

International Baccalaureate Diploma Programme

Curriculum Handbook

2023-2024

(Examinations in 2024)

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IB Mission Statement

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

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

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

The IB Learner Profile

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

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.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The aims of the Diploma Programme

The Diploma Programme is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

Mercedes College sees the implementation of the International Baccalaureate Diploma Programme as a means of achieving a number of goals:

- To further the International scope of the school and its community.
- To encourage the pursuit of academic excellence through a demanding broad educational programme.
- To participate in a course which encourages students to recognise that they are part of a total world community.
- To facilitate student mobility between countries.
- To provide professional development opportunities for teachers.

Who is the IB Diploma for?

Obviously, access to universities throughout the world is a major attraction of the IB Diploma, both for families of international business people and diplomats, and for local students who, realistically or not, are drawn by the prospect of overseas tertiary study.

Many students who undertake the IB Diploma course at Mercedes, however, do not wish to study overseas. Instead they are attracted by the intrinsic qualities of the IB Diploma curriculum itself and how well it prepares them for University studies.

Features which past students have expressly valued include:

- its academic rigour;
- its breadth and balance;
- its emphasis upon learning to think for oneself; and
- the development of the skills of individual research and self-directed, efficient study, which has subsequently been found to be so important at university.

Although the IB Diploma course successfully challenges able students, it has far wider appeal. Anyone who has a reasonable chance of ultimately being able to cope with University study can also cope with the IB Diploma. This is a course which is suitable for any student who intends doing tertiary study and who has developed an interest in learning and a self-motivated approach for study.

IB Diploma structure at Mercedes

Although students will select either the IB Diploma or SACE at the beginning of Year 11, all students will meet the criteria necessary to complete Stage 1 of their SACE Certificate. In this way, an IB student may transfer to SACE if the pressure of work becomes too great or if any other difficulties are encountered. In some Year 11 classes there will be a mixture of IB Diploma and SACE students, and a similar curriculum is followed.

In Year 12, however, the two courses diverge. After the start of Year 12 IB Diploma students will be committed to the course and will not be able to transfer to SACE. At this point, separate IB Diploma classes will operate in most subject areas.

Mercedes IB Diploma students will sit for their exams in the November of Year 12 at the same time as SACE students. In this way, IB Diploma students will be able to begin University at the same time as SACE students.

Cost

The IB Diploma is an expensive course to offer and requires a high commitment from school, staff and students. The school believes that the benefits to the school and the student body far outweigh the cost. A small fee is required to cover some of the additional costs associated with the external assessment of the Diploma courses.

The Diploma Programme

The course is presented as six academic areas enclosing a central core (see figure 1). It encourages the concurrent study of a broad range of academic areas. Students study: two modern languages (or a modern language and a

classical language); a humanities or social science subject; an experimental science; mathematics; one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.



Figure 1 - Diploma Programme model

Choosing the right combination of subjects

Students are required to choose one subject from each of the six academic areas, although they can choose a second subject from groups 1 to 5 instead of a group 6 subject.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL).

The IB recommends 240 teaching hours for HL subjects and 150 hours for SL.

Subjects at HL are studied in greater depth and breadth than at SL.

GROUP 1: Studies in Language and Literature

A first modern language: Language A: Literature (usually a student's native language).

This course is based upon a study of the literature of that language, but also includes works translated from another language designed to expose students to cultural bases other than their own.

Subjects offered at Mercedes are English A and Chinese A. Other Language A courses may be available through external bodies such as the School of Languages or through a Self-Taught (School-supported) option. Any interest in these options must be referred to the IB Diploma Coordinator.

GROUP 2: Language Acquisition

A second modern language: Language B or Language ab initio.

Languages offered at Mercedes are English B, French B, Indonesian B and Spanish *ab initio*.

The Language B courses are intended for students with several years' prior study of the language, and it emphasises the acquisition and development of the language skills of listening, speaking, reading and writing. These are taught through the study of a wide range of oral and written texts, including some formal literature.

The Language *ab initio* course is intended for students with no formal background in the language.

GROUP 3: Individuals and Societies

Students select one of Business Management, History, Economics or Psychology.

GROUP 4: Experimental Sciences

Students select one of Biology, Chemistry, Physics, or Sports, Exercise, and Health Science.

GROUP 5: Mathematics

Students select one of Mathematics: Analysis and Approaches, or Mathematics: Applications and Interpretation.

GROUP 6: The Arts

Students select one of the following options:

- Visual Arts, Theatre or Music
- OR
- A second selection from Groups 1 - 4

Note that subjects available for each group may change depending on demand

Core requirements

All Diploma Programme students participate in the three course requirements that make up the core of the hexagon. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme.

The theory of knowledge course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme course, and to make connections across the academic areas.

The extended essay, a substantial piece of writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. It also encourages them to develop the skills of independent research that will be expected at university.

Creativity, activity, service involves students in experiential learning through a range of artistic, sporting, physical and service activities.

The Extended Essay

In their **Extended Essay**, which must be written as part of their Diploma course, students have a further opportunity to carry out in-depth, very closely focused study, within one of their subjects.

The Extended Essay is assessed externally, using clearly specified criteria. It is usually completed by the end of Semester One in Year 12.

Students approach a staff member to act as their supervisor throughout the process.

The Nature of the Extended Essay

The Extended Essay is defined as an in-depth study of a limited topic within a subject. Its purpose is to provide candidates with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the Extended Essay in compliance with these Guidelines. This emphasis is reflected in the relative weighting of 2:1 between the General and Subject Assessment Criteria.

The recommended length of time for candidates to spend on the preparation and writing of the Extended Essay is 40 hours.

The Choice of Subject

The subject in which the Extended Essay is registered must be chosen from the list of available subjects given in the General Regulations.

It is advisable to choose the subject for the Extended Essay before deciding what the topic or research question of the Extended Essay will be. Since a limited range of subjects is available, certain topics may not be appropriate for an Extended Essay.

The subject chosen for the Extended Essay does not have to be one of the subjects being studied by the candidate for the Diploma, but care should be taken to choose a subject about which the candidate has sufficient knowledge and one that has an appropriate supervisor available at the College.

In choosing a subject an essential consideration is the personal interest of the candidate.

The Choice of Topic

The topic of the Extended Essay is the particular area of study within the chosen subject.

Candidates should aim to choose a topic which is both interesting and original to them. The topic chosen should be limited in scope to allow candidates to analyse the topic in depth. A broad topic is unlikely to result in a successful Extended Essay.

An unsuitable topic is one which requires no personal research, is entirely dependent upon summarising secondary sources and/or requires an essentially narrative or descriptive approach.

The choice of topic should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation.

Writing a précis of a well-documented topic is unlikely to result in a successful Extended Essay.

Candidates are not expected to make a contribution to knowledge within a subject.

Theory of Knowledge (ToK)

Knowing about knowing

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse **knowledge claims** and explore **knowledge questions**. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between **shared knowledge** and **personal knowledge** is made in the TOK guide. This distinction is intended as a device to help teachers construct their TOK course and to help students explore the nature of knowledge.

The ways of knowing

While there are arguably many ways of knowing, the TOK course identifies eight specific ways of knowing (WOKs). They are **language, sense perception, emotion, reason, imagination, faith, intuition, and memory**. Students must explore a range of ways of knowing, and it is suggested that studying four of these eight in depth would be appropriate.

The WOKs have two roles in TOK:

- they underlie the methodology of the areas of knowledge
- they provide a basis for personal knowledge.

Discussion of WOKs will naturally occur in a TOK course when exploring how areas of knowledge operate. Since they rarely function in isolation, the TOK course should explore how WOKs work, and how they work together, both in the context of different areas of knowledge and in relation to the individual knower. This might be reflected in the way the TOK course is constructed. Teachers should consider the possibility of teaching WOKs in combination or as a natural result of considering the methods of areas of knowledge, rather than as separate units.

The areas of knowledge

Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge. They are **mathematics**, the **natural sciences**, the **human sciences**, the **arts, history, ethics, religious knowledge systems**, and **indigenous knowledge systems**. Students must explore a range of areas of knowledge, and it is suggested that studying six of these eight would be appropriate.

The knowledge framework is a device for exploring the areas of knowledge. It identifies the key characteristics of each area of knowledge by depicting each area as a complex system of five interacting components. This enables students

to effectively compare and contrast different areas of knowledge and allows the possibility of a deeper exploration of the relationship between areas of knowledge and ways of knowing.

Assessment

There are two assessment tasks in the TOK course: an essay and a presentation. The essay is externally assessed by the IB, and must be on any one of the six prescribed titles issued by the IB for each examination session. The maximum word limit for the essay is 1,600 words.

The presentation can be done individually or in a group, with a maximum group size of three. Approximately 10 minutes per presenter should be allowed, up to a maximum of approximately 30 minutes per group. Before the presentation each student must complete and submit a presentation planning document (TK/PPD). The TK/PPD is internally assessed alongside the presentation itself, and the form is used for external moderation.

Creativity, Activity, Service (CAS)

Creativity, activity, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

Creativity: arts, and other experiences that involve creative thinking.

Activity: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life changing.

For student development to occur, CAS should involve:

- real, purposeful activities, with significant outcomes
- personal challenge—tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's Diploma Programme work.

Concurrency of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months.

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved eight key learning outcomes. The school's CAS programme is regularly monitored by the relevant regional office.

At Mercedes, each student's progress in CAS is monitored by their CAS Advisor, with whom they meet regularly, and by the CAS Coordinator.

Aims of CAS

Within the Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile.

The CAS programme aims to develop students who are:

- Enjoy and find significance in a range of CAS experiences
- Purposefully reflect upon their experiences
- Identify goals, develop strategies and determine further actions for personal growth
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained and collaborative CAS projects

- Understand they are members of local and global communities with responsibilities towards each other and the environment.

Responsibilities of the student

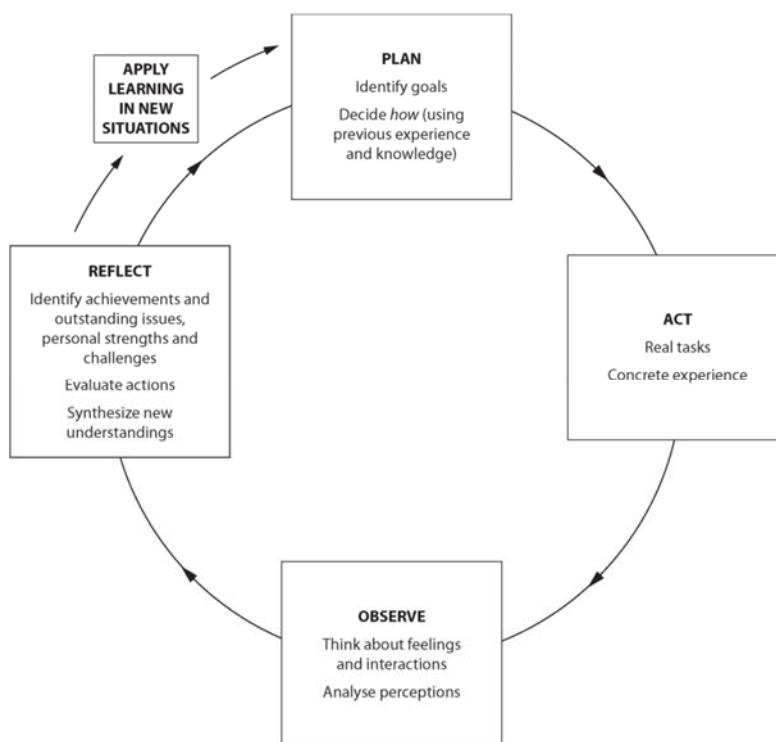
Students are required to:

- Conduct a self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme in a CAS plan
- plan, do and reflect – student plan activities in consultation with the individual activity supervisor(s), carry them out and regularly reflect on what they have learned in order to demonstrate their achievement of the eight learning outcomes. Both the planning and reflection stages are recorded using the ManageBac website.
- Participate in regular progress meetings with their CAS advisor
- take part in a range of activities, including at least one “CAS project”, which must be student-led, of significant duration, collaborative and involve at least two of the three strands of Creativity, Action and Service
- obtain evidence of their involvement from activity supervisors (which can be done through the ManageBac site).

Experiential learning

Experiential learning is learning that occurs through experience rather than through academic study. This is at the heart of the CAS program.

As the figure (below) indicates, experiential learning involves much more than just the activity itself: planning, acting, observing and reflecting are all crucial in making the experience as valuable as possible.



Among the benefits of experiential learning are the following. Students are enabled to:

- see the application of academic learning, social and personal skills to real life situations
- bring real benefits to self and/or others
- understand their own capacity to make a difference
- make decisions that have real, not hypothetical, results
- develop skills to solve problems
- develop a sense of responsibility and accountability for their actions.

Reflection, recording and reporting

At Mercedes, students are able to document their CAS activities, from planning to reflection, using the ManageBac website. Good critical reflection can take time to develop. Just as the kind of reflection that a critic applies to a work

of art or literature is something that develops with time and experience, so the kind of reflection appropriate in CAS is something that requires guidance and practice.

The fundamentals are simple. Of any activity, it is appropriate to ask the following questions.

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?

The difficulty lies in the complexity of the possible answers.

Experiential learners might consider, where appropriate, for themselves and others, and for each stage of an activity (before, during and after):

- how they felt
- what they perceived
- what they thought about the activity
- what the activity meant to them
- what the value of the activity was
- what they learned from the activity and how this learning (for example, a change of perspective) might apply more widely.

Range and diversity of activities

All students should be involved in CAS activities that they have initiated themselves. In Year 11, following the midyear examinations, IB Diploma students at Mercedes have the opportunity to spend a week carrying out service activities with an organisation of their choice.

Assessment

Forms of Assessment

IB Diploma assessment is criterion referenced. Performance criteria are clearly set out for each assessment task in each subject, and the extent to which these criteria are met determines the grade awarded to each candidate. There is no attempt to impose pre-determined grade distributions upon raw examination scores, as often happens in other examination systems.

A range of different assessment instruments is used, including:

1. written examination (multiple choice, short answer and extended response papers are all used where appropriate, often within the one subject)
2. oral examinations (using visiting examiners, or tape recordings)
3. aural examinations (written responses to taped questions)
4. major assignments (such as the Works in Translation component of Language A:Literature and Guided Coursework in History)
5. teacher assessment of clearly defined aspects of class work (eg Practical work in the sciences).

The bulk of the assessment in all subjects is carried out by external examiners.

The panel of Chief Examiners consists of highly qualified and experienced senior secondary and tertiary educators, and they are supported by a large number of assistant examiners stationed throughout the world.

Wherever teachers have the responsibility for components of the assessment, consistency of standards is facilitated using carefully defined grade descriptors and appropriate moderation strategies.

Except in the case of language subjects, students must complete all assessment tasks in English.

Grading Scheme

IB Diploma examinations in each subject are graded on a seven point scale. General descriptors consist of characteristics of performance at each grade.

Theory of Knowledge and the Extended Essay are graded A to E based on band descriptors determined by achievements in assessment components.

While each subject area has their own descriptors applied to their syllabus content and assessment requirements, the following table may help clarify broad grade bands.

7	excellent
6	very good
5	good
4	adequate
3	some
2	superficial
1	rudimentary

A	thorough
B	pertinent
C	satisfactory
D	limited
E	lacking

Up to a maximum of 3 additional points are awarded for exceptional achievement in the Extended Essay and Theory of Knowledge (see the points matrix on the following page).

A grade of E or Non-submission (N) in either the TOK or EE Core components is a failing condition for the diploma.

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

Awarding of the Diploma

A minimum of 24 points and maximum of 45 points are required for the awarding of the diploma. There are a number of conditions outlined in Article 13 of the General Regulations (2016), page 9:

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.

GROUP 1:

STUDIES IN LANGUAGE AND LITERATURE

LANGUAGE A: Literature

For most of our students, Language A is English. Students from other language backgrounds such as Chinese would undertake Chinese A. Students from a French-speaking background may study French A with approval of the Coordinator. In some cases, students **may** study another Language A by arrangement.

The study of literature is the main focus of the Language A program. Language A is examined by the International Baccalaureate Organisation and is a two-year course of study.

NATURE OF THE SUBJECT

All three courses in studies in language and literature are designed for students from a wide variety of linguistic and cultural backgrounds who have experience of using the language of the course in an educational context. The focus of the study developed in each of the subjects varies depending on the subject's individual characteristics.

The language profile of students taking these courses will vary, but their receptive, productive and interactive skills should be strong and the expectation is that the course will consolidate them further. Students are expected to develop their proficiency, fluency and linguistic range, and in particular to acquire the vocabulary appropriate to the analysis of texts. They will also deepen their understanding of a wide variety of concepts explored through literary and non-literary texts in order to interpret, analyse, evaluate and then communicate this understanding in clear, organized and developed products.

The three studies in language and literature courses each have their own identity and are designed to support future academic study or career-related paths by developing social, aesthetic and cultural literacy, as well as improving language competence and communication skills. For each course, the syllabus and assessment requirements are identical for all languages offered. The teaching and assessment of any particular studies in language and literature course will be conducted in that language.

All three courses explore elements of language, literature and performance and focus on:

- the relationships between readers, writers and texts
- the range and functions of texts across geographical space and historical time
- aspects of intertextuality.

Within this framework, each course has its own emphases.

Language is crucial to all three courses but is treated more broadly in the language A: language and literature course. Literary texts are the sole focus of the language A: literature course and the literature and performance course, while the language A: language and literature course examines both literary and non-literary texts. Finally, while performance is an explicit component of the literature and performance course, student production and the performativity of textual creation, analysis and response are elements in all three courses.

The study of literary, non-literary, visual and performance texts provides a focus for understanding how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. Thinking critically about texts, as well as responding to, producing or performing them, leads to an understanding of how language sustains or challenges ways of thinking and being. The study additionally builds an awareness that all texts may be understood in relation to their form, content, purpose, audience and their associated contexts, such as social, historical and cultural circumstances.

All three studies in language and literature courses emphasize the centrality of performance, encouraging teachers and students to consider the range of ways in which literary texts can be performed. In doing so, they will explore the dramatic nature of the literary texts in different forms and the way writers employ voices, speech and sound in them, as well as dramatic structures. Teaching and learning activities could involve embracing live and recorded performances of texts, or adaptation of texts, as well as employing performance approaches in the classroom where appropriate.

Some ways in which performance may be applied to literary forms other than drama include examining:

- the performative nature of narrative and dialogue in the novel, and of voices and speakers in poetry
- the use of rhythm and sound in many texts in different forms, and in poetry in particular
- the relationships between written and oral forms in literature, between the drama script and the performed play, between poetry and music, and between fiction and storytelling
- the relationship between written texts and dramatic adaptations and transformations of those texts (for instance in the adaptation of narrative texts of all kinds to film, television and the stage, and in live readings of poetry and fiction).

To fulfil the requirements of the IB Diploma Programme (DP), students must study one of the three courses in the studies in language and literature group. To be awarded a bilingual diploma, two studies in language and literature courses can be taken, each in a different language.

The language A: literature course is offered at standard level (SL) and higher level (HL). Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

Language A: literature aims

The aims of Language A: literature at Standard Level and Higher Level are 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.

Links to the Middle Years Programme

In the IB Middle Years Programme (MYP) language A provides a balance between language and literature where students develop an appreciation of the nature, power and beauty of language and literature, and of the many influences on language and literature globally.

Language A courses develop linguistic and literary understanding and skills through the study of a broad range of genres and world literature, as well as language learning in context.

The study of one or more languages A enables students to work towards their full linguistic potential. Gaining an understanding that language and literature are creative processes encourages the development of imagination and creativity through self-expression.

The Diploma Programme language A: literature course builds on this foundation. While it is not a language acquisition course, it aims to ensure the continuing development of a student's powers of expression and understanding in a variety of language domains.

Syllabus component	Teaching hours	
	SL	HL
<p>Readers, writers and texts</p> <p>Works are chosen from a variety of literary forms. The study of the works could focus on the relationships between literary texts, readers and writers as well as the nature of literature and its study. This study includes the investigation of the response of readers and the ways in which literary texts generate meaning. The focus is on the development of personal and critical responses to the particulars of literary texts.</p>	50	80
<p>Time and space</p> <p>Works are chosen to reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of literary texts and the variety of ways literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.</p>	50	80
<p>Intertextuality: Connecting texts</p> <p>Works are chosen so as to provide students with an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among literary texts.</p>	50	80
Total teaching hours	150	240

ASSESSMENT OUTLINE – SL

Assessment component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1: Guided literary analysis (1 hour 15 minutes)</p> <p>The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)</p>	<p>70%</p> <p>35%</p>
<p>Paper 2 Comparative essay (1 hour 45 minutes)</p> <p>The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)</p>	<p>35%</p>
<p>Internal assessment</p> <p>This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes)</p> <p>Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<p>30%</p>

ASSESSMENT OUTLINE – HL

Assessment component	Weighting
<p>External assessment (4 hours)</p> <p>Paper 1: Guided literary analysis (2 hours 15 minutes)</p> <p>The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)</p>	<p>80%</p> <p>35%</p>
<p>Paper 2 Comparative essay (1 hour 45 minutes)</p> <p>The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)</p>	<p>25%</p>
<p>Higher level (HL) essay</p> <p>Students submit an essay on one literary text or work studied during the course. (20 marks)</p> <p>The essay must be 1,200–1,500 words in length.</p>	<p>20%</p>
<p>Internal assessment</p> <p>This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes)</p> <p>Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<p>20%</p>

GROUP 2:

LANGUAGE ACQUISITION

LANGUAGE B: French, Indonesian, English

It is a requirement of the programme that students study at least one subject from group 2. The aim is to promote an understanding of another culture through the study of a second language. The main emphasis of the modern language courses is on language acquisition and use in a range of contexts and for different purposes. The two modern language courses—language *ab initio* and language B—develop students’ linguistic abilities through the development of receptive, productive and interactive skills. These two options are available to accommodate students with different backgrounds.

Language B is designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills through the study and use of a range of written and spoken material.

Group 2 aims

The aims of group 2 are to:

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.

Assessment objectives

Students will be assessed on their ability to:

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

Themes

Prescribed themes

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 prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

Assessment outline—SL

Assessment component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks)</p> <p>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.</p>	<p>75%</p> <p>25%</p>
<p>Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>50%</p> <p>25%</p> <p>25%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<p>25%</p>

Assessment outline—HL

Assessment component	Weighting
<p>External assessment (3 hours 30 minutes)</p> <p>Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks)</p> <p>One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p>Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (1 hour) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p> <p>25%</p> <p>25%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)</p>	<p>25%</p>

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate their ability in the application of interactive skills.

In language B students are required to participate in an individual oral. This assessment is to be done during the second year of the course.

LANGUAGE *ab initio*: Spanish

Language ab initio courses are for beginners (that is, students who have no previous experience of learning the language they have chosen). This course is only available at standard level.

There are 5 prescribed themes. Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Group 2 aims

The aims of group 2 are to:

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.

Assessment Objectives

There are five assessment objectives for the language ab initio course. Students will be assessed on their ability to:

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

Themes

Prescribed themes

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 prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

Assessment component	Weighting
<p>External assessment (2 hours 45 minutes)</p> <p>Paper 1 (1 hour) Productive skills—writing (30 marks)</p> <p>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.</p>	<p>75%</p> <p>25%</p>
<p>Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>50%</p> <p>25%</p> <p>25%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p>	<p>25%</p>

GROUP 3: INDIVIDUALS and SOCIETIES

BUSINESS MANAGEMENT

NATURE OF THE SUBJECT

Business Management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterise most business organisations.

Although Business Management shares many skills and areas of knowledge with other humanities and social sciences, it is distinct in a number of ways. For example, business management is the study of decision-making within an organization, whereas economics is the study of scarcity and resource allocation, both on micro and macro levels. Business Management examines the use of information technology in business contexts, whereas information technology in a global society (ITGS) critically examines its impact on other fields, such as health and government.

Business Management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business Management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. Business Management is, therefore, perfectly placed within the individuals and societies subject area: aiming to develop in students an appreciation both for our individuality and our collective purposes.

The Diploma Programme Business Management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course, as this integration promotes a holistic overview of business management. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalization, innovation and strategy), the business management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

The course encourages the appreciation of ethical concerns, as well as issues of corporate social responsibility (CSR), at both a local and global level. Through the study of topics such as human resource management, organizational growth and business strategy, the course aims to develop transferable skills relevant to today's students. These include the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

AIMS

The aims of the business management course at HL and SL are to

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
2. develop in the student the capacity to identify, analyse critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. enable the student to collect, describe and analyse data used in studies of society, and to test hypotheses and interpret complex data and source material
4. promote the appreciation of the way in which learning is relevant to both the culture in which the student lives and the cultures of other societies
5. develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
6. enable the student to recognize that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the tolerance of uncertainty.
7. encourage a holistic view of the world of business
8. empower students to think critically and strategically about individual and organizational behaviour
9. promote the importance of exploring business issues from different cultural perspectives
10. enable the student to appreciate the nature and significance of change in a local, regional and global context

11. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
12. develop an understanding of the importance of innovation in a business environment.

OBJECTIVES

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

1. Demonstrate knowledge and understanding of: the business management tools, techniques and theories specified in the syllabus content
 - the six concepts that underpin the subject
 - real-world business problems, issues and decisions
 - the HL extension topics (HL only).
2. Demonstrate application and analysis of: knowledge and skills to a variety of real-world and fictional business situations
 - business decisions by explaining the issue(s) at stake, selecting and interpreting data, and applying appropriate tools, techniques, theories and concepts
 - the HL extension topics (HL only).
3. Demonstrate synthesis and evaluation of: business strategies and practices, showing evidence of critical thinking
 - business decisions, formulating recommendations
 - the HL extension topics (HL only).
4. Demonstrate a variety of appropriate skills to: produce well-structured written material using business terminology
 - select and use quantitative and qualitative business tools, techniques and methods
 - select and use business material, from a range of primary and secondary sources.

SYLLABUS OUTLINE

Syllabus component	Teaching hours	
	SL	HL
Unit 1: Business organization and environment 1.1 Introduction to business management 1.2 Types of organizations 1.3 Organizational objectives 1.4 Stakeholders 1.5 External environment 1.6 Growth and evolution 1.7 Organizational planning tools (HL only)	40	50
Unit 2: Human resource management 2.1 Functions and evolution of human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation 2.5 Organizational (corporate) culture (HL only) 2.6 Industrial/employee relations (HL only)	15	30
Unit 3: Finance and accounts 3.1 Sources of finance 3.2 Costs and revenues 3.3 Break-even analysis 3.4 Final accounts (some HL only) 3.5 Profitability and liquidity ratio analysis	35	50

3.6 Efficiency ratio analysis (HL only)		
3.7 Cash flow		
3.8 Investment appraisal (some HL only)		
3.9 Budgets (HL only)		
Unit 4: Marketing	35	50
4.1 The role of marketing		
4.2 Marketing planning (including introduction to the four Ps)		
4.3 Sales forecasting (HL only)		
4.4 Market research		
4.5 The four Ps (product, price, promotion, place)		
4.6 The extended marketing mix of seven Ps (HL only)		
4.7 International marketing (HL only)		
4.8 E-commerce		
Unit 5: Operations management	10	30
5.1 The role of operations management		
5.2 Production methods		
5.3 Lean production and quality management (HL only)		
5.4 Location		
5.5 Production planning (HL only)		
5.6 Research and development (HL only)		
5.7 Crisis management and contingency planning (HL only)		
Internal assessment	15	30
Total teaching hours	150	240

ASSESSMENT OUTLINE - SL

Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1 (1 hour and 15 minutes)	35%
Based on a case study issued in advance, with additional unseen material included in section B.	
Assessment objectives 1, 2, 3, 4 (50 marks)	
Section A	
Syllabus content: Units 1–5	
Students answer three of four structured questions. (10 marks per question)	
Section B	
Syllabus content: Units 1–5	
Students answer one compulsory structured question. (20 marks)	

<p>Paper 2 (1 hour and 45 minutes)</p> <p>Assessment objectives 1, 2, 3, 4 (60 marks)</p> <p>Section A</p> <p>Syllabus content: Units 1–5</p> <p>Students answer one of two structured questions based on stimulus material with a quantitative focus. (20 marks)</p> <p>Section B</p> <p>Syllabus content: Units 1–5</p> <p>Students answer one of three structured questions based on stimulus material. (20 marks)</p> <p>Section C</p> <p>Syllabus content: Units 1–5</p> <p>Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (20 marks).</p>	40%
<p>Internal assessment (15 teaching hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Written commentary</p> <p>Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words. (25 marks)</p>	25%

ASSESSMENT OUTLINE - HL

Assessment component	Weighting
<p>External assessment (4 hours and 30 minutes)</p> <p>Paper 1 (2 hour and 15 minutes)</p> <p>Based on a case study issued in advance, with additional unseen material included in sections B and C.</p> <p>Assessment objectives 1, 2, 3, 4 (70 marks)</p> <p>Section A</p> <p>Syllabus content: Units 1–5 including HL extension topics</p> <p>Students answer three of four structured questions. (10 marks per question)</p> <p>Section B</p> <p>Syllabus content: Units 1–5 including HL extension topics</p> <p>Students answer one compulsory structured question. (20 marks)</p> <p>Section C</p> <p>Syllabus content: Units 1–5 including HL extension topics</p> <p>Students answer one compulsory extended response question primarily based on HL extension topics. (20 marks)</p>	75%
	35%

<p>Paper 2 (2 hour and 15 minutes)</p> <p>Assessment objectives 1, 2, 3, 4 (80 marks)</p> <p>Section A</p> <p>Syllabus content: Units 1–5 including HL extension topics</p> <p>Students answer one of two structured question based on stimulus material with a quantitative focus. (20 marks)</p> <p>Section B</p> <p>Syllabus content: Units 1–5 including HL extension topics</p> <p>Students answer two of three structured questions based on stimulus material. (20 marks per question)</p> <p>Section C</p> <p>Syllabus content: Units 1–5 including HL extension topics</p> <p>Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (20 marks)</p>	<p>40%</p>
<p>Internal assessment (30 teaching hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Research project</p> <p>Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2000 words. (25 marks)</p>	<p>25%</p>

ECONOMICS

NATURE OF THE SUBJECT

Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about the concept of scarcity and the problem of resource allocation.

Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study.

Economics does not exist in a vacuum, because it naturally must consider how economic theory is to be applied in an international context.

The scientific approach characterizes the standard methodology of economics. This methodology can be summarized as a progression from problem identification, through hypothesis formulation and testing, arriving finally at a conclusion.

Alongside the empirical observations of positive economics, students of the subject are asked to formulate normative questions. Encouraging students to explore such questions forms the central focus of the economics course.

AIMS

The aims of the economics course at higher level and standard level are to:

- provide students with a core knowledge of economics
- encourage students to think critically about economics
- promote an awareness and understanding of internationalism in economics
- encourage students' development as independent learners
- enable students to distinguish between positive and normative economics
- enable students to recognize their own tendencies for bias.

OBJECTIVES

Having followed the Diploma Programme course in economics, candidates will be expected to:

1. have an understanding and knowledge of economic concepts and theories
2. apply economic theory to a range of circumstances and a variety of situations
3. analyse information through the use of economic concepts and theories
4. evaluate concepts and theories from different economic perspectives.

SYLLABUS OUTLINE

Section 1: Introduction to economics	Section 4: International economics
Section 2: Microeconomics	4.1 Reasons for trade
2.1 Markets	4.2 Free trade and protectionism
2.2 Elasticities	4.3 Economic integration
2.3 Theory of the firm (higher level only)	4.4 World Trade Organization (WTO)
2.4 Market failure	4.5 Balance of payments
Section 3: Macroeconomics	4.6 Exchange rates
3.1 Measuring national income	4.7 Balance of payment problems
3.2 Introduction to development	4.8 Terms of trade
3.3 Macroeconomic models	Section 5: Development economics
3.4 Demand-side and supply-side policies	Sources of economic growth and/or development
3.5 Unemployment and inflation	5.2 Consequences of growth
3.6 Distribution of income	5.3 Barriers to economic growth and/or development
	5.4 Growth and development strategies

ASSESSMENT OUTLINE - HL

External assessment 80%

Written papers (4 hours)

Paper 1 1 ½ hours 30%

An extended response paper (50 marks)

Assessment objectives 1, 2, 3, 4

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)

Paper 2 1 ½ hours 30%

A data response paper (40 marks)

Assessment objectives 1, 2, 3, 4

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)

Paper 3 1 hour 20%

HL extension paper (50 marks)

Assessment objectives 1, 2 and 4

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 20%

Candidates produce a portfolio of four commentaries.

ASSESSMENT OUTLINE - SL

External assessment 80%

Written papers (3 hours)

Paper 1 1 ½ hours 40%

An extended response paper (50 marks)

Assessment objectives 1, 2, 3, 4

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)

Paper 2 1 ½ hours 40%

A data response paper (40 marks)

Assessment objectives 1, 2, 3, 4

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%

Candidates produce a portfolio of four commentaries.

HISTORY

NATURE OF THE SUBJECT

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 emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

AIMS

The aims of the history course at Standard Level and Higher Level are to:

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

STANDARD LEVEL SYLLABUS

1. Study **one** Prescribed Subject from the following:
 - Military Leaders
 - Conquest and its impact
 - The move to global war
 - Rights and Protest
 - Conflict and intervention
2. Study **two** World History topics from the following:
 - Society and economy (750-1400)
 - Causes and effects of medieval wars (750-1500)
 - Dynasties and rulers (750-1500)
 - Societies in transition (1400-1700)
 - Early Modern states (1450-1789)
 - Causes and effects of Early Modern wars (1500-1750)
 - Origins, developments and impact of industrialisation (1750-2005)
 - Independence movements (1800-2000)
 - Evolution and development of democratic states (1848-2000)
 - Authoritarian states (20th Century)
 - Causes and effects of 20th Century wars
 - The Cold War: Superpower tensions and rivalries (20th Century)
3. Complete a historical investigation into a historical topic of their choice.

HIGHER LEVEL SYLLABUS

1. Study **one** Prescribed Subject as per SL above.
2. Study **two** World History topics as per SL above.
3. Study the following regional option:

History of Europe

4. Complete a historical investigation into a historical topic of their choice.

ASSESSMENT OUTLINE - SL

External assessment 75%

Paper 1 1 hour 30%

Source-based paper based on the Prescribed Subject. Answer four structured questions. (24 marks)

Paper 2 1 hour 30 minutes 45%

Essay paper based on the world history topics. Answer two essay questions on two different topics. (30 marks)

Internal assessment 25%

Historical investigation

Students are required to complete a historical investigation into a topic of their choice.

(25 marks)

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

ASSESSMENT OUTLINE - HL

External assessment 80%

Paper 1 1 hour 20%

Source-based paper based on the Prescribed Subject. Answer four structured questions. (24 marks)

Paper 2 1 hour 30 minutes 25%

Essay paper based on the world history topics. Answer two essay questions on two different topics. (30 marks)

Paper 3 2 hours 30 minutes 35%

For the selected region, The History of Europe, answer three essay questions. (45 marks)

Internal assessment 20%

Historical investigation

Students are required to complete a historical investigation into a topic of their choice.

(25 marks)

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

PSYCHOLOGY

NATURE OF THE SUBJECT

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour:

- [biological approach to understanding behaviour](#)
- [cognitive approach to understanding behaviour](#)
- [sociocultural approach to understanding behaviour](#).

The knowledge, concepts, theories and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today. Furthermore, the interaction of these approaches to studying psychology will form the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

AIMS

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

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

OBJECTIVES

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

Knowledge and comprehension of specified content

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

Application and analysis

- Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question.
- Demonstrate application and analysis of a range of psychological theories and research studies.
- Demonstrate application and analysis of the knowledge relevant to areas of applied psychology.
- At HL only, analyse qualitative and quantitative research in psychology.

Synthesis and evaluation

- Evaluate the contribution of psychological theories to understanding human psychology.
- Evaluate the contribution of research to understanding human psychology.
- Evaluate the contribution of the theories and research in areas of applied psychology.
- At HL only, evaluate research scenarios from a methodological and ethical perspective.

Selection and use of skills appropriate to psychology

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

SYLLABUS OUTLINE

Syllabus component	Teaching hours	
	SL	HL
Core <ul style="list-style-type: none"> • Biological approach to understanding behaviour • Cognitive approach to understanding behaviour • Sociocultural approach to understanding behaviour 	90	120
Approaches to researching behaviour	20	60
Options <ul style="list-style-type: none"> • Abnormal psychology • Developmental psychology • Health psychology • Psychology of human relationships 	20	40
Internal Assessment <ul style="list-style-type: none"> • Introduction to experimental research methodology 	20	20
Total teaching hours	150	240

ASSESSMENT OUTLINE - HL

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 – Core (2 hours) Section A: Three short-answer questions on the core approaches to psychology. 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.	40%
Paper 2 - Options (2 hours) Two questions; one from a choice of three on each of the two options	20%
Paper 3 (1 hour) Three short-answer questions from a list of six static questions on approaches to research.	20%
Internal assessment A report on an experimental study undertaken by the student.	20%

ASSESSMENT OUTLINE - SL

Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1 – Core (2 hours) Section A: Three short-answer questions on the core approaches to psychology Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour.	50%
Paper 2 – Options (1 hour) One question from a choice of three on one option	25%
Internal assessment A report on an experimental study undertaken by the student.	25%

GROUP 4: SCIENCES

GROUP 4 CURRICULUM MODEL

Biology, Chemistry, Physics, and Sports, Exercise, and Health Science

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus and a common internal assessment (IA) task. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the “Objectives” section of the Group 4 subject guides. While the skills and activities of Group 4 Science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth or additional topics. The distinction between SL and HL is one of breadth and depth.

Past experience shows that students will be able to study a Group 4 Science subject at SL successfully with no background in, or previous knowledge of, Science. Their approach to study, characterized by the specific IB learner profile attributes—inquirers, thinkers and communicators—will be significant here. However, for most students considering the study of a Group 4 Subject at HL, while there is no intention to restrict access to Group 4 subjects, some previous exposure to the specific Group 4 subject would be necessary. Mercedes students who have undertaken the IB Middle Years Programme (MYP) should be well prepared. Other school-based Science courses would also be suitable preparation for study of a group 4 subject at HL.

Higher level students are required to spend 60 hours, and SL students 40 hours, on practical/investigative work. This includes 10 hours for the interdisciplinary Group 4 project.

Group 4 Curriculum Model		
	HL	SL
Total teaching hours	240	150
Theory	180	110
Core	95	95
Additional higher level (AHL)	60	
Options	25	15
Practical Work	60	40
Practical activities	40	20
Individual Investigation (IA)	10	10
Group 4 project	10	10

AIMS

Through studying biology, chemistry, physics, or Sports, Exercise and Health Science students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes these subjects.

The aims enable students, through the overarching theme of the Nature of science, to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

ASSESSMENT OBJECTIVES

The assessment objectives for biology, chemistry, physics, or Sports, Exercise, and Health Science reflect those parts of the aims that will be formally assessed either internally or externally. These assessments will centre upon the nature of science. It is the intention of these courses that students are able to fulfill the following assessment objectives:

1. Demonstrate knowledge and understanding of:
 - a. facts, concepts, and terminology
 - b. methodologies and techniques
 - c. communicating scientific information.
2. Apply:
 - a. facts, concepts, and terminology
 - b. methodologies and techniques
 - c. methods of communicating scientific information.
3. Formulate, analyse and evaluate:
 - a. hypotheses, research questions and predictions
 - b. methodologies and techniques
 - c. primary and secondary data
 - d. scientific explanations.
4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

ASSESSMENT OUTLINE - SL

Component	Overall Weighting %	Approximate weighting of objectives (%)		Duration (hrs)
		1 + 2	3	
Paper 1	20	10	10	$\frac{3}{4}$
Paper 2	40	20	20	$1\frac{1}{4}$
Paper 3	20	10	10	1
Internal Assessment	20	Covers objectives 1, 2, 3 and 4		10

ASSESSMENT OUTLINE - HL

Component	Overall Weighting %	Approximate weighting of objectives (%)		Duration (hrs)
		1 + 2	3	

Paper 1	20	10	10	1
Paper 2	36	18	18	2¼
Paper 3	24	10	10	1¼
Internal Assessment	20	Covers objectives 1, 2, 3 and 4		10

External Assessment

The external assessment consists of three written papers.

Paper 1

- 30(SL) or 40 (HL) multiple-choice questions on core.
- The questions on paper 1 test assessment objectives 1, 2 and 3.
- The use of calculators is not permitted.
- Students will be provided with a periodic table.
- No marks are deducted for incorrect answers.

Paper 2

- Short-answer and extended-response questions on core material.
- The questions on paper 2 test assessment objectives 1, 2 and 3.
- The use of calculators is permitted.
- A chemistry data booklet is to be provided by the school.

Paper 3

- This paper will have questions on core and option material.
- Section A: one data-based question and several short-answer questions on experimental work.
- Section B: short-answer and extended-response questions from one option.
- The questions on paper 3 test assessment objectives 1, 2 and 3.
- The use of calculators is permitted.
- A chemistry data booklet is to be provided by the school.

Internal Assessment

The IA, worth 20% of the final assessment consists of an Individual Investigation devised by the student in consultation with their teacher. The internal assessment task will be one scientific investigation taking about 10 hours and the report should be about 6 to 12 pages long. Student work is internally assessed by the teacher and externally moderated by the IBO. The performance in IA at both SL and HL is marked against IB published assessment criteria.

Some of the possible tasks include:

- a hands-on laboratory investigation
- using a spreadsheet for analysis and modeling
- extracting data from a database and analysing it graphically
- producing a hybrid of spreadsheet/database work with a traditional hands-on investigation
- using a simulation provided it is interactive and open-ended.

Some tasks may consist of relevant and appropriate qualitative work combined with quantitative work.

Practical Scheme of Work

The practical scheme of work (PSOW) is the practical course planned by the teacher and acts as a summary of all the investigative activities carried out by a student. Students at SL and HL in the same subject may carry out some of the same investigations. Students will write reports of these investigations to practice applying the Internal Assessment criteria and will be used to report on student progress. Many of these practical tasks cover experiments and/or techniques that may later be assessed in examination papers and hence are an integral part of student learning.

The Group 4 Project

The Group 4 Project is an interdisciplinary activity in which all Diploma Programme science students must participate. The intention is that students from the different Group 4 subjects analyse a common topic or problem. The exercise should be a collaborative experience where the emphasis is on the processes involved in, rather than the products of, such an activity. In most cases all IB diploma students at Mercedes would be involved in the investigation of the same topic in small groups. Although students are not required to produce a report for their Group 4 Project they must complete a brief (1 page) summary outlining their involvement.

BIOLOGY

NATURE OF THE SUBJECT

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution 4 billion species could have been produced. Most of these flourished for a period of time and then became extinct as new, better adapted species took their place. There have been at least five periods when very large numbers of species became extinct and biologists are concerned that another mass extinction is under way, caused this time by human activity. Nonetheless, there are more species alive on Earth today than ever before. This diversity makes biology both an endless source of fascination and a considerable challenge.

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SYLLABUS OVERVIEW

The syllabus for the Diploma Programme biology course is divided into three parts: the core, the AHL material and the options. A syllabus overview is provided below.

	Teaching hours
Core	95
Topic 1: Cell biology	15
Topic 2: Molecular biology	21
Topic 3: Genetics	15
Topic 4: Ecology	12
Topic 5: Evolution and biodiversity	12
Topic 6: Human physiology	20
AHL	60
Topic 7: Nucleic acids	9
Topic 8: Metabolism, cell respiration and photosynthesis	14
Topic 9: Plant biology	13
Topic 10: Genetics and evolution	8
Topic 11: Animal physiology	16
Options (one of the following):	15/25
Option A: Neurobiology and behaviour	15/25
Option B: Biotechnology and bioinformatics	15/25
Option C: Ecology and conservation	15/25
Option D: Human physiology	15/25

CHEMISTRY

NATURE OF THE SUBJECT

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment. The Diploma Programme chemistry course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study chemistry as their major subject in higher education and those who do not.

SYLLABUS OVERVIEW

The syllabus for the Diploma Programme chemistry course is divided into three parts: the core, the AHL material and the options. The Chemistry data booklet is an integral part of the syllabus and should be used in conjunction with the syllabus.

Core		Teaching hours	95
Topic 1:	Stoichiometric relationships		13.5
Topic 2:	Atomic structure		6
Topic 3:	Periodicity		6
Topic 4:	Chemical bonding and structure		13.5
Topic 5:	Energetics/thermochemistry		9
Topic 6:	Chemical kinetics		5
Topic 7:	Equilibrium		4.5
Topic 8:	Acids and bases		6.5
Topic 9:	Redox processes		8
Topic 10:	Organic chemistry		11
Topic 11:	Measurement and data processing		10
AHL			60
Topic 12:	Atomic structure		2
Topic 13:	The periodic table – the transition metals		4
Topic 14:	Chemical bonding and structure		7
Topic 15:	Energetics/thermochemistry		7
Topic 16:	Chemical kinetics		6
Topic 17:	Equilibrium		4
Topic 18:	Acids and bases		10
Topic 19:	Redox processes		6
Topic 20:	Organic chemistry		10
Topic 21:	Measurement and analysis		2
Options (one of the following)			15/25
Option A:	Materials		15/25
Option B:	Biochemistry		15/25
Option C:	Energy		15/25
Option D:	Medicinal chemistry		15/25

PHYSICS

NATURE OF THE SUBJECT

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

Classical physics, built upon the great pillars of Newtonian mechanics, electromagnetism and thermodynamics, went a long way in deepening our understanding of the universe. From Newtonian mechanics came the idea of predictability in which the universe is deterministic and knowable. This led to Laplace’s boast that by knowing the initial conditions—the position and velocity of every particle in the universe—he could, in principle, predict the future with absolute certainty. Maxwell’s theory of electromagnetism described the behaviour of electric charge and unified light and electricity, while thermodynamics described the relation between energy transferred due to temperature difference and work and described how all-natural processes increase disorder in the universe.

However, experimental discoveries dating from the end of the 19th century eventually led to the demise of the classical picture of the universe as being knowable and predictable. Newtonian mechanics failed when applied to the atom and has been superseded by quantum mechanics and general relativity. Maxwell’s theory could not explain the interaction of radiation with matter and was replaced by quantum electrodynamics (QED). More recently, developments in chaos theory, in which it is now realized that small changes in the initial conditions of a system can lead to completely unpredictable outcomes, have led to a fundamental rethinking in thermodynamics.

At the school level both theory and experiments should be undertaken by all students. They should complement one another naturally, as they do in the wider scientific community. The Diploma Programme physics course allows students to develop traditional practical skills and techniques and increase their abilities in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal and digital communication skills which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right.

SYLLABUS OVERVIEW

The syllabus for the Diploma Programme physics course is divided into three parts: the core, the AHL material and the options. The Physics data booklet is an integral part of the syllabus and should be used in conjunction with the syllabus.

Core		Teaching hours 95
Topic 1:	Measurement and uncertainties	5
Topic 2:	Mechanics	22
Topic 3:	Thermal physics	11
Topic 4:	Waves	15
Topic 5:	Electricity and magnetism	15
Topic 6:	Circular motion and gravitation	5
Topic 7:	Atomic, nuclear and particle physics	14
Topic 8:	Energy production	8
AHL		60
Topic 12:	Wave phenomena	17
Topic 13:	Fields	11
Topic 14:	Electromagnetic induction	12
Topic 15:	Quantum and nuclear physics	16
Options (one of the following)		15/25
Option A:	Relativity	15/25
Option B:	Engineering physics	15/25
Option C:	Imaging	15/25
Option D:	Astrophysics	15/25

SPORTS, EXERCISE AND HEALTH SCIENCE

NATURE OF THE SUBJECT

Sports, exercise and health science (SEHS) is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context.

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

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

SYLLABUS OVERVIEW

	Syllabus component	Teaching hours
Core		80
Topic 1:	Anatomy	7
Topic 2:	Exercise physiology	17
Topic 3:	Energy systems	13
Topic 4:	Movement analysis	15
Topic 5:	Skill in sports	15
Topic 6:	Measurement and evaluation of human performance	13
AHL		50
Topic 7:	Further anatomy	7
Topic 8:	The endocrine system	7
Topic 9:	Fatigue	6
Topic 10:	Friction and drag	8
Topic 11:	Skill acquisition and analysis	9
Topic 12:	Genetics and athletic performance	7
Topic 13:	Exercise and immunity	6
Options (two of four)		30/50
Option A:	Optimising physiological performance	15/25
Option B:	Psychology of sports	15/25
Option C:	Physical activity and health	15/25
Option D:	Nutrition for sports, exercise and health	15/25
Practical Work		
Investigations		40/60
Group 4 Project		20/40
Individual Investigation		10/10
(internal assessment)		10/10

GROUP 5: MATHEMATICS

Mathematics

Introduction

Mathematics has been described as the study of structure, order and relation that has evolved from the practices of counting, measuring and describing objects. Mathematics provides a unique language to describe, explore and communicate the nature of the world we live in as well as being a constantly building body of knowledge and truth in itself that is distinctive in its certainty. These two aspects of mathematics, a discipline that is studied for its intrinsic pleasure and a means to explore and understand the world we live in, are both separate yet closely linked.

Mathematics is driven by abstract concepts and generalization. This mathematics is drawn out of ideas, and develops through linking these ideas and developing new ones. These mathematical ideas may have no immediate practical application. Doing such mathematics is about digging deeper to increase mathematical knowledge and truth. The new knowledge is presented in the form of theorems that have been built from axioms and logical mathematical arguments and a theorem is only accepted as true when it has been proven. The body of knowledge that makes up mathematics is not fixed; it has grown during human history and is growing at an increasing rate.

The side of mathematics that is based on describing our world and solving practical problems is often carried out in the context of another area of study. Mathematics is used in a diverse range of disciplines as both a language and a tool to explore the universe; alongside this its applications include analyzing trends, making predictions, quantifying risk, exploring relationships and interdependence.

While these two different facets of mathematics may seem separate, they are often deeply connected. When mathematics is developed, history has taught us that a seemingly obscure, abstract mathematical theorem or fact may in time be highly significant. On the other hand, much mathematics is developed in response to the needs of other disciplines.

The two mathematics courses available to Diploma Programme (DP) students express both the differences that exist in mathematics described above and the connections between them. These two courses might approach mathematics from different perspectives, but they are connected by the same mathematical body of knowledge, ways of thinking and approaches to problems. The differences in the courses may also be related to the types of tools, for instance technology, that are used to solve abstract or practical problems.

Summary of courses available

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different subjects in mathematics, each available at SL and HL. These courses are designed for different types of students: those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics, and those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects. Each course is designed to meet the needs of a particular group of students. Mathematics: analysis and approaches and Mathematics: applications and interpretation are both offered at SL and HL. Therefore, great care should be taken to select the course and level that is most appropriate for an individual student.

In making this selection, individual students should be advised to take into account the following factors:

- their own abilities in mathematics and the type of mathematics in which they can be successful
- their own interest in mathematics and those particular areas of the subject that may hold the most interest for them
- their other choices of subjects within the framework of the DP or Career-related Programme (CP)
- their academic plans, in particular the subjects they wish to study in the future
- their choice of career.

Teachers are expected to assist with the selection process and to offer advice to students.

Mathematics: Analysis and Approaches

This course recognizes 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.

Mathematics: Application and Interpretation

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course 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.

AIMS

The aims of all mathematics courses in group 5 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 generalization
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 objectives

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems.

Having followed a DP mathematics HL course, students will be expected to demonstrate the following.

1. **Knowledge and understanding:** recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
2. **Problem-solving:** recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems.
3. **Communication and interpretation:** transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation.
4. **Technology:** use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems.
5. **Reasoning:** construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.
6. **Inquiry approaches:** investigate unfamiliar situations, both abstract and real-world, involving organizing and analysing information, making conjectures, drawing conclusions and testing their validity.

MATHEMATICS: Analysis and Approaches

Standard Level

Assessment component	Weighting
External assessment (3 hours) Paper 1 (90 minutes) No technology allowed. (80 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus.	80% 40%
Paper 2 (90 minutes) Technology required. (80 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus	40%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

Higher Level

Assessment component	Weighting
<p>External assessment (5 hours)</p> <p>Paper 1 (120 minutes)</p> <p>No technology allowed. (110 marks)</p> <p><i>Section A</i></p> <p>Compulsory short-response questions based on the syllabus.</p> <p><i>Section B</i></p> <p>Compulsory extended-response questions based on the syllabus.</p>	<p>80%</p> <p>30%</p>
<p>Paper 2 (120 minutes)</p> <p>Technology required. (110 marks)</p> <p><i>Section A</i></p> <p>Compulsory short-response questions based on the syllabus.</p> <p><i>Section B</i></p> <p>Compulsory extended-response questions based on the syllabus.</p> <p>Paper 3 (60 minutes)</p> <p>Technology required. (55 marks)</p> <p>Two compulsory extended response problem-solving questions.</p>	<p>30%</p> <p>20%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Mathematical exploration</p> <p>Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	<p>20%</p>

MATHEMATICS: Applications and Interpretation

Standard Level and Higher Level

Syllabus component	Suggested teaching hours—SL	Suggested teaching hours—HL
Topic 1—Number and algebra	16	29
Topic 2—Functions	31	42
Topic 3—Geometry and trigonometry	18	46
Topic 4—Statistics and probability	36	52
Topic 5—Calculus	19	41
The “toolkit” and 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.	30	30
Total teaching hours	150	240

GROUP 6:

THE ARTS

MUSIC

Music is an essential part of the human experience and a unique mode of creativity, **expression** and communication. Music is both functional and meaningful, and its vitality and complexity enriches our lives. Though music is rooted in specific societies and cultures, it also transcends—and often connects—them. Music not only offers a way of understanding the world, but also a means by which we can **express** and share our understanding of it with others.

Music's many rich histories continue to evolve through individual and collaborative contributions. In the past, as in our contemporary and increasingly digital world, music responds to, and is shaped by, new and emerging technologies and approaches.

The study of music encourages inquiry into creative practices and performance processes. Music study develops listening, creative and analytical skills, as well as encouraging cultural understanding and international-mindedness. In this way, music is a catalyst for expanding critical thinking—a crucial life skill. When we understand others and ourselves through music, we are empowered to make positive and effective change in the world.

In this course, students and teachers engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship.

Throughout the course, students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose.

As students develop as young musicians, the course challenges them to engage practically with music as researchers, performers and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

ARTS AIMS

The aims of the arts subjects are to enable students to:

1. **explore** the diversity of the arts across time, cultures and contexts
2. develop as imaginative and skilled creators and collaborators
3. **express** ideas creatively and with competence in forms appropriate to the artistic discipline
4. critically **reflect** on the process of **creating** and experiencing the arts
5. develop as informed, perceptive and analytical practitioners
6. enjoy lifelong engagement with the arts.

MUSIC AIMS

In addition, the aims of the music course at SL and HL are to enable students to:

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

OBJECTIVES

Having followed the music course at SL or HL, students are expected to demonstrate and achieve the following assessment objectives (AOs).

AO1: Demonstrate knowledge and understanding of specified content, contexts and processes.

1. **Explore** the relationship between music and its contexts.
2. **Identify** information from academic and practical inquiry.
3. Present ideas, discoveries and learning in **authentic** ways.

AO2: Demonstrate application and **analysis** of knowledge and understanding.

1. Experiment with musical findings in local and global contexts.
2. Articulate a clear **rationale** to support the musical decision-making processes.
3. Justify the use of **creating** and **performing** elements.

AO3: Demonstrate synthesis and evaluation.

1. Communicate and present **diverse** musical **conventions** and **practices**.
2. Purposefully present created and performed works.
3. Make informed choices in communicating and presenting music.
4. **Evaluate** their own work and the work of others.

AO4: Select, use and apply a variety of appropriate skills and techniques.

1. Select **musical information** in academic and practical inquiry through relevant musical skills and techniques.
2. Identify, select and apply musical skills and techniques to shape and transform **musical material**.
3. Demonstrate appropriate use of musical conventions and practices when creating and performing in

diverse contexts.

4. Work collaboratively to achieve defined musical project outcomes (HL only).
5. Demonstrate planning, responsibility and ownership in managing and completing a musical project (HL only).

SYLLABUS OUTLINE

Exploring music in context

When exploring music in context, students will learn how to engage with a **diverse** range of music that will broaden their musical horizons and provide stimuli to expand their own music-making. Students will demonstrate **diversity** and **breadth** in their exploration by engaging with music from the areas of inquiry in **personal, local** and **global contexts**.

Standard Level: 45 hours; High Level: 45 hours

Experimenting with music

When experimenting with music, students connect theoretical studies to practical work and gain a deeper understanding of the music they engage with. Through this theoretical and practical work as researchers, creators and performers, students will learn to experiment with a range of **musical material** and stimuli from the areas of inquiry across local and global contexts.

Standard Level: 45 hours; High Level: 45 hours

Presenting music

When presenting music, students learn to practise and prepare finished pieces that will be performed or presented to an audience. In working towards completed musical works, students expand their musical identity, demonstrate their level of musicianship, and learn to share and communicate their music as researchers, creators and performers.

Standard Level: 60 hours; High Level: 60 hours

The contemporary music maker (HL only)

Music at higher level (HL) builds on the learning of musical competencies and challenges students to engage with the musical processes in settings of contemporary music-making. For the HL component, students plan and collaboratively create a project that draws on the competencies, skills and processes in all of the musical roles of the music course, and is inspired by real-life practices of music-making.

High Level only: 90 hours

Total hours: Standard Level (150 hours); High Level (240 hours).

SYLLABUS CONTENT

Overview

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:

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

Musical roles are: Researcher; Creator; Performer.

Musical Processes are:

- exploring music in context
- experimenting with music
- presenting music
- the contemporary music maker (HL only)

Students at HL plan and create a music project that is rooted in the learning of the course and inspired by real-life practices of music-making.

Diverse musical material

This course introduces students to a wide range of music from familiar and unfamiliar contexts that expands their horizons and provides new and exciting musical stimuli for their own work. To achieve this, the course uses a framework of areas of inquiry and contexts. Students broaden their knowledge by engaging with diverse musical material from **personal, local** and **global contexts**. They develop their musical identities by considering music and its functions in four areas of inquiry.

Specific musical works are not prescribed, allowing teachers and students flexibility depending on their background. The course framework is intended to be used creatively to stimulate both students' and teachers' imaginations.

Students will engage with diverse musical material through four areas of inquiry. Through the exploration and inquiry into personal, local and global contexts, students engage with both familiar and unfamiliar music.

ASSESSMENT OUTLINE SL and HL

Exploring music in context

Students select samples of their work for a portfolio submission (maximum **2,400 words**). Student submit:

1. written work demonstrating engagement with, and understanding of, **diverse** musical material
2. practical exercises:
 - **creating**: one creating exercise (score maximum **32 bars** and/or audio **1 minute** as appropriate to **style**)
 - **performing**: one **performed adaptation** of music from a **local** or **global context** for the student's own **instrument** (maximum **2 minutes**)
3. supporting audio material (not assessed).

External assessment: SL 30%; HL 20%

Experimenting with music

Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a **rationale** and **commentary** for each process. Students submit:

1. a written experimentation report that supports the experimentation (maximum **1,500 words**)
2. practical musical evidence of the experimentation process
 - three related **excerpts** of creating (total maximum **5 minutes**)
 - three related excerpts of performing (total maximum **5 minutes**)

Internal assessment: SL 30%; HL 20%

Presenting music

Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains:

- a. Presenting as a researcher
 - programme notes (maximum **600 words**)
- b. Presenting as a creator
 - composition and/or **improvisation** (maximum **6 minutes**)
- c. Presenting as a performer
 - solo and/or **ensemble** (maximum **12 minutes**)
 - excerpts, where applicable (maximum **2 minutes**)

External assessment: SL 40%; HL 30%

The contemporary music-maker (HL only)

Students submit a continuous **multimedia presentation** documenting their **real-life project**. Students submit multimedia presentation (maximum **15 minutes**), evidencing:

1. the project proposal
2. the process and evaluation
3. the realized project, or curated selections of it.

Internal assessment: SL N/A; HL 30%

THEATRE

NATURE OF THE SUBJECT

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 emphasizes 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 contextualize 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.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

Distinction between SL and HL

The syllabus clearly indicates a differential between SL and HL. It allows for greater breadth and depth in the teaching and learning at HL through an additional assessment task which requires HL students to engage with theatre theorists and their theories.

Prior learning

The theatre course at both SL and HL requires no previous experience.

The course is designed to enable students to experience theatre on a personal level and achievement in this subject is reflected in how students develop, extend and refine the knowledge, skills and attitudes necessary for studying theatre. Students' individual ability to be creative and imaginative and to communicate in dramatic form will be developed and extended through the theoretical and practical content of the course.

The theatre course provides a relevant learning opportunity for a diverse range of students as it lays an appropriate foundation for further study in theatre, performing arts and other related subjects. In addition, by instilling discipline, and refining communication, creative and collaborative skills it offers a valuable course of study for students who may wish to pursue a career or further education studies in areas unconnected to theatre.

Aims

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

- 1 enjoy lifelong engagement with the arts
 - 2 become informed, reflective and critical practitioners in the arts
 - 3 understand the dynamic and changing nature of the arts
 - 4 explore and value the diversity of the arts across time, place and cultures
 - 5 express ideas with confidence and competence
 - 6 develop perceptual and analytical skills.
 - 7 explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
 - 8 understand and engage in the processes of transforming ideas into action (theatre processes)
 - 9 develop and apply theatre production, presentation and performance skills, working both
 - 10 independently and collaboratively (presenting theatre)
- For HL only:
- 11 understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre)

OBJECTIVES

Having followed the theatre course at SL or HL, students will be expected to:

Assessment objective 1: demonstrate knowledge and understanding of specified content

- a) Describe the relationship between theatre and its contexts
- b) Identify appropriate and valuable information from research for different specialist theatre roles (creator; designer; director; performer)
- c) Present ideas, discoveries and learning, gained through research and practical exploration to others

Assessment objective 2: demonstrate application and analysis of knowledge and understanding

- a) Explain the relationship and significance of the integration of production, performance and research elements
- b) Explore and demonstrate different ways through which ideas can be presented and transformed into action
- c) Explain what has informed, influenced and had impact on their work

Assessment objective 3: demonstrate synthesis and evaluation

- a) Evaluate their work and the work of others
- b) Discuss and justify choices
- c) Examine the impact their work has had on others

Assessment objective 4: select, use and apply a variety of appropriate skills and techniques

- a) Demonstrate appropriate skills and techniques in the creation and presentation of theatre in different specialist theatre roles (creator; designer; director; performer)
- b) Demonstrate organization of material including use and attribution of sources
- c) Demonstrate the ability to select, edit and present work appropriately

CORE AREAS

The theatre syllabus at SL and HL consists of three equal, interrelated areas:

- Theatre in context
- Theatre processes
- Presenting theatre

These core areas, which have been designed to fully interlink with the assessment tasks, must be central to the planning and designing of the taught programme developed and delivered by the teacher. Students are required to understand the relationship between these areas and how each area informs and impacts their work in theatre.

Students are required to approach these areas from the perspectives of each of the following specialist theatre roles:

- creator
- designer
- director
- performer

Theatre in context

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

Through the theatre in context area, students will:

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

Theatre processes

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

Through the theatre processes area, students will:

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

Presenting theatre

This area of the syllabus addresses the staging and presentation of theatre as well as the presentation of ideas, research and discoveries through diverse modes of presentation, both practical and written.

Students consider the impact theatre can have on the spectator. They are encouraged to think about their own artistic intentions as creators, designers, directors and performers and the impact they wish to have on an audience.

Through the presenting theatre area, students will:

- apply their practical theatre skills, either individually or collaboratively, through a range of formats
- present their ideas about theatre and take part in theatre performances
- understand and appreciate how artistic choices can impact on an audience.

COURSE COMPONENTS

		THEATRE IN CONTEXT	THEATRE PROCESSES	PRESENTING THEATRE
HL Only	Creating theatre based on theatre theory	At HL, students research and examine the various contexts of at least one theatre theorist.	At HL, students practically explore at least one theatre theorist collaboratively and engage with the process of creating a piece of theatre based on their theory.	At HL, students create, present and evaluate at least one theatre piece based on an aspect(s) of a theatre theorist's work they have explored.
HL & SL	Working with play texts	Students research and examine the various contexts of at least one published play text and reflect on live theatre moments they have experienced as spectators.	Students take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action.	Students direct at least one scene or section from one published play text which is presented to others.
HL & SL	Examining world theatre traditions	Students research and examine the various contexts of at least one world theatre tradition.	Students practically examine the performance conventions of at least one world theatre tradition and apply this to the staging of a moment of theatre.	Students present a moment of theatre to others which demonstrates the performance convention(s) of at least one world theatre tradition.
HL & SL	Collaboratively creating original theatre	Students reflect on their own personal approaches, interests and skills in theatre. They research and examine at least one starting point and the approaches employed by one appropriate professional	Students respond to at least one starting point and engage with the process of transforming it collaboratively into an original piece of theatre.	Students participate in at least one production of a collaboratively created piece of original theatre, created from a starting point, which is presented to others.

		theatre company, and consider how this might influence their own personal approaches.		
HL & SL	Theatre journal	Students keep a theatre journal throughout the two-year theatre course which charts their development and their experiences of theatre as a creator, designer, director, performer and spectator.		

ASSESSMENT TASKS

	Description	External/ Internal	SL	HL
Task 1 (HL)	<p>Solo theatre piece: Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory. Each student submits for assessment:</p> <ul style="list-style-type: none"> • a report (3,000 words maximum) • a continuous unedited video recording of the whole solo theatre piece (4– 8 minutes) • a list of all primary and secondary sources cited. 	Ext		35%
Task 2	<p>Director’s notebook: Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. Each student submits for assessment:</p> <ul style="list-style-type: none"> • a director’s notebook (20 pages maximum) which includes the student’s presentation of their final directorial intentions and the intended impact of these on an audience • a list of all sources cited. 	Ext	35%	20%
Task 3	<p>Research presentation: Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. Each student submits for assessment:</p> <ul style="list-style-type: none"> • a continuous, unedited video recording of the live presentation (15 minutes maximum) • a list of all sources cited and any additional resources used by the student during the presentation which are not clearly seen within the video recording. 	Ext	30%	20%
Task4	<p>Collaborative theatre project: Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice. Each student submits for assessment:</p> <ul style="list-style-type: none"> • a process portfolio (15 pages maximum) • a video recording (4 minutes maximum) evidencing the student’s contribution to the presentation of the collaboratively created piece. The selected footage must be chosen by the student and must demonstrate specific artistic choices made by the student • a list of all sources cited.) 	Int	35%	25%

VISUAL ARTS

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 with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Distinction between SL and HL

The visual arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.

The Arts aims

The aims of Visual arts are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.
7. make artwork that is influenced by personal and cultural contexts
8. become informed and critical observers and makers of visual culture and media
9. develop skills, techniques and processes in order to communicate concepts and ideas.

The visual arts journal

Throughout the course students at both SL and HL are required to maintain a visual arts journal. This is their own record of the two years of study and should be used to document:

- the development of art-making skills and techniques
- experiments with media and technologies
- personal reflections
- their responses to first-hand observations
- creative ideas for exploration and development
- their evaluations of art practices and art-making experiences
- their responses to diverse stimuli and to artists and their works
- detailed evaluations and critical analysis
- records of valued feedback received
- challenges they have faced and their achievements.

Students should be encouraged to find the most appropriate ways of recording their development and have free choice in deciding what form the visual arts journal should take. The aim of the visual arts journal is to support and nurture the acquisition of skills and ideas, to record developments, and to critique challenges and successes. It is expected that much of the written work submitted for the assessment tasks at the end of the course will have evolved and been drawn from the contents of the visual arts journal.

Although sections of the journal will be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

Assessment objectives

Having followed the visual arts course at SL or HL, students will be expected to:

Assessment objective 1: demonstrate knowledge and understanding of specified content

- a) Identify various contexts in which the visual arts can be created and presented
- b) Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
- c) Recognize the skills, techniques, media, forms and processes associated with the visual arts
- d) Present work, using appropriate visual arts language, as appropriate to intentions

Assessment objective 2: demonstrate application and analysis of knowledge and understanding

- a) Express concepts, ideas and meaning through visual communication
- b) Analyse artworks from a variety of different contexts
- c) Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making

Assessment objective 3: demonstrate synthesis and evaluation

- a) Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
- b) Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
- c) Demonstrate the use of critical reflection to highlight success and failure in order to progress work
- d) Evaluate how and why art-making evolves and justify the choices made in their own visual practice

Assessment objective 4: select, use and apply a variety of appropriate skills and techniques

- a) Experiment with different media, materials and techniques in art-making
- b) Make appropriate choices in the selection of images, media, materials and techniques in art-making
- c) Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
- d) Produce a body of resolved and unresolved artworks as appropriate to intentions

Assessment outline - SL

Assessment tasks	Weighting
External assessment	
Part 1: Comparative study	20%
Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.	
SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).	
SL students submit a list of sources used.	
Part 2: Process portfolio	40%
Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.	
SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.	

Internal assessment

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

Part 3: Exhibition 40%

Students at SL 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.

SL students submit a curatorial rationale that does not exceed 400 words.

SL students submit 4–7 artworks.

SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.

SL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works.

While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.

Assessment outline - HL

External assessment

Part 1: Comparative study 20%

Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.

HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).

HL students submit 3–5 screens which analyse the extent to which their work and practices have been influenced by the art and artists examined. Students submit a list of sources used.

Part 2: Process portfolio 40%

Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.

Internal assessment

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

Part 3: Exhibition 40%

Students at HL 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.

HL students submit a curatorial rationale that does not exceed 700 words.

HL students submit 8–11 artworks.

HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.

HL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works.

While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.

Command terms

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used in examination questions, other terms may be used to direct students to present an argument in a specific way.

Analyse	Break down in order to bring out the essential elements or structure.
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Deduce	Reach a conclusion from the information given.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	Give a detailed account.
Determine	Obtain the only possible answer.
Differentiate	Obtain the derivative of a function.
Distinguish	Make clear the differences between two or more concepts or items.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value.
Explain	Give a detailed account, including reasons or causes.
Find	Obtain an answer, showing relevant stages in the working.
Hence	Use the preceding work to obtain the required result.
Hence or otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Identify	Provide an answer from a number of possibilities.
Integrate	Obtain the integral of a function.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Label	Add labels to a diagram.
List	Give a sequence of brief answers with no explanation.
Plot	Mark the position of points on a diagram.

Predict	Give an expected result.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Show	Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. "Show that" questions do not generally require the use of a calculator.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.

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