

DP HANDBOOK STUDENTS & PARENTS

2024 - 2025



Table of Contents

Who we are	1
Our Mission	1
Our Vision	1
International Baccalaureate Mission Statement	1
Our Core Value	2
Our Pedagogical Framework	2
Enhanced Learning Categories	3
ISS Academic Journey	4
Welcome to the DP	5
Why Choose the IB Diploma Programme?.....	6
The IB Learner Profile	7
Progression through the IB Programmes.....	8
The IB Programme Structures	9
The Diploma Programme Curriculum	10
Assessment	12
Scoring System.....	13
Criteria for the award of the IB Diploma	14
Criteria to successfully complete DP1 and progress to DP2	14
Examples of University Requirements	15
How to support your child?.....	15
Subject Information	16
DP Subjects offered at ISS:	16
The core	17
Core: Creativity, Activity, Service (CAS).....	17
Core: Extended Essay (EE)	19
Core: Theory of Knowledge (TOK).....	22
Group 1: Studies in Language and Literature	24
1. Language and Literature – English and Portuguese	24

2. Literature – school supported self-taught*	27
Group 2: Language acquisition	29
1. Languages B - English, French, Portuguese & Spanish	29
2. Language ab initio – Spanish (SL only)	34
Group 3: Individuals & Societies	37
1. Business Management	37
2. Economics	40
3. Global Politics	42
4. History	44
5. Psychology	48
Group 4: Sciences	51
1. Biology	51
2. Chemistry	54
3. Design Technology	57
4. Environmental Systems and Societies	59
5. Physics	62
6. Sports Exercise and Health Sciences	65
Group 5: Mathematics	68
1. Mathematics AA: Analysis & Approaches	68
2. Mathematics AI: Applications & Interpretations	71
Group 6: The Arts	75
1. Visual Arts – HL/SL	75
Music – HL/SL	79
REFERENCES	83
Appendix 1	84
Appendix 2	86

Information contained in this booklet is adapted from publications produced by the International Baccalaureate Organization, available on the website: www.ibo.org

Who we are

Our Mission

International Sharing School aims to develop inquiring, knowledgeable and open-minded lifelong learners who aspire to build a better tomorrow, through a supportive, respectful and caring environment promoting **learning through sharing**.

Our Vision

We are dedicated to achieving enjoyment and excellence in education for all.

We aspire to provide an innovative educational experience that focuses on Learning through Sharing.

International-mindedness at Sharing Taguspark

The multilingualism of our school community is an important resource needed in order to accomplish our vision and mission. A multilingual/multi-cultural environment supports international mindedness by developing intercultural understanding and respect towards differences in ethnicity, religion and culture and builds on their ability to communicate. It incorporates ideas, beliefs of people from many different countries and cultural backgrounds, able to come together to celebrate and share different traditions.

The benefits of multilingualism include, the appreciation of cultural awareness, adds academic and educational value, enhances creativity, adjustment in society and an appreciation of local languages. It strives to remove barriers to educational opportunities and success for students from different cultural backgrounds.

Exposing students to the different cultural values and beliefs, through language learning, helps to create understanding and acceptance of differences between people, to be open-minded, non-bias, without having to compromise their cultural identity.

International Baccalaureate Mission Statement

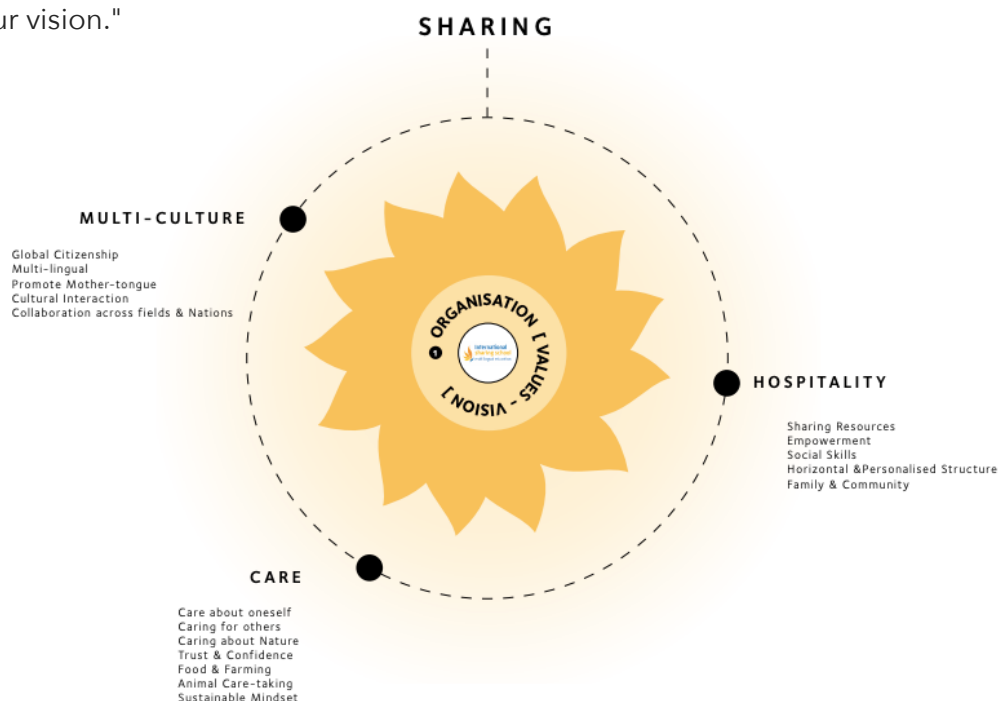
The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

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

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

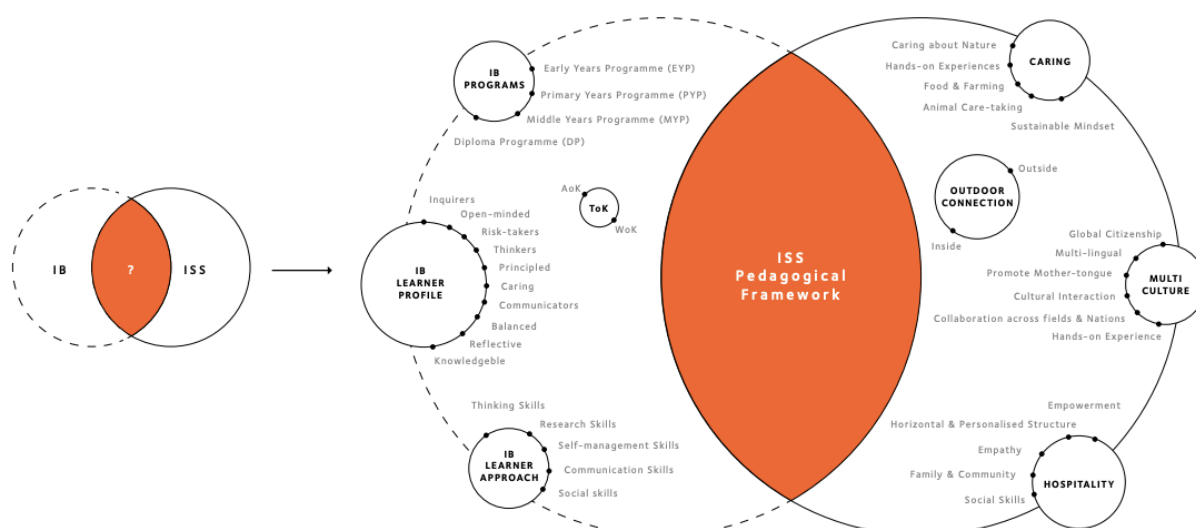
Our Core Value

A school's core values are terms of practice that clearly define how everyone will work together to achieve the school's vision and carry out its mission. Core values are not aspirations, and they are not self-congratulatory; they are practical. They tell a school staff, "This is how we need to perform, and this is what we need to do to live out our mission and achieve our vision."



Our Pedagogical Framework

International Sharing School Pedagogical Framework is an integrated set of philosophical considerations and learning values that informs and motivates teachers in designing and facilitating a learning experience. These considerations, preferences, and values—which are usually not articulated directly to the learner—are then translated into specific teaching strategies, tactics, and approaches that allow the teacher's broad philosophical considerations and specific learning objectives.



Enhanced Learning Categories

The learners at ISS will meet a learning environment that will help them to become caring, multicultural and hospitable beings. This is the very aim of the pedagogical strategy of ISS. Looking into the learning needs and development of the students, we have created the following nine enhanced learning categories centered around the core values of care, multicultural and hospitality. The nine categories will be implemented into the interior layout of the future ISS design, ensuring to make differentiated spaces that are tailored for the 'learning through sharing' goals.



ISS Academic Journey

As part of our unique learning concept, ISS promotes a unique working environment where students develop by socialising and inquiring about the world around them.

Our classrooms without walls, designed by Rosan Bosch Studios, allow our students to drive, guided by the teachers, their academic journey.

We aim to promote high-quality education where teachers and teachers come first as the learning facilitators with the passion, enthusiasm and knowledge to allow every child to shine in their light in a stimulating and differentiated environment.

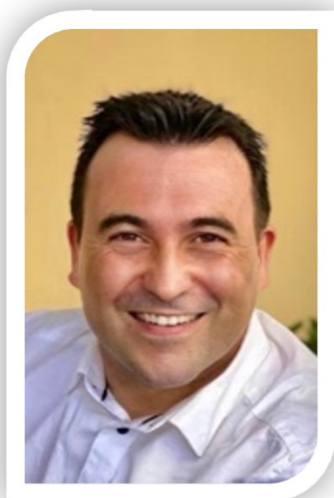
Following this unique concept, students during the Foundation Programme will benefit from a more private, close environment where basic social skills will be developed, fostering curiosity and respect.

As they continue developing, their working environment will expand, allowing students to learn from and with each other.

Interaction, cooperation, curiosity, empathy, care, and enjoyment are constant elements of this working space whose ultimate goal is to promote a comfortable and creative functional area where transdisciplinarity and creation will complement the rich IB curriculum our school offers.



Welcome to the DP

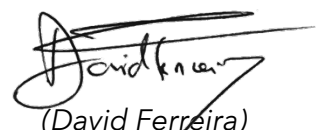


Welcome to the Diploma Programme at ISS. The DP builds on the MYP programme and is a challenging but exciting pre-university course that prepares students for the challenges and skills they will need at university and work-life. Leading universities around the globe greatly value the DP for its holistic approach. Developing the whole person and life-long learners is at the heart of the programme. It does so through the traditional academic subjects and by fostering the Approaches to Learning Skills (aka 21st Century Skills), developing conceptual understanding, high order thinking skills and metacognition.

To be awarded the DP certificate, every student must successfully complete six mainstream subjects and three core elements that are also the hallmarks of the programme: CAS where they develop projects linked to creativity, activity and service; Theory of Knowledge where they reflect on knowledge and the process of knowing; and Extended Essay where they produce a 4000-word essay based on independent research. This work will raise their research and writing skills and get them acquainted with what is expected at university.

With such a rich environment and well-rounded preparation, students who have completed the programme often find University a "walk in the park".

At ISS, the student is greeted with passionate, very experienced and motivated staff (many are IB examiners and some are IB workshop leaders) and astonishing and flexible learning spaces full of vibrant colours that will spark students' senses and catalyse motivation. They will also find spaces to work focused and independently, catering for the individual needs where they need reduced stimulation. Their passage at ISS is more than merely a means to an end; it is a journey where they are immersed in a culturally diverse ecosystem with more than 50 nationalities, punctuated by a sharing spirit, rigor, mutual respect, and where students' charisma and idiosyncrasies are nurtured, not hindered.


(David Ferreira)

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Why Choose the IB Diploma Programme?

According to a study by researchers at Inflexion (formerly The Education Policy Improvement Center), DP students are better able than their peers to cope with demanding workloads, manage their time, and meet the expectations placed on them, and this is mainly due to the Approaches to Learning (ATL) skills which are addressed in all DP teaching and learning.

Taking the DP develops students who:

- Have excellent breadth and depth of knowledge
- Flourish physically, intellectually, emotionally and ethically
- Study at least two languages
- Excel in traditional academic subjects
- Explore the nature of knowledge through the programme's unique Theory of Knowledge course.
- Become internationally-minded, understanding and respectful of others' cultural beliefs and multiple perspectives and who promote responsible action within and beyond their community, while also being actively responsible for their own learning.

These skills will help to give students an advantage when they begin university studies, and provides them with the tools necessary to excel as lifelong learners.

Origin of the IB Diploma Programme

The International Baccalaureate Diploma Programme (DP) was established in 1968, and was the first programme offered by the IB. As of September 2019, there were 3,421 schools in 157 different countries offering the DP.

The DP was established to provide students with a balanced education, facilitate geographic and cultural mobility and to promote international understanding.

It was created by teachers at the International School of Geneva, with assistance from several other international schools.

Since then, innovative and committed teachers and examiners from around the world have played a significant role in the development of the programme.

The IB Learner Profile

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

As IB learners we strive to be:

<p>Inquirers:</p> <p>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>Open-minded:</p> <p>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p>Knowledgeable:</p> <p>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p>Caring:</p> <p>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p>Thinkers:</p> <p>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>Risk-Takers:</p> <p>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p>Communicators:</p> <p>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p>Balanced:</p> <p>We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p>Principled:</p> <p>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>Reflective:</p> <p>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

Progression through the IB Programmes

	<div>IB Mission Statement</div> <div>↓</div> <div>IB Learner Profile</div> <div>↓ ↓ ↓</div>		
	PYP	MYP	DP
Nature	Framework Inclusive	Framework Inclusive	Prescribed curriculum Aimed at preparing students for higher education
Structure	Transdisciplinary themes	Organized around disciplines and interdisciplinary global contexts	Organized around disciplines with theory of knowledge connecting the disciplines
How the programme is assessed	Internal assessment of all aspects of a student's learning	Internal assessment based on subject-specific criteria. External moderation of teachers' internal assessment (<i>MYP5 only</i>)	External moderation of internally assessed work and external examinations
Learning to learn	Approaches to learning skills	Approaches to learning skills	Approaches to learning Theory of Knowledge
Learning through experience	Action	Service and Action	Creativity, activity and service
Language learning	Support for mother-tongue development School's additional language from age 7	Support for mother-tongue/best language development. Student's additional language (language acquisition)	Support for mother-tongue development: school supported self-taught Language A courses. Student's additional language (language B).
Culminating experiences that synthesizes learning	Exhibition	Personal Project	Extended Essay

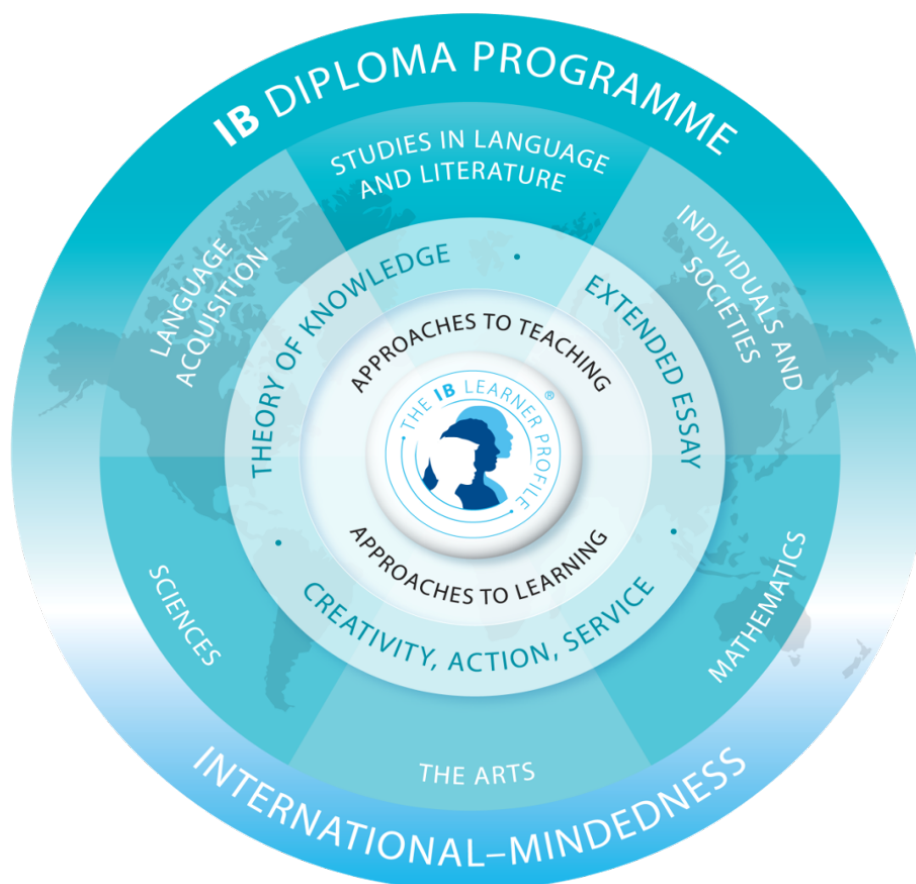
Source: adapted from *IB Towards a continuum of International Education*, page 5, September 2008

The IB Programme Structures

PYP	MYP	DP
Programme of inquiry, including scope and sequence documents for six subject areas	Eight subject areas with aims and objectives and assessment criteria	Six groups of subjects with detailed syllabus and assessment guides
Teaching through six transdisciplinary themes	Teaching through eight subject areas connected through five areas of interaction	Teaching through six subject groups connected by theory of knowledge
Units of inquiry within each transdisciplinary theme, incorporating the learning of language, mathematics, social studies, science, the arts and personal, social and physical education	Units of work in each subject area, with some interdisciplinary units of work, focused on the global contexts	Course outlines for each subject including theory of knowledge, extended essay and creativity, activity, service
	Language A Language Acquisition Humanities Sciences Mathematics Arts Physical education Technology	Language A Language Acquisition Individuals and Societies Experimental Sciences Mathematics The arts

Source: *IB Towards a continuum of International Education*, page 8, September 2008

The Diploma Programme Curriculum



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The curriculum is made up of the DP core and six subject groups.

Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

- **Theory of Knowledge (TOK)**, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- **The Extended Essay**, which is an independent, self-directed piece of research, finishing with a 4,000-word essay.
- **Creativity, Activity, Service (CAS)**, in which students engage in experiences and develop one long-term project over 18 months, in these 3 strands.

The six subject groups are:

Group 1: **Studies in Language and Literature**

Group 2: **Language Acquisition**

Group 3: **Individuals and Societies**

Group 4: **Sciences**

Group 5: **Mathematics**

Group 6: **The Arts**

There are different courses within each subject group. Students choose courses from each of the subject groups. Students may choose to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

Students will study subjects at higher level (HL) and at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding, and skills at higher level.

Each student takes at least three (and no more than four) subjects at higher level, and the remaining at standard level. Standard level subjects require a minimum of 150 teaching hours. Higher level subjects require a minimum of 240 teaching hours.

Assessment

The IB assesses student work to gain direct evidence that they have achieved the stated goals of the DP courses.

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, such as:

- Analysing and presenting information.
- Evaluating and constructing arguments.
- Solving problems creatively.

Basic skills are also assessed, including:

- Retaining knowledge
- Understanding key concepts
- Applying standard methods.

In addition to academic skills, DP assessment encourages an international-mindedness and intercultural skills, wherever appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

The IB uses both external and internal assessment in the DP.

External Assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- Essays
- Structured problems
- Short-response questions
- Data-response questions
- Text-response questions
- Case-study questions
- Multiple-choice questions

Internal assessment

Teacher assessment is also used for most courses. This includes:

- Oral work in languages
- Laboratory work in the sciences
- Investigations in mathematics
- Artistic performances

The IB takes great care in ensuring assessment of candidates is meaningful and fair. As part of each course, students will be introduced to the assessment standards, criteria, and methodology to ensure they have a full understanding of these.

Scoring System

Students study subjects from...

Group 1: *Studies in Language and Literature*

Group 2: *Language Acquisition*

Group 3: *Individuals and Societies*

Group 4: *Sciences*

Group 5: *Mathematics*

Group 6: *The Arts*

... Grading system
from 1 to 7.

Max of 42 points

The core

Creativity, Activity & Service (CAS)

Theory of Knowledge (TOK)

Extended Essay (EE)

**No grading, however non-completion of the
CAS requirements will result in no Diploma**

... Grading system from A to E
being awarded

Max of 3 extra points)

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

Maximum points: 45

Criteria for the award of the IB Diploma

(General Regulations: Diploma Programme, Article 13: Award of the IB Diploma, International Baccalaureate, May 2019)

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma. The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

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

(Please see our Admissions & Assessment policy for further details)

Criteria to successfully complete DP1 and progress to DP2

- Gained a total of at least 24 points in the final DP1 report.
- No subjects at grade 2 or below.
- No more than two HL subjects at grade 3.
- Maintained a minimum of 80% attendance.
- No more than 5 days unjustified absence.
- Maintained a successful record of behaviour; (See behaviour policy)
- Met the requirements for Creativity, Activity, Service (CAS);
- Completed and submitted all assignments as shown on DP IA Deadlines calendar, including Extended Essay.

Failure to meet any of the above requirements will result in:

- Repeating the year if the student achieves a score of 21 points or fewer. Alternatively, the student can change to DP Courses.
- Provisional progression to DP2, if the student achieves 22 or 23 points, at the discretion of the Head of DP.

● **Examples of University Requirements**

Architecture

● Business Management	→	32-38 points
● Computer Science	→	30-38 points
● Engineering	→	34-38 points
● Law	→	36-38 points
● Medicine*	→	32 points
	→	Min 36 points

*Requirements: entrance exams and interview

NB: These points are very dependent on the country and course of application. They may vary significantly

How to support your child?

- Ensure balanced lifestyle at home: work, rest and play.
- Ensure your child maintains healthy eating and sleeping habits.
- Ensure your child continues a balanced study programme throughout the holidays and then during the term (daily and weekend revisions)
- Maintaining a focus on future careers and University courses to help with motivation and target setting.
- Be aware of subject-specific due tasks and deadlines.
- Closely monitor your child's academic progress (grades, reports, teacher feedback on all tasks).
- Communicate concerns immediately to the appropriate staff member.
- Encourage your child to attend our subject support clubs if showing difficulties in improving independently.
- Avoid unjustified absences. If absences are anticipated, ensure your child meets with teachers, prior to absence, to develop a plan/strategy for work that will be missed. An authorization form needs to be requested to the Head of DP.

- Avoid students arriving late each morning as they are at risk of missing important information which is provided during tutor registration.
- Avoid family holidays/trips before the school breaks. The Diploma Programme is a two-year course that doesn't finish in DP1 and restarts in DP2 - it is a continuum. Certain subjects are very heavy content-based (240h to be covered) and will need all classes to be able to cover everything. Students going on Holidays before school ends, will miss out content or assessment tasks/deadlines.

Subject Information

DP Subjects offered at ISS*:

The IB subject groups and disciplines within them:	
1. LANGUAGE AND LITERATURE (HL/SL): <ul style="list-style-type: none"> ▪ English A ▪ Portuguese A ▪ School-supported self-taught 	2. LANGUAGE ACQUISITION (HL/SL): <ul style="list-style-type: none"> ▪ English B ▪ French B ▪ Portuguese B ▪ Spanish B ▪ Spanish Ab initio (SL only)
3. INDIVIDUALS & SOCIETIES (HL/SL) <ul style="list-style-type: none"> ▪ Business Management ▪ Economics ▪ Global Politics ▪ History ▪ Psychology 	4. SCIENCES (HL/SL) <ul style="list-style-type: none"> ▪ Biology ▪ Chemistry ▪ Design Technology ▪ Environmental Systems & Societies* ▪ Physics ▪ Sports, Exercise and Health Science
5. MATHEMATICS (HL/SL) <ul style="list-style-type: none"> ▪ Mathematics Analysis and Approaches (AA) ▪ Mathematics Applications and Interpretations (AI) 	6. THE ARTS (HL/SL) <ul style="list-style-type: none"> ▪ Visual Arts ▪ Music*
CORE: <ul style="list-style-type: none"> ▪ Creativity, Activity and Service (CAS) ▪ Extended Essay (EE) ▪ Theory of Knowledge (TOK) 	
Additional Mandatory Subjects	
TUTOR PROGRAMME <ul style="list-style-type: none"> ▪ Grades 11 and 12 	Appendix 2 : Subject Option Form DP1

***Requires a minimum of 5 students to open a subject**

The core

Core: Creativity, Activity, Service (CAS)

Description and Aims

CAS is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP).

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

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

CAS aims to develop students who:

- Enjoy and find significance in a range of CAS experiences.
- Purposefully reflect upon their experiences.
- Identify goals, develop strategies and determine further actions for personal growth.
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained and collaborative CAS experiences and projects.
- Understand they are members of local and global communities with responsibilities towards each other and the environment.

A CAS Experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS Project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

Programme Overview

The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service.

A CAS Experience must:

- Fit within one or more of the CAS strands.
- Be based on a personal interest, skill, talent or opportunity for growth.
- Allow students to achieve at least one of the seven Learning Outcomes.
- Provide opportunities to develop the attributes of the IB learner profile.
- Not be used or included in the student's DP course requirements.

CAS students have guidance through a variety of resources including the school's CAS Coordinator, Advisers, CAS handbook and information sessions and meetings.

Typically, students' service experiences involve the following stages:

- Investigation, preparation and action that meets an identified need.
- Reflection on significant experiences throughout to inform problem solving and choices.
- Demonstration allowing for sharing of what has taken place.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections.

CAS is not formally assessed, and no additional points are awarded for completion of the programme. However, an IB Diploma will not be awarded to students who have not successfully completed CAS. Successful completion of CAS is evidenced by:

- 3 formal interviews with Advisor or CAS Coordinator throughout the Programme.
- Submitted CAS Portfolio at the end of the Programme demonstrating ongoing engagement with experiences across C, A & S, and a minimum of 1 collaborative CAS Project."

The school's CAS Coordinator determines whether students have successfully completed CAS, and will indicate this to the IB.

A school's CAS programme is evaluated as part of the school's regular programme evaluation and self-study process that assesses the overall implementation of the DP.

Learning Outcomes

Successful completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence

demonstrating achievement of each learning outcome. Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once throughout their CAS programme.

- Identify own strengths and develop areas for growth.
- Demonstrate that challenges have been undertaken, developing new skills in the process.
- Demonstrate how to initiate and plan a CAS experience.
- Show commitment to, and perseverance in, CAS experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethics of choices and actions.

Core: [Extended Essay \(EE\)](#)

Course Description and Aims

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner. Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Extended essay topics may be chosen from a list of approved DP subjects—normally one of the student's six chosen subjects for the IB diploma or the world studies option. World studies provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines.

The aims of the extended essay are to provide students with the opportunity to:

- Engage in independent research with intellectual initiative and rigour.
- Develop research, thinking, self-management and communication skills.
- Reflect on what has been learned throughout the research and writing process.

Overview of the Extended Essay Process

The Research Process

- Choose the approved DP subject.
- Choose a topic.
- Undertake some preparatory reading.
- Formulate a well-focused research question.
- Plan the research and writing process.
- Plan a structure (outline headings) for the essay. This may change as the research develops.
- Carry out the research.

Writing and Formal Presentation

The required elements of the final work to be submitted are as follows:

- Title page
- Contents page
- Introduction
- Body of the essay
- Conclusion
- References and bibliography

The upper limit of 4,000 words includes the introduction, body, conclusion and any quotations.

Reflection Process

As part of the supervision process, students undertake three mandatory reflection sessions with their supervisor. These sessions form part of the formal assessment of the extended essay and research process. The purpose of these sessions is to provide an opportunity for students to reflect on their engagement with the research process and is intended to help students consider the effectiveness of their choices, re-examine their ideas and decide on whether changes are needed. The final reflection session is the viva voce. The viva voce is a short interview (10–15 minutes) between the student and the supervisor, and is a mandatory conclusion to the process. The viva voce serves as:

- A check on plagiarism and malpractice in general.
- An opportunity to reflect on successes and difficulties.
- An opportunity to reflect on what has been learned.
- An aid to the supervisor's report.

Assessment Model

The extended essay, including the world studies option, is assessed against common criteria and is interpreted in ways appropriate to each subject. Students are expected to:

- Provide a logical and coherent rationale for their choice of topic.
- Review what has already been written about the topic.
- Formulate a clear research question.
- Offer a concrete description of the methods used to investigate the question.
- Generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question.
- Reflect on what has been learned throughout the research and writing process.

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

Core: Theory of Knowledge (TOK)

Course Description and Aims

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

The aims of the TOK course are to:

- Make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world.
- Develop an awareness of how individuals and communities construct knowledge and how this is critically examined.
- Develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions.
- Critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives.
- Understand that knowledge brings responsibility which leads to commitment and action.

Curriculum Model Overview

Core Theme: Knowledge and the Knower (students will study all)

- Me as a knower and a thinker
- What shapes my perspective?
- Where do our values come from?
- How can we navigate the world?
- How can we tell when we are being manipulated?

Optional Themes (students will study two)

- Knowledge and technology
- Knowledge and language
- Knowledge and indigenous societies
- Knowledge and politics
- Knowledge and religion

Areas of Knowledge (students will study all)

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

Assessment Model

There are two assessment tasks in the TOK course:

- The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.
- The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

	Award of points for TOK and the EE					
	Theory of Knowledge TOK					
Extended Essay	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

©IB Diploma Programme Assessment procedures 2020, page 135, Figure 10

Group 1: Studies in Language and Literature

1. English A Language and Literature HL/SL
2. Portuguese A Language and Literature HL/SL
3. School supported self-taught Language A Literature – SL only

1. Language and Literature – English and Portuguese

Course Description and Aims

The language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the

crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will

explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The aims of studies in language and literature courses 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.

Curriculum Model Overview

- Readers, writers, and texts.
- Time and space.
- Intertextuality: connecting texts.

Assessment model

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

1. 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.

2. 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.

3. Communicate:

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

LANGUAGE & LITERATURE - ASSESSMENT			Weighting of final grade %	
Type of Assessment	Task	Format of Assessment	SL	HL
External	Paper 1: Guides textual analysis	Guided analysis of unseen non-literary passage/ passages from different text types	35%	35%
	Paper 2: Comparative essay	Comparative essay based on two literary works written in response to a choice of one out of four questions	35%	25%
	HL Essay	Written coursework Component: 1,200-1,500 word essay on one literary work or a non-literary body of work studies	x	20%
Internal	Individual oral	Prepared oral response on the way that one literary work and one non-literary body of work studies have approached a common global issue	30%	20%

2. Literature – school supported self-taught*

Course Description and Aims

The language A: literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The aims of studies in language and literature courses 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.

Curriculum Model Overview

- Readers, writers, and texts.
- Time and space.
- Intertextuality: connecting texts.

Assessment model

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

1. 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.

2. 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.

3. Communicate:

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

LITERATURE - ASSESSMENT			Weighting of final grade %	
Type of Assessment	Task	Format of Assessment	SL	HL
External	Paper 1: Guides textual analysis	Guided analysis of unseen non-literary passage/ passages from different text types	35%	35%
	Paper 2: Comparative essay	Comparative essay based on two literary works written in response to a choice of one out of four questions	35%	25%
	HL Essay	Written coursework Component: 1,200-1,500 word essay on one work studied	x	20%
Internal	Individual oral	Prepared oral response on the way that one work originally written in the language studied and one work studied in translation have approached a common global issue	30%	20%

**Please see Appendix 1 for further details on School supported self-taught Language A Literature*

Group 2: Language acquisition

English B – HL/SL

French B – HL/SL

Portuguese B – HL/SL

Spanish B – HL/SL

Spanish Ab initio – SL only

1. Languages B - English, French, Portuguese & Spanish

Course Description and Aims

Language acquisition courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

Theme	Guiding Principles	Prescribed topics
Identities	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"> ▪ Lifestyles ▪ Health and well-being ▪ Beliefs and values ▪ Subcultures ▪ Language and identity

Theme	Guiding Principles	Prescribed topics
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> ▪ Leisure activities ▪ Holidays and travel ▪ Life stories ▪ Rites of passage ▪ Customs and traditions ▪ Migration
Human Ingenuity	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> - Entertainment - Artistic expressions - Communication and media - Technology - Scientific innovation
Social Organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"> - Social relationships - Community - Social engagement - Education - The working world - Law and order
Sharing the Planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> - The environment - Human rights - Peace and conflict - Equality - Globalization - Ethics - Urban and rural environment

Aims:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.

- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

Assessment Model

Assessment Objectives

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

The assessment outlines for language B SL and HL are identical; it is the nature of the assessment that differs, and this is what distinguishes SL assessments from those of HL. For language B HL paper 1, the tasks set will require more complex language and structures and demand higher order thinking skills. Additionally for HL, a higher word range has been provided to accommodate the more complex responses required. For the individual oral internal assessment, the stimulus at language B SL is a visual image that is clearly relevant to one (or more) of the themes of the course. The stimulus at language B HL is an excerpt from one of the two literary works studied.

LANGUAGE B STANDARD ASSESSMENT		Weighting of grade %
Type of Assessment	Assessment Outline	SL
External 75%	Paper 1 (1 hour 15 minutes) Productive skills–writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
	Paper 2 (1 hour 45 minutes) Receptive skills–separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	25% 25%

Internal 25%	<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	25%
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LANGUAGE B HIGH ASSESSMENT		Weighting of grade %
Type of Assessment	Assessment Outline	HL
External 75%	<p>Paper 1 (1 hour 30 minutes)</p> <p>Productive skills–writing (30 marks)</p> <p>One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p>	25%
	<p>Paper 2 (2 hours)</p> <p>Receptive skills–separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (1 hour) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	25% 25%
Internal 25%	<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>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. (30 marks)</p>	25%

2. Language ab initio – Spanish (SL only)

Course Description and Aims

Language acquisition consists of two modern language courses—language ab initio and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language. Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. While the themes are common to both language ab initio and language B, the language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

Aims:

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

Curriculum Model Overview

The curriculum is organized around five prescribed themes and 20 prescribed topics with which the students engage through written, audio, visual and audio-visual texts. Students develop into successful, effective communicators by considering the conceptual

understandings of context, audience, purpose, meaning and variation. Communication is evidenced through receptive, productive and interactive skills.

Theme	Guiding Principles	Prescribed topics
Identities	Explore the nature of the self and how we express who we are	<ul style="list-style-type: none"> ▪ Personal attributes ▪ Personal relationships ▪ Eating and drinking ▪ Physics well-being
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives	<ul style="list-style-type: none"> ▪ Daily routine ▪ Leisure ▪ Holidays ▪ Festivals and celebrations
Human Ingenuity	Explore the ways in which human creativity and innovation affect our world	<ul style="list-style-type: none"> ▪ Transport ▪ Entertainment ▪ Media ▪ Technology
Social Organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests	<ul style="list-style-type: none"> ▪ Neighbourhood ▪ Education ▪ The workplace ▪ Social issues
Sharing the Planet	Explore the challenges and opportunities faced by individuals and communities in the modern world	<ul style="list-style-type: none"> ▪ Climate ▪ Physical geography ▪ The environment ▪ Global issues

Assessment Model

Assessment Objectives

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

LANGUAGES AB INITIO ASSESSMENT		Weighting of grade %
Type of Assessment	Assessment Outline	SL
External 75%	Paper 1: productive skills - writing (30 marks)	
	Two written tasks of 70-150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions	25%
	Paper 2: receptive skills - separate sections for listening and reading Listening comprehension (25 marks) Reading comprehension (40 marks)	25% 25%
Internal 25%	Individual oral assessment - 30 marks	25%

Group 3: Individuals & Societies

1. Business Management - HL/SL
2. Economics - HL/SL
3. Global Politics - HL/SL
4. History - HL/SL
5. Psychology - HL/SL

1. Business Management

Course Description and Aims

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts: creativity, change, ethics and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

The aims of the DP business management course are to enable students to:

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

Curriculum Model Overview

HIGHER & STANDARD LEVEL:				
COMPONENT				
UNIT 1 - Introduction to business management	UNIT 2 - Human resource management	UNIT 3 - Finance and accounts	UNIT 4 - Marketing	UNIT 5 - Operations management
1.1 What is a business? 1.2 Types of business entities 1.3 Business objectives 1.4 Stakeholders 1.5 Growth and evolution 1.6 Multinational companies(MNCs)	2.1 Introduction to human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation and demotivation 2.5 Organizational (corporate) culture (HLonly) 2.6 Communication 2.7 Industrial/ employee relations (HLonly)	3.1 Introduction to finance 3.2 Sources of finance 3.3 Costs and revenues 3.4 Final accounts 3.5 Profitability and liquidity ratio analysis 3.6 Debt/equity ratio analysis (HL only) 3.7 Cashflow 3.8. Investment appraisal 3.9 Budgets (HLonly)	4.1 Introduction to marketing 4.2 Marketing planning 4.3 Sales forecasting (HLonly) 4.4 Market research 4.5 The seven Ps of the marketing mix 4.6 International marketing (HL only)	5.1 Introduction to operations management 5.2 Operations methods 5.3 Lean production and quality management (HL only) 5.4 Location 5.5 Break-even analysis 5.6 Production planning (HLonly) 5.7 Crisis management and contingency planning(HLonly) 5.8 Research and development (HLonly) 5.9 Management information systems (HLonly)
BUSINESS MANAGEMENT TOOLKIT				
INTERNAL ASSESSMENT				
Business Research Project				

Assessment model

By the end of the business management course, students are expected to achieve the following assessment objectives.

Assessment Objective 1: Knowledge and understanding

Demonstrate knowledge and understanding of:

- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- HL extension topics (HL only).

Assessment Objective 2: Application and analysis

Apply and analyse:

- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- business decisions and issues through the selection and use of appropriate data
- HL extension topics (HL only).

Assessment Objective 3: Synthesis and evaluation

Synthesize and evaluate:

- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- stakeholder interests to reach informed business decisions
- recommendations for competing future strategic options (HL only)
- HL extension topics (HL only).

Assessment Objective 4: Use and application of appropriate skills

- Select and apply relevant business management tools, theories and concepts to support research into a business issue or problem.
- Select, interpret and analyse business materials from a range of primary and secondary sources.
- Create well-structured materials using business management terminology.
- Communicate analysis, evaluation and conclusions of research effectively.

BUSINESS MANAGEMENT - ASSESSMENT			Weighting of final grade %	
Type of Assessment	Task	Format of Assessment	SL	HL
External	Paper 1:	Based on a pre-released statement that specifies the context and background for the unseen case study	35%	25%
	Paper 2:	Based on unseen stimulus material with a quantitative focus	35%	30%
	Paper 3:	Based on unseen stimulus material about a social enterprise	x	25%
Internal	Business research project	Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	30%	20%

2.Economics

Course Description and Aims

Economics is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The DP Economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not studied in a vacuum— rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The Economics course encourages students to develop international perspectives, fosters a concern for global issues and raises students' awareness of their own responsibilities at a local, national and international level. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

The aims of the DP Economics course are to enable students to:

- Develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application.
- Develop an appreciation of the impact on individuals and societies of economic interactions between nations.
- Develop an awareness of development issues facing nations as they undergo the process of change.

Curriculum Model Overview

HIGHER & STANDARD LEVEL:			
COMPONENT			
Section 1: Microeconomics	Section 2: Macroeconomics	Section 3: International economics	Section 4: Development economics
1.1 Competitive markets, demand and supply 1.2 Elasticity 1.3 Government intervention	2.1 The level of overall economic activity 2.2 Aggregate demand and aggregate supply	5.1 International trade 5.2 Exchange rates 5.3 The balance of payments 5.4 Economic integration	4.1 Economic development 4.2 Measuring development 4.3 The role of domestic factors 4.4 The role of international trade

1.4 Market failure 1.5 Theory of the firm and market structures (HL ONLY)	2.3 Macroeconomic objectives 2.4 Fiscal policy 2.5 Monetary policy 2.6 Supply-side policies	5.5 Terms of trade (HL ONLY)	4.5 The role of foreign direct investment (FDI) 4.6 The roles of foreign aid and multilateral development assistance 4.7 The role of international debt 4.8 The balance between markets and intervention
INTERNAL ASSESSMENT			
Portfolio of three commentaries			

Assessment model

There are four assessment objectives for the DP economics course. Students will be expected to meet the following objectives.

Assessment objective 1: Knowledge and understanding

- Demonstrate knowledge and understanding of the common SL/ HL syllabus.
- Demonstrate knowledge and understanding of current economic issues and data.
- Demonstrate knowledge and understanding of the HL extension topics. (HL Only)

Assessment objective 2: Application and analysis

- Apply economic concepts and theories to real-world situations.
- Identify and interpret economic data.
- Demonstrate the extent to which economic information is used effectively in particular contexts.
- Demonstrate application and analysis of the extension topics. (HL Only)

Assessment objective 3: Synthesis and evaluation

- Examine economic concepts and theories.
- Use economic concepts and examples to construct and present an argument.
- Discuss and evaluate economic information and theories.
- Demonstrate economic synthesis and evaluation of the extension topics. (HL Only)

Assessment objective 4: Selection, use and application of appropriate skills and techniques.

- Produce well-structured written material, using appropriate economic terminology, within specified time limits.
- Use correctly labelled diagrams to help explain economic concepts and theories.
- Select, interpret and analyse appropriate extracts from the news media.
- Interpret appropriate data sets.
- Use quantitative techniques to identify, explain and analyse economic relationships (HL Only)

ECONOMICS - ASSESSMENT			Weighting of final grade %	
Type of Assessment	Task	Format of Assessment	SL	HL
External	Paper 1:	Extended response paper on microeconomics and macroeconomics	30%	20%
	Paper 2:	Data response paper on international and development economics	40%	30%
	Paper 3:	A Policy paper HL extension paper on all syllabus content	x	30%
Internal	Portfolio	Three commentaries based on different sections of the syllabus and on published extracts from the news media	30%	20%

3.Global Politics

Course Description and Aims

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 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.

The aims of all the individuals and societies subjects are to equip students to:

- Explore and critically engage with multiple perspectives and ways of thinking
- Investigate and evaluate the interactions between individuals and societies
- Think and act as informed and principled individuals in societies

In addition to the group aims, the course aims to equip students to:

- Explore and evaluate power
- Examine how state and non-state actors operate and interact within political systems
- Investigate and analyse contemporary political issues and challenges from multiple perspectives
- Develop a lifelong commitment to active global citizenship through collaboration and agency.

Curriculum Model Overview

HIGHER & STANDARD LEVEL:		
COMPONENT		
Core Topics: People, power and politics	Engagement project	HL extension: Global political challenges
<p>Global politics core topics:</p> <ul style="list-style-type: none"> ▪ Understanding power and global politics <p>Thematic studies:</p> <ul style="list-style-type: none"> ▪ Rights and justice ▪ Development and sustainability ▪ Peace and conflict <p>Four compulsory units:</p> <ol style="list-style-type: none"> 1.Power, sovereignty, and international relations 2.Human rights 3.Development 4.Peace and conflict 	<p>A project focused on the analysis of power and agency at a local or community level, integrating research and experiential learning.</p>	<p>Extended inquiries focused on global political challenges. Students conduct independent research on case studies that connect to the following HL topic areas:</p> <ol style="list-style-type: none"> 1.Borders 2.Environment 3.Equality 4.Health 5.Identity 6.Poverty 7.Security 8.Technology

Assessment model

There are four assessment objectives for the DP global politics course. Students will be expected to meet the following objectives:

Assessment objective 1: Knowledge and understanding

Demonstrate knowledge and understanding of:

- Power relationships.
- Political concepts.
- Relevant source material.
- Political issues and challenges.

Assessment objective 2: Application and analysis

- Apply relevant concepts and tools to analyse contemporary political issues and challenges in a variety of contexts.
- Identify and analyse information, claims and perspectives in source material.

- Identify and analyse relevant evidence to formulate, present and sustain an argument.

Assessment objective 3: Synthesis and evaluation

- Synthesize and evaluate evidence (including source material) about global politics.
- Synthesize and evaluate perspectives and approaches to global politics.
- Examine and synthesize perspectives on political beliefs, positions and biases.

Assessment objective 4: Use and application of appropriate skills

- Research and investigate political issues and challenges.
- Communicate analysis of political issues and challenges.
- Reflect on the process and results of research and investigation.

GLOBAL POLITICS - ASSESSMENT			Weighting of final grade %	
Type of Assessment	Task	Format of Assessment	SL	HL
External	Paper 1:	Source-based paper that draws from the common SL and HL core topics	30%	20%
	Paper 2:	Extended response paper based on the common SL and HL thematic studies.	40%	30%
	Paper 3:	Stimulus based paper related to the HL extension syllabus (global political challenges).	x	30%
Internal	Engagement project	Engagement with a political issue chosen by the candidate - this requires preparatory research, planning, active engagement, and complementary research and reflection.	30%	20%

4. History

Course Description and Aims

The DP History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on

developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

There are six key concepts that have particular prominence throughout the DP History course: change, continuity, causation, consequence, significance and perspectives.

The aims of the DP history course are to enable students to:

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

Curriculum Model Overview

HIGHER & STANDARD LEVEL:		
COMPONENT		
Prescribed subjects	World History Topics	HL options: Depth studies (to be chosen by the teacher)
One of the following, using two case studies, each taken from a different region of the world: <ol style="list-style-type: none"> 1. Military leaders 2. Conquest and its impact 3. The move to global war 4. Rights and protest 5. Conflict and intervention 	Two of the following, using topic examples from more than one region of the world: <ol style="list-style-type: none"> 1. Society and economy (750-1400) 2. Causes and effects of medieval wars (750-1500) 3. Dynasties and rulers (750-1500) 4. Societies in transition (1400-1700) 5. Early Modern states (1450-1789) 6. Causes and effects of Early Modern wars (1500-1750) 7. Origins, development and impact of industrialization (1750-2005) 8. Independence movements (1800-2000) 	One of the following: <ol style="list-style-type: none"> 1. History of Africa and the Middle East 2. History of the Americas 3. History of Asia and Oceania 4. History of Europe

HIGHER & STANDARD LEVEL:		
COMPONENT		
Prescribed subjects	World History Topics	HL options: Depth studies (to be chosen by the teacher)
	9. Evolution and development of democratic states (1848-2000) 10. Authoritarian states (20 th century) 11. Causes and effects of 20 th Century wars 12. The Cold War: Superpower tensions and rivalries (20 th Century)	
INTERNAL ASSESSMENT		
Historical Investigation		

Assessment model

There are four assessment objectives for the DP history course. Students will be expected to meet the following objectives.

Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding of historical sources.

Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyse and interpret a variety of sources.

Assessment objective 3: Synthesis and evaluation

- Integrate evidence and analysis to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations.
- Synthesize information from a selection of relevant sources.

Assessment objective 4: Use and application of appropriate skills

- Structure and develop focused essays that respond effectively to the demands of a question.
- Reflect on the methods used by, and challenges facing, the historian.
- Formulate an appropriate, focused question to guide a historical inquiry.

- Demonstrate evidence of research skills, organization, reference and selection of appropriate sources.

HISTORY - ASSESSMENT			Weighting of final grade %	
Type of Assessment	Task	Format of Assessment	SL	HL
External	Paper 1:	Source-based paper based on five prescribed topics	30%	20%
	Paper 2:	Essay paper based on the 12 world history topics	45%	25%
	Paper 3:	Essay paper based on one of the four regional options	x	35%
Internal	Historical Investigation	A historical investigation into a topic of the student's choice	25%	20%

5. Psychology

Course Description and Aims

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields.

The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry.

Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

The aims of the psychology course at SL and at HL are to:

- develop an understanding of the biological, cognitive and socio-cultural factors affecting mental processes and behaviour
- apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
- understand diverse methods of inquiry
- understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- ensure that ethical practices are upheld in all psychological inquiry and discussion
- develop an awareness of how psychological research can be applied to address real-world problems and promote positive change

- provide students with a basis for further study, work and leisure through the use of an additional language
- foster curiosity, creativity and a lifelong enjoyment of language learning.

Curriculum Model Overview

Core	Options
<ul style="list-style-type: none"> • Biological approach to understanding behaviour • Cognitive approach to understanding behaviour • Sociocultural approach to understanding behaviour • 4. Approaches to researching behaviour 	<ul style="list-style-type: none"> • Abnormal psychology • Developmental psychology • Health psychology • Psychology of human relationships
INTERNAL ASSESSMENT	
Experimental Study	

Assessment model

By the end of the psychology course at SL or at HL, students will be expected to demonstrate the following.

1. Knowledge and comprehension of specified content

Demonstrate knowledge and comprehension of:

- key terms and concepts in psychology
- a range of psychological theories and studies
- the biological, cognitive and sociocultural approaches to mental processes and behaviour
- research methods used in psychology.

2. Application and analysis

Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question.

Demonstrate application and analysis of:

- a range of psychological theories and research studies { the knowledge relevant to areas of applied psychology.
- At HL only, analyse qualitative and quantitative research in psychology.

3. Synthesis and evaluation

Evaluate the contribution of:

- psychological theories to understanding human psychology
- research to understanding human psychology
- the theories and research in areas of applied psychology.

At HL only, evaluate research scenarios from a methodological and ethical perspective.

4. Selection and use of skills appropriate to psychology

- Demonstrate the acquisition of skills required for experimental design, data collection and presentation, data analysis and the evaluation of a simple experiment while demonstrating ethical practice.
- Work in a group to design a method for a simple experimental investigation, organize the investigation and record the required data for a simple experiment.
- Write a report of a simple experiment

PSYCHOLOGY - ASSESSMENT			Weighting of final grade %	
Type of Assessment	Task	Format of Assessment	SL	HL
External	Paper 1:	Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. HL only: essays will reference additional HL topic.	50%	40%
	Paper 2:	SL: one question from a choice of three on one option. HL: two questions; one each from a choice of three on two options.	25%	20%
	Paper 3:	Three short answer questions on approaches to research.	x	20%
Internal	Experimental study	A report on an experimental study undertaken by the student.	25%	20%

Group 4: Sciences

1. Biology – HL/SL
2. Chemistry – HL/SL
3. Design Technology – HL/SL
4. Environmental Systems and Societies – SL/HL
5. Physics – HL/SL
6. Sports, Exercise and Health Science – HL/SL

1. Biology

Course Description and Aims

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

The course enables students, through the overarching theme of the NOS, to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience

5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

Curriculum Model Overview

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	110	180
A: Unity and diversity	19	33
B: Form and function	26	39
C: Interaction and interdependence	31	48
D: Continuity and change	34	60
Experimental Programme	40	60
Practical work	20	40
Scientific investigation (internal assessment – IA)	10	10
Collaborative sciences project	10	10
Total teaching hours	150	240

Assessment Model

The assessment objectives for biology reflect those parts of the aims that will be formally assessed either internally or externally. It is the intention of this course that students are able to fulfil the following assessment objectives.

1. Demonstrate knowledge of:
 - a. terminology, facts and concepts
 - b. skills, techniques and methodologies.
2. Understand and apply knowledge of:
 - a. terminology and concepts
 - b. skills, techniques and methodologies.
3. Analyse, evaluate, and synthesize:
 - a. experimental procedures
 - b. primary and secondary data
 - c. trends, patterns and predictions.
4. Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

BIOLOGY - ASSESSMENT			Weighting of final grade %	
Type of Assessment	Task	Format of Assessment	SL	HL
External	Paper 1:	Paper 1A–Multiple-choice questions Paper 1B–Data-based questions (four questions that are syllabus related, addressing all themes) (55 marks for SL and 75 marks for HL)	36%	36%
	Paper 2:	Section A–Data-based and short answer questions Section B–Extended-response questions (50 marks for SL and 80 marks for HL)	44%	44%
Internal	Individual investigation	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.	20%	20%

2. Chemistry

Course Description and Aims

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. Given the pattern-seeking nature of chemistry, the development of generalized rules and principles also plays an important part in knowledge production, as do the concrete statements provided by mathematical laws.

DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

The course enables students, through the overarching theme of the NOS, to:

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

Curriculum Model Overview

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	110	180
Structure 1. Models of the particulate nature of matter	17	21
Structure 2. Models of bonding and structure	20	30
Structure 3. Classification of matter	16	31
Reactivity 1. What drives chemical reactions?	12	22
Reactivity 2. How much, how fast and how far?	21	31
Reactivity 3. What are the mechanisms of chemical change?	24	45
Experimental Programme	40	60
Practical work	20	40
Scientific investigation (internal assessment - IA)	10	10
Collaborative sciences project	10	10
Total teaching hours	150	240

Assessment Model

The assessment objectives for chemistry reflect those parts of the aims that will be formally assessed either internally or externally. It is the intention of this course that students are able to fulfil the following assessment objectives.

- Demonstrate knowledge of:
 - terminology, facts and concepts
 - skills, techniques and methodologies.
- Understand and apply knowledge of:
 - terminology and concepts
 - skills, techniques and methodologies.
- Analyse, evaluate, and synthesize:
 - experimental procedures
 - primary and secondary data
 - trends, patterns and predictions.
- Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

CHEMISTRY - ASSESSMENT			Weighting of final grade %	
Type of Assessment	Task	Format of Assessment	SL	HL
External	Paper 1:	Paper 1A–Multiple-choice questions Paper 1B–Data-based questions (55 marks for SL and 75 marks for HL)	36%	36%
	Paper 2:	Short-answer and extended-response questions (50 marks for SL and 90 marks for HL)	44%	44%
Internal	Individual investigation	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.	20%	20%

3.Design Technology

Course description and aims

The Diploma Programme design technology course aims to develop internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world.

Inquiry and problem-solving are at the heart of the subject. DP design technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution can be defined as a model, prototype, product or system that students have developed independently.

DP design technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework.

Through the overarching theme of the nature of design, the aim of the DP design technology course is to enable students to develop:

1. a sense of curiosity as they acquire the skills necessary for independent and lifelong learning and action through inquiry into the technological world around them
2. an ability to explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology
3. initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision making
4. an ability to understand and express ideas confidently and creatively using a variety of communication techniques through collaboration with others
5. a propensity to act with integrity and honesty, and take responsibility for their own actions in designing technological solutions to problems
6. an understanding and appreciation of cultures in terms of global technological development, seeking and evaluating a range of perspectives
7. a willingness to approach unfamiliar situations in an informed manner and explore new roles, ideas and strategies to confidently articulate and defend proposals
8. an understanding of the contribution of design and technology to the promotion of intellectual, physical and emotional balance and the achievement of personal and social well-being
9. empathy, compassion and respect for the needs and feelings of others in order to make a positive difference to the lives of others and to the environment
10. skills that enable them to reflect on the impacts of design and technology on society and the environment in order to develop their own learning and enhance solutions to technological problems.

Curriculum Model Overview

Core	Options	Practical work
<ul style="list-style-type: none"> Human factors and ergonomics Resource management and sustainable production Modelling Raw material to final product Innovation and design Classic design 	<ul style="list-style-type: none"> User-centered design (UCD) Sustainability Innovation and markets Commercial production 	<ul style="list-style-type: none"> Design project Collaborative Sciences project Teacher-directed activities
INTERNAL ASSESSMENT		
Individual design project		

Assessment model

DESIGN TECHNOLOGY - ASSESSMENT				Weighting of final grade %	
Type of Assessment	Task	Format of Assessment		SL	HL
External	Paper 1:	Standard Level: 30 Multiple-choice questions on core and HL extension material	Higher Level: 40 multiple-choice questions on the core and the AHL	30%	20%
	Paper 2:	<ul style="list-style-type: none"> One data-based and several short answer questions one extended response question on the core material (from a choice of three) 	<ul style="list-style-type: none"> One data-based and several short answer questions one extended response question on the core material (from a choice of three) 	30%	20%
	Paper 3:		<ul style="list-style-type: none"> two structured questions on the HL extension material one structured question on the HL extension material based on a case study. 	x	20%
Internal	Individual design project			40%	40%

4.Environmental Systems and Societies

Course description and aims

Environmental systems and societies (ESS) is a dynamic interdisciplinary subject that takes 21st-century challenges and socio-environmental real-world issues and looks at them through the lens of human societies and the interrelationships of the natural world: biosphere, atmosphere, hydrosphere and lithosphere. Students explore how these relationships change over time and space, consider the potential adaptations and mitigations that human societies and the natural world may currently be undergoing, and how these could impact the future and our place in it.

ESS is an interdisciplinary course that is offered at both standard level (SL) and higher level (HL). The course combines a mixture of methodologies, techniques and knowledge associated with the subject groups of individual and societies, and sciences. Due to the interdisciplinary nature of the course, students may study ESS in either subject group, or in both. If ESS is studied in both groups, students may study an additional subject from any other subject group, including those in the individuals and societies, and sciences subject groups.

Various disciplines from the sciences and social sciences come together in ESS. These include, but are not limited to, ecology, economics, chemistry, geography, design, psychology, physics, law, philosophy, anthropology and sociology. The particular knowledge, concepts, skills and approaches from these disciplines are combined to enable ESS to be studied from a unique and integrated perspective.

The course is firmly grounded in both the scientific exploration of environmental systems in terms of their structure and function, and in the exploration of cultural, economic, ethical, political and legal interactions of societies with environment and sustainability issues. Consequently, ESS requires its students to develop a diverse set of skills, knowledge and understandings.

The interdisciplinary nature of the course means students gain a holistic understanding from the various topics studied; they undertake research and investigations, and participate in philosophical, ethical and pragmatic discussions about the issues involved, from the local to the global level.

Environmental systems and societies (ESS) aims to empower and equip students to:

1. develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere
2. develop knowledge of diverse perspectives to address issues of sustainability
3. engage and evaluate the tensions around environmental issues using critical thinking

4. develop a systems approach to provide a holistic lens for the exploration of environmental issues
5. be inspired to engage in environmental issues across local and global contexts.

Refer also to individuals and societies aims, and sciences aims.

Curriculum Model Overview

Syllabus component	Teaching hours	
	SL	HL
Topic 1: Foundation	16	
1.1 Perspectives	(3)	
1.2 Systems	(5)	
1.3 Sustainability	(8)	
Topic 2: Ecology	22	35
Topic 3: Biodiversity and conservation	13	26
Topic 4: Water	12	25
Topic 5: Land	8	15
Topic 6: Atmosphere and climate change	10	23
Topic 7: Natural resources	10	18
Topic 8: Human populations and urban systems	9	15
Higher level (HL) lenses		17
HL.a Environmental law		(5)
HL.b Environmental economics		(7)
HL.c Environmental ethics		(5)
Experimental programme	50	50
Practical work	(30)	(30)
Collaborative sciences project	(10)	(10)
Individual investigation	(10)	(10)
Total teaching hours	150	240

Assessment model

These assessment objectives (AO) reflect how the aims of the environmental systems and societies (ESS) course will be assessed. The intention is that students, in the context of environmental systems and related issues, can fulfil the following assessment objectives.

AO1: Knowledge and understanding Demonstrate knowledge and understanding of:

- relevant concepts, theories and perspectives
- data and data manipulation
- methods and models
- relevant case studies and real-world examples.

AO2: Application and analysis Explain, analyse and develop:

- relevant concepts, theories and perspectives
- data and data interpretation
- methodologies and models
- clear explanations and arguments
- relevant case studies and real-world examples.

AO3: Evaluation and synthesis Evaluate and synthesize:

- relevant concepts, theories and perspectives
- data, and use it to inform and justify conclusions
- methodologies and models, recognizing their value and limitations
- arguments and proposed solutions to environmental issues
- environmental issues within their political, economic, ethical, social and cultural contexts.

AO4: Use and application of appropriate skills

ESS - ASSESSMENT			Weighting of final grade %	
Type of Assessment	Task	Format of Assessment	SL	HL
External	Paper 1:	Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory. (35 marks for SL and 70 marks for HL)	25%	30%
	Paper 2:	Section A (40 marks) is made up of short-answer and data-based questions. Section B: <ul style="list-style-type: none"> • SL: (20 marks) requires students to answer one structured essay question from a choice of two. Each question is worth 20 marks. • HL: (40 marks) requires students to answer two structured essay questions from a choice of three. Each question is worth 20 marks. (60 marks for SL and 80 marks for HL)	50%	50%
Internal	Individual investigation	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The internal assessment consists of one task: the individual investigation. (30 marks)	25%	20%

5. Physics

Course Description and Aims

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

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

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

The course enables students, through the overarching theme of the NOS, to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context

6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

Curriculum Model Overview

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	110	180
A. Space, time and motion	27	42
B. The particulate nature of matter	24	32
C. Wave behaviour	17	29
D. Fields	19	38
E. Nuclear and quantum physics	23	39
Experimental Programme	40	60
Practical work	20	40
Scientific investigation (internal assessment - IA)	10	10
Collaborative sciences project	10	10
Total teaching hours	150	240

Assessment Model

The assessment objectives for physics reflect those parts of the aims that will be formally assessed either internally or externally. It is the intention of this course that students are able to fulfil the following assessment objectives.

1. Demonstrate knowledge of:
 - a. terminology, facts and concepts
 - b. skills, techniques and methodologies.
2. Understand and apply knowledge of:
 - a. terminology and concepts
 - b. skills, techniques and methodologies.
3. Analyse, evaluate, and synthesize:
 - a. experimental procedures
 - b. primary and secondary data
 - c. trends, patterns and predictions.
4. Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

PHYSICS - ASSESSMENT			Weighting of final grade %	
Type of Assessment	Task	Format of Assessment	SL	HL
External	Paper 1:	Paper 1A–Multiple-choice questions Paper 1B–Data-based questions (45 marks for SL and 60 marks for HL)	36%	36%
	Paper 2:	Short-answer and extended-response questions (55 marks for SL and 90 marks for HL)	44%	44%
Internal	Individual investigation	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.	20%	20%

6.Sports Exercise and Health Sciences

Course description and aims

As one of the sciences subjects in the IB Diploma Programme, sports, exercise and health science (SEHS) is primarily concerned with the scientific study of human physiology, biomechanics and psychology. Scientists working in these fields attempt to make sense of human physical and mental health and performance through a variety of approaches and techniques, controlled experimentation, and collaboration with other researchers. DP SEHS enables students to engage constructively with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

The course is organized under three main themes: exercise physiology and nutrition of the human body; biomechanics; sports psychology and motor learning. These themes are distinct, but also share many overlapping features; studying the similarities and connections between them is a central component of the course.

Integral to the student experience of the DP SEHS course is the learning that takes place through scientific inquiry, both in the classroom and in field work or the laboratory. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

Apart from being worthy of study in its own right, SEHS is good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries.

Both the SL and HL have a common core syllabus, internal assessment scheme, and overlapping elements in the options studied. While the skills and activities are common to all students, HL requires additional material and topics within the options.

The course enables students, through the overarching theme of the NOS, to:

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

Curriculum Model Overview

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	110	180
A. Exercise physiology and nutrition of the human body	47	69
B. Biomechanics	30	57
C. Sports psychology and motor learning	33	54
Experimental Programme	40	60
Practical work	20	40
Scientific investigation (internal assessment - IA)	10	10
Collaborative sciences project	10	10
Total teaching hours	150	240

Assessment Model

The assessment objectives for SEHS reflect those parts of the aims that will be formally assessed either internally or externally. It is the intention of this course that students are able to fulfil the following assessment objectives.

1. Demonstrate knowledge of:
 - a. terminology, facts and concepts
 - b. skills, techniques and methodologies.
2. Understand and apply knowledge of:
 - a. terminology and concepts
 - b. skills, techniques and methodologies.
3. Analyse, evaluate, and synthesize:
 - a. experimental procedures
 - b. primary and secondary data
 - c. trends, patterns and predictions.
4. Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

SEHS - ASSESSMENT			Weighting of final grade %	
Type of Assessment	Task	Format of Assessment	SL	HL
External	Paper 1:	Paper 1A–Multiple-choice questions Paper 1B–Data-based questions (55 marks for SL and 65 marks for HL)	36%	36%
	Paper 2:	Short-answer and extended-response questions (50 marks for SL and 80 marks for HL)	40%	40%
Internal	Individual investigation	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.	24%	24%

Group 5: Mathematics

1. Mathematics AA: Analysis & Approaches – HL/SL
2. Mathematics AI: Applications & Interpretations – HL/SL

1. Mathematics AA: Analysis & Approaches

Course Description and Aims

Individual students have different needs, aspirations, interests and abilities. For this reason, there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

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

- Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power.
- Develop an understanding of the concepts, principles and nature of mathematics.
- Communicate mathematics clearly, concisely and confidently in a variety of contexts.
- Develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics.
- Employ and refine their powers of abstraction and generalization.

- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities.
- Appreciate how developments in technology and mathematics influence each other.
- Appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics.
- Appreciate the universality of mathematics and its multicultural, international and historical perspectives.
- Appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.
- Develop the ability to reflect critically upon their own work and the work of others.
- Independently and collaboratively extend their understanding of mathematics.

Curriculum Model Overview

HIGHER & STANDARD LEVEL:
SYLLABUS COMPONENT
<ul style="list-style-type: none"> ▪ Number and algebra ▪ Functions ▪ Geometry and trigonometry ▪ Statistics and probability ▪ Calculus
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics

Assessment Model

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems. The assessment objectives are common to Mathematics: applications and interpretation and to Mathematics: analysis and approaches.

- **Knowledge and understanding:**
Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- **Problem solving:**
Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.

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

The exploration is an integral part of the course and its assessment, and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

MATHEMATICS AA: ANALYSIS & APPROACHES - ASSESSMENT			Weighting of final grade %	
Type of Assessment	Task	Format of Assessment	SL	HL
External	Paper 1:	No Technology allowed Section A: compulsory short-response questions based on the syllabus Section B: compulsory extended-response questions based on the syllabus	40%	30%
	Paper 2:	Technology allowed Section A: compulsory short-response questions based on the syllabus Section B: compulsory short-response questions based on the syllabus	40%	30%
	Paper 3:	Technology allowed Two compulsory extended-response problem-solving questions	x	20%
Internal	Exploration		20%	20%

2. Mathematics AI: Applications & Interpretations

Course Description and Aims

Individual students have different needs, aspirations, interests and abilities. For this reason, there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

The IB DP Mathematics: applications and interpretation course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

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

- Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power.
- Develop an understanding of the concepts, principles and nature of mathematics.
- Communicate mathematics clearly, concisely and confidently in a variety of contexts.
- Develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics.
- Employ and refine their powers of abstraction and generalization.
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities.
- Appreciate how developments in technology and mathematics influence each other.
- Appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics.

- Appreciate the universality of mathematics and its multicultural, international and historical perspectives.
- Appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.
- Develop the ability to reflect critically upon their own work and the work of others.
- Independently and collaboratively extend their understanding of mathematics.

Curriculum Model Overview

HIGHER & STANDARD LEVEL:
SYLLABUS COMPONENT
<ul style="list-style-type: none"> ▪ Number and algebra ▪ Functions ▪ Geometry and trigonometry ▪ Statistics and probability ▪ Calculus
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics

Assessment Model Overview

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems. The assessment objectives are common to Mathematics: applications and interpretation and to Mathematics: analysis and approaches.

- **Knowledge and understanding:**

Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.

- **Problem solving:**

Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.

- **Communication and interpretation:**

Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.

- **Technology:**

Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.

- **Reasoning:**

Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.

- **Inquiry approaches:**

Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

The exploration is an integral part of the course and its assessment, and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

MATHEMATICS AI: APPLICATIONS & INTERPRETATIONS - ASSESSMENT			Weighting of final grade %	
Type of Assessment	Task	Format of Assessment	SL	HL
External	Paper 1:	Technology allowed Compulsory short-response questions based on the syllabus	40%	30%
	Paper 2:	Technology allowed Compulsory extended-response questions based on the syllabus	40%	30%
	Paper 3:	Technology allowed Two compulsory extended-response problem-solving questions	x	20%
Internal	Exploration		20%	20%

Group 6: The Arts

1. Visual Arts - HL/SL

Course Description and Aims

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

The aims of the Visual Arts course is to enable students to:

- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time, place and cultures
- Express ideas with confidence and competence
- Make artwork that is influenced by personal and cultural contexts
- Become informed and critical observers and makers of visual culture and media
- Develop skills, techniques and processes in order to communicate concepts and ideas.

Curriculum Model Overview

HIGHER & STANDARD LEVEL:		
Visual Arts in context	Visual arts methods	Communicating visual arts
<ul style="list-style-type: none"> ▪ Examine and compare the work of artists from different cultural contexts ▪ Consider the contexts influencing their own work and the work of others 	<ul style="list-style-type: none"> ▪ Look at different techniques for making art ▪ Investigate and compare how and why different techniques have evolved and the processes involved 	<ul style="list-style-type: none"> ▪ Explore ways of communicating through visual and written means ▪ Make artistic choices about how to most effectively communicate knowledge and understanding

HIGHER & STANDARD LEVEL:		
Visual Arts in context	Visual arts methods	Communicating visual arts
<ul style="list-style-type: none"> ▪ Make art through a process of investigation, thinking critically and experimenting with techniques ▪ Apply identified techniques to their own developing work ▪ Develop an informed response to work and exhibitions they have seen and experienced ▪ Begin to formulate personal intentions for creating and displaying their own artworks. 	<ul style="list-style-type: none"> ▪ Experiment with diverse media and explore techniques for making art ▪ Develop concepts through processes informed by skills, techniques and media ▪ Evaluate how their ongoing work communicates meaning and purpose ▪ Consider the nature of "exhibition", and think about the process of selection and the potential impact of their work on different audiences 	<ul style="list-style-type: none"> ▪ Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept ▪ Select and present resolved works for exhibition ▪ Select and present resolved works for exhibition ▪ Explain the ways in which the works are connected ▪ Discuss how artistic judgments impact the overall presentation

Throughout the course students are required to maintain a visual arts journal. Although sections of the journal will be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

Assessment Model

Having followed the visual arts course, students are expected to:

- **Demonstrate knowledge and understanding of specified content**
 - Identify various contexts in which the visual arts can be created and presented
 - Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
 - Recognize the skills, techniques, media, forms and processes associated with the visual arts
 - Present work, using appropriate visual arts language, as appropriate to intentions
- **Demonstrate application and analysis of knowledge and understanding**
 - Express concepts, ideas and meaning through visual communication
 - Analyse artworks from a variety of different contexts

- Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making
- **Demonstrate synthesis and evaluation**
 - Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
 - Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
 - Demonstrate the use of critical reflection to highlight success and failure in order to progress work
 - Evaluate how and why art-making evolves and justify the choices made in their own visual practice
- Select, use and apply a variety of appropriate skills and techniques
 - Experiment with different media, materials and techniques in art-making
 - Make appropriate choices in the selection of images, media, materials and techniques in art-making
 - Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
 - Produce a body of resolved and unresolved artworks as appropriate to intentions

VISUAL ART - ASSESSMENT				Weighting of final grade %	
Type of Assessment	Task	Format of Assessment		SL	HL
		Standard Level	Higher Level		
External	Comparative study	<ul style="list-style-type: none"> ▪ 10-15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists ▪ A list of sources used 	<ul style="list-style-type: none"> ▪ 10-15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists ▪ 3-5 screens which analyse the extent to which the student's work and practices have been influenced by the art and artists examined A list of sources used 	20%	20%

	Process portfolio	<ul style="list-style-type: none"> ▪ 9-18 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities 	<ul style="list-style-type: none"> ▪ 13-25 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities 	40%	40%
Internal	Exhibition	<ul style="list-style-type: none"> ▪ A curatorial rationale that does not exceed 400 words ▪ 4-7 artworks ▪ Exhibition text (stating the title, medium, size and intention) for each artwork 	<ul style="list-style-type: none"> ▪ A curatorial rationale that does not exceed 700 words ▪ 8-11 artworks ▪ Exhibition text (stating the title, medium, size and intention) for each artwork 	40%	40%

Music – HL/SL

Course Description and Aims

The course nurtures students' musical abilities and molds their musical identities as researchers, creators, and performers. It defines musicianship as encompassing three interconnected components:

- Understanding and familiarity with a variety of musical content.
- Active involvement in musical exploration, experimentation, and presentation processes.
- Proficiency and expertise in the roles of researchers, creators, and performers within the musical domain.

The course advocates for the acquisition of diverse musical knowledge, the refinement of musical competencies, and the cultivation of related skills in research, creation, and performance. These objectives are achieved through practical activities involving exploration, experimentation, and presentation.

Throughout the music course, students at SL and HL:

- engage with diverse musical material
- understand and practise three musical processes
- develop skills and competencies in three musical roles

The aims of the Music course is to enable students to:

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

Assessment Model

Exploring Music within Context

Weighting: SL 30%; HL 20%

This assessment task requires students to undertake a comprehensive exploration of varied musical content in authentic contexts. Achieving diversity and breadth entails selecting contrasting materials from personal, local, and global contexts across at least two areas of inquiry. Submissions should encompass a well-rounded selection of materials and exercises, encompassing both written and audio formats. Candidates whose submissions demonstrate a balanced representation of musical diversity are likely to achieve higher scores in this component. Hence, students should be encouraged to prioritize this aspect when preparing their submissions. Below is an outline detailing the assessment focus and the corresponding evidence to be collected.

Experimenting with music

Weighting: SL 30%; HL 20%

Students are required to submit a report on their experimentation, providing evidence of their musical processes in creating and performing within two areas of inquiry, within either a local or global context.

Presenting Music

Weighting: SL 40%; HL 30%

This assessment aspect involves students showcasing music to convey the artistic intentions behind completed works from the four areas of inquiry. The submission represents the culmination of students' best accomplishments as researchers, creators, and performers throughout the course, illustrating their development into comprehensive and well-rounded musicians by the end of their studies.

The contemporary music-maker (HL only)

Weighting: HL 30%

In this assessment component, students prepare a multimedia presentation evidencing the effective planning and development of a real-life music project.

MUSIC - ASSESSMENT		Weighting of final grade %	
Type of Assessment	Task	SL	HL
External	<p>Exploring music in context</p> <p>Students select samples of their work for a portfolio submission(maximum 2,400 words).</p> <p>Students submit:</p> <ol style="list-style-type: none"> written work demonstrating engagement with, and understanding of, diverse musical material practical exercises: <ul style="list-style-type: none"> creating: one creating exercise (score maximum 32 barsand/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). 	30%	20%
	<p>Presenting music</p> <p>Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains:</p> <ol style="list-style-type: none"> Presenting as a researcher <ul style="list-style-type: none"> programme notes (maximum 600 words) Presenting as a creator <ul style="list-style-type: none"> composition and/or improvisation (maximum 6 minutes) Presenting as a performer <ul style="list-style-type: none"> solo and/or ensemble (maximum 12 minutes) excerpts, where applicable (maximum 2 minutes) 	40%	30%
Internal	<p>Experimenting with music</p> <p>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.</p> <p>Students submit:</p> <ol style="list-style-type: none"> a written experimentation report that supports the experimentation (maximum 1,500 words) practical musical evidence of the experimentation process <ul style="list-style-type: none"> three related excerpts of creating (total maximum 5 minutes) three related excerpts of performing (total maximum 5 minutes) 	30%	20%

	Students submit a continuous multimedia presentation documenting their real-life project. Students submit multimedia presentation (maximum 15 minutes), evidencing: <ul style="list-style-type: none"> a. the project proposal b. the process and evaluation c. the realized project, or curated selections of it. 		30%

REFERENCES

International Baccalaureate Organization, Diploma Programme:

<https://www.ibo.org/programmes/diploma-programme/>

International Baccalaureate Organization, Diploma Subject Briefs:

https://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/#dp_briefs

*International Baccalaureate Organization, Theory of Knowledge Curriculum Review:
Update Report for Teachers (2019)*

International Baccalaureate Organization, Diploma Subject Guides

Appendix 1

Studying Language A literature school-supported self-taught at International Sharing School

School-supported self-taught Language A is a demanding literature course comparable to Language A literature SL. Students will read 10 works selected from two available lists. Students taking the school-supported self-taught Language A need to express their interest in the course at registration (if joining the school in DP1) and during the subject choices, as shown in the Diploma Option Form, in Term 2 of Grade 10 (MYP 5).

The Diploma coordinator will meet with the student and parents to discuss the practicalities of the course. The Extended Essay cannot be written in the self-taught language chosen by the student; but is required to be written in either the school language of instruction (English) or in the student's language B choice (if applicable). Since the subject is designated as self-taught, International Sharing School and the IB expectation is that the student is competent to study independently. This includes reading the required texts, research, note taking and writing practice papers.

It is not a supported class, where regular teacher directed lessons happen on a weekly basis.

The ideal candidate for school-supported self-taught languages will have self-discipline, good time management skills and will be able to work independently.

Responsibilities of the School

- Check availability of the course (as not all languages are available by the IB for self-taught);
- Register with the IB, within the given deadline;
- Provide time within the student's timetable for Language A self-taught study;
- Provide a physical space (classroom or adequate space) for regular meetings with the Diploma Coordinator;
- Through the library, provide the books required for the course (some parents prefer to buy the books themselves and keep them);
- Through the Diploma Coordinator, liaise with the allocated teacher and check the course is properly constructed and delivered;
- Through the Diploma Coordinator, supervise the student's progress;
- Through the Diploma Coordinator, keep a record of the 'on campus' meetings of the allocated teacher and student (if applicable);

- Through the Diploma Coordinator, deliver the Part 2 and 4 orals according to IB instructions and following IB regulations;
- Through the Diploma Coordinator, submission of Internal Assessment samples and forms to the designated examiner;
- Through the Diploma Coordinator, deliver the final written exams in accordance with the IB May examination session schedule.

Responsibilities of the Parents

- Find an IB experienced teacher to support the student through the self-taught course (International Sharing School needs to approve the parent's choice of teacher);
- Parents will also assist by paying the designated teacher

Responsibilities of the Student

- Follow the advice/instructions given by the designated teacher;
- Follow the advice/instructions given by the Head of DP. This may include attending some classes with other self-taught students, as applicable;
- Be familiar with the course requirements;
- Follow the suggested timeline for all work and readings.

Appendix 2

Student Name: Tutor Group:

Block 1: Language & Literature	HL	SL
English A: Language & Literature		
English B		
Language A: Literature School supported self-taught (can be combined with English B)		

Block 2: Language Acquisition	HL	SL
Tentative - Spanish A: Language & Literature**		
Portuguese A: Language & Literature		
French B		
Portuguese B		
Spanish B		
Spanish Ab initio		
French Ab initio		

**Subject requires a minimum of 5 students to open in DP1

Block 3: Individuals & Societies	HL	SL
Business Management		
Economics		
History		

Block 4: Sciences	HL	SL
Biology		
Design Technology		
Physics		
Sports Exercise & Health Science		

Block 5: Mathematics	HL	SL
Mathematics: AA Analysis & Approaches		
Mathematics: AI Applications & Interpretations		

Block 6:	HL	SL
Chemistry		
Global Politics		
Psychology		
Visual Art		

Please tick as appropriate:

- Choose ONE subject from each Block
- Choose 3 Higher Level and 3 Standard Level subjects
- Self-taught can be combined with English B

Student Signature: Date:

Parent Authorization: Date:

Diploma Coordinator Approval: Date:

Please complete, sign, scan and return to: Diploma Coordinator: head.dp@taguspark.sharingschool.org