

International  
 Baccalaureate  
 Diploma Programme  
 Guide



A word cloud of the IB Learner Profile attributes. The words are arranged in various orientations and sizes, with colors ranging from red to blue. The most prominent words include: KNOWLEDGEABLE, INQUIRERS, PRINCIPLED, OPEN-MINDED, REFLECTIVE, COMMUNICATORS, RISK-TAKERS, and KNOWLEDGEABLE.



“ The *International Baccalaureate Diploma Programme* aims to do more than other curricula by *developing enquiring, knowledgeable and caring young people who are motivated to succeed.* ”



# Table of Contents

1. Message from the Executive Principal .....	4
2. Message from the Head of Secondary .....	5
3. International Baccalaureate Programme .....	6
4. Learner Profile .....	7
5. International Mindedness .....	8
6. Subjects .....	9
6.1. Subjects Offered .....	10
6.2. Subject Blocks and Making the Right Subject Choices .....	11
7. Assessment and Expectations .....	12
8. Syllabus - Core Subjects .....	13
• Extended Essay .....	13
• Theory of Knowledge .....	14
9. Group 1: Studies in English Language and Literature .....	16
• Language A and Literature (HL/SL) .....	16
10. Group 2: Language Acquisition .....	17
• Language French B or Spanish B (HL/SL) .....	17
• French or Spanish ab initio (SL) .....	18
11. Group 3: Individuals and Societies .....	19
• Business Management (HL/SL) .....	19
• Geography (HL/SL) .....	20
• History (HL/SL) .....	22
• Psychology (HL/SL) .....	23
• Economics (HL/SL) .....	24
12. Group 4: Sciences .....	26
• Biology (HL/SL) .....	26
• Chemistry (HL/SL) .....	27
• Physics (HL/SL) .....	28
13. Group 5 - Mathematics .....	29
• Mathematics: Analysis and Approaches (SL/HL) .....	29
• Mathematics: Application and Interpretation (SL/HL) .....	29
14. Group 6 - The Arts .....	30
• Visual Arts (HL/SL) .....	30
15. 10 Reasons .....	31
16. Contact Details .....	32

# 1. Message from the Executive Principal

*Dear Students,*

As you move from the IGCSE to your last two years of school, it is important to make the right subject decisions so you can match your studies to your future aspirations. To assist you in this process, we are pleased to offer our International Baccalaureate Diploma Programme (IBDP) Guide. We have prepared this booklet to answer some of the questions you might have about what happens next in your academic journey to Higher Education and the world of work. If there is anything about which you are unsure, at any point in the process, please ask and we will do our best to clarify your questions for you.

At Compass International School Doha, we are pleased to offer a comprehensive IB Diploma Programme for Years 12 and 13. This stage of your school career sets a path for your future success and directs you towards your career. The options set out in this guide explain the subjects offered and the difference between studying the full IB Diploma Programme or choosing the IB Diploma Course. By selecting the IB Diploma Programme, you will be expected to study the core subjects of Theory of Knowledge, complete the Extended Essay, and undertake a range of pursuits as part of the Creativity, Activity and Service component. In the IB Diploma Programme, you will select six of subjects taken from each group as set out in the guide; three at Higher Level and three at Standard Level. Those who opt to follow the IB Diploma Course may select to do fewer of the optional subjects and may complete the 'Core' elements as they wish.



Students will be mentored as they take on greater responsibility for their own learning before they move on to university. Study over these two years will lead to important examinations at the end of the course. These are external examinations, set and marked by examiners employed by the International Baccalaureate Organisation. They are recognised international qualifications that will help students access university in most countries and help them on the way to a successful career in the future. Whether your destination is the USA, UK or another country, the IB Diploma Programme is the gateway to your success.

This guide, our Information Evening and the one-to-one support sessions are designed to help every student make the right choice. We hope that you find this guide to be a useful starting point for choosing wisely.

Kind Regards,

*Dr Terry Creissen* OBE MBA MA FCIM FRSA  
Executive Principal  
Compass International School Doha

## 2. Message from the Head of Secondary

*Dear Students,*

We are pleased to introduce our International Baccalaureate Diploma Programme (IBDP) here at Compass International School Doha. We believe that the IB Diploma is the gold standard of Pre-University and pre-employment exams. The breadth and depth of the subjects that you are required to study make it recognised worldwide as the best and most rigorous preparation for life beyond school.

As mentioned, the demands of the IBDP are considerable, therefore a sound grounding in IGCSE examinations or equivalent is necessary. At Compass International School Doha, we would expect all our diploma candidates to have achieved a minimum of 5 A\*-C passes (including Maths and English) with Cambridge IGCSE or four (4) to nine (9) with Edexcel/Pearson. We view this as a minimum pre-requisite for gaining access to the Diploma Programme.

For the student who may find this a challenge, we do offer an alternative pathway called the International Baccalaureate Course Programme. This allows students to engage in a reduced programme of study which is bespoke to their academic strengths and requirements. This is a very specific, individualised course which needs prior discussion with our IB Coordinator before commencing.

There is a lot to think about as you make your first steps to joining our IB programme. The IB has been designed to



make you an all-round learner and you will start living the IB Learner Profile for learning from the beginning.

Regardless of whether you follow the IB Diploma Programme or IB Courses Programme, the step beyond IB should be considered along with university entry requirements or the desired subject knowledge to gain employment in a specific career or industry.

We believe all students should have ambitious aspirations for their bright futures. Success at Compass International School Doha is nurtured and achieved through providing the right combination and balance of opportunity, time, support motivation and respect. I wish our IB students the very best of luck as studying the International Baccalaureate Programme will open up a world of challenging experiences and provide you with essential skills required to be a life-long learner.

Kind Regards,

*Tom Douch*

Head of Secondary

Compass International School Doha

# 3. International Baccalaureate Programme

## Introduction

Compass International School Doha is an authorised International Baccalaureate Organisation (IBO) World School. The International Baccalaureate Diploma Programme (IBDP) is a two-year course that allows students to reach the standards set by national education systems worldwide.

The IBDP is internationally recognised as the best pre-university course offered anywhere in the world.

No other qualification is recognised by so many institutions in different countries, and no other programme will prepare you better for a college or university education and the world of work.

This guide is designed to make you aware of the different requirements and sections of the IB Diploma Programme, the option of IB Courses Programme and the choices you have as you decide which courses you would like to take.

We are able to offer you a wide selection of subject choices, which will allow you to progress to the next stage of your education and future career.

Our Heads of Department and teachers are each responsible for their respective curriculum areas, and for setting up the structure and conditions to allow you to succeed. One of the most important aspects that you will learn from being an IB student is time management and the need to apply yourself across the subjects you have chosen to study. This is an exciting opportunity for you and one we hope you will embrace enthusiastically to ambitiously and with real commitment.

## Entry Requirements

At age 16 and above (Years 12 and 13), students can apply for a place within the IBDP. Acceptance onto the programme is dependent on students' previous academic attainment. Most students will have at least five (5) IGCSE's with grades A\*-C (including Maths and English) with Cambridge IGCSE or four (4) to nine (9) with Edexcel/Pearson to be invited to apply for a place. Along with this academic attainment, we encourage students to apply who can offer other skills, experiences and attributes that will enhance

the school-wide community. Students are required (upon application) to sit for the CAT 4 and ALIS cognitive ability tests to ascertain further evidence of ability and suitability for the programme. A final interview with the IB Coordinator will be required before an offer will be made to gain entry into the programme.

## Studying the Full IB Diploma vs IB Diploma Course

There are two options open to students who are completing their Year 12 and 13 studies here at Compass International School Doha. Those students who are aspiring to apply to a University Undergraduate Degree Programme will be registered for the full IB Diploma Programme at the start of Year 12 provided that all academic requirements have been fulfilled. This means that the students will be entered for the six optional subjects chosen, plus the three 'Core' elements of Creativity, Activity, Service (CAS), Extended Essay (EE) and Theory of Knowledge (TOK) sections. These students will need to obtain a minimum of 24 points (out of a possible 45) with no failing conditions.

Those students who do not wish to study the full IB Diploma may opt to be registered as an IB Courses student. This means that they will be entered for 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 follow to best suit their academic needs and career aspirations.

Throughout Year 12, all students follow a full timetable of their six optional subjects plus TOK lessons. Students also begin their EE journey and continue to meet the seven CAS objectives throughout a range of internal and external school activities. By November of Year 13, students will then be registered as either an IB Diploma student or IB Course student, dependent upon academic attainment up until that point. The final decision will be taken in consultation with students, parents and the school to ensure that the best outcome is reached for the student.

## 4. Learner Profile\*

### IB Learners strive to be:

#### *Inquirers*

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

#### *Knowledgeable*

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

#### *Thinkers*

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

#### *Communicators*

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

#### *Principled*

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

#### *Open-Minded*

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

#### *Caring*

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



#### *Courageous*

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

#### *Balanced*

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

#### *Reflective*

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

\* International Baccalaureate Organisation 2006

## 5. International Mindedness

“The IB develops the future leaders the workplace needs - people who know how to collaborate and who know the value of teamwork, people with analytical ability, versatility and international understanding.”

The Independent, 2013





## 6. Subjects



The International Baccalaureate Diploma Programme (IBDP) presents a variety of challenges. Students must follow six subjects and choose one subject from each of the five groups (1 to 5), ensuring breadth of knowledge and understanding. Students must also choose either a subject from Group 6 (The Arts) or a second subject from Groups 2 to 5.

There is the opportunity for students to choose two subjects from Group 1. Those students who wish to pursue their studies within their 'Mother Tongue' language can opt to choose the 'School Supported Self Taught' (SSST) option. This is offered as a Standard Level Literature course, and if two subjects are chosen from Group 1, the student is not required to study a subject from Group 2. Consequently, the student can qualify for the 'Bi-lingual Diploma'. For further details on the SSST option please contact the IB Coordinator.

Another option is to study certain IBDP subjects online with Pamoja Education. They are the only IBO-affiliated company that are licensed to offer IB Diploma subjects and 'Core' elements that can be studied online as part of a school-based IBDP. Schools which work with Pamoja appoint a Site-Based Coordinator (SBC) to support online students. Should students be interested in studying an online subject they should contact our school's IBDP Coordinator for further information or visit the following website - <https://www.pamojaeducation.com>

IBDP subjects can be taken at Higher Level (HL) or Standard Level (SL). At least three but not more than four subjects are taken at Higher Level. HL courses account for 240 hours of tuition and SL subjects account for 150 hours of tuition.

However, if the conditions of entry into an institution of higher education require a candidate to study a combination of subjects that is different from that offered by the IBO, then please contact the IBDP Coordinator who can provide details of following a 'non-regular' IB Diploma.

In addition to the six IBDP subjects, the IB Diploma Programme features the three 'Core' elements that broadens students' educational experience and challenges them to apply their knowledge and skills.

### *Creativity, Activity, Service (CAS)*

CAS requires the completion of seven learning outcomes; all of these must be present for a student to complete the requirement. Some outcomes may be demonstrated many times, in a variety of activities, but completion requires that there is some evidence for every outcome. For further information on CAS, please consult our CAS brochure.

### *The Extended Essay (EE)*

The Extended Essay requires students to research a topic of their choice, and write an essay of up to 4,000 words that demonstrates writing proficiency and independent thought.

### *Theory of Knowledge (TOK)*

The Theory of Knowledge course challenges students to look at how and why knowledge is gained, bolstering their critical thinking abilities and enabling them to analyse and reflect on situations in all areas of life.

## 6.1. Subjects Offered



The International Baccalaureate Diploma Programme offers a wide variety of subject choices within the curriculum model. However, the subjects offered by schools are based on a variety of factors including students' previous learning experiences, cultural implications, the expertise and experience of the teaching faculty and the philosophy of the school.



*IB Subjects offered at Madinat Khalifa are:*

- ▶ **Group 1**  
**Studies in English Language and Literature**  
Language A: English Language and Literature (HL/SL)
  - ▶ **Group 2**  
**Language Acquisition**  
Spanish ab initio (SL) or French ab initio (SL)
  - ▶ **Group 3**  
**Individuals and Societies**  
Business Management (HL/SL) or Geography (HL/SL) or History (HL/SL) or Psychology or Economics  
\* **Online:** Information Technology in a Global Society (HL/SL) or Philosophy (SL)
  - ▶ **Group 4**  
**Sciences**  
Biology (HL/SL) or Chemistry (HL/SL) or Physics (HL/SL)
  - ▶ **Group 5**  
**Mathematics**  
Mathematics (HL/SL) or Mathematical Studies (SL)
  - ▶ **Group 6**  
**The Arts**  
Visual Arts (HL/SL) or a subject chosen from Groups 1 to 5  
\* **Online:** Film (SL)
- \* Online courses are taken with Pamoja Education at an additional cost: 2017/18 - \$1292 USD; 2018/19 - \$1356 USD.  
Website: <https://www.pamojaeducation.com/products-and-services/>
- School-supported self-taught (SSST) is at an additional cost. Parents must organise and pay for own tutor. If a student opts to choose SSST (which is a SL Literature Course) they do not choose a subject from Block 2.

## 6.2. Subject Blocks and Making the Right Subject Choices

There are certain subjects 'blocked together' to enable the school timetable to be created. Therefore certain subjects cannot be chosen together. Currently the following subjects will be grouped together:

### ▶ BLOCK 1

- English (HL/SL)

### ▶ BLOCK 2

- French (HL/SL) or
- Spanish (HL/SL) or
- French ab initio (SL) or
- Spanish ab initio (SL)

### ▶ BLOCK 3

- Geography (HL/SL) or
- Business Management (HL/SL) or
- Psychology

### ▶ BLOCK 4

- Biology (HL/SL) or
- Physics (HL/SL)

### ▶ BLOCK 5

- Maths (HL/SL) or
- Maths Studies (SL)

### ▶ BLOCK 6

- Chemistry (HL/SL) or
- History (HL/SL) or
- Art (HL/SL) or
- Economics



A student's IB Diploma Programme journey begins at the end. This means that students must think about their 'next steps' after completing the programme to ensure they have chosen the most appropriate/relevant combination of subjects at the beginning of their IB journey. This is a vitally important part of the process involving discussions with many people including students, parents, teachers, IB Coordinator and the school's University Guidance Councillor (UGC).

At Compass International School Doha, we have a wide range of students who are pursuing a multitude of career pathways. Below are some examples of potential future career aspirations and subject combinations:

### ▶ ECONOMICS/BUSINESS

- Group 1: English Lang Lit (HL)
- Group 2: Spanish ab initio (SL)
- Group 3: Business Management (HL)
- Group 4: Biology (SL)
- Group 5: Mathematics - Applications and Interpretations (SL)
- Group 6: Economics (HL)

### ▶ MEDICAL DOCTOR

- Group 1: Eng Lang/Lit (HL)
- Group 2: Spanish ab initio (SL)
- Group 3: Geography (SL)
- Group 4: Biology (HL)
- Group 5: Maths (SL)
- Group 6: Chemistry (HL)

### ▶ ENGINEER

- Group 1: Eng Lang/Lit (HL)
- Group 2: French B (SL)
- Group 3: History (SL)
- Group 4: Physics (HL)
- Group 5: Mathematics - Analysis and Approaches (HL)
- Group 6: Chemistry (HL)

# 7. Assessment and Expectations

## Assessment Requirements

Both external and internal assessments are used in the IB Diploma Programme. Attested IBO Examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB. Students take written examinations at the end of the programme, which are marked externally by IBDP examiners.

### *Key features of the International Baccalaureate Diploma Programme:*

- The grades awarded for each course range from 1 (lowest) to 7 (highest).
- If a student attains a Grade 7 in each of their six subjects this will give them a total of 42 points.
- There are three (3) extra bonus points to be gained from the combined scores of the Extended Essay and Theory of Knowledge.
- The highest total that an IB Diploma Programme student can be awarded is 45 points.

### *Key requirements of the IB Diploma Programme:*

In order to pass the IB Diploma, a student must ensure that:

- They have gained a minimum of 24 points out of a possible total of 45 with no failing conditions.
- They have met all the CAS requirements.
- They have attained a minimum of a Grade D in both the Extended Essay and Theory of Knowledge course.
- They have not attained a Grade N for either the Extended Essay, Theory of Knowledge or a contributing subject ('N' denotes 'no grade given').
- They have not attained a Grade 1 in a subject/level.
- They have not attained a Grade 2, three or more times (HL or SL).

- They have not attained a Grade 3 or below four or more times (HL or SL).
- They attain a minimum of 12 points on HL subjects.
- They attain a minimum of nine (9) points on SL subjects.

## Expectations of an IB Student

Throughout their time in Year 12 and 13, we expect students to abide by the expectations set out in our IB Diploma Programme Student Agreement. This states that:

- Students are proactive, seeking help from their teachers after school and/or during break if they do not understand work from a particular topic/unit.
- Students achieve a minimum attainment level of an IB Grade 4 out of 7 for their individual IB subjects that will be closely monitored throughout their time at school.
- Students exhibit an industrious work ethic completing all assignments on time.
- Students pay attention in class, participate in class discussions and ensure they keep well-organised and structured class/revision notes.
- Students abide by all school rules (including formal dress code) and conduct themselves in a manner befitting a senior student within the school community.
- Students achieve a minimum attendance record of 90%.
- Students abide by the Academic Code of Conduct issued by Compass International School Doha and the IBO.

We encourage students to apply for a place within our International Baccalaureate Diploma Programme who are able to work independently, exhibit great organisational and time-management techniques and who show respect for themselves and their peers. We have created a culture of internationally-minded and ambitious learners and we hope that students will have the personal attributes, mind-set and determination to join the IB Diploma Programme.

## 8. Syllabus - Core Subjects

### Extended Essay

One of the most interesting and challenging things students will do is to undertake independent research into a topic of special interest and write an Extended Essay of up to a maximum of 4,000 words.

In order to earn the full award of the IBDP, all candidates must submit an Extended Essay on a topic of their choice in one of the subjects of the IBDP curriculum attaining a minimum of a Grade D. The Extended Essay provides the student with the opportunity to engage in independent research, with emphasis placed on the development of the skills of organising and expressing ideas logically and coherently. This Extended Essay is completed in the first term of the second year of the IB Diploma Programme. Students are supervised by a teacher qualified to teach in the subject of their essay, or someone who is suitably familiar with the subject area to provide supervision and advice over the course of the research and writing process.

#### *Aims of the Extended Essay*

To provide students with the opportunity to:

- Pursue independent research on a focused topic.
- Develop research and communication skills.
- Develop the skills of creative and critical thinking.
- Engage in a systematic process of research appropriate to the subject.
- Experience the excitement of intellectual discovery.

#### *Assessment*

Extended Essays are marked internally by the supervisor and are then officially graded and moderated externally by examiners from all over the world appointed by the IBO. The Extended Essay is not returned to the student and, on submission, becomes the intellectual property of the IBO unless the student fills in a form requesting that copyright be retained.

Below follows a brief outline of the general assessment criteria as used by all IB examiners.

#### **Students are expected to:**

- Plan and pursue a research project with intellectual initiative and insight.
- Formulate a precise research question.
- Gather and interpret material from sources appropriate to the research question.
- Structure a reasoned argument in response to the research question on the basis of the material gathered.
- Present the Extended Essay in a format appropriate to the subject, acknowledging sources using appropriate procedures, e.g. Harvard referencing.
- Use the terminology and language appropriate to the subject with skill and understanding.
- Apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research.



## 8. Syllabus - Core Subjects (cont.)

### Theory of Knowledge

The Theory of Knowledge (TOK) course will develop students' critical thinking skills and enhance their powers of reasoning. These skills will allow them to carry out more effective research, be more demanding and rigorous in their studies and be more intellectually independent.

TOK plays a special role in the IB Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasise connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them.

The raw material of TOK is knowledge itself. Students think about how knowledge is arrived at in the various disciplines, what the disciplines have in common and the differences between them. The fundamental question of TOK is "how do we know that?" The answer might depend on the discipline and the purpose to which the knowledge is put. TOK explores methods of inquiry and tries to establish what it is about these methods that makes them effective as knowledge tools. In this sense, TOK is concerned with knowing about knowing.

The overall aim of TOK is to encourage students to formulate answers to the question "How do you know?" In a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

**Specifically, the aims of the *Theory of Knowledge* course are for students to:**

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

### Assessment

**It is expected that by the end of the *Theory of Knowledge* course, students will be able to:**

- Identify and analyse the various kinds of justifications used to support knowledge claims.
- Formulate, evaluate and attempt to answer knowledge questions.
- Examine how academic disciplines/areas of knowledge generate and shape knowledge.
- Understand the roles played by ways of knowing in the construction of shared and personal knowledge.
- Explore links between knowledge claims, knowledge questions, ways of knowing and areas of knowledge.
- Demonstrate an awareness and understanding of different perspectives and be able to relate these to one's own perspective.
- Explore a real-life/contemporary situation from a Theory of Knowledge perspective in the presentation.



“Every student receives the *highest personalisation* and priority to ensure *excellence in education.*”



# 9. Group 1: Studies in English Language and Literature

## Language A and Literature (HL/SL)

### *Syllabus Outline*

#### Part 1: Language in a Cultural Context

#### Part 2: Language and Mass Communication

#### Part 3 (SL): Literature Texts and Contexts

- Two texts, one of which is a text in translation from the Prescribed Literature in Translation (PLT) list and one, written in the language A studied, from the Prescribed List of Authors (PLA) for the language A studied, or chosen freely.

#### Part 3 (HL): Literature Texts and Contexts

- 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 the language A studied. The other may be chosen freely.

#### Part 4 (SL): Literature Critical Study

- Two texts, both of which are chosen from the Prescribed List of Authors (PLA) for the language A studied.

#### Part 4 (HL): Literature Critical Study

- Three texts, all of which are chosen from the Prescribed List of Authors (PLA) for the language A studied.

### *Assessment (SL)*

#### *External Assessment - 70%*

- **Paper 1 (25%):** Textual analysis. The paper consists of two unseen texts. Students write an analysis of one of these texts. (1 hour 30 minutes)
- **Paper 2 (25%):** Essay. In response to one of six questions students write an essay based on both the literary texts studied in Part 3. The questions are the same at HL but the assessment criteria are different. (1 hour 30 minutes)
- **Written Task (20%):** Students produce at least three written tasks based on material studied in the course. Students submit one written task for external assessment. This task must be 800–1,000 words in length plus a rationale of 200–300 words.

#### *Internal Assessment - 30%*

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

- **Individual oral commentary (15%):** Students comment on an extract from a literary text studied in Part 4 of the course. Students are given two guiding questions.
- **Further oral activity (15%):** Students complete at least two further oral activities, one based on Part 1 and one based on Part 2 of the course. The mark of one further oral activity is submitted for final assessment.

### *Assessment (HL)*

#### *External Assessment - 70%*

- **Paper 1 (25%):** Comparative Textual Analysis. The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts. (2 hours)
- **Paper 2 (25%):** Essay. In response to one of six questions students write an essay based on at least two of the literary texts studied in Part 3. The questions are the same at SL but the assessment criteria are different. (2 hours)
- **Written tasks (20%):** Students produce at least four written tasks based on material studied in the course. Students submit two of these tasks for external assessment. One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study. Each task must be 800–1,000 words in length plus a rationale of 200–300 words.

#### *Internal Assessment - 30%*

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

- **Individual oral commentary (15%):** Students comment on an extract from a literary text studied in Part 4 of the course. Students are given two guiding questions.
- **Further oral activity (15%):** Students complete at least two further oral activities, one based on Part 1 and one based on Part 2 of the course. The mark of one further oral activity is submitted for final assessment.



## 10. Group 2: Language Acquisition

### French B or Spanish B (HL/SL) / French or Spanish ab initio (SL)

#### *Syllabus Outline*

There are three areas of study these are: language, texts and themes, which 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 syllabus is defined in two documents: the Language ab initio guide and the language-specific syllabus.

The language-specific syllabus is a document containing both the prescribed grammar and lexicon necessary in order for students to meet the assessment objectives of the language ab initio course. Each language ab initio course has its own language-specific syllabus. The three common elements in each language-specific syllabus are:

- Vocabulary lists under topic headings.
- A list of prescribed grammar.
- A list of the instructions for the written examination papers.

### Language French B or Spanish B (HL/SL)

#### *Syllabus Outline*

In the language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

Five prescribed themes are common to the syllabuses of language B and language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

#### **The five (5) prescribed Themes are:**

- Identities
- Experiences
- Human Ingenuity
- Social Organization
- Sharing the Planet

#### *B Language Assessment (SL)*

#### **External Assessment (3 hours)**

##### **Paper 1 (1 hour 15 minutes):**

- Productive skills — writing (30 marks)
- One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

##### **Paper 2 (1 hour 45 minutes):**

- Receptive skills—separate sections for listening and reading (65 marks)
- Listening comprehension (45 minutes) (25 marks)
- Reading comprehension (1 hour) (40 marks)
- Comprehension exercises on three audio passages and three written texts, drawn from all five themes

#### **Internal Assessment**

- This component is internally assessed by the teacher and externally moderated by the IB at the end of the course

#### **Individual Oral Assessment**

- A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme (30 marks)

## 10. Group 2: Language Acquisition (cont.)

### *B Language Assessment (HL)*

#### **External assessment (3 hours 30 minutes)**

##### **Paper 1 (1 hour 30 minutes):**

- Productive skills—writing (30 marks)
- One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions

##### **Paper 2 (2 hours):**

- Receptive skills—separate sections for listening and reading (65 marks)
- Listening comprehension (1 hour) (25 marks)
- Reading comprehension (1 hour) (40 marks)
- Comprehension exercises on three audio passages and three written texts, drawn from all five themes

#### **Internal Assessment**

- This component is internally assessed by the teacher and externally moderated by the IB at the end of the course

#### **Individual Oral Assessment**

- A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus (30 marks)

## French or Spanish ab initio (SL)

### *Syllabus Outline*

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

In the language ab initio course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works.

Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

#### **The five (5) prescribed Themes are:**

- Identities
- Experiences
- Human Ingenuity
- Social Organization
- Sharing the Planet

### *Ab initio Assessment (SL only)*

#### **External Assessment (2 hours 45 minutes)**

##### **Paper 1 (1 hour):**

- Productive skills — writing (30 marks)
- Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions

##### **Paper 2 (1 hour 45 minutes):**

- Receptive skills—separate sections for listening and reading (65 marks)
- Listening comprehension (45 minutes) (25 marks)
- Reading comprehension (1 hour) (40 marks)
- Comprehension exercises on three audio passages and three written texts, drawn from all five themes

#### **Internal Assessment**

- This component is internally assessed by the teacher and externally moderated by the IB at the end of the course

#### **Individual Oral Assessment**

- A conversation with the teacher, based on a visual stimulus and at least one additional course theme (30 marks)

# 11. Group 3: Individuals and Societies

## Business Management (HL/SL)

### Syllabus Outline

**Unit 1: Business Organisation and Environment**

**Unit 2: Human Resource Management**

**Unit 3: Finance and Accounts**

**Unit 4: Marketing**

**Unit 5: Operations Management**

### Assessment (SL)

#### External Assessment - 75%

**Paper 1 (35%):** Syllabus content consisting of units 1-5. (1 hour and 15 minutes)

**Paper 2 (40%):** Syllabus content consists of units 1-5. (1 hour and 45 minutes)

#### Internal Assessment - 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

- **Written commentary:** Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organisation. Maximum 1,500 words.

### Assessment (HL)

#### External Assessment - 75%

**Paper 1 (35%):** Syllabus content consists of units 1-5 HL extension topics. (2 hours and 15 minutes)

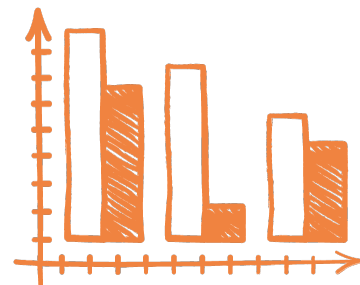
Based on a case study issued in advance, with additional unseen material included in sections B and C. Assessment objectives 1, 2, 3 and 4.

**Paper 2 (40%):** Syllabus content consists of units 1-5 including HL extension topics. (2 hours and 15 minutes)

#### Internal Assessment - 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

- **Research Project:** Students research and report on an issue facing an organisation or a decision to be made by an organisation (or several organisations). Maximum 2,000 words.



# 11. Group 3: Individuals and Societies (cont.)

## Geography (HL/SL)

### Syllabus Outline

**Part 1:** Geographic themes — seven options. Two options are studied at SL, and three at HL.

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

**Part 2:** SL and HL core

- Geographic perspectives—global change
- Population distribution—changing population
- Global climate—vulnerability and resilience
- Global resource consumption and security

**Part 3:** HL Core extension (HL only)

- Geographic perspectives—global interactions
- Power, places and networks
- Human development and diversity
- Global risks and resilience

### Internal Assessment Fieldwork (SL/HL)

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



### Assessment (SL)

#### External Assessment - 75%

**Paper 1 (35%):** Each option has a structured question and one extended answer question from a choice of two. 20 (10 + 10) marks per option - total 40 marks. 45 minutes per option question. (1 hours 30 minutes)

**Paper 2 (40%):** Total 50 marks. (1 hour 15 minutes)

- **Section A:** Three structured questions, based on each SL/HL Core Unit. (30 marks)
- **Section B:** Infographic or visual stimulus, with structured questions. (10 marks)
- **Section C:** One extended answer question from a choice of two. (10 marks)

### Assessment (HL)

#### External Assessment - 80%

**Paper 1 (35%):** Each option has a structured question and one extended answer question from a choice of two. 20 (10 + 10) marks per option - total 60 marks. 45 minutes per option question. (2 hours 15 minutes)

**Paper 2 (25%):** Total 50 marks. 1 hour 15 minutes)

- **Section A:** Three structured questions, based on each SL/HL Core Unit. (30 marks)
- **Section B:** Infographic or visual stimulus, with structured questions. (10 marks)
- **Section C:** One extended answer question from a choice of two. (10 marks)

**Paper 3 (20%):** Choice of three extended answer questions, with two parts, based on each HL core unit. Total 28 marks. (1 hour)

- **Part A:** 12 marks
- **Part B:** 16 marks



# 11. Group 3: Individuals and Societies (cont.)

## History (HL/SL)

### *Syllabus Outline*

The choices of topics have been selected to provide students with the best over-lap of knowledge that is possible, therefore minimising the volume of facts and knowledge that they need to retain. This will allow students to concentrate on developing their exam techniques while allowing them to draw parallels and comparisons between different countries, continents and time periods.

### Prescribed subject (HL/SL)

- *The move to global war*

### World history topics (HL/SL)

- *Authoritarian states (20th century)*
- *Causes and effects of 20th-century wars*

### *Higher Level Options*

**Historical Depth studies** (Only one IB 'region' can be chosen as the setting of these)

### History of Europe

- *Europe and the First World War (1871–1918)*
- *The Soviet Union and post-Soviet Russia (1924–2000)*
- *Post-war Western and Northern Europe (1945–2000)*

### *Assessment (SL)*

#### **External Assessment - 75%**

**Paper 1 (30%):** Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (1 hour)

**Paper 2 (45%):** Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (1 hour 30 minutes)

#### **Internal Assessment - 25%**

**Historical investigation:** All students are required to complete a historical investigation into a topic of their choice. This takes the form of a 2,200 word essay that will be on a question worked out by the student themselves. Whilst extensive support will be offered, it is incumbent upon the student to be self-motivated and answer the question through their own research and effort. Students will be required to evaluate different sources of information as well as create a strong argument around the central question that they have devised. (20 hours)

### *Assessment (HL)*

#### **External Assessment - 80%**

**Paper 1 (20%):** Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (1 hour)

**Paper 2 (25%):** Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (1 hour 30 minutes)

**Paper 3 (30%):** Separate papers for each of the four regional options. For the selected region, answer three essay questions. (2 hours 30 minutes)

#### **Internal Assessment - 20%**

**Historical investigation:** All students are required to complete a historical investigation into a topic of their choice. This takes the form of a 2,200 word essay that will be on a question worked out by the student themselves. Whilst extensive support will be offered, it is incumbent upon the student to be self-motivated and answer the question through their own research and effort. Students will be required to evaluate different sources of information as well as create a strong argument around the central question that they have devised. (20 hours)

# Psychology (HL/SL)

## Syllabus Outline

### Part 1 Core:

- Biological approach to understanding behaviour
- Cognitive approach to understanding behaviour
- Sociocultural approach to understanding behaviour

### Part 2 Options:

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

## Assessment (SL)

### External Assessment (3 hours)

**Paper 1:** Total 49 marks (2 hours)

- **Section A:** Three short-answer questions on the core approaches to psychology. (27 marks)
- **Section B:** One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. (22 marks)

**Paper 2:** One question from a choice of three on one option. (22 marks - 1 hour)

### Internal Assessment (20 hours)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

- **Experimental study:** A report on an experimental study undertaken by the student. (22 marks)

## Assessment (HL)

### External Assessment (5 hours)

**Paper 1:** Total 49 marks. (2 hours)

- **Section A:** Three short-answer questions on the core approaches to psychology. (27 marks)
- **Section B:** One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. One, two or all of the essays will reference the additional HL topic. (22 marks)

**Paper 2:** Two questions; one from a choice of three on each of two options. Total 44 marks. (2 hours)

**Paper 3:** Three short-answer questions from a list of six static questions on approaches to research. (24 marks - 1 hour)



## 11. Group 3: Individuals and Societies (cont.)

### Economics (HL/SL)

#### Syllabus Outline

**Section 1:** Microeconomics

**Section 2:** Macroeconomics

**Section 3:** International economics

**Section 4:** Development economics

#### Internal Assessment

Portfolio of three commentaries.

#### Assessment (SL)

##### External Assessment (3 hours) - 80%

**Paper 1:** An extended response paper (50 marks). Assessment objectives 1, 2, 3, 4. (1 hour and 30 minutes)

- **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:** A data response paper (40 marks). Assessment objectives 1, 2, 3, 4. (1 hour and 30 minutes)

- **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)

##### Internal Assessment (20 teaching hours)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. 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)

#### Assessment (HL)

##### External assessment (4 hours) - 80%

**Paper 1:** An extended response paper. (50 marks - 1 hour and 30 minutes)

- **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%**

**Paper 2:** A data response paper. (40 marks - 1 hour and 30 minutes)

- **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%**

**Paper 3:** HL extension paper (50 marks - 1 hour)

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)

##### Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. 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)





★ *IB Learner Profile* ★

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

Open-minded

Caring

Courageous

Balanced

Reflective



## 12. Group 4: The Sciences

### Biology (HL/SL)

#### Syllabus Outline

##### Core

- Cell biology
- Molecular biology
- Genetics
- Ecology
- Evolution and biodiversity
- Human physiology

##### Additional Higher Level (AHL)

- Nucleic acids
- Metabolism, cell respiration and photosynthesis
- Plant biology
- Genetics and evolution
- Animal physiology

##### Options

- Neurobiology and behaviour
- Biotechnology and bioinformatics
- Ecology and conservation
- Human physiology

##### Practical scheme of work - Practical activities:

Individual investigation (internal assessment-IA)  
Group 4 project.

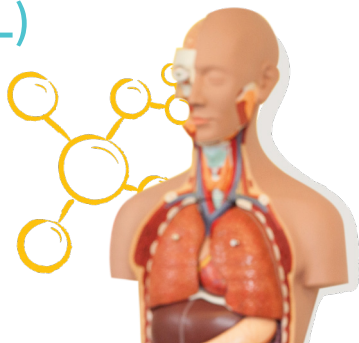
#### Assessment (SL)

##### External assessment - 80%

**Paper 1 (20%):** Multiple-choice questions on Core material. The use of calculators is not permitted, no marks are deducted for incorrect answers. (45 minutes)

**Paper 2 (40%):** Data-based question. Short-answer and extended-response questions on Core material. One out of two extended response questions to be attempted by candidates. The use of calculators is permitted. (1 hour 15 minutes)

**Paper 3 (20%):** This paper will have questions on Core and SL Option material.



- **Section A:** Candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the Core.
- **Section B:** Short-answer and extended-response questions from one Option. The use of calculators is permitted. (1 hour)

##### Internal Assessment - 20%

The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours)

#### Assessment (HL)

##### External Assessment - 80%

**Paper 1 (20%):** Multiple-choice questions on Core and AHL material. The use of calculators is not permitted, no marks are deducted for incorrect answers. (1 hour)

**Paper 2 (36%):** Data-based question. Short-answer and extended-response questions on Core and AHL material. Two out of three extended response questions to be attempted by candidates. The use of calculators is permitted. (2 hours 15 minutes)

**Paper 3 (24%):** This paper will have questions on Core, AHL and Option material. (1 hour 15 minutes)

- **Section A:** Candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the Core and AHL material.
- **Section B:** Short-answer and extended-response questions from one Option. The use of calculators is permitted.

##### Internal Assessment - 20%

**Individual investigation:** The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours)

# Chemistry (HL/SL)

## Syllabus Outline

### Core

- Stoichiometric relationships
- Atomic structure
- Periodicity
- Chemical bonding and structure
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and data processing

### Additional higher level (AHL)

- Atomic structure
- The periodic table—the transition metals
- Chemical bonding and structure
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and analysis

### Options

- Materials
- Biochemistry
- Energy
- Medicinal chemistry

### Practical scheme of work - Practical activities:

Investigation (internal assessment—IA) Group 4 project.

### Assessment (SL)

#### External Assessment - 80%

**Paper 1 (20%):** Multiple-choice questions on Core. The use of calculators is not permitted. Students will be provided with a periodic table. No marks are deducted for incorrect answers. (45 minutes)

**Paper 2 (40%):** Short-answer and extended-response questions on Core material. The use of calculators is permitted. A chemistry data booklet is to be provided by the school. (1 hour 15 minutes)

**Paper 3 (20%):** This paper will have questions on Core and SL Option material. (1 hour 15 minutes)

- **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.

The use of calculators is permitted. A chemistry data booklet is to be provided by the school.

#### Internal Assessment - 20%

**Individual investigation:** The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours)

### Assessment (HL)

#### External Assessment - 80%

**Paper 1 (20%):** Multiple-choice questions on core and AHL material. The use of calculators is not permitted, no marks are deducted for incorrect answers. (1 hour)

**Paper 2 (36%):** Short-answer and extended-response questions on core and AHL material. The use of calculators is permitted. A chemistry data booklet is to be provided by the school. (2 hours 15 minutes)

**Paper 3 (24%):** This paper will have questions on Core, AHL and Option material. (1 hour 15 minutes)

- **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.

The use of calculators is permitted. A chemistry data booklet is to be provided by the school.

#### Internal Assessment - 20%

**Individual investigation:** The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours)

## 12. Group 4: The Sciences (cont.)

### Physics (HL/SL)

#### Syllabus Outline

##### Core

- Measurements and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

##### Additional higher level (AHL)

- Wave phenomena
- Fields
- Electromagnetic induction
- Quantum and nuclear physics

##### Options

- Relativity
- Engineering physics
- Imaging
- Astrophysics

##### Practical scheme of work - Practical activities:

Individual investigation (internal assessment—IA)  
Group 4 project.

#### Assessment (SL)

##### External Assessment - 80%

**Paper 1 (20%):** Multiple-choice questions on Core. The use of calculators is not permitted. A physics data booklet is provided. No marks are deducted for incorrect answers. (45 minutes)

**Paper 2 (40%):** Short-answer and extended-response questions on Core material. A physics data booklet is provided. The use of calculators is permitted. (1 hour 15 minutes)

**Paper 3 (20%):** This paper will have questions on Core and SL Option material. (1 hour)

- **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. A physics data booklet is provided. The use of calculators is permitted.

##### Internal Assessment - 20%

**Individual investigation:** The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours)

#### Assessment (HL)

##### External Assessment - 80%

**Paper 1 (20%):** Multiple-choice questions on Core and AHL material. The use of calculators is not permitted. No marks are deducted for incorrect answers. A physics data booklet is provided. (1 hour)

**Paper 2 (36%):** Short-answer and extended-response questions on Core and AHL material. The use of calculators is permitted. A physics data booklet is provided. (2 hours 15 minutes)

**Paper 3 (24%):** This paper will have questions on Core, AHL and Option material. (1 hour 15 minutes)

- **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.

The use of calculators is permitted. A physics data booklet is to be provided by the school.

##### Internal Assessment - 20%

**Individual investigation:** The assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned: Personal engagement, Exploration, Analysis, Evaluation, Communication. (10 hours)

## 13. Group 5: Mathematics

### Mathematics (HL/SL)

#### Mathematics: Analysis and Approaches (SL/HL)

##### *Syllabus outline*

Analytic methods with an emphasis on calculus – appropriate for pure mathematicians, engineers, scientists, economists, those with an interest in analytic methods. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or some economics. HL will investigate the syllabus in more depth.

#### Mathematics: Application and Interpretation (SL/HL)

##### *Syllabus outline*

Applications and interpretation with an emphasis on statistics, modelling and use of technology – appropriate for those with an interest in the applications of mathematics and how technology can support this. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, medicine, statistics, business, some economics courses, psychology, and design. HL will investigate the syllabus in more depth.

### Mathematics Analysis and Approaches (HL/SL)/ Mathematics Application and Interpretation (SL/HL) - both routes:

- Number and Algebra
- Functions
- Geometry and Trigonometry
- Statistics and Probability
- Calculus

#### **Internal Assessment**

Development and investigational, problem-solving and modelling skills and exploration.

#### *Assessment (SL)*

**Paper 1:** 80 marks

**Paper 2:** 80 marks

**Internal Assessment - 25% of final mark**

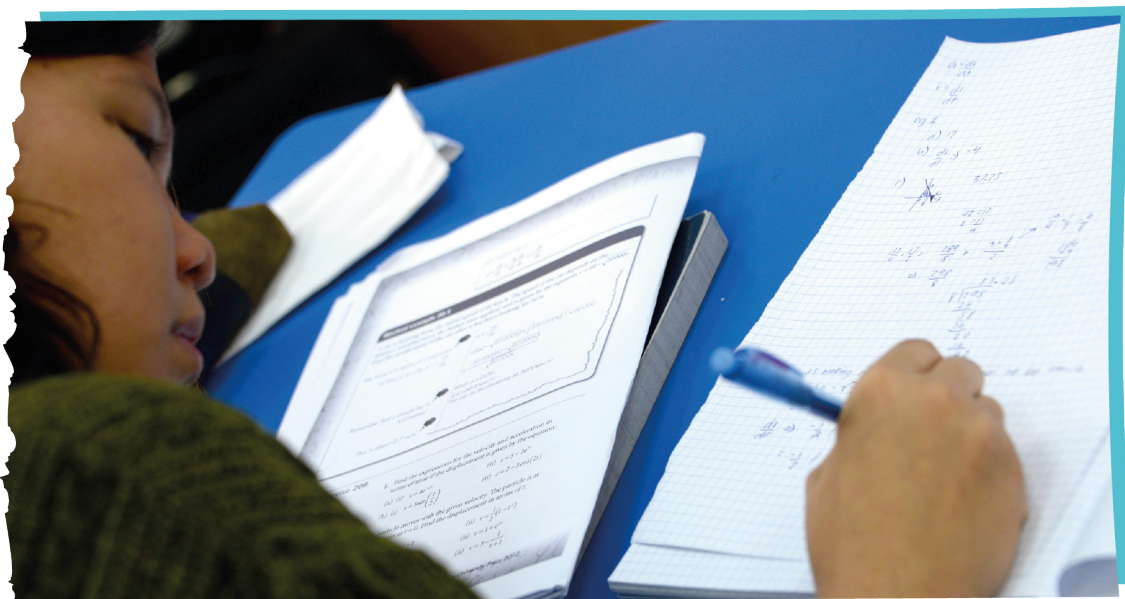
#### *Assessment (HL)*

**Paper 1:** 110 marks

**Paper 2:** 110 marks

**Paper 3:** 55 marks

**Internal Assessment - 20% of final mark**



## 14. Group 6: Arts

### Visual Arts (HL/SL)

#### *Syllabus Outline*

The visual Arts Core Syllabus at SL and HL consists of three equal interrelated areas. These Core areas consist of Communicating, Context, and Methods of Visual Art.

#### **Visual Arts in Context**

The 'Visual Arts in Context' section of the syllabus provides a lens through which students are encouraged to explore perspectives, theories and cultures that inform and influence visual arts practice. Students should be able to research, understand and appreciate a variety of contexts and traditions and be able to identify links between them.

#### **Visual Arts Methods**

The 'Visual Arts Methods' section of the syllabus addresses ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods.

#### **Communicating Visual Arts**

The 'Communicating Visual Arts' section of the syllabus involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. It engages students in making decisions about the selection of their own work.

#### *Assessment (SL)*

##### **External assessment - 60%**

**Part 1 (20%):** Comparative study. Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.

**Part 2 (40%):** Process Portfolio. Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

##### **Internal assessment - 40%**

###### **Part 3: Exhibition.**

Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

#### *Assessment (HL)*

##### **External assessment - 60%**

**Part 1 (20%):** Comparative study. Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.

**Part 2 (40%):** Process Portfolio. Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

##### **Internal assessment - 40%**

###### **Part 3: Exhibition.**

Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.



# 10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



## It increases academic opportunity

Research\* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



## IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



## It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



## The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



## Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



## It's an international qualification

The DP is recognized globally by universities and employers.

7



## DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



## Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



## It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



## It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



# Be Ambitious



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