sind
- mitfühlend sind
- soziale Verantwortung übernehmen
- ein interkulturelles Bewusstsein entwickeln
- global denken

Werte unserer Gemeinschaft

Wir erwarten von jedem Mitglied unserer Gemeinschaft

- Respekt
- Teilnahme
- Verantwortung
- Kreativität
- Durchhaltevermögen

Ecole européenne de Taipei
Vision, Mission et valeurs fondamentales

Vision

Être une communauté plurilingue, multiculturelle et florissante, qui stimule l'apprentissage tout au long de la vie, promeut l'indépendance, la curiosité et l'empathie, et contribue à faire une différence dans les enjeux locaux, nationaux et mondiaux.

Mission

Grâce à des programmes de renommée internationale, la "Taipei European school" forme des citoyens du monde engagés dans l'apprentissage tout au long de la vie et prêts à relever les défis du futur. Nous cultivons l'autonomie, chérissons la diversité et soutenons chacun et chacune à s'épanouir en faisant preuve d'empathie. Nous privilégions des programmes éducatifs holistiques qui valorisent la réussite académique tout en favorisant le bien-être social et émotionnel des élèves.

Les valeurs fondamentales de la TES

L'école attend de nous

- que nous poursuivions l'excellence dans tout ce que nous entreprenons
- que nous encouragions le développement de la personne dans son ensemble
- que nous maintenions une éthique forte qui met l'accent sur le bien-être des élèves et leur développement personnel, social et émotionnel
- que nous encouragions les élèves à écouter leur curiosité naturelle, développant ainsi des esprits curieux et audacieux, en renforçant leur esprit critique, et leur préparation à l'apprentissage tout au long de la vie
- que nous promouvions la sensibilisation et l'intérêt pour les enjeux mondiaux, sociaux et environnementaux
- que nous respections et célébrions l'environnement multiculturel de notre école qui enrichit nos apprentissages et notre communauté
- que nous développions le potentiel de chacun et de chacune des membres de notre communauté
- que nous maintenions un lien fort entre école, les familles et la communauté

Nos diplômés

Notre ambition est qu'à la fin de leur scolarité, nos jeunes diplômés soient

- engagés dans l'apprentissage tout au long de leur vie
- capables d'esprit critique
- indépendants
- capables d'empathie
- socialement responsables
- ouverts aux autres cultures
- citoyens du monde

Nos valeurs

Nous attendons de chaque membre de notre communauté qu'il fasse preuve

- de respect
- d'engagement
- de responsabilité
- de créativité
- de persévérance

台北歐洲學校
願景、使命與核心價值

願景

提供一個培育積極正向發展、多種語言和多方文化終身學習者的教育環境，培養學生具備獨立自主性、好奇心和同理心，並能於其所在城市、國家及全球環境中發揮積極正面的影響力。

使命

透過世界一流的課程，台北歐洲學校致力於培育能夠迎接未來挑戰的終身學習者及負責任的全球公民。我們培養獨立性，擁護多樣性，並鼓勵所有人'為善者成'。我們關注學業成就，也重視學生的身心發展。

台北歐洲學校核心價值

學校期待所有成員能

- 凡事全力以赴
- 提倡五育均衡發展的全人教育
- 重視學生身心靈均衡發展
- 鼓勵學生透過培養求知慾及明辨思維的能力，進而提升探本溯源之好奇心，為終身學習作準備
- 藉由對社會、全球及環境相關之議題，培育具備同理心的世界公民
- 尊重並提倡我們學校的多元文化及學習環境
- 發展學校社群中每個成員的潛能
- 維持學校、家長與社群間之緊密關係

畢業生特質

我們致力使每位畢業生都能具備以下特質

- 終生學習者
- 慎思明辨
- 獨立自主
- 同理心
- 社會責任
- 跨文化意識
- 國際觀

社群價值觀

我們期許學校所有成員能展現以下特質

- 尊重
- 參與
- 責任
- 創造力
- 韌性







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