



*IB
Diploma
Programme*



NORD ANGLIA
INTERNATIONAL SCHOOL
SHANGHAI, PUDONG

Be Ambitious

Be Ambitious

We believe there is no limit to what our students can achieve. So we encourage them to be ambitious. To reach for their dreams. To step outside their comfort zones and try something new. We ignite their curiosity.

Being ambitious inspires our students. It urges them to stretch themselves that little bit further. To be relentlessly optimistic. To be the best that they can be. And beyond that to make a difference, to make things better, throughout our world.

Ambition can take them anywhere. It's transformational. It's what makes the extraordinary possible. But it's only the spark. It takes passion, determination and commitment to make it a reality. It takes creativity and innovation. It takes resilience and courage. It takes confidence.

That's why our outstanding teachers nurture these essential skills through personalised learning for each child. We build on each student's individual strengths and passions. We create challenge in every lesson and every activity so that they continuously grow and learn. We offer unique experiences to open new opportunities.

Our family of schools empower our students to achieve beyond what they may have thought possible, academically, socially and personally.

This is the Nord Anglia Approach.

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A Note to Parents / Welcome

Dear Students,

Welcome to the next part of the next exciting step in your education with us as you embark on your journey into IB.

The International Baccalaureate (IB) is widely regarded as the best pre-university course offered anywhere in the world. It's a programme which will inspire and excite you, whilst preparing you better for college, university and the future world of work. 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 this at the beginning of your GCSE 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 progress to the next stage of your education.

Our IB Academy has the highest quality of classroom teaching 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 yourself within your subjects. Life in the IB Academy is a new way of working (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, Action, Service) you will continue to make a difference in the world through your contributions in service 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.

It is our aim at NAIS Pudong to ensure that the IB Diploma Programme is a time of opportunity and achievement for all our students.

This booklet aims to provide information to help you get started on the IB Diploma Programme, and to outline what is expected of the students and school. It is an honour to have you here as a member of our IB Academy and be part of our IB journey, one of challenges, success and fulfillment.

Lesley-Ann Wallace
Principal

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 prepares students for study at university better than any other programme.

Nord Anglia International School was officially awarded IB World School Status in 2006. The process of becoming an IB school is lengthy and began two years prior to the formal accreditation. We are therefore a well-established IB world school with a steady track record of well over a decade of successful Diploma Programme provision. NAIS Pudong completed its second five year evaluation in May 2016. This is a prolonged and exhaustive process whereby the school has to supply justifiable evidence of meeting and maintaining the numerous programme standards and practices. The findings of the independent evaluation committee confirmed that we are a quality IB World School that meets and exceeds the IB's expected standards and practices. Not only does the school qualify in terms of its administrative procedures but has also received a glowing endorsement in terms of a willingness to embrace and embed the philosophical and pedagogical principles of the IBO. As a forward looking school the evaluation committee was impressed by our blended learning initiative. In particular to facilitate greater access to a broader educational experience the IBO have worked in close partnership with Pamoja Education

to develop a world class online learning platform. The school was furthermore commended for the extended essay process, leadership and language support. Our stunning results certainly bear testimony to the high quality of our Diploma Programme provision.

At NAIS Pudong we have a long history of outstanding IB results with results which significantly exceed worldwide averages. Well over 25% of our students achieve above 40 points compared to a global figure of 5%.

Why choose IB?

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, in the 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.”

The International Baccalaureate Diploma Programme

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.”

Students who are fortunate enough to experience the IB Diploma Programme are the recipients of a holistic, internationally-minded and stimulating education whereby they develop into responsible, informed and articulate global citizens. The IB Diploma Programme is a broad yet balanced curriculum that allows students to embrace challenge and change, and to celebrate cultural diversity in order to fulfill their potential as independent, lifelong learners.

A Nord Anglia Education reflects the key philosophical attributes of the International Baccalaureate Organization mission statement whereby we believe in:

“Championing an ambitious education and believing that there are no limits to what our students can achieve for themselves and for others”

NAIS Pudong's philosophical alignment and ideological support of the IBO is further enhanced by our Secondary School Senior Leadership Team and IBDP teaching staff who are all qualified and experienced IBDP practitioners having attended a wide range of IB Professional Development Workshops all over the world. Many of our teachers are IB examiners for a range of subjects such as Business Management, Economics, Music, English Literature, Theory of Knowledge, Chinese, Extended Essays and History. The work of the IB Educator Network (IBEN) include Workshop Leaders and Visiting Team Members. At NAIS Pudong we have members of staff who are active in these IBEN roles.

To be able to achieve the highest levels of success, NAIS Pudong students will need to maintain a positive frame of mind and champion a growth mindset in order to continually develop their skills-set. Students will experience a unique transition from Secondary school pupils into young adults, ready and able to use their unique talents to fulfil a positive role in society.

This booklet aims to provide a concise, informative and practical guide to the IB Diploma Programme, and to outline what is expected of the students here at school.

Bevan Graham
Head of IB Academy

The International Baccalaureate Diploma Programme

The IB Diploma Programme provides a balanced education for the 'whole' student and provides excellent preparation for both university and adult life.

Fundamental to the IB philosophy and ideology is the IB Learner Profile. The IB Learner Profile describes what attributes the IBO believes individuals and groups should model and showcase in order to be responsible and valued members of local and global societies. These attributes form the foundations that underpin the IB Diploma Programme and we hope they will inspire our students to think about what they are going to achieve success over the next two years and life beyond formal Secondary school education.

The IB Diploma Programme fosters international-mindedness and global citizenship. Students will gain a thorough understanding of the complexity and interconnectedness of global issues whilst raising their awareness of others in our global community. The IBO believes in developing an understanding of cultural and national identity so all students study two languages. Students also maintain their studies of the human and natural sciences, mathematics and the arts. Through the IB Diploma Programme, students develop the skills to successfully live and work in an international setting, which are essential life-skills for the 21st century. The IB Diploma Programme provides a balanced education for the 'whole' student and provides excellent preparation for both university and adult life.

Universities look favourably on IB Diploma students as the curriculum model develops a balanced variety of skills. These include 'cognitive skills' such as analysing and synthesising data and being able to partake in critical thinking with intellectual thought and insight. Students also develop 'affective skills' such as persistence and perseverance, developing resilience and working independently or as part of a team. IB Diploma students will be intellectually courageous within the range of subjects that they study and will be equipped for a greater choice of undergraduate degree programmes. The skills-set that DP students develop, especially through experiencing the IB 'Core' are highly valued by universities. Employers are also increasingly looking for these affective skills such as flexibility and adaptability, which is something all DP students are able to offer.

The IB 'Learner Profile'

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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 we live in.

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 Diploma Programme Curriculum Model



As a candidate for the Full IB Diploma, a student must satisfy the following conditions:

- ▶ Select one subject from each group
- ▶ Follow three of the six subjects at Higher Level (HL) and 3 at Standard level (SL)
- ▶ Follow a course of study in Theory of Knowledge (100 hours of tuition, 2 lessons per week)
- ▶ Submit an Extended Essay in one of the IB subjects (up to 4,000 words)
- ▶ Take part actively and effectively in Creativity, Activity and Service (CAS)

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.

The IB Diploma Programme Curriculum Model

The Full IB Diploma

Most students will be registered for the full diploma programme, provided that all academic requirements and deadlines up until that point have been fulfilled combined with a positive approach to learning. This means that students will be entered for the six optional subjects chosen, plus the three 'Core' elements of Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity, Service (CAS). These students will need to obtain a minimum of 24 points (out of a possible 45) with no failing conditions.

The IB Diploma Course Option

Those students who do not wish to study the Full IB Diploma can opt to be registered as an IB Diploma Course student.

This means that they will not be entered for the full complement of 6 optional subjects plus the 'Core' elements of TOK, EE and CAS, but rather any combination of optional subjects and 'Core' elements of their choice. There is no set combination of subjects that must be chosen, rather, the student decides what elements of the Full IB Diploma they wish to be examined in that best suits their academic needs and career aspirations.





The IB Diploma Programme Curriculum Model

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 the programme available. 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.

Creativity, Activity, Service

CAS is at the heart of the Diploma Programme and, with its holistic approach, is designed to strengthen and extend students' personal and interpersonal learning. CAS is one of the things that sets the IB Diploma apart from other courses at this level.

Through the CAS programme, students develop awareness of, concern for, and the ability to cooperate with others. The philosophy is to develop all areas of a student's potential, to educate the whole person and to encourage the development of individual talents. CAS complements a challenging academic programme in a holistic way and acknowledges the need to become involved in physical recreation, theatre productions, artistic pursuits, community service work and other worthwhile activities.

The CAS coordinator looks after the programme and ensures active student engagement. Over the two year IB Diploma Programme, DP students devote their time to CAS experiences on a regular basis, ensuring a balance between the three strands: Creativity, Activity and Service.

CAS involves students in a range of enjoyable and significant experiences, as well as a CAS project. Throughout the CAS programme, students need to show that they have had real-life experiences involving the following 7 Learning Outcomes:

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

Creativity, Activity, Service

The insights gained from CAS experiences are recorded and reflected upon using the school's online ManageBac system. Here, CAS students create and take ownership of their individual online CAS portfolio. CAS advisers, keep track of student progress. The CAS Adviser is there to offer help, support and guidance through the CAS programme. The following opportunities give a flavour of the kind of experiences that fit within the CAS programme:

Creative experiences may include music, art, drama or dance. If a student's timetable doesn't include art, for example, he/she may find opportunities to develop creative skills through art outside the curriculum.

Activity experiences aim to promote fitness and physical health. Students might choose to take up a new sport or physical activity, or might try coaching or organising a team. The International Award Adventurous Journey and adventure or activity-based holidays also qualify here too.

The aim of the "Service" strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through authentic service learning, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. At NAIS Pudong we regard Service learning as one of the most transforming elements of the CAS programme by promoting students' self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness

Theory of Knowledge

Theory of Knowledge (TOK) allows students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all IBDP students. The TOK requirement is central to the educational philosophy of the IB Diploma Programme.

How is TOK taught?

The IB Learner will inquire into different ways of knowing, such as sense perception or reasoning and examine these through different areas of knowledge such as history, ethics or human science to name a few. TOK will also be referenced throughout the IB Diploma Programme by the subjects chosen.

TOK is composed almost entirely of questions, which should be examined through open ended dialogue. The most central question is “How do we know?”, while other questions would examine evidence allowing the learner to make judgements on the validity of sources. It allows learners to be critical thinkers when reviewing different models and how specific theory can be applied to the real world.

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

Assessment of TOK

The TOK course is assessed through a presentation (33%) and a 1600-word essay (67%).

The presentation assesses the ability of the student to apply TOK thinking to a real-life situation. This is internally assessed and verified through rigorous moderation. At NAIS Pudong our expert moderation team consists of TOK examiners

For the TOK essay, the IB learner selects one essay title from six prescribed essay titles that are produced by the IBO in the September prior to submission for Examinations in March. Students will develop the title to explore knowledge questions, then apply how knowledge is acquired/ developed from different areas of knowledge and ways of knowing in an open ended manner.

Theory of Knowledge

The TOK essay is assessed externally and examples of TOK essays can be seen below:

Title 1:

“It is only knowledge produced with difficulty that we truly value.” To what extent do you agree with this statement?

Title 2:

“Facts are needed to establish theories but theories are needed to make sense of facts.” Discuss this statement with reference to two areas of knowledge

Title 3:

“Should key events in the historical development of areas of knowledge always be judged by the standards of their time?”

What is the significance of TOK?

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge. Students consider the role and nature of knowledge in their own culture and in the cultures of others from around the world.

TOK offers opportunities for students to be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge. Students are encouraged to recognise the need to act responsibly in an increasingly interconnected but uncertain world allowing them to apply their knowledge with greater awareness and credibility.

Extended Essay

One of the most interesting and challenging components of the IB Diploma Programme is to undertake independent research into a topic of special interest to the student and then write an extended essay of up to 4,000 words. 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 at NAIS Pudong are guided through the prescribed extended essay process of research and writing by an assigned supervisor (a teacher in the school). All students undertake mandatory reflection sessions with their supervisor, including a short concluding 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.

You will start your preparations for the Extended Essay in the spring term of Year 12 and you will need to complete your research or data collection ideally before the end of the summer term so that your final essay can be submitted at the start of the autumn term in Year 13. The IBO recommends that a student devotes a total of about 40 hours of private study and writing time to the essay. This is excellent preparation for the kind of thesis students are required to write at college/university and it acquaints them with research and academic writing skills.

Extended Essay

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.

Examples of EE titles include:

- ▶ What is the relationship between the length of an exhaust pipe and the frequency of the sound it emits?
- ▶ How far was the Christian Democrat victory in the Italian elections of 1948 influenced by Cold War tensions?
- ▶ How effective is Friedrich Dürrenmatt's use of colour to convey his message in the play *Der Besuch der alten Dame*?

Students should note that failure to produce an EE disqualifies a student from achieving the Diploma, regardless of performance elsewhere in the programme.

Grading the IB Diploma - A Summary

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.

7		
Excellent		
6	5	4
Very good	Good	Satisfactory
3	2	1
Moderate	Poor	Very poor

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.

Grading the IB Diploma - A Summary

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 summarises how the overall TOK and EE components are calculated:

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 remaining element 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.



Grading the IB Diploma - A Summary

Conditions for the Award of the IB Diploma

The Full Diploma is awarded to students who gain at least 24 points up to a maximum of 45 points and who do not incur any 'Failing Conditions'. The summary of the IBDP 'Failing Conditions' can be seen below 4:

- ① CAS requirements have not been met.
- ② Candidate's total points are fewer than 24.
- ③ An N has been given for theory of knowledge, extended essay or for a contributing subject.
- ④ A grade E has been awarded for one or both of theory of knowledge and the extended essay.
- ⑤ There is a grade 1 awarded in a subject/level.
- ⑥ Grade 2 has been awarded three or more times (HL or SL).
- ⑦ Grade 3 or below has been awarded four or more times (HL or SL).
- ⑧ Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- ⑨ Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Monitoring, Mentoring, Reporting

At NAIS Pudong we ensure that our students' well-being is a priority. We enable them to flourish within our school environment whilst achieving the very best possible academic grades. All DP students are assigned to a Year 12 IB Mentor who is a member of staff who is there for support in both an academic and pastoral context. Every student's performance is also closely monitored by recording and analyzing tracking data illustrating their progress grade as compared to their target grade. Students also take cognitive ability tests (CAT4 tests) and (ALIS tests), the results of which will be used to generate targets in each of their IB subjects which indicate what a student is likely to be able to achieve in terms of final results.

Several times each year, our IB teachers write reports which will include current attainment grades (based on IB criteria), effort grades, predicted IB scores as well as feedback on work missed and attendance. Our teachers are experienced IB practitioners who are able to make accurate assessment predictions combined with recommendations on what steps need to be taken to ensure successful progress.

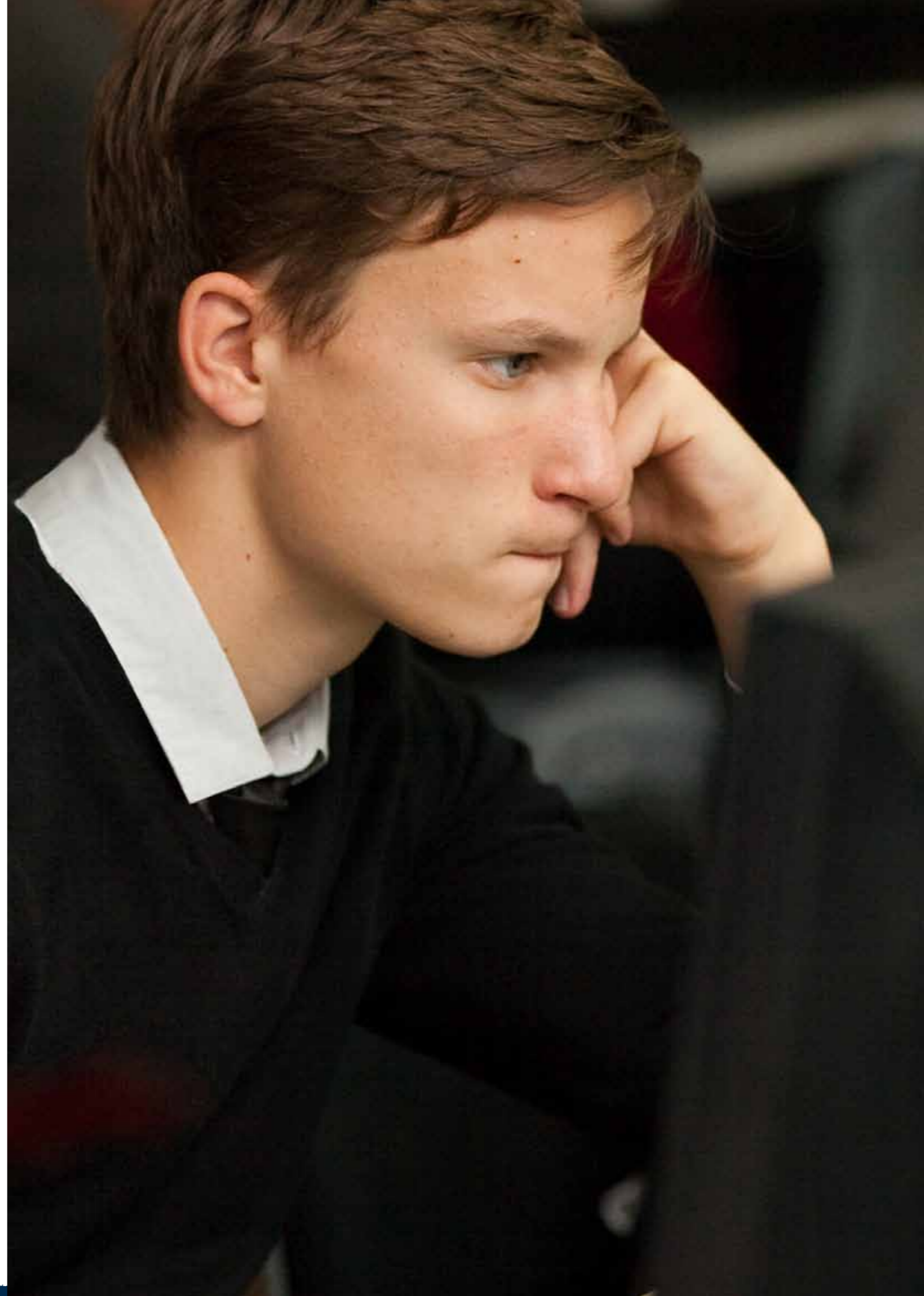
These reports give students, teachers and parents a very clear summary of the student's progress and bring to light any issues that need to be dealt with. Parent-teacher meetings will also be held to further discuss each students' attainment that will also allow students to evaluate their own progress and consider ways to improve their performance.

Deadlines

DP students are given strict deadlines to meet by their subject teachers and the IB Coordinator. Both internal and external deadlines have to be strictly adhered to over the course of the IB Diploma Programme. Students will receive an IB Calendar of internal deadlines at the beginning of each academic year. These calendars give details of the due dates for the most important assignments that count towards the final IB grades including the Extended Essay, TOK essay and presentations, the Language Orals, The Group 4 Project and the Internal Assessment assignments. These deadlines will also be posted on the school's ManageBac software platform as a constant reminder to students.

The purpose of these deadlines is to spread the major pieces of work throughout the academic year and to avoid any bottlenecks of deadlines that could undue anxiety for the students. These formal deadlines are non-negotiable and are set to ensure the school has the necessary time to process the student's work and forward it to the IBO for marking and moderation.

The school reserves the right not to enter students for the Full IB Diploma if they do not meet the assessment criteria or the deadlines set by the school. Students will then receive certificates in their individual subjects but will not pass the Full IB Diploma.



Personal Responsibility

The IB Diploma Programme requires that students take greater responsibility for their own learning. Within Key Stage 3 and 4, teachers embed inquiry-based learning as a foundation for the challenges of the IB Diploma Programme where collaborative and inquiry-based learning are heightened and further developed. The IB Diploma Programme tests student knowledge, not just memory and the quality of assignments produced not just in the amount of work assigned. Ultimately, the IB Diploma Programme's key focus is on 'how to learn' rather than 'what to learn' and these are explored through what are known as the Approaches to Learning (or ATLs) that encompass thinking skills, communications skills, social skills, self-management skills and research skills.

There are some important areas where we'll ask our Sixth Form students to take on some personal responsibility, and these include academic honesty, dress code, and how to effectively use study periods.

Academic Honesty

Academic honesty is integral to the ethos of the IB Diploma Programme especially given the opportunities, ambiguities and temptations that research using the internet provides.

The IB Diploma Programme requires a lot of time spent on independent research and it is imperative that students adhere strictly to a recognised referencing system (e.g. APA or Harvard). Students will receive coordinated and strategic guidance on upholding academic honesty to ensure they are correctly referencing/citing from the IBDP Coordinator, classroom practitioners and from the school Librarian.

NAIS Pudong will also be using 'Turnitin.com' which is an online subscription that checks for plagiarism in students' work. We will ensure that our students avoid the common pitfalls so that they are prepared for the kind of research work necessary to succeed at university or college. Students will also be asked to sign an Academic Honesty Agreement to acknowledge the importance of upholding academic integrity in our school community.

Personal Responsibility

Dress Code for IB Diploma Programme Students

NAIS Pudong has a dress code rather than a school uniform, and we hope our DP students appreciate the privilege and the freedom that this provides them with. All DP students are expected to dress appropriately for a working environment which essentially means wearing formal business attire that sets a positive tone as the senior pupils at NAIS Pudong.

General guidelines:

- ▶ Young men should wear collared shirts with a tie and the shirts should be tucked into trousers.
- ▶ Young women should not wear beach style vests or dresses.
- ▶ Flip-flops and trainers, T-shirts, denim jeans, hoodies and combat trousers are inappropriate.
- ▶ Apart from these simple guidelines we rely upon the common sense of the students to wear appropriate clothing and footwear in the knowledge that they act as role models for the younger pupils and are ambassadors for the school.

Study periods and Personal Organization

NAIS Pudong will help and support our DP students by providing a supportive working environment whilst encouraging students to make good use of their time.

Learning to manage time effectively is an essential skill that will help them with their transition to university and into the world of work. In return, we ask of the students to take responsibility for their personal behaviour and approaches to learning to meet the expectations here at NAIS Pudong. We expect our students to commit to their learning and work alongside us to achieve our collective goals.

Personal Responsibility

Information Technology

NAIS Pudong operates a BYOD (Bring Your Own Device) policy for DP students whereby students' own devices will be allowed to be brought into school to utilize in lessons and study periods. An 'Acceptable Use Policy' will be signed by all students that will clearly outline the expectations of them from NAIS Pudong staff.

Attendance

Students are required to attend all lessons and this attendance record is carefully monitored through the school's management information system. The IB leadership team will deal with poor attendance, consistent lateness and non- appearance in lessons.



University and Beyond

Universities in over 90 countries recognise the IB diploma and it enables students to gain entrance to the most competitive universities around the world where admissions staff recognise the academic rigour of the IB.

In the United Kingdom it is a highly regarded alternative to A levels while in the United States, recognition of the IB Diploma is growing rapidly and many institutions will award first year credit for success on IB courses.

As you progress through Years 12 and 13, you'll be supported in the crucial university and college applications process. Our University Guidance Counsellor works closely with the Head of IB, Head of Secondary plus teachers and parents. Together, they support our students through the complexities of the university application system to give you the best possible chance of gaining the place you want. We will also utilize the Bridge-U university software platform to ensure that our students are ideally matched with both their course of study and university destination.

Here at NAIS Pudong, we have experience of both UK, US and many other countries, and we will help to do the research needed to choose the right places for you to apply to. We also host visits from many universities from around the world. As students' progress through Year 12 more information on the university application process will be distributed and information events for both students and parents will held at NAIS Pudong.

Incorporated into the IB Programme will be a series of workshops over the two years focused on university applications prepared by the IB Team and NAIS Pudong's University Guidance Counsellor. These workshops will take the students right through the process of thinking about their possible futures and priorities in life, researching university options, writing personal statements, applying to universities and preparing for university life.

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: Two works

HL: Three works

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

PART 2: DETAILED STUDY

SL: Two works

HL: Three 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: Three works

HL: Three works

Works are freely chosen in any combination.

Assessment

Assessment	HL	SL
External = 70%		
PAPER 1	Literary commentary (2 hours)	Guided literary analysis (1 Hour 30 minutes)
PAPER 2	Essay (2 hours)	Essay (1 hour 30 minutes)
WRITTEN ASSIGNMENT	Students submit a reflective statement and literary essay on one work studied in part 1.	Students submit a reflective statement and literary essay on one work studied in part 1.
INTERNAL = 30%		
INDIVIDUAL ORAL COMMENTARY	Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2.	Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2.
INDIVIDUAL ORAL PRESENTATION	The presentation is based on works studied in part 4.	The presentation is based on works studied in part 4.

Language & Literature: English, Chinese

Aims

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

- Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts.
- Encourage students to think critically about the different interactions between text, audience and purpose.

Syllabus Content

PART 1: LANGUAGE IN CULTURAL CONTEXT

Texts are chosen from a variety of sources, genres and media.

PART 2: LANGUAGE AND MASS COMMUNICATION

Texts are chosen from a variety of sources, genres and media.

PART 3: LITERATURE-TEXTS AND CONTEXTS

SL: Two texts, one of which is a text in translation from the prescribed literature in translation (PLT) list and one from the prescribed list of authors (PLA) for English A or chosen freely.

HL: Three texts, one of which is a text in translation chosen from the prescribed literature in translation (PLT) list and one from the prescribed list of authors (PLA) for English A. The other may be chosen freely.

PART 4: LITERATURE – CRITICAL STUDY

SL: Two texts, both of which are chosen from the prescribed list of authors (PLA) for English A.

HL: Three texts, all of which are chosen from the prescribed list of authors (PLA) for English A.

Assessment

Assessment	HL	SL
External = 70%		
PAPER 1	Comparative textual analysis (2 hours)	Textual analysis (1 hour and 30 minutes)
PAPER 2	Essay (2 hours)	Essay (1 hour 30 minutes)
WRITTEN ASSIGNMENT	Students produce at least four written tasks based on material studied in the course. Students submit two of these tasks for external assessment.	Students produce at least three written tasks based on material studied in the course. Students submit one of these tasks for external assessment.
INTERNAL = 30%		
INDIVIDUAL ORAL COMMENTARY	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 ACTIVITY	Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course.	Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course.

Group 2 Language Acquisition

Ab Initio

Mandarin

Spanish

French

Language B

Chinese

English

French

German

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, Spanish, French

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

INDIVIDUAL AND SOCIETY

Daily routines
Education
Food and drink
Personal details, appearance and character
Physical health
Relationships
Shopping

LEISURE AND WORK

Employment
Entertainment
Holidays
Media
Sport
Technology
Transport

URBAN AND RURAL ENVIRONMENT

Environmental concerns
Global issues
Neighbourhood
Physical geography
Town and services
Weather

Assessment

EXTERNAL = 75%	
PAPER 1: Receptive skills 30%	Understanding of four written texts. (40 marks) Text-handling exercises. (1 hour 30 minutes)
PAPER 2: Productive skills 25%	Two compulsory writing exercises. (25 marks) Section A (7 marks): One question to be answered from a choice of two. Section B (18 marks): One question to be answered from a choice of three. (1 hour)
WRITTEN ASSIGNMENT: Receptive and productive skills 20%	A piece of writing, 200–350 words, demonstrating intercultural understanding and written in the target language. (20 marks)
INTERNAL = 25%	
Interactive skills (individual oral) 25%	Individual oral (25 marks) Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course. • Part 1: Presentation of a visual stimulus (from a choice of two) by the student. • Part 2: Follow-up questions on the visual stimulus. • Part 3: General conversation including at least two questions on the written assignment. (10 minutes)

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

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 core and the options 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

CORE

Communication and media
Global issues
Social relationships

OPTIONS

Cultural diversity
Customs and traditions
Health
Leisure
Science and technology

At both SL and HL, two options are selected.

Also, at HL, students read two works of literature.

Assessment

Assessment	HL	SL
EXTERNAL = 70%		
PAPER 1: Receptive skills 25%	Text-handling exercises on four written texts, based on the core. (1 hour 30 minutes)	Text-handling exercises on four written texts, based on the core. (1 hour 30 minutes)
PAPER 2: Written productive skills 25%	Two compulsory writing exercises. Section A: One task of 250–400 words, based on the options, to be selected from a choice of five. Section B: Response of 150–250 words to a stimulus text, based on the core.	One writing exercise of 250–400 words from a choice of five, based on the options.
Written assignment: Receptive and written productive skills 20%	Creative writing of 500–600 words plus a 150-word rationale, based on one of the literary texts read.	Intertextual reading followed by a written exercise of 300–400 words plus a 100-word rationale, based on the core.
INTERNAL = 30%		
Individual oral (8–10 minutes)	Based on the options: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher.	Based on the options: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher.
Interactive oral activity	Based on the core: Three classroom activities assessed by the teacher.	Based on the core: Three classroom activities assessed by the teacher.

Group 3 Individuals & Societies

Business Management	HL & SL
Economics	HL & SL
Geography	HL & SL
History	HL & SL
ITGS	HL & SL
Psychology	HL & SL

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

- 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		
PAPER 1: 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 Section A - Students answer two or three structured questions based on the pre-seen material (20 marks) Section B - Students answer one compulsory structured question. Based mainly on the additional stimulus material. (20 marks) Section C - Students answer one compulsory question based mainly on the additional stimulus material. (20 marks) Total 60 marks	30% - 1 hour 15 minutes Section A - Students answer two or three structured questions. (20 marks per question) Section B - Students answer one compulsory structured question based mainly on the additional stimulus material. (20 marks) Total 40 marks
PAPER 2: Data response paper	40% - 2 hours 15 minutes Section A - Students answer one of two structured questions based on stimulus material with a quantitative focus. (20 marks) Section B - Students answer two of three structured questions based on stimulus material. (40 marks) Total 80 marks Section C - 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 Section A - Students answer one of two structured questions based on stimulus material with a quantitative focus.. (20 marks) Section B - Students answer one of three structured questions based on stimulus material. (20 marks) Section C - 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

Aims:

The aims of the economics syllabus at SL and HL 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.

Syllabus Content

Section 1: Microeconomics

Section 2: Macroeconomics

Section 3: International economics

Section 4: Development economics

Assessment

Assessment	HL	SL
External = 80%		
PAPER 1: Extended response	Section A Syllabus content: section 1—microeconomics Students answer one question from a choice of two. (25 marks) Section B Syllabus content: section 2—macroeconomics Students answer one question from a choice of two. (25 marks) 30%	Section A Syllabus content: section 1—microeconomics Students answer one question from a choice of two. (25 marks) Section B Syllabus content: section 2—macroeconomics Students answer one question from a choice of two. (25 marks) 40%
PAPER 2: Data response paper	Section A Syllabus content: section 3—international economics Students answer one question from a choice of two. (20 marks) Section B Syllabus content: section 4—development economics Students answer one question from a choice of two. (20 marks) 30%	Section A Syllabus content: section 3—international economics Students answer one question from a choice of two. (20 marks) Section B Syllabus content: section 4—development economics Students answer one question from a choice of two. (20 marks) 40%
PAPER 3: HL Extension	Syllabus content, including HL extension material: sections 1 to 4—microeconomics, macroeconomics, international economics, development economics Students answer two questions from a choice of three. (25 marks per question) 20%	
INTERNAL = 20%		
COMMENTARY PORTFOLIO	Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3 (45 marks)	Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3 (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

CORE THEME—PATTERNS AND CHANGE

1. Populations in transition
2. Disparities in wealth and development
3. Patterns in environmental quality and sustainability
4. Patterns in resource consumption

OPTIONAL THEMES

Two optional themes are required at SL.

Three optional themes are required at HL.

- A. Freshwater—issues and conflicts
- B. Oceans and their coastal margins
- C. Extreme environments
- D. Hazards and disasters—risk assessment and response
- E. Leisure, sport and tourism

F. The geography of food and health

G. Urban environments

HL EXTENSION—GLOBAL INTERACTIONS

There are seven compulsory topics in the HL extension.

1. Measuring global interactions
2. Changing space—the shrinking world
3. Economic interactions and flows
4. Environmental change
5. Sociocultural exchanges
6. Political outcomes
7. Global interactions at the local level

Fieldwork

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		
PAPER 1:	Core theme Section A: Students answer all short-answer questions. Some include data. Section B: Students answer one extended response question. (60 marks) 25%	Core theme Section A: Students answer all short-answer questions. Some include data. Section B: Students answer one extended response question. (60 marks) 40%
PAPER 2:	Three optional themes Students answer three structured questions based on stimulus material, each selected from a different theme. For each theme there is a choice of two questions. Some stimulus material is included in the resources booklet. (60 marks) 35%	Two optional themes Students answer two structured questions based on stimulus material, each selected from a different optional theme. For each theme there is a choice of two questions. Some stimulus material is included in the resources booklet. (40 marks) 35%
PAPER 3: HL Extension	Students answer one of three essay questions. (25 marks) 20%	
INTERNAL = 20% HL, 25% SL		
WRITTEN REPORT	Any topic from the syllabus Written report based on fieldwork. Maximum 2,500 words 20%	Any topic from the syllabus Written report based on fieldwork. Maximum 2,500 words 25%

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

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		
PAPER 1:	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%
PAPER 2	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%
PAPER 3: HL Extension	Essay based on the History of Europe topics Three extended-response questions (45 marks) 35%	
INTERNAL = 20% HL, 25% SL		
HISTORICAL INVESTIGATION	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		
PAPER 1	Section A: Three compulsory questions on part 1 of the syllabus. Section B: Three questions on part 1 of the syllabus. Students choose one question to answer in essay form. (46 marks) 35%	Section A: Three compulsory questions on part 1 of the syllabus. Section B: Three questions on part 1 of the syllabus. Students choose one question to answer in essay form. (46 marks) 50%
PAPER 2	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%
PAPER 3: 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		
PAPER 1	Seven structured questions in three sections that assess in an integrated way the three strands of the syllabus. Social and ethical significance Application to specific scenarios IT systems Section A: Students answer two of three structured questions. Section B: Students answer one of two structured questions based on topic 3.10, "IT systems in organisations". Section C: Students answer one of two structured questions based on topic 3.11, "Robotics, artificial intelligence and expert systems". (80 marks) 35%	Five structured questions that assess in an integrated way the three strands of the syllabus. Social and ethical significance Application to specific scenarios IT systems Students answer three of five structured questions. (60 marks)40%
PAPER 2	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%
PAPER 3: 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

Design Technology HL & SL

Sports Exercise and Health Science HL & SL

Computer 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 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 synthesize 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

Assessment

Assessment	HL	SL
EXTERNAL = 80%		
PAPER 1 (20%)	40 multiple-choice questions	30 multiple-choice questions on the core
PAPER 2 (HL 36% SL 40%)	Section A: data-based questions and several short-answer questions on the core and the AHL (all compulsory) Section B: two extended-response questions on the core and the AHL (from a choice of three)	Section A: data-based questions and several short-answer questions on the core (all compulsory) Section B: one extended-response question on the core (from a choice of two)
PAPER 3 (HL 24% SL 20%)	Section A: 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. Section B: short-answer and extended-response questions from one option.	Section A: 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. Section 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.

Assessment

Assessment	HL	SL
EXTERNAL = 80%		
PAPER 1 (20%)	40 multiple-choice questions	30 multiple-choice questions on the core
PAPER 2 (HL 36% SL 40%)	Short answer and extended response questions on core and AHL material	Short answer and extended response questions on core material
PAPER 3 (HL 24% SL 20%)	Section A: 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. Section B: short-answer and extended-response questions from one option.	Section A: 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. Section 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.	

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

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

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 milieu; and their challenges, disappointments and triumphs.

Assessment

Assessment	HL	SL
EXTERNAL = 80%		
PAPER 1 (20%)	40 multiple-choice questions (± 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
PAPER 2 (HL 36% SL 40%)	Short answer and extended response questions on core and AHL material	Short answer and extended response questions on core material
PAPER 3 (HL 24% SL 20%)	This paper will have questions on core, AHL and Options material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option.	This paper will have questions on core and Options material. Section A: one data-based question and several short-answer questions on experimental work. Section 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.	

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

Design Technology

Aims

Through studying Design Technology, students should become aware of how designers work and communicate with each other. It is the emphasis on a practical approach through design work that characterizes this subject. Past experience shows that students will be able to study Design Technology at SL successfully with no background in, or previous knowledge of the subject. Their approach to study, characterized by the specific IB learner profile attributes – inquirers, thinkers and communicators – will be significant here. However, for most students considering the study of Design Technology at HL some previous exposure to Design Technology would be beneficial. This subject combines well with and is suitable for the scientist (particularly a physicist).

Integral to the experience of students in Design Technology is their experience in the workshop. Practical activities allow students to interact directly with a range of materials, hand tools and machine tools. These experiences provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

Design involves gaining information about the world around us, processing it and then using it to form a strategy or alter a situation. The designer is interested in not only the consumer/material environment but also the political, social and economic considerations which affect people's priorities. It is about human ingenuity in selected activities in order to meet needs and find solutions. This can be achieved through existing or new technologies.

Syllabus Content

CORE

- Topic 1:** Human factors and ergonomics
- Topic 2:** Recourse management and sustainable production
- Topic 3:** Modelling
- Topic 4:** Raw material to final product
- Topic 5:** Innovation & design
- Topic 6:** Classic design

HL EXTENSION

- Topic 7:** User-centered design (UCD)
- Topic 8:** Sustainability
- Topic 9:** Innovation and markets
- Topic 10:** Commercial production

Assessment

Assessment	HL	SL
EXTERNAL = 60%		
PAPER 1	20% of the course and is a 1 hour examination 40 multiple-choice questions on the core and the HL extension material	30% of the course and is a 45 minute examination 30 multiple-choice questions on the core material
PAPER 2	20% of the course and is a 90 minute examination • Section A: one data-based question and several short-answer questions on the core material (all compulsory). • Section B: one extended-response question on the core material (from a choice of three)	30% of the course and is a 90 minute examination • Section A: one data-based question and several short-answer questions on the core material (all compulsory). • Section B: one extended-response question on the core material (from a choice of three).
PAPER 3	20% of the course and is a 90 minute examination • Section A: two structured questions on the HL extension material, both compulsory and each worth a maximum of 10 marks • Section B: one structured question on the HL extension material based on a case study. Maximum of 20 marks	Not taken at SL
INTERNAL = 40%		
Design Project	Students complete an investigation of their own identification that is marked against the four criteria – planning (P), research (R), development (D) and evaluation (E).	
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 Experimental 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

Aim to

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

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%		
PAPER 1	40 multiple-choice questions	30 multiple-choice questions on the core
PAPER 2	Section A: data-based questions and several short-answer questions on the core and the AHL (all compulsory) Section B: two extended-response questions on the core and the AHL (from a choice of three)	Section A: data-based questions and several short-answer questions on the core (all compulsory) Section B: one extended-response question on the core (from a choice of two)
PAPER 3	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.	

Computer Science

Aims

The Diploma Programme computer science course should aim to:

- Provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
- Provide a body of knowledge, methods and techniques that characterise computer science
- Enable students to apply and use a body of knowledge, methods and techniques that characterise computer science
- Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
- Engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems

Assessment

- Develop logical and critical thinking as well as experimental, investigative and problem-solving skills
- Develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
- 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 continued developments in IT systems and computer science
- Encourage an understanding of the relationships between scientific disciplines and the over arching nature of the scientific method.

Syllabus Content

CORE

Topic 1: System Fundamentals

Topic 2: Computer Organisation

Topic 3: Networks

Topic 4: Computational Thinking, Problem-Solving and Programming

HL EXTENSION

Topic 5: Abstract Data Structures

Topic 6: Resource management

Topic 7: Control Systems

OPTIONS

Option A: Databases

Option B: Modelling and Simulation

Option C: Web Science

Option D: Object-oriented Programming

Students study one option

Assessment

Assessment	HL	SL
EXTERNAL = 60%		
PAPER 1	PAPER 1 is an examination paper consisting of two compulsory sections. Section A (30 minutes approximately) consists of several compulsory short answer questions. The maximum mark for this section is 25. Section B (100 minutes approximately) consists of five compulsory structured questions. The maximum mark for this section is 75.	PAPER 1 is an examination paper consisting of two compulsory sections. Section A (30 minutes approximately) consists of several compulsory short answer questions. The maximum mark for this section is 25. Section B (60 minutes approximately) consists of three compulsory structured questions. The maximum mark for this section is 45.
PAPER 2	PAPER 2 is an examination paper linked to the option studied. The paper consists of between three and seven compulsory questions. The SL/HL core questions are common and worth 45 marks, HL extension is worth 20 marks. (65 marks) 20%	PAPER 2 is an examination paper linked to the option studied. The paper consists of between two and five compulsory questions. (45 marks) 25%
PAPER 3	PAPER 3 is an examination paper of 1 hour consisting of four compulsory questions based on a pre-seen case study. 30 marks) 20%	Not taken at SL
INTERNAL = 20% HL, 30% SL		
Solution	The development of a computational solution. Students must produce: <ul style="list-style-type: none"> • a cover page that follows the prescribed format • a product • supporting documentation (word limit 2,000 words). (34 marks)	The development of a computational solution. Students must produce: <ul style="list-style-type: none"> • a cover page that follows the prescribed format • a product • supporting documentation (word limit 2,000 words). (34 marks)
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 Experimental 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

Mathematical Studies SL

Mathematics SL

Mathematics HL

The aims of all mathematics courses in group 5 are to enable students to:

- enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking, and patience and persistence in problem-solving
- employ and refine their powers of abstraction and generalization
- apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

Mathematical Studies

Aims

This course is available only at standard level, and is equivalent in status to mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data.

Students taking this course are well prepared for a career in social sciences, humanities, languages or arts.

These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

Syllabus Content

These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

Topic 1: Number and algebra

Topic 2: Descriptive statistics

Topic 3: Logic, sets and probability

Topic 4: Statistical applications

Topic 5: Geometry and trigonometry

Topic 6: Mathematical models

Topic 7: Introduction to differential calculus

Assessment

Assessment	SL
EXTERNAL = 80%	
PAPER 1:	15 compulsory short-response questions based on the whole syllabus. (90 marks) 40%
PAPER 2:	6 compulsory extended-response questions based on the whole syllabus. (90 marks) 40%
INTERNAL = 20%	
Project	The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. (20 marks)

Mathematical SL

Aims

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as Chemistry, Economics, Psychology and Business Administration.

Syllabus Content

Topic 1: Algebra

Topic 2: Functions and equations

Topic 3: Circular functions and trigonometry

Topic 4: Vectors

Topic 5: Statistics and probability

Topic 6: Calculus

Assessment

Assessment	SL
EXTERNAL = 80%	
PAPER 1:	No calculator allowed. (90 marks)
	Section A
	Compulsory short-response questions based on the whole syllabus.
	Section B
	Compulsory extended-response questions based on the whole syllabus.
	40%
PAPER 2:	Graphic display calculator required. (90 marks)
	Section A
	Compulsory short-response questions based on the whole syllabus.
	Section B
	Compulsory extended-response questions based on the whole syllabus.
	40%
INTERNAL = 20%	
Mathematical Exploration	The Internal Assessment in Mathematics SL is an individual exploration. This is a piece of individual research and written work that involves investigating an area of Mathematics chosen by students. (20 marks)

Mathematical HL

Aims

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Syllabus Content

Topic 1: Algebra

Topic 2: Functions and equations

Topic 3: Circular functions and trigonometry

Topic 4: Vectors

Topic 5: Statistics and probability

Topic 6: Calculus

OPTIONS

Students must study options in one of the following:

Topic 7: Statistics and probability

Topic 8: Sets, relations and groups

Topic 9: Calculus

Topic 10: Discrete mathematics

Currently the school offers Statistics and probability as the option.

Assessment

Assessment	HL
EXTERNAL = 80%	
PAPER 1:	No calculator allowed. (90 marks)
	Section A
	Compulsory short-response questions based on the core syllabus.
	Section B
	Compulsory extended-response questions based on the core syllabus.
	30%
PAPER 2:	Graphic display calculator required. (90 marks)
	Section A
	Compulsory short-response questions based on the core syllabus.
	Section B
	Compulsory extended-response questions based on the core syllabus.
	30%
PAPER 3:	Graphic display calculator required. (45 marks)
	Compulsory extended-response questions based mainly on the statistics options.
	20%
INTERNAL = 20%	
Mathematical Exploration	Internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)

Group 6 The Arts

Visual Arts	HL & SL
Music	HL & SL
Film	HL & SL
Theatre	HL & 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

Students investigate and respond to seven broad topics during the programme of study which enable them to form a personal response, explore a range of art media, processes, cultures and contexts.

- Topic 1:** Who Am I?
- Topic 2:** Culture
- Topic 3:** Appropriation
- Topic 4:** Corporative study
- Topic 5:** Text As Art
- Topic 6:** Get Up, Stand Up!
- Topic 7:** Object

Assessment

Assessment	HL	SL
EXTERNAL		
Part: 1 Comparative Study (20%)	<ul style="list-style-type: none"> • 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 • The works selected for comparison and analysis should come from differing cultural context • Students submit a list of sources used 	<ul style="list-style-type: none"> • 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 • The works selected for comparison and analysis should come from differing cultural context • Students submit a list of sources used
	HL	
	<ul style="list-style-type: none"> • Students submit 3-5 screens which analyse the extent to which their work and practices have been influenced by the arts and artists 	
Part: 2 Process Portfolio (40%)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
INTERNAL		
Part:3 Exhibition (40%)	<ul style="list-style-type: none"> • HL students submit a curatorial rationale that does not exceed 700 words • HL students submit 8-11 artworks • HL students submit exhibition text (stating the title, medium and size of the artwork) for each selected artwork • HL students may submit two photographs of their overall exhibition. They will not be assessed or used to assess the individual artworks 	<ul style="list-style-type: none"> • SL students submit a curatorial rationale that does not exceed 400 words • HL students submit 4-7 artworks • HL students submit exhibition text (stating the title, medium and size of the artwork) for each selected artwork • HL students may submit two photographs of their overall exhibition. They will not be assessed or used to assess the individual artworks

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) Section A - Students answer two questions. Question 1 or question 2 (20 marks) and Question 3 (20 marks) Section 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) Section A - Students answer one question. Question 1 or question 2 (20 marks) Section 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	Creating Three pieces of coursework, with recordings and written work (30 marks) 25% Solo performing (75 hours) 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. Creating (SLC) Two pieces of coursework, with recordings and written work (30 marks) Solo performing (SLS) A recording selected from pieces presented during one or more public performance(s), 15 minutes (20 marks) Group performing (SLG) A recording selected from pieces

Film

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: Enjoy lifelong engagement with the arts.
- 2: become informed, reflective and critical practitioner.

- 3: understand the dynamic of changing arts.
- 4: explore and value diversity in many forms.
- 5: express ideas with confidence and competence.
- 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	HL	SL
EXTERNAL = 50%		
INDEPENDENT STUDY 25%	Rationale, script and list of sources for a short documentary production of 12–15 pages on an aspect of film theory and/or film history, based on a study of a minimum of four films. The chosen films must originate from more than one country. (25 marks) Length of the rationale: no more than 100 words Length of the script: 12–15 pages	Rationale, script and list of sources for a short documentary production of 8–10 pages on an aspect of film theory and/or film history, based on a study of a minimum of two films. The chosen films must originate from more than one country. (25 marks) Length of the rationale: no more than 100 words Length of the script: 8–10 pages
PRESENTATION 25%	An oral presentation of a detailed critical analysis of a continuous extract from a prescribed film. The extract must not be longer than 5 minutes. (25 marks) Maximum length of presentation: 15 minutes	An oral presentation of a detailed critical analysis of a continuous extract from a prescribed film. The extract must not be longer than 5 minutes. (25 marks) Maximum length of presentation: 10 minutes - 25%
INTERNAL = 50%		
Production portfolio	One completed film project with an associated trailer and written documentation encompassing and connecting both: no more than 1,750 words. (50 marks) Length of the film project: 6–7 minutes (including titles) Length of the trailer: 40–60 seconds Length of individual rationale for the film: no more than 100 words; length of individual rationale for the trailer: no more than 100 words Group work: The film project may be undertaken as a group project, but all accompanying documentation must be individually produced. While students at SL and HL may work together in a production group, they cannot present the same edit of their film projects for internal assessment due to the different assessment requirements.	One completed film project with accompanying written documentation: no more than 1,200 words. (50 marks) Length of the film project: 4–5 minutes (including titles) Length of individual rationale for the film: no more than 100 words Group work: The film project may be undertaken as a group project, but all accompanying documentation must be individually produced. While students at SL and HL may work together in a production group, they cannot present the same edit of their film projects for internal assessment due to the different assessment requirements.

Theatre

Aims

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

1. Explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
2. Understand and engage in the processes of transforming ideas into action (theatre processes)
3. Develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)

For HL only:

1. Understand and appreciate the relationship between theories and practice (theatre in context, theatre processes, presenting theatre).

Syllabus Content

THEATRE IN CONTEXT

This area of the syllabus addresses the students' understanding that theatre does not occur in a vacuum. Students examine the personal, theoretical and cultural contexts that inform theatre-making and the ways in which these affect and influence creating, designing, directing, performing and spectating.

- Understand the contexts that influence inform and inspire their own work as theatre-makers and that determine the theatre that they choose to make and study.
- Experience practically and critically appreciate the theoretical contexts that inform different world theatre practices.
- Be informed about the wider world of theatre and begin to understand and appreciate the many cultural contexts within which theatre is created.

THEATRE PROCESSES

This area of the syllabus addresses the students'

exploration of the skills, techniques and processes involved in theatre-making. Students reflect on their own creative processes and skills acquisition as well as gaining a practical understanding of the processes of others; creators, designers, directors and performers.

- Be informed about the various processes involved in making theatre from the perspectives of the specialist theatre roles (creator, designer, director and performer)
- Observe and reflect on processes used in different theatre traditions and performance practices.
- Develop a range of skills required to make and participate in theatre.

PRESENTING THEATRE

This area of the syllabus addresses the staging and presentation of theatre as well as the presentation of ideas, research and discoveries through diverse modes of presentation, both practical and written. Students consider the impact theatre can have on the spectator. They are encouraged to think about their own artistic intentions as creators, designers, directors and performers and the impact they wish to have on an audience.

Assessment

Assessment	HL	SL
EXTERNAL	20%	35%
DIRECTOR'S NOTEBOOK	Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. Each student submits for assessment: <ul style="list-style-type: none"> • A director's notebook (20 pages maximum), which includes the student's presentation of his or her final directorial intentions and the intended impact of these on an audience • A list of all sources cited. 	Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. Each student submits for assessment: <ul style="list-style-type: none"> • A director's notebook (20 pages maximum), which includes the student's presentation of his or her final directorial intentions and the intended impact of these on an audience • A list of all sources cited
EXTERNAL	20%	30%
RESEARCH PRESENTATION	Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. Each student submits for assessment: <ul style="list-style-type: none"> • A continuous, unedited video recording of the live presentation (15 minutes maximum) • A list of all sources cited and any additional resources used by the student during the presentation that are not clearly seen within the video recording. 	Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. Each student submits for assessment: <ul style="list-style-type: none"> • A continuous, unedited video recording of the live presentation (15 minutes maximum) • A list of all sources cited and any additional resources used by the student during the presentation that are not clearly seen within the video recording.
INTERNAL	25%	35%
COLLABORATIVE PROJECT	Collaborative project: Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice. Each student submits for assessment: <ul style="list-style-type: none"> • A process portfolio (15 pages maximum) • A video recording (4 minutes maximum) evidencing the student's contribution to the presentation of the collaboratively created piece. The selected footage must be chosen by the student and must demonstrate specific theatre-maker choices made by the student • A list of all sources cited. 	Collaborative project: Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice. Each student submits for assessment: <ul style="list-style-type: none"> • A process portfolio (15 pages maximum) • A video recording (4 minutes maximum) evidencing the student's contribution to the presentation of the collaboratively created piece. The selected footage must be chosen by the student and must demonstrate specific theatre-maker choices made by the student • A list of all sources cited.
SOLO THEATRE PIECE HL ONLY – EXTERNAL 35%	Students research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory. Each student submits for assessment: <ul style="list-style-type: none"> • A report (3,000 words maximum) • A continuous, unedited video recording of the whole solo theatre piece (4–8 minutes) • A list of all primary and secondary sources cited. 	

Our IB Academy Team

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