

DIPLOMA PROGRAMME

Course Selection Guide

2025/27

OUR MISSION

To foster international-mindedness through a challenging curriculum in a caring and cooperative environment, inspiring students to become well-rounded citizens committed to the service of humanity.

OUR VISION

A community exemplifying progressive pedagogy, innovative technology and service learning. Our students will exhibit integrity and the desire to make a positive impact in the world.

INTERNATIONAL MINDEDNESS

All members of the FIS community are open, respectful and accepting. We seek to learn about others, recognising both our differences and similarities, to create a better world.

HIGH QUALITY LEARNING

At the FIS, learning thrives through curiosity and creativity. By engaging with authentic contexts, students make meaningful connections to the world around them. Our inquiry-based, constructivist approach sparks exploration and innovation while fostering critical thinking skills, preparing students to navigate and contribute thoughtfully to an ever-changing world.

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Dear parents, guardians and students,

The transition into Grade 11 is a very important milestone in each student's life and development as a learner. At the FIS we always strive to create a caring and cooperative educational environment and an appropriately challenging curriculum for all of our students that nurtures international mindedness, respect for all cultures and responsible global citizenship.

This guide is intended for students and parents as an outline of the courses and programmes offered at the FIS in Grades 11 and 12. The descriptions provided are relatively brief, but more details can be obtained from James Sangster, deputy head of curriculum and IB diploma programme (DP) coordinator; heads of departments or subject teachers.

As you review this document and consider potential options for next two years, we recommend that you reflect on some of the core values that underpin the FIS which are reflected in the International Baccalaureate (IB)'s mission statement:

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

To this end the organisation works with schools, governments and international organisations 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.

At the FIS we believe that students who graduate are well prepared for lifelong learning, and that the IB programmes offered in our secondary school help students develop the skills necessary for learning how to learn. FIS teachers focus on teaching for genuine understanding, challenging students' assumptions about the nature of knowledge and requiring them to construct sound, informed perspectives on a wide range of subjects.

This document includes information and text that have been taken from published IB DP documents. Please let us know if you have any questions about the information included in this guide.

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The FIS High School (HS) Diploma

All students enrolled in Grades 9 to 12 at the FIS earn credit towards the FIS High School Diploma. This is awarded based on the accumulation of sufficient academic credits over a student's time in Grades 9 to 12. All students who successfully meet the graduation requirements listed below will be awarded a FIS High School Diploma. Academic credits are awarded based on end of year FIS grades, as recorded on each end of year school report. Credits are transferred to a student's academic transcript, an unofficial copy of which may be requested at any time.

Credits are earned per academic year, for grades of 3 or higher in each course taken in Grades 9 to 12; and an overall minimum 85% attendance level (including excused and unexcused absences) is required for successful graduation and the award of a High School Diploma.

The minimum requirements for a FIS High School Diploma is 24 units of credit, as follows:

- 4 – English
- 3 – Mathematics
- 3 – Individuals and Societies
- 3 – Science
- 2 – Arts or Design
- 2 – Physical Education
- 3 – Additional language
- 4 – Further credits (Languages, Arts, Design, Humanities, Mathematics, Science)

Additionally, students must demonstrate:

- continuous participation in the Service as Action (MYP, Grades 9-10) and Creativity, Activity, Service programmes (Grades 11-12), meeting all stated learning objectives, strands and a minimum of one 'project' as per DP requirements.
- continuous participation in Physical Education

The FIS High School Diploma is recognised as a North American school-leaving qualification through our accreditation with the Council of International Schools (CIS) and the New England Association of Schools & Colleges (NEASC). It may be recognised for entry into a number of North American colleges and universities, or post-secondary options in other parts of the world.

For the 2025-27 cohort, students can choose from a range of IB Diploma Programme courses. Their internal academic achievements will automatically contribute towards the award of a FIS High School Diploma. Externally assessed examination components required by the IB do not factor into the High School Diploma, which is entirely school-based.

When choosing their IBDP courses, students may consider pursuing their courses towards the full IB Diploma, or to qualify for IB Course Certificates.

The IB Diploma Programme

Aims of the IB Diploma Programme

The International Baccalaureate Diploma Programme aims to develop students who:

- are internationally minded
- have excellent breadth and depth of knowledge
- develop Approaches to Learning (ATLs) skills for successful and sustained lifelong learning
- flourish physically, intellectually, emotionally and ethically



Diploma Programme: Points of Distinction

- A programme designed to promote international-mindedness
- A programme followed in over 140 countries around the world
- Assessment is criterion-referenced
- Student work is largely externally examined and moderated as a method of ensuring consistent and high standards of assessment
- The Core of the Diploma Programme includes Creativity, Activity, Service (CAS), the Extended Essay (EE), and the Theory of Knowledge (TOK): unique components of the IB Diploma Programme
- The Diploma Programme is holistic, aiming to educate the whole person

Benefits of the Diploma Programme

- A well-rounded education
- Development of Approaches to Learning (ATLs), and a depth and breadth of knowledge that will serve DP students well in any post-secondary and tertiary pursuits
- The program and curriculum are designed to promote international understanding, intercultural awareness, and knowledge of one's own learning styles and strengths
- Recognition by universities of the enriched nature of the Diploma Programme when reviewing applications; there are universities providing additional benefits to applicants graduating with the full IB diploma
- Multiple independent research reports confirm that students who attempt the full diploma increase the likelihood of success in tertiary education

DP Subject Requirements

In the Diploma Programme, students must choose courses from the following subject groups:

1. Language A: Studies in Language and Literature
2. Language B: Language Acquisition
3. Individuals and Societies
4. Sciences
5. Mathematics
6. The Arts (or one additional subject from groups 2-4, subject to availability in the context of the FIS)

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

Each student takes at least three (but not more than four) subjects at the higher level and the remaining subjects at standard level. A fourth HL course is only recommended if this is a university entry requirement. Instructional time requirements over the two-year course: Standard level (SL) subjects - min. 150 hours; higher level (HL) subjects - min. 240 hours.

When choosing their IB Diploma Programme courses, students may choose between one of two pathways:

- FIS High School (HS) Diploma + IBDP Courses
- FIS High School (HS) Diploma + IB Diploma (full)

The table below illustrates the key difference between the pathways:

Pathway 1 HS Diploma + IB Courses	Pathway 2 HS Diploma + IB Diploma
<ol style="list-style-type: none"> 1. Min. 5 IBDP courses (typically six courses) 2. No HL courses required, although students are welcome to pursue a course at HL if desired and feasible 3. CAS 4. <i>Optional Extended Essay</i> 5. <i>Optional participation in TOK</i> 	<ol style="list-style-type: none"> 1. Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts and electives 2. 3 HL and 3 SL courses 3. CAS 4. Extended Essay 5. TOK
<ul style="list-style-type: none"> ✓ HS Diploma ✓ IB Course Certificates 	<ul style="list-style-type: none"> ✓ HS Diploma ✓ IB Diploma
6 or 8 components	9 components

Pathway 1: FIS High School Diploma + IB Courses

This pathway is for students who wish to take a *selection* of individual IBDP courses to match their needs and aptitudes without needing to meet the requirements for earning a full IB Diploma.

In this pathway, courses may be taken at Standard or Higher Level (with no minimum requirement of three courses at Higher Level, as required for the IB Diploma) based on prior academic results and standing.

Each course is freestanding. The student focuses on the accumulation of academic credit, assessed and awarded internally by the FIS at the end of each academic year.

In each IBDP course, the student may opt to pursue the external assessments (examination) by the IB, and the award of 'IB Course Certificates', one for each individual course.

These IBDP Course Certificates are not required for the FIS High School Diploma, but may add

value for admission to some university courses and systems (e.g. United States, United Kingdom foundation programs, Australia, Universities of Applied Sciences in the Netherlands).

Theory of Knowledge, which is a requirement for the full IB Diploma, is not required for the award of the FIS High School Diploma. Participation in these components, and achieving a passing grade in them, may offer a further opportunity to the student to accumulate additional academic credit.

Pathway 2: FIS High School Diploma + IB Diploma

The second pathway (FIS High School Diploma plus IB Diploma) at the FIS, is for students to take the full IB Diploma Programme for entry to universities around the world. Students are strongly encouraged to seek guidance and be realistic in their DP subject course selections.

Award of the IB Diploma

The IB defines the conditions for the Award of the IB Diploma in the General regulations: Diploma Programme (2014), Article 13.

13.1 All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.

13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

13.3 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Bilingual IB Diploma

The IB offers a bilingual diploma, which is awarded to a successful candidate who fulfills one or more of the following criteria:

- Completion of two languages selected from studies in language and literature subjects, with the award of a grade 3 or higher in both languages
- Completion of one of the subjects from individuals and societies, or sciences in a language that is not the same as the candidate's nominated studies in language and literature language
- Attainment of a grade 4 or higher in both the studies in language and literature and the subject from individuals and societies, or sciences and subject groups ("Diploma Assessment Procedures")

Student Time Demands

Success in the IB Diploma Programme hinges to a great extent on a student's ability to balance and manage time.

The FIS timetable follows a 10-day (two-week) cycle. Lessons are of one hour's duration, and include up to 5 minutes allowance for changeovers.

Overview of instructional time:

- Three HL courses: 9 lessons each per cycle
- Three SL courses: 6 lessons each per cycle
- TOK: 4 lessons per cycle
- Advisory: 2 lessons per cycle for the personal, social and emotional learning curriculum, careers exploration; and university applications
- PE: 2 lessons per cycle

Individual commitments

- Extended Essay: 40 hours over several months (supported by a supervisor)
- CAS: personal commitment to CAS experiences and learning outcomes; at least once a week students, should be dedicating time to CAS
- Additionally, students will work on Internal Assessments, review for exams, etc

Programme Continuation

Students' progress will be monitored throughout their time in Grades 11-12. Should concerns arise about an individual student's progress, we will work closely with the student and their parents to find a pathway to success. Where there are ongoing concerns about a full Diploma candidate's performance in their grade 11 year, continuing as a full Diploma candidate will be at the discretion of the school.

University Recognition

Each country has different requirements when it comes to the recognition of the IB Diploma. Most countries accept the IB Diploma as equivalent to their own national secondary school leaving diploma; others approve the IB Diploma when certain additional requirements have been met. The IB provides detailed information on each country's specifications ([linked here](#)).

Universities offer placements based on either students' predicted grades or on the actual grades earned. This varies significantly between countries and institutions. Please be sure to refer to the FIS University Admissions Handbook (available at the PIN in January) for detailed guidance.

In addition to government requirements, universities will typically have their own additional admissions requirements, which may specify:

- particular courses
- a particular combination of courses
- a particular combination of higher and standard level courses
- a minimum total points score
- a minimum score in the Higher Level (and sometimes Standard Level) courses

The requirements can be very specific and stringent, so it is important that students and their parents investigate country specific regulations, individual universities of interest and program of studies' requirements.

University requirements for admission can also include the completion of further entry examinations and language proficiency tests.

Course Selection Process

How should students select their subjects? Advice for students

It is important that students think carefully about subject choices for Grades 11-12. The FIS team will ensure a thoughtful, consultative process in which we consider the following important factors carefully for each individual student.

- Interests
- Academic performance
- Future plans & requirements

Interests

Students are encouraged to pick the subjects they are most interested in and enjoy. They are likely to do better in these as a result. Additionally, students will have a more enjoyable two years! This is particularly important for HL subjects because students spend 9 periods over two weeks in these subjects and have to do a lot of additional independent work in order to be successful.

Students should also consider the balance between different subjects and how that may affect workload and interest.

Academic performance

Students will need to review carefully their grades over the past two years; in particular, their performance thus far in Grade 10 in different subjects. Teachers will discuss with students how hard they had to work in each class to be successful and will offer advice so that course choices for Grades 11-12 will set students up for success in the years ahead, also taking into account the time and focus they are able to dedicate to their studies. Where there are serious concerns about a student's ability to meet with success in a chosen subject, teachers will share this with the student and note this on the course selection form. A follow-up conversation will take place based on the structure outlined in the Timeline & Overview section below.

Students are encouraged to speak with their current (Grade 10) teachers about course selection for the DP. Additionally, students are asked to seek information about the courses from the relevant heads of department (HoD). As subject matter experts, the HoD can provide students with more

information about the course requirements.

When making their decision in light of academic feasibility, experience shows that students are most likely to meet with success in the Diploma Programme when considering the following grade recommendations in making their choice:

DP Subject Groups 1-4 and 6	DP Subject group 5 (Mathematics)
HL: FIS MYP semester grade of 5 or higher	HL: FIS MYP semester grade of 6 or higher
SL: FIS MYP semester grade of 4 or higher	SL: FIS MYP semester grade of 4 or higher

Future plans & requirements

If students already have an idea of what they would like to study in future, then they need to do some research to see what the course requirements are – both in terms of required subjects, and required points. This information should help with Grade 11/12 pathway selection.

If students do not yet have an idea of what they would like to study, then at this point, select courses based on your interests and previous academic performance.

Course requirements for tertiary education vary from country to country. During future chats each student will have the opportunity to discuss their course selection in light of their future plans.

Timeline & Overview

Key dates and stages of the course selection process:

Dates	Stage / description
20 December	Initial communication sent home: Course Selection Guide
07 - 24 January	Grade 10 teachers offer information and guidance on course options Secondary leadership team available for brief consultation on a sign-up basis
09 January	Parent & Student Information Evening 17:30 <ul style="list-style-type: none"> ● Introduction to the High School Diploma and the IB Diploma ● Subject Heads introduce subjects ● Course choices - thinking about the future and information about university recognition of courses ● Students and parents will receive the Initial Course Selection Form, detailing all possible combinations at the FIS ● Students will continue to have conversations with their grade 10 teachers regarding their course choices ● Teachers will offer guidance and recommendations
24 January	Initial Course Selection Form Submission
24 January - 28 Feb	Curricular Leaders and Secondary Leadership Team review choices and sign off on forms if there are no academic concerns Concerns are followed up with with students

3 - 7 March	Fasching Break
10 - 28 March	Future Chats: Students discuss their choices with key staff members in light of their personal interests; ability (informed by semester reports and teacher recommendations); and future plans / recognition considerations.
March	<p>Continued follow-up on course choices: The Secondary School leadership team will follow up with students and their parents in case</p> <ul style="list-style-type: none"> • any of the choices have not been signed off by one of the curricular leaders • the review by the Head of Educational Administration indicated potential problems regarding German recognition, where this is desired • any further issue which might have come up in a Future Chat <p>The purpose is to discuss how the concerns raised may impact the student's opportunities to meet with success, and to explore alternative options. The school will advise the student to select courses that will set them up for success in the context of their past performance, interests and future plans. Should the student and parents maintain a choice against the school's advice, we will define in writing any conditions the school may have.</p> <p>Hard copies of Firm Course Selection forms will be sent home at this stage to be signed by parents as well as students by Fr, 28 March. Beyond this point, course changes will only be possible within planned staffing parameters for 2025-6.</p>
19 - 28 May	DP Prep Week 1 in order to give more familiarity with subjects and levels; students confirm their final choices and have any changes signed off on by parents, HoDs and DP coordinator.
2 - 20 June	Work experience and Grade 10 trip to Paris
23 - 27 June	DP Prep Week students will have lessons in each chosen subject during these weeks. Course adjustments can be made, if needed, by appointment. This is the last opportunity to request course changes before the beginning of Grade 11.
Tue 1 July	Internal end of year report card grades
25 Aug	MYP eAssessment results (First day of Grade 11)
26 Aug - 12 September	Students have their first DP lessons. Any requests for changes must be processed in an appointment.
12 September	Deadline for <i>course or level</i> adjustments, this applies to <i>any</i> changes (subject or level). Any changes from here on will not meet requirements for ZAST recognition.

Academic Integrity

Academic integrity in the Diploma Programme is a set of values and behaviours informed by the attributes of the IB Learner Profile. In teaching, learning and assessment, academic integrity serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. For more information about the FIS' approach to academic integrity, please see the FIS Academic Integrity Policy, available on the Parent Portal.

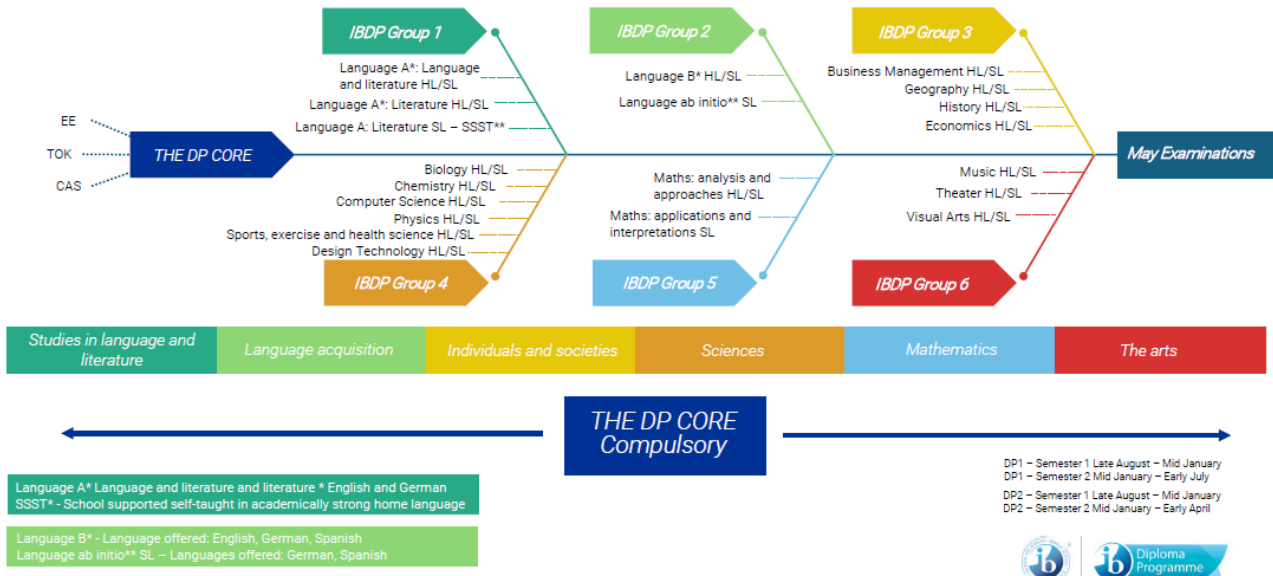
All coursework—including work submitted for assessment—is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.

For further information on academic integrity in the IB and the Diploma Programme, please consult the IB [Academic Integrity](#) page as well as the [FIS Academic Integrity Policy](#).

Course Selection: Examples

STUDENT 1	LEVEL	STUDENT 2	LEVEL
English A literature	HL	German A language and literature	HL
German B	HL	English B	HL
Business Management	SL	History	HL
Physics	HL	Biology	SL
Mathematics: applications and interpretation	SL	Mathematics: applications and interpretation	SL
Visual Arts	SL	Business Management*	SL
<i>One course from each of the 6 subject groups.</i>		<i>An additional Group 3 course instead of a Group 6 course, subject to availability (unique to each cohort)</i>	
STUDENT 3	LEVEL	STUDENT 4	LEVEL
English A language and literature	HL	English A language and literature	SL
German B	SL	Spanish B	SL
Geography	HL	History	SL
Sport, exercise and health science	HL	Physics	HL
Mathematics: applications and interpretation	SL	Mathematics: analysis and approaches	HL
Korean Literature SSST	SL	Computer Science	HL
<i>A second Group 1 language course is selected instead of a Group 6 course</i>		<i>An additional Group 4 course instead of a Group 6 course.</i>	
STUDENT 5	LEVEL	STUDENT 6	LEVEL
English A literature	HL	English A language and literature	SL
German B	HL	German B	SL
Economics	SL	Geography	SL
Physics	HL	Sport, exercise and health science	SL
Mathematics: analysis and approaches	SL	Mathematics: applications and interpretation	SL
Spanish <i>ab initio</i>	SL	Music	SL
<i>A second Group 2 language course is selected instead of a Group 6 course</i>		<i>Student undertakes IB Certificates courses, or the HS Diploma</i>	

IBDP Subject Pathways at the FIS



Group 1: Studies in Language and Literature

Group 1 courses meet the requirements of students whose Language A is their strongest language, while taking into consideration that many students have complex language profiles and may be bilingual, trilingual or even multilingual.

Studies in language and literature aims

The aims of all subjects in studies in language and literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature

Language and Literature: English (SL, HL) or German (SL, HL)

In the **language A: language and literature course** students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world.

Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and visual and audio elements work independently or together to influence the audience/reader and how audiences/readers open up the possibilities of texts.

With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large.

The distinction between SL and HL is summarised below:

Works read	SL	HL
Works in translation written by authors on the	Study of a minimum of one work	Study of a minimum of two works

Prescribed reading list		
Works originally written in the language studied, by authors on the Prescribed reading list	Study of a minimum of one work	Study of a minimum of two works
Free choice works	Study of two works freely chosen	Study of two works freely chosen
Total works studied	4	6
External assessment	SL	HL
Paper 1: Guided textual analysis	A guided analysis of a previously unseen non-literary extract or text from a choice of two	Two guided analyses of previously unseen non-literary extracts or texts
HL essay		A 1200-1500 word essay exploring a line of inquiry in connection with a studied body of work or work

The learner portfolio is not specifically assessed but it is an important tool in helping students prepare for formal assessment. It provides a place for students to practise and develop the skills necessary for performing successfully in paper 2.

In Paper 2 there are four questions of a general nature for both SL and HL, and differentiation is achieved through the use of different assessment criteria. Internal assessment tasks and criteria are the same at SL and at HL.

ASSESSMENT

External Assessment 80% HL 70% SL	Two written examination papers: <ul style="list-style-type: none"> • Paper 1: Guided literary analysis • Paper 2: Comparative essay HL Essay	35% HL / 35% SL 25% HL / 35% SL 20% HL
Internal Assessment 20% HL 30% SL	Individual Oral	20% HL / 30% SL

Literature: English (HL, SL), German (HL, SL)

NB: Literature is also available for other home languages, as a School-Supported Self-Taught Literature course (SL only).

In the language A: literature course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- the creativity of writers and readers
- the nature of the interaction with the writers' and readers' respective contexts and with literary tradition
- the ways in which language can give rise to meaning and/or effect
- the performative and transformative potential of literary creation and response

Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them.

Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

The distinction between SL and HL is summarised below:

Works read	SL	HL
Works in translation written by authors on the Prescribed reading list	Study of a minimum of three works	Study of a minimum of four works
Works originally written in the language studied, by authors on the Prescribed reading list	Study of a minimum of four works	Study of a minimum of five works
Free choice works	Study of two works freely chosen	Study of four works freely chosen
Total works studied	9	13
External assessment	SL	HL
Paper 1: Guided literary analysis	A guided analysis of a previously unseen literary extract or text from a choice of two	Two guided analyses of previously unseen literary extracts or texts
HL essay		An essay of 1,200- 1,500 word essay exploring a line of inquiry in connection with a studied literary work

The learner portfolio is not specifically assessed but it is an important tool in helping students prepare for formal assessment. It provides a place for students to practise and develop the skills necessary for performing successfully in Paper 2.

In Paper 2 there are four questions of a general nature for both SL and HL, and differentiation is achieved through the use of different assessment criteria. Internal assessment tasks and criteria are the same at SL and at HL.

ASSESSMENT

External Assessment 80% HL 70% SL	Two written examination papers: <ul style="list-style-type: none"> ● Paper 1: Guided literary analysis ● Paper 2: Comparative essay HL Essay	35% HL / 35% SL 25% HL / 35% SL 20% HL
Internal Assessment 20% HL 30% SL	Individual Oral	20% HL / 30% SL

School-Supported Self-Taught Literature course (SL only)

School-supported self-taught students

School-supported self-taught (SSST) students may study language A: literature at SL only. They will be expected to meet the same syllabus requirements as for taught SL students, but with the following exception: all works studied must be written by authors chosen from the *Prescribed reading list*.

The open nature of the language A: literature syllabus means SSST students must be given assistance with specific aspects of their studies. They must be assigned a tutor in their first and best language and a special class must be created including all SSST students in the cohort which is scheduled in their school timetable. These arrangements are necessary to equip SSST students with the information and skills they will need to select works for their booklist, and to help them decide which works to use for each of the assessment components.

Students will also need guidance in choosing a suitable global issue for the works selected for the internal assessment, in selecting the extracts from each of them and in organizing their individual oral.

A separate resource tailored to SSST students is available on the programme resource centre.

School-supported self-taught students external assessment details—SL

All assessment tasks for school-supported self-taught (SSST) students are externally assessed.

Paper 1 and paper 2 are the same as for taught students. The weightings for each component, as well as the assessment criteria and the marks awarded, are also the same as for taught students.

The individual oral (SSST variant) is assessed externally.

Individual oral (SSST variant)

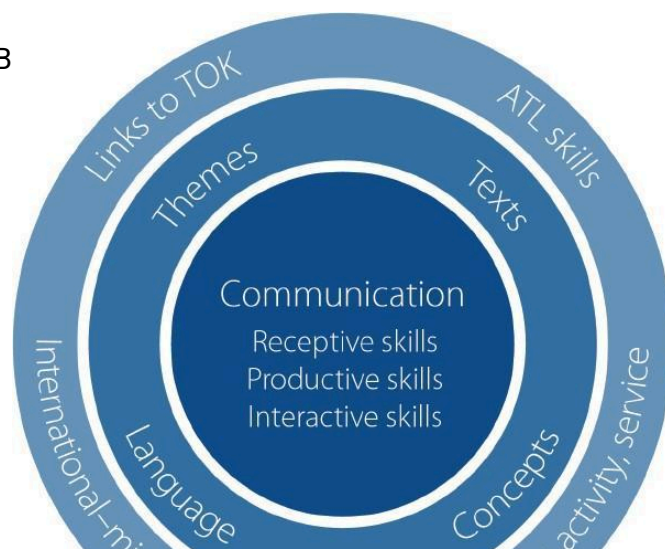
The preparation and basic procedure of the individual oral for SSST candidates are the same as for taught students. In the oral assessment of SSST candidates, however, there will be no questions from the teacher. That time will be incorporated to the time available for SSST candidates to develop their individual oral. This component will therefore consist solely of a 15-minute individual oral by the candidate.

Group 2: Language Acquisition

Language acquisition aims

The following aims are common to both language B and language ab initio:

1. develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance
2. enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes



3. encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
4. develop students' understanding of the relationship between the languages and cultures with which they are familiar
5. develop students' awareness of the importance of language in relation to other areas of knowledge
6. provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills
7. provide students with a basis for further study, work and leisure through the use of an additional language
8. foster curiosity, creativity and a lifelong enjoyment of language learning

Language B: English, German, Spanish (HL, SL)

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their 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, as appropriate to the level of the course.

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.

The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar – the what of language – is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests.

For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of two literary works is required at HL.

A key aim of the language B course is to develop international- mindedness through the study of language, culture, and ideas and issues of global significance. Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self-awareness as inquirers in their own language learning process. As appropriate to the level of the course, communication skills are reinforced through the other categories of approaches to learning skills: thinking, research, social and self-management skills.

Concepts

- audience
- purpose
- meaning
- context
- variation

ASSESSMENT

External Assessment 75%	Two written examination papers: <ul style="list-style-type: none">• Paper 1: Productive Skills - Writing• Paper 2: Receptive Skills - Reading and Listening	25% 50%
Internal Assessment 25%	Individual oral assessment	25%

Language *Ab Initio*: German, Spanish (SL only)

Group 2 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.

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 study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language ab initio students must study authentic texts that explore the culture(s) of the target language.

A key aim of the language ab initio course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance. Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self-awareness as inquirers in their own language learning process. As appropriate to the level of the course, communication skills are reinforced through the other categories of approaches to learning skills: thinking, research, social and self-management skills.

ASSESSMENT

External Assessment 75%	Two written examination papers: <ul style="list-style-type: none">• Paper 1: Productive Skills - Writing• Paper 2: Receptive Skills - Listening and Reading	25% 50%
Internal Assessment 25%	Individual oral assessment	25%

Group 3: Individuals & Societies

Business Management (HL, SL)

Course description and aims

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

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

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

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

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

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

Assessments at a glance: HL

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		4 hours 30 minutes	80
Paper 1	Based on a pre-released statement that specifies the <i>context</i> and <i>background</i> for the unseen case study	1 hour 30 minutes	25
Paper 2	Based on unseen stimulus material with a quantitative focus	1 hour 45 minutes	30
Paper 3	Based on unseen stimulus material about a social enterprise	1 hour 15 minutes	25
Internal			
Business research project	Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	20 hours	20

Assessments at a glance: SL

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		3 hours	70
Paper 1	Based on a pre-released statement that specifies the <i>context</i> and <i>background</i> for the unseen case study	1 hour 30 minutes	35
Paper 2	Based on unseen stimulus material with a quantitative focus	1 hour 30 minutes	35
Internal			
Business research project	Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	20 hours	30

Economics (HL, SL)

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

Course Concepts:

- scarcity
- choice
- efficiency
- equity
- economic well-being
- sustainability
- change
- interdependence and intervention

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

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools, and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making

ASSESSMENT

Type of Assessment	Format of assessment	Time	Weighting of final HL grade (%)
External		4 hours 45 mins	80
Paper 1	Extended response paper based on all units of the syllabus	1 hour 15 mins	20
Paper 2	Data response paper based on all units of the syllabus	1 hour 45 mins	30
Paper 3 (HL Only)	Policy paper based on all units of the syllabus	1 hour 45 mins	30
Internal			
Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	20

Geography (HL, SL)

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between diverse places. These may be defined on a variety of scales and from the perspectives of a different range of factors, with varying powers over decision-making processes.

The Diploma Programme geography course integrates physical, economic, environmental and human geography, ensuring that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Course Concepts

- Places : scales / spatial interactions
- Processes
- Power
- Possibilities

Geography aims

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

1. develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
2. develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
 - acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
 - synthesising diverse geographic knowledge in order to form viewpoints about how these issues could be resolved
3. understand and evaluate the need for planning and sustainable development through the management of resources at varying scales

ASSESSMENT

External Assessment 80% HL 75% SL	Paper 1: Geographic Themes (2 options SL, 3 options HL)	35% HL / 35% SL
	Paper 2: Geographic Perspectives - Global Change (Units 1, 2 and 3)	25% HL / 40% SL
	Paper 3: HL extension (Units 4, 5 and 6)	20% HL
Internal Assessment 20% HL 25% SL	Fieldwork written report (2500 words)	20% HL 25% SL

History (HL, SL)

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance.

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying History develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasises the importance of encouraging students to think historically and to develop historical skills, as well as gaining factual knowledge. It places a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging critical exploration of the past.

Course Concepts

- Causation
- Change
- Continuity
- Consequence
- Significance
- Perspectives

History aims

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

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

ASSESSMENT

External Assessment 80% HL 75% SL	Paper 1: Prescribed Subject 3 Paper 2: World History Topics 10 and 12 <ul style="list-style-type: none">● Topic 10: Authoritarian states (20th century)● Topic 12: The Cold War: Superpower tensions and rivalries (20th century) Paper 3: Option 4 - History of Europe	20% HL / 30% SL 25% HL / 45% SL 35% HL
Internal Assessment 20% HL 25% SL	HL: Historical Investigation SL: Historical Investigation	20% 25%

Group 4: Sciences

Biology (SL, HL)

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

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

Syllabus Content

Units are structured according to theme and level of organisation. Each theme is addressed at each level of organisation.

Themes	Levels of Organization
Unity and diversity	Molecules
Form and function	Cells
Interaction and independence	Organisms
Continuity and change	Ecosystems

Experimental Programme

Practical work

Collaborative sciences project

Scientific investigation

(IB Biology Subject Brief 2022)

Chemistry (SL, HL)

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject

therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

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

Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Syllabus Content

Models of the particulate nature of matter

Models of bonding and structure

Classification of matter

What drives chemical reactions?

How much, how fast and how far?

What are the mechanisms of chemical change?

Experimental Programme

Practical work

Collaborative sciences project

Scientific investigation

(IB Chemistry Subject Brief, 2022)

Physics (SL, HL)

As one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments.

DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Syllabus Content

Space, time and motion

The particulate nature of matter

Wave behaviour

Fields

Nuclear and quantum physics

Experimental Programme

Practical work

Collaborative sciences project

Scientific investigation

(IB Physics Subject Brief, 2022)

Sports, Exercise & Health Science (SL, HL)

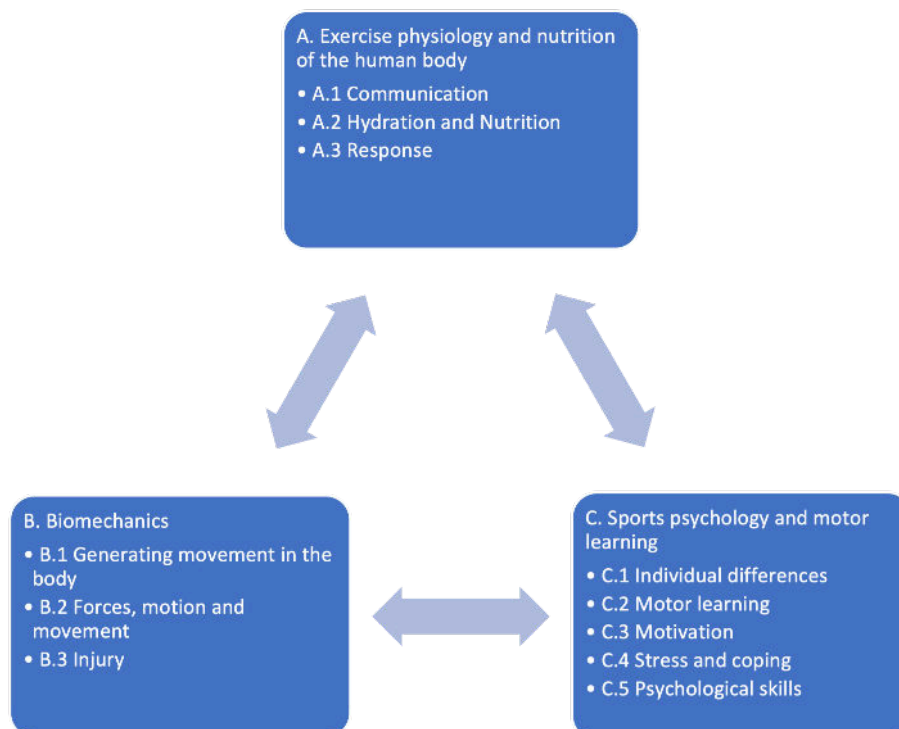
Sports, exercise and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century.

Course Content

The SEHS curriculum explores three themes:

- exercise physiology and nutrition of the human body
- biomechanics
- sports psychology and motor learning.

Through these, SEHS students will develop long-enduring knowledge and understanding of the science at play in human physiology, biomechanics and psychology. The study of their interconnections will provide students opportunities to explore different perspectives and conceptual frameworks.



Computer Science (SL, HL)

Computer Science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

The Diploma Programme Computer Science course is engaging, accessible, inspiring and rigorous.

It has the following characteristics:

- draws on a wide spectrum of knowledge
- enables and empowers innovation, exploration and the acquisition of further knowledge
- interacts with and influences cultures, society and how individuals and societies behave
- raises ethical issues
- is underpinned by computational thinking

Computational thinking involves the ability to:

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

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

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

Computer Science aims

Diploma Programme computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasises the need for both a theoretical and practical approach.

It is in this context that the Diploma Programme computer science course aims to:

1. 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
2. provide a body of knowledge, methods and techniques that characterize computer science
3. enable students to apply and use a body of knowledge, methods and techniques that characterize computer science
4. demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
5. engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
6. develop logical and critical thinking as well as experimental, investigative and problem-solving skills
7. develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
8. raise awareness of the moral, ethical, social, economic and environmental implications of

- using science and technology
9. develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
 10. encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method

ASSESSMENT

External Assessment 80% HL 70% SL	Written examinations <ul style="list-style-type: none"> • Paper 1: Compulsory short answer and structured questions • Paper 2: Options paper with compulsory questions. Additional questions for HL (no calculators) 	40% HL / 35% SL 40% HL / 35% SL
Internal Assessment 20% HL 30% SL	Solution: Development of a computational solution with a product	20 % HL / 30% SL

Design Technology (SL, HL)

The DP design technology course is engaging, accessible, inspiring and rigorous. It has the following characteristics.

The course:

- draws on a wide spectrum of knowledge
- enables and empowers innovation, exploration and the acquisition of further knowledge
- actively promotes the act of learning by experience through topics designed for practical exploration
- raises ethical issues in design
- is underpinned by design thinking.
- draws on a wide spectrum of knowledge • enables and empowers innovation, exploration and the acquisition of further knowledge • actively promotes the act of learning by experience through topics designed for practical exploration • raises ethical issues in design • is underpinned by design thinking.

Design thinking involves the ability to:

- understand users, challenge one's own assumptions, redefine complex problems and create innovative solutions that can be modelled and tested
- utilize an experimental and inquiry-based approach to problem-solving
- engage with empathy, definition, ideation, prototyping and testing
- appreciate how theoretical and practical limitations affect the extent to which problems can be solved.

During the course students will develop a product design solution. This will involve the ability to:

- identify a problem or need
- design, model, test and develop a product design solution (performance testing)
- liaise with clients, target audiences and end-users to evaluate the success of the product design solution (user testing).

Design technology aims

Through studying design technology, students should become aware of how designers work and communicate with each other. While the design methodology may take on a wide variety of forms, it is the emphasis on a practical approach through design work that characterizes this subject.

The aims of the subject state in a general way what the teacher may expect to teach or do, and what a student may expect to experience or learn.

The aims enable students, through the overarching theme of the nature of design, to develop:

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

ASSESSMENT

External Assessment 70% HL 60% SL	Written examinations <ul style="list-style-type: none"> • Paper 1: Multiple choice questions. • Paper 2: Short answer and extended response questions. 	25% HL / 20% SL 45% HL / 40% SL
Internal Assessment	Design Project- individual	40% SL and HL 30%

Group 5: Mathematics

In Group 5 subjects the structure of IB DP mathematics courses, sets out two different routes to choose from:

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

Mathematics: applications and interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context. This course is **offered at SL only**.

Group 5 aims

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

1. develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
2. develop an understanding of the concepts, principles and nature of mathematics
3. communicate mathematics clearly, concisely and confidently in a variety of contexts
4. develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
5. employ and refine their powers of abstraction and generalisation
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
7. appreciate how developments in technology and mathematics influence each other
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
11. develop the ability to reflect critically upon their own work and the work of others
12. independently and collaboratively extend their understanding of mathematics

ASSESSMENT

External Assessment 80%	Written examinations <ul style="list-style-type: none"> ● Paper 1: HL 120 minutes / SL 90 minutes ● Paper 2: HL 120 minutes / SL 90 minutes ● Paper 3 HL only 75 minutes 	30% HL / 40% SL 30% HL / 40% SL 20% HL
Internal Assessment 20%	Continual assessment of practical work HL = Mathematical exploration SL = Mathematical exploration	20 % HL / 20% SL

Analysis and Approaches (HL, SL)

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

(IBDP Analysis and Approaches Guide)

Course Content

Topic 1: Number and algebra

Topic 2: Functions

Topic 3: Geometry and trigonometry

Topic 4: Statistics and probability

Topic 5: Calculus

The toolkit and the mathematical exploration: *Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.*

Please note that all topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in this guide. Additionally students are also required to be familiar with the topics listed as prior learning. Please refer to the subject guide and Math teaching staff for additional information and clarification.

Applications and Interpretation (SL only)

This course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

(IBDP Applications and Interpretations Guide)

Course Content

Topic 1: Number and algebra

Topic 2: Functions

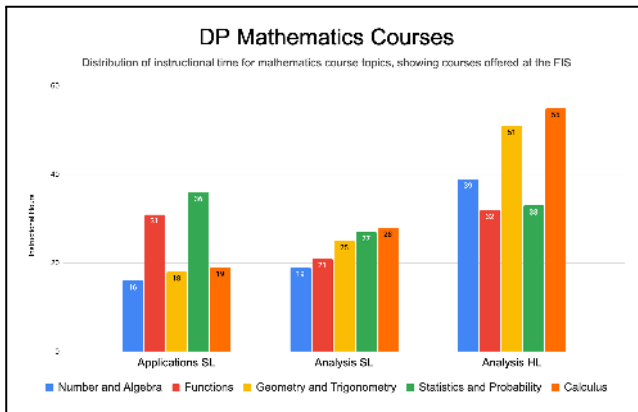
Topic 3: Geometry and trigonometry

Topic 4: Statistics and probability

Topic 5: Calculus

The toolkit and the mathematical exploration: *Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.*

Please note that all topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in this guide. Additionally students are also required to be familiar with the topics listed as prior learning. Please refer to the subject guide and Math teaching staff for additional information and clarification.



Group 6: The Arts

Music

This practical course fosters students' musicianship and shapes their musical identities as researchers, creators and performers. The course defines musicianship as comprising three, intrinsically connected aspects:

1. knowledge and understanding of diverse musical material
2. engagement with the musical processes of exploring, experimenting and presenting
3. competencies and skill in the musical roles of researchers, creators and performers

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

Throughout the music course, students at SL and HL will:

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

(IBDP Music Guide)

ASSESSMENT

External Assessment 50% HL 70% SL	Exploring music in context Presenting music	20% HL / 30% SL 30% HL / 40% SL
Internal Assessment 50% HL 30% SL	Experimenting with music The contemporary music-maker (HL only)	20% HL / 30% SL 30% HL

Theatre

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualise their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically

reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Syllabus Outline

Theatre in context

- Creating theatre based on theatre theory (HL only)
- Working with play texts (SL and HL)
- Examining world theatre traditions (SL and HL)
- Collaboratively creating original theatre (SL and HL)

Theatre processes

- Creating theatre based on theatre theory (HL only)
- Working with play texts (SL and HL)
- Examining world theatre traditions (SL and HL)
- Collaboratively creating original theatre (SL and HL)

Presenting theatre

- Creating theatre based on theatre theory (HL only)
- Working with play texts (SL and HL)
- Examining world theatre traditions (SL and HL)
- Collaboratively creating original theatre (SL and HL)

(IBDP Theatre Guide)

Theatre aims

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:

4. understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre)

ASSESSMENT

External Assessment 75% HL 65% SL	Solo Theatre Piece (HL Only) Director's notebook Research presentation	35% HL 35% SL / 20% HL 30% SL / 20% HL
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Internal Assessment 25% HL 35% SL	Collaborative Project	35% SL / 25% HL
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Visual Arts

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment Th

In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

Visual Arts aims

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

ASSESSMENT

External Assessment 60%	Comparative Study	20%
	Process Portfolio	40%
Internal Assessment 40%	Exhibition	40%

DP Core Requirements

Creativity, Activity, Service (CAS)

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

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

In CAS students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives.

CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing.

Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualised according to student interests, skills, values and background.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

(IBDP Creativity, Activity, Service Guide)

Extended Essay

The [Extended Essay](#) is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or viva voce, with their supervisor following the completion of the Extended Essay (EE).

The EE is assessed against common criteria, interpreted in ways appropriate to each subject.

Key features of the EE:

- The EE is compulsory for all students taking the Diploma Programme and is an *option* for course students.
- A student must achieve a D grade or higher to be awarded the IB Diploma.
- The EE is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The EE process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- The EE is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher.

(IBDP Extended Essay Guide)

Theory of Knowledge (TOK)

In [TOK](#), students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.

The course centres on studying the nature of knowledge by discussing knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?”.

The TOK curriculum is made up of three deeply interconnected parts.

The core theme—Knowledge and the knower: This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.

Optional themes: This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world today and play a key role in shaping people’s perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.

Areas of knowledge: The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.

ASSESSMENT

There are two assessment tasks in the TOK course.

External Assessment 67%	TOK Essay on a prescribed title (1600 words)
Internal Assessment 33%	Theory of Knowledge Exhibition

The [TOK exhibition](#) assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.

The [TOK essay](#) engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

TOK & EE Points Matrix

Figure 9: Award of points for TOK and the EE

	Theory of knowledge (TOK)					
Extended essay	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

(Diploma Programme Assessment Procedures 2023, p. 148)