



# IB Academy Subject Guide

Dear Students,

Welcome to the IB Academy. The International Baccalaureate Diploma Programme (IBDP) is widely regarded as the world's leading post-sixteen course. Through the IB Diploma Programme, you will be provided with rich opportunities to develop an outstanding breadth and depth of knowledge. In addition, your engagement with the IB Diploma will enable you to flourish physically, intellectually, emotionally and ethically.

International mindedness lies at the heart of the IB Diploma Programme. Therefore, at least two of your academic subjects will be languages. As such, you will get the opportunity to develop and extent your multilingual capabilities, an essential skill in the twenty-first century. Thus you will enter the world of tertiary education and beyond as an internationally minded global citizen equipped with rigorous academic skills.

A distinguishing characteristic of the IB Diploma Programme is a focus with your whole educational experience. The learner profile and the core are positioned at the centre of the programme, reflecting the priority given to emotional and social intelligence as well as your intellectual development. As an IB learner you will mature into a competent and active citizen as well as subject specialist. The IB Diploma programme at Nord Anglia International School Shanghai will undoubtedly be a rewarding experience that will challenge you to apply your knowledge and understanding in a range of real-life contexts. As part of the IB programme you have many choices to make as you decide what courses to take. Of course, you are good at this now having experienced it at the beginning of your IGCSE journey with us; we know you will choose well, but remind you to take your time, open your mind, explore all the options and think about a route through the programme that will allow you to progress to the next stage of your education.

The IB Academy has the highest quality of IB Diploma Programme provision and our team will give you every possible opportunity to achieve your goals. However, we can't do it for you; one of the most important things you will learn as an IB student is to be organised, to be disciplined and to seize every opportunity to engage with your subjects. Life in the IB Academy is a fresh approach to learning (and dressing, of course, as the uniform is left behind and smart business wear becomes the order of the day). Your teachers are there to find new ways of working with you, facilitating your learning and challenging your thinking. This is a great opportunity not only to develop a true all-round knowledge and love for your subjects, but also to embrace the core requirements which are at the heart of an IB education.

As you travel through the next two years, you will find out so much about yourself as a person. Through TOK (Theory of Knowledge) you will learn to think in a creative way, to question and dig deep into ideas presented. Through CAS (Creativity, Activity, Service) you will continue to make a difference in the world through your contributions in a wide variety of activities. As you undertake your first lengthy piece of research with your Extended Essay, you will experience what it is like to study and question, in depth, a piece of work guided and chosen by you in a subject that inspires you. There is a whole new world out there and it's yours for the taking; dig deep, think hard and make the choices which will give you the best possible opportunity to achieve. We look forward to sharing this journey with you.

Mr. Bevan Graham  
Head of Secondary



# The International Baccalaureate Diploma Programme

Wherever you wish to study in the world, the International Baccalaureate (IB) Diploma Programme is highly respected and widely accepted by universities. No other qualification is accepted by so many institutions in so many countries. The reason for this is that the IB Diploma better prepares students for study at university than any other programme.

What is it that makes this programme so unique? The IB Diploma Programme is underpinned by its philosophy about the very nature of education, which is expressed in the IB's mission statement, IB learner profile and in the fundamental principles on which the programme is based and which continue to inspire its development.

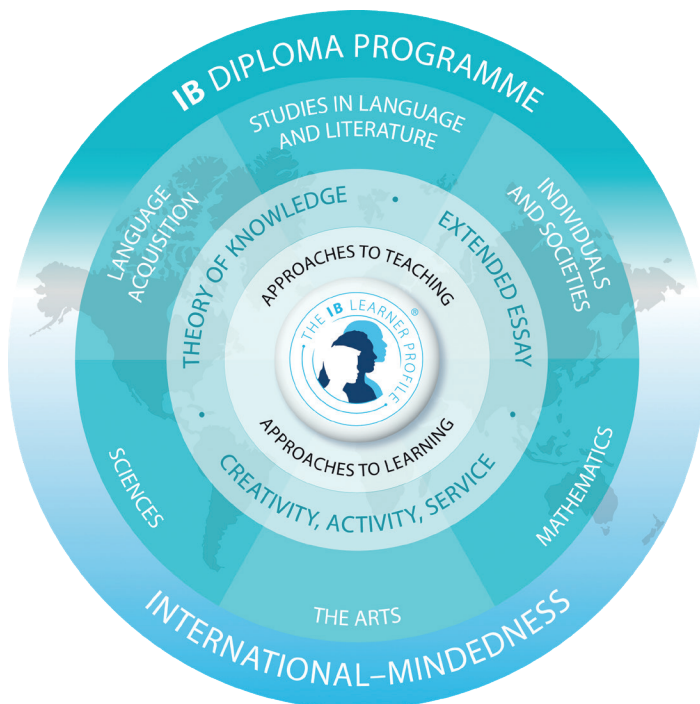
## The IB Mission Statement

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

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

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

## The Diploma Programme Model



The academic programme requires students to study six subjects, one from each of the six groups, as well as the requirements of the three ‘core’ components. The wide range of subjects we offer at NAIS Pudong allows our students to devise a portfolio that is well suited to their interests and abilities, and supports their career aspirations.



NORD ANGLIA  
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SHANGHAI, PUDONG



### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**



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## *The Core*

The IB Diploma Programme is an academically challenging and balanced programme of education that prepares students for success at university and life beyond. Students take courses in six different subject groups, maintaining both breadth and depth of study. In addition, three core elements - the Extended Essay, Theory of Knowledge and Creativity, Activity, Service - are compulsory and central to the philosophy of the programme.

It is compulsory that all full IB Diploma students complete the requirements of the core components in full for successful completion of the programme. The Diploma Programme core requirements are

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



## Extended Essay (EE)

### Aims

The aims of the Extended Essay are to provide students with the opportunity to:

- pursue independent research on a focused topic
- develop research and communication skills
- develop the skills of creative and critical thinking
- engage in a systematic process of research appropriate to the subject
- experience the excitement of intellectual discovery.

### Nature of the Extended Essay

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects - normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery critical thinking and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). The research process culminates with a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. Students at NAIS Pudong are guided through the extended essay process of research and writing by an assigned supervisor. All students undertake mandatory reflection sessions with their supervisor, including a concluding interview (or viva voce), following the submission of the extended essay.

### Assessment

All Extended Essays are externally assessed by examiners appointed by the IBO. Assessment of the Extended Essay is a combination of formative (mandatory reflections) and summative assessment. Generic assessment criteria are used with subject-specific interpretations. The essay is awarded a final grade which is combined with the TOK to determine the core points. The grade descriptors are:

- A. Work of an excellent standard
- B. Work of a good standard
- C. Work of a satisfactory standard
- D. Work of a mediocre standard
- E. Work of an elementary standard.



## Creativity, Activity, Service (CAS)

### CAS

#### Aims

The CAS programme aims to develop students who:

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

#### Syllabus Content

The five CAS stages are as follows.

- 1. Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
- 2. Preparation:** Students clarify roles and responsibilities, develop a plan of action to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
- 3. Action:** Students implement their idea or plan. This often requires decision making and problem solving. Students may work individually, with partners, or in groups.

- 4. Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising

#### Assessment

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realised through the student's commitment to his or her CAS programme over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

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



## Theory of Knowledge (TOK)

### I. Course description and aims

The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

The aims of the TOK course are:

- to encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop inter-cultural understanding

- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge

to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

### II. Curriculum model overview

#### Core theme: Knowledge and the knower (Minimum teaching hours: 32)

This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.

#### Optional themes

Students are required to study two optional themes from the following five options.

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

#### Areas of knowledge (Minimum teaching hours: 50)

Students are required to study the following five areas of knowledge.

- History
- The human sciences
- The natural sciences
- The arts
- Mathematics

### III. Assessment model

Students are required to complete **two** assessment tasks for TOK.

- Theory of knowledge exhibition
- Theory of knowledge essay on a prescribed title

#### Assessment objectives

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

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

### Assessment Details

Type of assessment	Format of assessment	Hours	Weighting
External	Theory of knowledge essay	10	2/3 or 67%
Students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.			
INTERNAL	Theory of knowledge exhibition	8	1/3 or 33%
Students are required to create an exhibition of three objects with accompanying commentaries that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.			



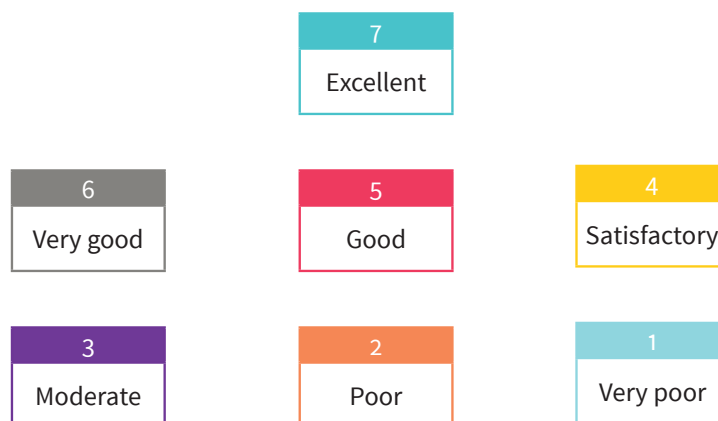
## Grading the IB Diploma

The International Baccalaureate Diploma Programme (DP) uses both internally and externally assessed components to assess student performance. For most courses, written examinations at the end of the DP form the basis of the assessment. This is because these examinations have high levels of objectivity and reliability.

Externally assessed coursework, completed by students over an extended period under authenticated teacher supervision, forms part of the assessment for several programme areas, including the theory of knowledge (TOK) essay and the extended essay (EE).

In most subjects, students also complete in-school assessment tasks. These are either externally assessed or marked by teachers and then moderated by the IB.

### The Individual IB subject grading scheme



## Individual Subjects

The IBO award a grade for each of the IB Diploma subjects taken with the maximum score for each subject being 7 points and a minimum being 1 point. This is the same whether the subject is taken at Standard Level or Higher Level. This gives a total subject score out of 42 if you are taking the full 6 subjects on the Full IB Diploma Programme. The grading is based on both the coursework carried out and the results of examinations at the end of the two-year linear programme.

The maximum score for the IB Diploma is 45 points combining six subject grades (maximum of 6 x 7 points for a score of 42) with up to 3 points available for the successful completion of both the Extended Essay and the Theory of Knowledge components.

The assessment of the final grades for the work completed throughout the two-year programme is determined by external examiners and moderators appointed by the IBO.





The Theory of Knowledge (TOK) and Extended Essay (EE) components are awarded individual grades (A to E) and, collectively, can contribute up to 3 additional points towards the overall Diploma score. The matrix below indicates how the overall TOK and EE components are awarded:

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				

Creativity, Activity, Service (or CAS), which is the third component of the DP Core, does not contribute to the points total. However, authenticated participation in and full completion of the 7 'Learning Outcomes' is a prerequisite for the award of the Full IB Diploma.

An IBDP student's final Full Diploma result score is made up of the combined scores for each subject plus the total combined points scored for the Theory of Knowledge and Extended Essay components.



## The IB Curriculum Model in a school-context

At NAIS Pudong, every student studying the Full IB Diploma Programme will study one subject from each of the following groups:

Group 1 Studies in Language & Literature

Group 2 Language Acquisition

Group 3 Individuals & Societies

Group 4 Sciences

Group 5 Mathematics

Group 6 The Arts

N.B. Please note that the information concerning subject choices in this section provides an overview of programme availability. The particular subjects and levels offered each year are based on the identified needs of each year group. Usually these courses are available to all students but it may not always be possible to provide all the courses given above if the numbers of students choosing a particular option is too small to make that course viable. Certain combinations may also not be possible because of timetable constraints. Students and parents should note that although the timetable is constructed around students' choices, any changes made after the timetable has been built, have to fit into that timetable and within the requirements of the Diploma.

## *Group 1 Studies in Language & Literature*

**Literature: English or Korean**

**HL & SL**

**Language & Literature: English or Chinese**

**HL & SL**

**Self-Taught Literature**

**SL ONLY**

### **The aims of Language A: Literature and Language A: Language and Literature at SL and HL are to:**

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognise the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature.

### **Self-Taught Literature**

Where a student's mother tongue cannot be supported through a taught language A Literature class, the school supported self-taught option is available at SL.

The programme of study for self-taught students is identical to that of taught students but with the requirement that all the works studied must be taken from the prescribed book list (PBL) and the prescribed world literature book list (PWL).



## Literature: English, Korean

### Aims

In addition, the aims of the English A Literature course at SL and at HL are to:

- Develop in students an understanding of the techniques involved in literary criticism
- Develop the students' ability to form independent literary judgments and to support those ideas

### Syllabus Content

#### PART 1: WORKS IN TRANSLATION

SL: Three works

HL: Four works

All works are chosen from the titles in the prescribed literature in translation (PLT) list.

#### PART 2: DETAILED STUDY

SL: Four works

HL: Five works

All works are chosen from the prescribed list of authors (PLA) from a different genre.

#### PART 3: LITERARY GENRES

SL: Three works

HL: Four works

All works are chosen from the prescribed list of authors (PLA) all from the same genre.

#### PART 4: OPTIONS

SL: Two works

HL: Four works

Works are freely chosen in any combination.

### Assessment

Assessment	HL	SL
External	80%	70%
<b>PAPER 1</b>	Literary commentary (2 hours 15 minutes)	Guided literary analysis (1 Hour 15 minutes)
<b>PAPER 2</b>	Essay (1 hours 45 minutes)	Essay (1 hour 45 minutes)
HL essay	Students submit an essay on one literary text or work studied during the course (1,200 - 1,500 words)	
INTERNAL	20%	30%
INDIVIDUAL ORAL	Students offer a prepared response of 10 minutes based on one work written originally in language studied and one work studied in translation, followed by 5 minutes of questions by the teacher.	Students offer a prepared response of 10 minutes based on one work written originally in language studied and one work studied in translation, followed by 5 minutes of questions by the teacher.



## Language & Literature: English, Chinese

### Aims

In addition, the aims of the English A Language and Literature course at SL and at HL are to:

- To develop in students an understanding of techniques involved in literary criticism
- To develop the students' ability to form independent literary judgements and to support those ideas.

### Syllabus Content

#### Readers, writers and texts

Literary texts are chosen from a variety of sources to present as wide a range of literary forms as possible.

#### Time and Space

Literary works are chosen from a variety of periods of time and places around the world to reflect a range of historical and cultural perspectives.

#### Intertextuality: connecting texts

Literary works are chosen from a variety of sources that allow students an opportunity to extend their study and make fruitful comparisons.

**SL:** Students study at least nine works, a minimum of four must be written originally in the language studied, by an author on the Prescribed Reading List (PRL), three must be a work in translation from the PRL and two can be chosen freely.

**HL:** Students study at least thirteen works, a minimum of five must be written originally in the language studied, by an author on the Prescribed Reading List (PRL), four must be a work in translation from the PRL and four can be chosen freely.

### Assessment

Assessment	HL	SL
External	80%	70%
<b>PAPER 1</b>	Textual analysis of 2 texts (2 hours 15 minutes)	Textual analysis (1 hour and 15 minutes)
<b>PAPER 2</b>	Essay (1 hour 45 minutes)	Essay (1 hour 45 minutes)
HL essay	Students submit an essay on one non-literary text or literary text studied during the course: 1,200 - 1,500 words.	
INTERNAL	20%	30%
INDIVIDUAL ORAL	Students comment on an extract from a literary text studied in part 4 of the course.	Students comment on an extract from a literary text studied in part 4 of the course.
INDIVIDUAL ORAL	Students prepare a response of 10 minutes followed by 5 minutes of questions by the teacher based on the extract from both one non-literary text and one from a literary work	

## *Group 2 Language Acquisition*

### **Ab Initio**

- **Mandarin**
- **French**
- **Spanish**

### **Language B**

- **Chinese**
- **English**
- **French**
- **Spanish**

### **The aims of Group 2 are to:**

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



## Language Ab Initio: Mandarin

## Language Ab Initio: French, Spanish - Offered online through Pamoja

### Aims

Three areas of study - language, texts and themes - provide the basis of the two-year language ab initio course. These three fundamental areas are interconnected and should be studied concurrently.

Interactive, productive and receptive skills are developed through study in these three areas and are of equal importance.

The language ab initio course has intercultural understanding at its heart to demonstrate both its importance and its interrelatedness within the areas of language, texts and themes.

Intercultural understanding is defined as an ability to demonstrate an understanding of cultural diversity and/ or similarity between the target culture(s) and the student's own. The student develops a greater awareness of his or her own culture(s) through learning about another. Intercultural understanding provides both the link between the three areas of the course and the lens through which they should be addressed.

### Syllabus Content

#### IDENTITIES

Personal attributes  
Personal relationships  
Eating and drinking  
Physical wellbeing

#### EXPERIENCES

Daily routine  
Leisure  
Holidays and tourism  
Festivals and celebrations

#### HUMAN INGENUITY

Transport  
Entertainment  
Media  
Technology

#### SOCIAL ORGANISATION

Neighbourhood  
Education  
The workplace  
Social Issues

#### SHARING THE PLANET

Climate  
Physical geography  
Environment  
Global Issues

### Assessment

EXTERNAL = 75%	
<b>ASSESSMENT 1:</b> Writing  25%	Two writing tasks, 70-150 words each (characters equivalent) from a choice of six. (1 hour)
<b>ASSESSMENT 2:</b> Receptive skills  50%	Listening and Reading (separate sections) Format to be finalised. (1 hour 45 minutes; Listening 45 minutes, Reading 1 hour)
INTERNAL = 25%	
Individual oral (8-10 minutes)	15 minute preparation time and a 10-minute (maximum) presentation and discussion with the teacher. Format to be finalised.



## Language B: English, Chinese, French, Spanish

### Aims

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

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

### Syllabus Content

#### THEMES

Identities

Experiences

Human ingenuity

Social organisation

Sharing the planet

At HL, students read two works of literature.

### Assessment

Assessment	HL	SL
External = 75%		
<b>ASSESSMENT 1:</b> Writing  25%	One writing task of 450-600 words (characters equivalent) from a choice of three.  (1 hour 30 minutes)	One writing task of 250-400 words (characters equivalent) from a choice of three.  (1 hour 15 minutes)
<b>ASSESSMENT 2</b> Receptive skills  50%	Listening and Reading (separate sections)  Format to be finalised.  (2 hours)	Listening and Reading (separate sections)  Format to be finalised.  (1 hour 45 minute)
INTERNAL = 25%		
Individual oral (12–15 minutes)	15 minute preparation time and a 15-minute (maximum) presentation and discussion with the teacher.  Format to be finalised.	Based on an excerpt of a literary text read in class, 20 minutes' preparation time and a 15-minute (maximum) presentation and discussion with the teacher.  Format to be finalised.



## *Group 3 Individuals & Societies*

<b>Business Management</b>	<b>HL &amp; SL</b>
<b>Economics</b>	<b>HL &amp; SL</b>
<b>Geography</b>	<b>HL &amp; SL</b>
<b>History</b>	<b>HL &amp; SL</b>
<b>ITGS</b>	<b>HL &amp; SL</b>
<b>Psychology</b>	<b>HL &amp; SL</b>

### **The aims of all subjects in Group 3, individuals and societies are to:**

- encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
- develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the Individual and Society
- enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
- promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
- develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
- enable the student to recognise that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.



## Business Management

### Aims

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

- Promote the importance of exploring business issues from different cultural perspectives
- Encourage a holistic view of the world of business
- Empower students to think critically and strategically about individual and organisational behaviour
- The following six concepts underpin the IBDP Business Management course: Change; Culture; Ethics; Globalisation; Innovation and Strategy.

- Enable students to appreciate the nature and significance of change in local, regional and global context
- Promote awareness of environmental, social, cultural and ethical factors in the actions of individuals and organisations
- Develop an understanding of the importance of innovation in a business environment

### Syllabus Content

The 2 year Business Management course is divided into the following units:

- Business organisation and environment
- Human resource management
- Finance and accounts
- Marketing
- Operations management

### Assessment

Assessment	HL	SL
External = 75% total		
<b>PAPER 1:</b> Based on a pre- seen case study issued 3 months in advance, with additional unseen material included in Section B and C.	35% - 2 hours 15 minutes <b>Section A</b> - Students answer two of three structured questions based on the pre-seen material (20 marks) <b>Section B</b> - Students answer one compulsory structured question. Based mainly on the additional stimulus material. (20 marks) <b>Section C</b> - Students answer one compulsory question based mainly on the additional stimulus material. (20 marks) Total 60 marks	30% - 1 hour 15 minutes <b>Section A</b> - Students answer two of three structured questions. (20 marks per question) <b>Section B</b> - Students answer one compulsory structured question based mainly on the additional stimulus material. (20 marks) Total 40 marks
<b>PAPER 2:</b> Data response paper	40% - 2 hours 15 minutes <b>Section A</b> - Students answer one of two structured questions based on stimulus material with a quantitative focus. (20 marks) <b>Section B</b> - Students answer two of three structured questions based on stimulus material. (40 marks) Total 80 marks <b>Section C</b> - Students answer one of three extended response questions. This question is based primarily on two concepts (CUEGIS) that underpin the course. (20 marks) Total 80 marks	45% - 1 hour 45 minutes <b>Section A</b> - Students answer one of two structured questions based on stimulus material with a quantitative focus. (20 marks) <b>Section B</b> - Students answer one of three structured questions based on stimulus material. (20 marks) <b>Section C</b> - Students answer one of three extended response questions. This question is based primarily on two concepts (CUEGIS) that underpin the course. (20 marks) Total 60 marks
INTERNAL = 25%		
RESEARCH PROJECT (HL) OR WRITTEN COMMENTARY (SL)	25% - (25 marks) 30 hours - (Maximum 2,000 words) Research proposal and action plan - a working document not part of the actual report, but part of planning. Report that addresses an issue facing an organisation or analyses a decision to be made by an organisation.	25% - (25 marks) 15 hours - (Maximum 1,500 words) Written commentary based on three to five supporting documents about a real issue or problem facing a particular organisation.

## Economics

### Key Features of the Syllabus

- Holistic in nature and reflects more fully, the broader principles of an IB education.
- Teaching through: inquiry; concepts; content and contexts and their interrelationships to allow for a deeper and more integrated understanding of Economics as a discipline.
- There are nine key concepts: scarcity; choice; efficiency; equity; economic well-being; sustainability; change; interdependence and intervention.
- New integrated sub-topics of economics of the environment, Economics of inequality and poverty help to bring to light, the main global challenges facing the world today and how these can be addressed using an Economics lens.

### Syllabus Content

**Section 1:** Introduction to Economics

**Section 2:** Microeconomics

**Section 3:** Macroeconomics

**Section 4:** The global economy

### Assessment

Assessment	HL (4 Hours and 45 minutes)	SL (3 Hours)
External	80%	70%
<b>PAPER 1:</b> (1 hour and 15 minutes)  Extended response paper	Syllabus content including HL extension. Students answer one question from a choice of three. Each question has a part (a) worth 10 marks and a part (b) worth 15 marks.  Total: 25 marks, 20%	Syllabus content excluding HL extension. Students answer one question from a choice of three. Each question has a part (a) worth 10 marks and a part (b) worth 15 marks.  Total: 25 marks, 30%
<b>PAPER 2:</b> (1 hour and 45 minutes)  Data response (SL) and extended response paper	Syllabus content including HL extension material. Includes some quantitative questions.  Students answer one question from a choice of two.  Total: 40 marks, 30%	Syllabus content excluding HL extension material. Includes some quantitative questions.  Students answer one question from a choice of two.  Total: 40 marks, 40%
<b>PAPER 3:</b> HL Extension	Syllabus content including HL extension material. Includes both quantitative and qualitative questions.  Students answer two compulsory questions.  Total: 60 marks, 30%	
INTERNAL = 20%		
COMMENTARY PORTFOLIO	Students produce a portfolio of three commentaries, based on different sections of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the commentaries.  Maximum 800 words for each commentary. (45 marks)	



## Geography

### Aims

The aims of the geography syllabus at SL and HL are to enable students to:

- Develop an understanding of the interrelationships between people, places, spaces and the environment
- Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- Appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

### Syllabus Content

#### PART 1

#### GEOGRAPHIC THEMES - SEVEN OPTIONS

Two optional themes are required at SL. Three optional themes are required at HL.

- Freshwater - drainage basins
- Oceans and their coastal margins
- Extreme environments
- Geophysical hazards
- Leisure, tourism and sport
- The geography of food and health
- Urban environments.

#### PART 2

#### GEOGRAPHIC PERSPECTIVES - GLOBAL CHANGE

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

#### Part 2 HL CORE EXTENSION

#### GEOGRAPHIC PERSPECTIVES - GLOBAL INTERACTIONS

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

#### Fieldwork (IA)

Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation.

### Assessment

Assessment	HL	SL
EXTERNAL = 80% HL, 75% SL		
<b>PART 1:</b>	<ul style="list-style-type: none"> <li>• 35% of overall grade</li> <li>• 45 minutes per option question</li> <li>• Total 2 hours 15 minutes</li> <li>• Each option has a structured question and one extended answer question from a choice of two.</li> </ul>	<ul style="list-style-type: none"> <li>• 35% of overall grade</li> <li>• 45 minutes per option question</li> <li>• Total 1 hour 30 minutes</li> <li>• Each option has a structured question and one extended answer question from a choice of two.</li> </ul>
<b>PART 2:</b>	<ul style="list-style-type: none"> <li>• 25% of overall grade</li> <li>• Total 1 hour 15 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• SL weight 40%</li> <li>• Total 1 hour 15 minutes.</li> </ul>
<b>PART 2 HL EXTENSION</b>	<ul style="list-style-type: none"> <li>• 20% of overall grade</li> <li>• Total 1 hour</li> <li>• Choice of three extended answer questions, with two parts, based on each HL core unit.</li> </ul>	NA
WRITTEN REPORT	<ul style="list-style-type: none"> <li>• 20% of overall grade</li> <li>• Fieldwork question to be based on any suitable topic from the syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>• 25% of overall grade</li> <li>• Fieldwork question to be based on any suitable topic from the syllabus.</li> </ul>



## History

### Aims

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

- Promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
- Encourage an understanding of the present through critical reflection upon the past
- Encourage an understanding of the impact of historical developments at national, regional and international levels
- Develop an awareness of one's own historical identity through the study of the historical experiences of different cultures.

### Syllabus Content

#### 20TH CENTURY WORLD HISTORY - PRESCRIBED SUBJECTS

The move to global war (Japan, Germany & Italy)

#### 20TH CENTURY WORLD HISTORY - TOPICS

Authoritarian States

The Cold War: Superpower tensions and rivalries

### HL OPTIONS

History of Europe:

European states in inter-war years (1918-39)

Versailles to Berlin: Diplomacy in Europe

Soviet Union and post - Soviet Russia (1924-2000)

### Internal Assessment

Historical investigation of choice

### Assessment

Assessment	HL	SL
EXTERNAL = 80% HL, 75% SL		
<b>PAPER 1:</b>	Source based paper on the prescribed topic Four short answer/structured questions (24 marks) 20%	Source based paper on the prescribed topic Four short - answer/structured questions (24 marks) 30%
<b>PAPER 2:</b>	Essay based on the World History topics Two extended - response questions (30 marks) 25%	Essay based on the World History topics Two extended - response questions (30 marks) 45%
<b>PAPER 3:</b> HL Extension	Essay based on the History of Europe topics Three extended - response questions (45 marks) 35%	
INTERNAL = 20% HL, 25% SL		
<b>HISTORICAL INVESTIGATION</b>	Historical investigation on any area of the syllabus Approximately 20 hours (25 marks) 20%	Historical investigation on any area of the syllabus Approximately 20 hours (25 marks) 25%

## Psychology - Offered online through Pamoja

### Aims

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

- Develop an awareness of how psychological research can be applied for the benefit of human beings
- Ensure that ethical practices are upheld in psychological inquiry
- Develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
- Develop an understanding of alternative explanations of behaviour
- Understand and use diverse methods of psychological inquiry.

### Syllabus Content

#### PART 1: CORE

- The biological level of analysis
- The cognitive level of analysis
- The sociocultural level of analysis

#### PART 2: OPTIONS

- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships
- Sport psychology

#### PART 3: QUALITATIVE RESEARCH METHODOLOGY (HL ONLY)

- Qualitative research in psychology

#### PART 4: SIMPLE EXPERIMENTAL STUDY

- Introduction to experimental research methodology

### Assessment

Assessment	HL	SL
EXTERNAL = 80% HL, 75% SL		
<b>PAPER 1:</b>	<p><b>Section A:</b> Three compulsory questions on part 1 of the syllabus.</p> <p><b>Section B:</b> One question to answer in essay form based on part 1 of the syllabus.</p> <p>(46 marks) 35%</p>	<p><b>Section A:</b> Three compulsory questions on part 1 of the syllabus.</p> <p><b>Section B:</b> One question to answer in essay form based on part 1 of the syllabus.</p> <p>(46 marks) 50%</p>
<b>PAPER 2:</b>	Fifteen questions on part 2 of the syllabus. Students choose two questions to answer in essay form. (44 marks) 25%	Fifteen questions on part 2 of the syllabus. Students choose one question to answer in essay form. (22 marks) 25%
<b>PAPER 3:</b> Case Study	Three compulsory questions based on an unseen text, covering part 3 of the syllabus. (30 marks) 20%	
INTERNAL = 20% HL, 25% SL		
Report	A report of a simple experimental study conducted by the student. (28 marks) 20%	A report of a simple experimental study conducted by the student. (20 marks) 25%



## ITGS - Offered online through Pamoja

### Aims

The aims of the Information Technology in a Global Society (ITGS) course at SL and HL are to:

- Enable the student to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organisations and societies at the local and global level
- Develop the student's understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders
- Enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on them
- Encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user.
- **Strand 1:** Social and ethical significance
- **Strand 2:** Application to specified scenarios
- **Strand 3:** IT systems

### Syllabus Content

**The project (practical application of IT skills)**

The application of skills and knowledge to develop an original IT product for a specified client.

### Assessment

Assessment	HL	SL
EXTERNAL = 80% HL, 70% SL		
<b>PAPER 1:</b>	Three structured responses that integrate the three stands of the syllabus. <b>Section A:</b> Students answer two of three structured questions. <b>Section B:</b> Students answer one of two structured questions. (60 marks) 35%	Two structured responses that integrate the three stands of the syllabus. (40 marks) 40%
<b>PAPER 2:</b>	This paper consists of one unseen article. Students are required to write a response to this article. (26 marks) 20%	This paper consists of one unseen article. Students are required to write a response to this article. (26 marks) 30%
<b>PAPER 3:</b> Case Study	Four questions based on a pre-seen case study. 25%	
INTERNAL = 20% HL, 30% SL		
Development Project	The development of an original IT product for a specified client. Students must produce: a cover page using prescribed format an original IT product documentation supporting the product (word limit 2,000 words). (30 marks) 20%	The development of an original IT product for a specified client. Students must produce: a cover page using prescribed format an original IT product documentation supporting the product (word limit 2,000 words) (30 marks) 30%

## Group 4 Sciences

Biology	HL & SL
Chemistry	HL & SL
Physics	HL & SL
Sports Exercise and Health Science	HL & SL

**Through studying any of the Group 4 subjects, 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 distinguishes the group 4 subjects from other disciplines and characterises each of the subjects within group 4.**

It is in this context that all the Diploma Programme experimental science courses should aim to:

- provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
- provide a body of knowledge, methods and techniques that characterise science and technology
- enable students to apply and use a body of knowledge, methods and techniques that characterise science and technology
- develop an ability to analyse, evaluate and synthesise scientific information
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- develop and apply the students’ information and communication technology skills in the study of science
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with science and scientists
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.





## Biology

### Aims

Biologists have accumulated huge amounts of information about living organisms, and it would be easy to confuse students by teaching large numbers of seemingly unrelated facts. In the Diploma Programme biology course, it is hoped that students will acquire a limited body of facts and, at the same time, develop a broad, general understanding of the principles of the subject.

Although the Diploma Programme Biology course at standard level (SL) and higher level (HL) has been written as a series of discrete statements (for assessment purposes), there are three basic biological concepts that run throughout.

Structure and function

- Universality versus diversity
- Equilibrium within systems
- Evolution

### Syllabus Content

#### CORE

#### Higher & Standard Level

- Topic 1:** Cell Biology
- Topic 2:** Molecular Biology
- Topic 3:** Genetics
- Topic 4:** Ecology
- Topic 5:** Evolution & Biodiversity
- Topic 6:** Human physiology

#### Higher Level

- Topic 7:** Nucleic acids
- Topic 8:** Metabolism, cell respiration and photosynthesis
- Topic 9:** Plant Biology
- Topic 10:** Genetics & Evolution
- Topic 11:** Animal Physiology

#### OPTIONS

#### Standard Level

- Option A:** Neurobiology and Behaviour
- Option B:** Biotechnology & Bioinformatics
- Option C:** Ecology & Conservation
- Option D:** Human Physiology

### Assessment

Assessment	HL	SL
EXTERNAL = 80%		
<b>PAPER 1:</b> (20%)	40 multiple-choice questions	30 multiple-choice questions on the core
<b>PAPER 2:</b> (HL 36% SL 40%)	<b>Section A:</b> data-based questions and several short-answer questions on the core and the AHL (all compulsory) <b>Section B:</b> two extended-response questions on the core and the AHL (from a choice of three)	<b>Section A:</b> data-based questions and several short-answer questions on the core (all compulsory) <b>Section B:</b> one extended-response question on the core (from a choice of two)
<b>PAPER 3:</b> (HL 24% SL 20%)	<b>Section A:</b> candidates answer all questions, two to three short-answer questions based on the required practicals studied and techniques, analysis and evaluation, using unseen data linked to the core material. <b>Section B:</b> short-answer and extended-response questions from one option.	<b>Section A:</b> candidates answer all questions, two to three short-answer questions based on the required practicals studied and techniques, analysis and evaluation, using unseen data linked to the core material. <b>Section B:</b> short-answer and extended-response questions from one options SL material.
INTERNAL = 20%		
INTERNAL ASSESSMENT	Students design and undertake a scientific investigation and submit their findings as a scientific report.	
GROUP 4 PROJECT	Students complete a 10 hour project over 3 days where they take a topic and carry out an investigation that includes all of the Group 4 sciences. The project is split into planning, action and evaluation, with students giving a presentation of their findings on the final day.	



## Chemistry

### Aims

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

The Diploma Programme Chemistry course includes the essential principles of the subject but also, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students.

The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study science in higher education and those who do not.

### Syllabus Content

#### CORE

- Topic 1:** Quantitative chemistry
- Topic 2:** Atomic structure
- Topic 3:** Periodicity
- Topic 4:** Bonding
- Topic 5:** Energetics
- Topic 6:** Kinetics
- Topic 7:** Equilibrium
- Topic 8:** Acids and bases
- Topic 9:** Oxidation and reduction
- Topic 10:** Organic chemistry
- Topic 11:** Measurement and data processing

#### Higher Level

- Topic 12:** Atomic structure
- Topic 13:** Periodicity 4
- Topic 14:** Bonding 5
- Topic 15:** Energetics 8
- Topic 16:** Kinetics 6
- Topic 17:** Equilibrium 4
- Topic 18:** Acids and bases 10
- Topic 19:** Oxidation and reduction 5
- Topic 20:** Organic chemistry

#### OPTIONS

Standard and Higher Level Students are required to study one Option from the following list

- Option A:** Materials
- Option B:** Biochemistry
- Option C:** Materials
- Option D:** Medicine and Drugs

### Assessment

Assessment	HL	SL
EXTERNAL = 80%		
<b>PAPER 1:</b> (20%)	40 multiple-choice questions	30 multiple-choice questions on the core
<b>PAPER 2:</b> (HL 36% SL 40%)	Short answer and extended response questions on core and AHL material	Short answer and extended response questions on core material
<b>PAPER 3:</b> (HL 24% SL 20%)	<b>Section A:</b> candidates answer all questions, two to three short-answer questions based on the required practicals studied and techniques, analysis and evaluation, using unseen data linked to the core material. <b>Section B:</b> short-answer and extended-response questions from one option.	<b>Section A:</b> candidates answer all questions, two to three short-answer questions based on the required practicals studied and techniques, analysis and evaluation, using unseen data linked to the core material. <b>Section B:</b> short-answer and extended-response questions from one options SL material.
INTERNAL = 20%		
INTERNAL ASSESSMENT	Students design and undertake a scientific investigation and submit their findings as a scientific report.	
GROUP 4 PROJECT	Students complete a 10 hour project over 3 days where they take a topic and carry out an investigation that includes all of the Group 4 sciences. The project is split into planning, action and evaluation, with students giving a presentation of their findings on the final day.	



## Physics

### Aims

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

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies.

Physics is, above all, a human activity, and students need to be aware of the context in which physicists work. Illuminating its historical development

places the knowledge and the process of physics in a context of dynamic change, in contrast to the static context in which physics has sometimes been presented. This can give students insights into the human side of physics: the individuals; their personalities, times and social milieux; and their challenges, disappointments and triumphs.

### Syllabus Content

#### CORE

1. Measurements and uncertainties
2. Mechanics
3. Thermal physics
4. Waves
5. Electricity and magnetism
6. Circular motion and gravitation
7. Atomic, nuclear and particle physics
8. Energy production

#### Additional higher level topics (AHL)

9. Wave phenomena
10. Fields
11. Electromagnetic induction
12. Quantum and nuclear physics

#### OPTIONS

- A. Relativity
- B. Engineering physics
- C. Imaging
- D. Astrophysics

### Assessment

Assessment	HL	SL
EXTERNAL = 80%		
<b>PAPER 1:</b> (20%)	40 multiple-choice questions ( $\pm 15$ common to SL plus about five more on the core and about 20 more on the AHL)	30 multiple-choice questions on the core
<b>PAPER 2:</b> (HL 36% SL 40%)	Short answer and extended response questions on core and AHL material	Short answer and extended response questions on core material
<b>PAPER 3:</b> (HL 24% SL 20%)	This paper will have questions on core, AHL and Options material. <b>Section A:</b> one data-based question and several short-answer questions on experimental work. <b>Section B:</b> short-answer and extended-response questions from one option.	This paper will have questions on core and Options material. <b>Section A:</b> one data-based question and several short-answer questions on experimental work. <b>Section B:</b> short-answer and extended-response questions from one option.
INTERNAL = 20%		
INTERNAL ASSESSMENT	Students complete writing up a report of laboratory investigation of their choice, write-ups consist of planning, data collection, processing data, conclusion and evaluation. Assessed once only.	
GROUP 4 PROJECT	Students complete a 10 hour project over 3 days where they take a topic and carry out an investigation that includes all of the Group 4 sciences. The project is split into planning, action and evaluation, with students giving a presentation of their findings on the final day.	



## Sports, Exercise & Health Science

### Aims

The Diploma Programme course in Sports, Exercise and Health Science involves the study of the science that underpins physical performance and provides the opportunity to apply these principles.

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

### Syllabus Content

#### CORE

There are six compulsory topics in the core.

**Topic 1:** Anatomy

**Topic 2:** Exercise physiology

**Topic 3:** Energy systems

**Topic 4:** Movement analysis

**Topic 5:** Skill in sport

**Topic 6:** Measurement and evaluation of human performance

#### Additional HIGHER LEVEL

There are seven additional topics for higher level.

**Topic 7:** Further anatomy

**Topic 8:** The endocrine system

**Topic 9:** Fatigue

**Topic 10:** Friction and drag

**Topic 11:** Skill acquisition and analysis

**Topic 12:** Genetics and athletic performance

**Topic 13:** Exercise and immunity

#### OPTIONS

There are four options. Students are required to study any two options.

**Option A:** Optimising physiological performance

**Option B:** Psychology of sport

**Option C:** Physical activity and health

**Option D:** Nutrition for sport, exercise and health

### Assessment

Assessment	HL	SL
EXTERNAL = 80%		
<b>PAPER 1:</b>	40 multiple-choice questions	30 multiple-choice questions on the core
<b>PAPER 2:</b>	<p><b>Section A:</b> data-based questions and several short-answer questions on the core and the AHL (all compulsory)</p> <p><b>Section B:</b> two extended-response questions on the core and the AHL (from a choice of three)</p>	<p><b>Section A:</b> data-based questions and several short-answer questions on the core (all compulsory)</p> <p><b>Section B:</b> one extended-response question on the core (from a choice of two)</p>
<b>PAPER 3:</b>	Several short-answer questions in each of the two options studied.	Several short-answer questions in each of the two options studied.
INTERNAL = 20%		
INTERNAL ASSESSMENT	Students design and undertake a scientific investigation and submit their findings as a scientific report.	
GROUP 4 PROJECT	Students complete a 10 hour project over 3 days where they take a topic and carry out an investigation that includes all of the Group 4 sciences. The project is split into planning, action and evaluation, with students giving a presentation of their findings on the final day.	

## *Group 5 Mathematics*

**Mathematics: Analysis and Approaches**

**HL and SL**

**Mathematics: Applications and Interpretation**

**SL Only**

**All the Group 5 subjects aim to contribute to students' personal attributes, subject understanding and global awareness by enabling them to:**

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

## Mathematics: Analysis and approaches

### Aims

This course is appropriate for students who enjoy developing their Mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial Mathematics content such as Mathematics itself, Engineering, Physical Sciences, or Economics for example.

### Syllabus Content

**Topic 1:** Number and Algebra

**Topic 2:** Functions

**Topic 3:** Geometry and Trigonometry

**Topic 4:** Statistics and Probability

**Topic 5:** Calculus

### Assessment

Assessment	HL	SL
EXTERNAL = 80%		
<b>PAPER 1:</b>	<p><b>Paper 1</b> is an examination consisting of two compulsory sections. The use of a calculator is not permitted for this paper.</p> <p><b>Section A</b> consists of short - response questions.</p> <p><b>Section B</b> consists of long - response questions</p> <p>30% of the course and is a 120 minutes examination</p>	<p><b>Paper 1</b> is an examination consisting of two compulsory sections. The use of a calculator is not permitted for this paper.</p> <p><b>Section A</b> consists of short - response questions.</p> <p><b>Section B</b> consists of long - response questions</p> <p>40% of the course and is a 90 minutes examination</p>
<b>PAPER 2:</b>	<p><b>Paper 2</b> is an examination consisting of two compulsory sections. The use of a graphical calculator is permitted for this paper.</p> <p><b>Section A</b> consists of short - response questions.</p> <p><b>Section B</b> consists of long - response questions</p> <p>30% of the course and is a 120 minutes examination</p>	<p><b>Paper 2</b> is an examination consisting of two compulsory sections. The use of a graphical calculator is permitted for this paper.</p> <p><b>Section A</b> consists of short - response questions.</p> <p><b>Section B</b> consists of long - response questions</p> <p>40% of the course and is a 90 minutes examination</p>
<b>PAPER 3:</b>	20% of the course and is a 60 minute examination	n/a
INTERNAL = 20%		
INTERNAL ASSESSMENT	Investigative, problem solving and modelling skills development leading to one written exploration	

## Mathematics: Applications and interpretation (SL Only)

### Aims

This course is appropriate for students who are interested in developing their Mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and interpretation will be those who enjoy Mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as Social Sciences, Natural Sciences, Statistics, Business, some Economics, Psychology, and Design, for example.

### Syllabus Content

**Topic 1:** Number and Algebra

**Topic 2:** Functions

**Topic 3:** Geometry and Trigonometry

**Topic 4:** Statistics and probability

**Topic 5:** Calculus

### Assessment

Assessment	SL
EXTERNAL = 80%	
<b>PAPER 1:</b>	<p><b>Paper 1</b> is an examination consisting of short - response questions. The use of a calculator is permitted for this paper.</p> <p>40% of the course and is a 90 minutes</p>
<b>PAPER 2:</b>	<p><b>Paper 2</b> is an examination consisting of long - response questions. The use of a calculator is permitted for this paper.</p> <p>40% of the course and is a 90 minutes</p>
INTERNAL = 20%	
INTERNAL ASSESSMENT	Investigative, problem solving and modelling skills development leading to one written exploration

## *Group 6 The Arts*

**Visual Arts**

**HL & SL**

**Music**

**HL & SL**

**Film**

**SL**

### **The aims of all subjects in Group 6, the arts are to enable students to:**

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





## Visual Arts

### Aims

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

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

The aims of the IB Arts courses are to enable students to:

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

### Syllabus Content

#### Year One

Explore the 3 core curriculum areas – Visual Arts in context, visual arts methods and communicating visual arts. Plus comparative study practice.

#### Year Two

Personal theme which is explored in the Visual Arts Journal, Process Portfolio, Studio work outcomes and Comparative Study.

### Assessment

Assessment	HL	SL
EXTERNAL		
<b>Part: 1</b> Comparative Study (20%)	<ul style="list-style-type: none"> <li>• Students submit 10-15 screens which examine and compare at least three artworks, objects artefacts, at least two of which need to be by different artists</li> <li>• The works selected for comparison and analysis should come from differing cultural context</li> <li>• Students submit a list of sources used</li> </ul>	<ul style="list-style-type: none"> <li>• Students submit 10-15 screens which examine and compare at least three arts works, objects or artefacts, at least two of which need to be by different artists</li> <li>• The works selected for comparison and analysis should come from differing cultural context</li> <li>• Students submit a list of sources used</li> </ul>
<b>Part: 2</b> Process Portfolio (40%)	<ul style="list-style-type: none"> <li>• Students submit 13-15 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making table</li> </ul>	<ul style="list-style-type: none"> <li>• Students submit 9-18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art making activities. For SL students the submitted work must have been created in at least two art-making forms, each from separate columns of the art-making table</li> </ul>
INTERNAL		
<b>Part:3</b> Exhibition (40%)	<ul style="list-style-type: none"> <li>• HL students submit a curatorial rationale that does not exceed 700 words</li> <li>• HL students submit 8-11 artworks</li> <li>• HL students submit exhibition text (stating the title, medium and size of the artwork) for each selected artwork</li> <li>• HL students may submit two photographs of their overall exhibition. They will not be assessed or used to assess the individual artworks</li> </ul>	<ul style="list-style-type: none"> <li>• SL students submit a curatorial rationale that does not exceed 400 words</li> <li>• HL students submit 4-7 artworks</li> <li>• HL students submit exhibition text (stating the title, medium and size of the artwork) for each selected artwork</li> <li>• HL students may submit two photographs of their overall exhibition. They will not be assessed or used to assess the individual artworks</li> </ul>



## Music

### Aims

A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds.

Through such a study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music we are able to explore the similarities, differences and links in music from within our own culture and that of others across time. Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity.

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

### Syllabus Content

#### MUSICAL PERCEPTION

This component is compulsory for SL and HL students.

#### CREATING

This component is compulsory for HL and SLC\* students only.

#### SOLO PERFORMING

This component is compulsory for HL and SLS\* students only.

#### GROUP PERFORMING

This component is compulsory for SLG\* students only.

SL students must choose one of three options:

- creating (SLC)
- solo performing (SLS)
- group performing (SLG)

### Assessment

Assessment	HL	SL
EXTERNAL = 50%		
LISTENING PAPER 30%	Seven musical perception questions (100 marks) <b>Section A</b> - Students answer two questions. Question 1 or question 2 (20 marks) and Question 3 (20 marks) <b>Section B</b> - Students answer four questions. Question 4 (20 marks) or Question 5 (20 marks) and Question 6 (20 marks) and Question 7 (20 marks)	Five musical perception questions (80 marks) <b>Section A</b> - Students answer one question. Question 1 or question 2 (20 marks) <b>Section B</b> - Students answer three questions. Question 3 or question 4 (20 marks) and Question 5 (20 marks) and Question 6 (20 marks)
MUSICAL LINKS INVESTIGATION 20%	A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures (20 marks)	A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures (20 marks)
INTERNAL = 50%		
INTERNAL ASSESSMENT	<b>Creating</b> Three pieces of coursework, with recordings and written work (30 marks) 25% <b>Solo performing (75 hours)</b> A recording selected from pieces presented during one or more public performance(s), 20 minutes (20 marks) 25%	Students choose one of the following options. <b>Creating (SLC)</b> Two pieces of coursework, with recordings and written work (30 marks) <b>Solo performing (SLS)</b> A recording selected from pieces presented during one or more public performance(s), 15 minutes (20 marks) <b>Group performing (SLG)</b> A recording selected from pieces

## Film - Offered Online through Pamoja SL Only

### Aims

The film course at SL and HL aims to develop in students the skills necessary to achieve creative and critical independence in their knowledge, experience and enjoyment of film.

The aims are to promote:

- 1.1: Enjoy lifelong engagement with the arts.
- 2.2: become informed, reflective and critical practitioner.
- 3.3: understand the dynamic of changing arts.
- 4.4: explore and value diversity in many forms.
- 5.5: express ideas with confidence and competence.
- 6.5: develop perceptual and analytical skills

### Syllabus Content

#### **PART 1: TEXTUAL ANALYSIS**

The detailed study of film sequences.

#### **PART 2: FILM THEORY AND HISTORY**

The study of films and film-making traditions from more than one country.

#### **PART 3: CREATIVE PROCESS—TECHNIQUES AND ORGANISATION OF PRODUCTION**

The development of creative, analytical and production skills within film-making.

### Assessment

Assessment	SL
EXTERNAL	
Textual Analysis 30%	Student's analysis a prescribed film using research of the historical and social aspects of the period in which the film was made. Length of the rationale: no more than 1750 words
Comparative Analysis 30%	A Visual Documentary of a detailed critical analysis of two films that students have researched and developed. The extract must not be longer than 15 minutes. Maximum length of presentation: 15 minutes
INTERNAL	
Film portfolio 40%	<b>1xPortfolio &amp; Film Reel</b> A completed portfolio and film reel that showcases students' experiments with film across the two years study of the course.