

## IB Curriculum at ISH

IB Diploma candidates must take examinations in six subject areas; three at Higher Level (HL), three at Standard Level (SL). One examination must come from each of the following subject groups:

### GROUP ONE Language A1 (First Language)

English A1	Higher Level
English A1	Standard Level
Japanese A1	Higher Level
Japanese A1	Standard Level
German A1	Higher Level
German A1	Standard Level

Students may opt to take their native language as a Language A1 outside of ISH at Higher or Standard Level with an external teacher paid for by the parents.

### GROUP TWO Language B (Foreign Language)

Language B		Language A2	
English B	Higher Level	English A2	Higher Level
English B	Standard Level	English A2	Standard Level
German B	Higher Level	German A2	Higher Level
German B	Standard Level	German A2	Standard Level
German ab initio	Standard Level		

A student may take a Group 2 examination, HL or SL, in a language not taught at ISH. Preparation for the examination is the student's responsibility and the student must receive instruction from an external teacher paid for by the parents.

### GROUP THREE (Individuals and Societies)

History	Higher Level
History	Standard Level
Geography	Higher Level
Geography	Standard Level

### GROUP FOUR (Experimental Sciences)

Biology	Higher Level
Biology	Standard Level
Physics	Higher Level
Physics	Standard Level

## **GROUP FIVE (Mathematics)**

Mathematics	Higher Level
Mathematics	Standard Level
Mathematical Studies	Standard Level

## **GROUP SIX (The Arts and Electives)**

Visual Arts	Higher Level
Visual Arts	Standard Level
Chemistry	Higher Level
Chemistry	Standard Level
Theatre	Higher Level
Theatre	Standard Level
Spanish B	Standard Level
French B	Standard Level

**PLEASE NOTE that if there is insufficient demand for a subject, it may not be offered.**

The IB Diploma is awarded to students who have successfully taken examinations in the six subjects they have chosen, and, in addition to these academic commitments, candidates must also satisfy three additional requirements:

- \* submission of an Extended Essay;
- \* satisfactory completion of a course entitled Theory of Knowledge (ToK);
- \* compulsory participation in the extra-curricular CAS programme (Creativity, Action, and Service activities).

### **The Extended Essay and Theory of Knowledge**

The Extended Essay is a substantial piece of independent research work (4000 words) written in one of the subjects of the IB curriculum under the direct supervision of a teacher at the school. The Extended Essay is externally assessed.

The Theory of Knowledge (ToK) course explores the relationships amongst the various disciplines and encourages critical reflection and analysis of the knowledge acquired within and beyond the classroom. Based on a programme outlined by the IBO, the course is designed and implemented by the school. It is followed for two periods per week throughout the two-year Diploma period of study. The students are required to write an essay (1200-1600 words) and make an oral presentation.

### **IB ASSESSMENT**

The grading scheme in use for the IB examinations is as follows:

1 : very poor	5 : good
2 : poor	6 : very good
3 : mediocre	7 : excellent
4 : satisfactory	

### ***Award of the IB Diploma (1)***

The IB diploma will be awarded to a candidate whose total score is **24, 25, 26 or 27 points**, provided all the following requirements have been met:

- a) numeric grades have been awarded in all six subjects registered for the diploma
- b) an approved programme of creativity, action and service (CAS) has been completed
- c) grades A to D have been awarded for both Theory of Knowledge and an extended essay
- d) there is no grade 1 in any subject
- e) there is no grade 2 at higher level
- f) there is no more than one grade 2 at standard level
- g) overall, there are no more than three grade 3 or below
- h) at least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level)
- i) at least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level)
- j) the final award committee has not judged the candidate to be guilty of malpractice

### ***Award of the IB Diploma (2)***

The IB diploma will be awarded to a candidate whose total score is **28 points or above**, provided all the following requirements have been met:

- a) numeric grades have been awarded in all six subjects registered for the diploma
- b) an approved programme of creativity, action and service (CAS) has been completed
- c) grades A to E have been awarded for either Theory of Knowledge or the extended essay, with a grade of at least D for the other.
- d) there is no grade 1 in any subject
- e) there is no more than one grade 2 at higher level
- f) there are no more than two grade 2 at standard level
- g) overall, there are no more than three grade 3 or below At least 11 points have been gained on higher level subjects (candidates who register for two standard level subjects must gain at least 14 points at higher level)
- h) at least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level)
- i) the final award committee has not judged the candidate to be guilty of malpractice.

### ***Excluding conditions***

The Diploma **cannot** be awarded, whatever the total score, to candidates who have:

- a total score of less than 24 points
- received a grade 1 in any subject;
- not submitted an Extended Essay;
- not satisfied the Theory of Knowledge requirements;
- not engaged in CAS activities over the two years.

### ***The Award of Bonus points***

Theory of Knowledge and the Extended Essay are measured against assessment criteria and according to the quality of the work. A candidate's performance in each will fall into one of five bands:

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

The total number of bonus points awarded will be determined according to the following matrix

	Theory of Knowledge					
	LEVEL	A	B	C	D	E
Extended Essay	A	+3	+3	+2	+2	+1 F*
	B	+3	+2	+1	+1	F*
	C	+2	+1	+1	0	F*
	D	+2	+1	0	0	F*
	E	+1 F*	F*	F*	F*	F

A candidate who achieves **level B** for Theory of Knowledge and **level C** for the Extended Essay will be awarded **one bonus point**.

F\* - 28 points will be required to be eligible for the diploma if a student attains an 'E' grade in either the Extended Essay or in Theory of Knowledge.

Candidates who achieve **level E** for both Theory of Knowledge and the Extended Essay will be awarded **F** for their bonus points score. The award of **F** is a failing condition for the IB Diploma.

Diploma Candidates must also complete a minimum of 150 hours of CAS Activities, an Extended Essay of 4000 words and follow a course in Theory of Knowledge. Examinations are taken in May and results are available in July. Students and their parents are liable for examination fees.

## **THEORY OF KNOWLEDGE (ToK)**

### **Nature of the Course**

The Theory of Knowledge (TOK) programme is central to the educational philosophy of the International Baccalaureate. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world.

Engaging with students in a critical examination of knowledge, teachers will foster an appreciation of the quest for knowledge, in particular its importance, its complexities, and its human implications.

### **Course Outline**

1. Knowers and Knowing
2. Ways of Knowing:
  - (a) Perception
  - (b) Language
  - (c) Reason
  - (d) Emotion
3. Areas of Knowledge:
  - (a) Mathematics
  - (b) Natural Sciences
  - (c) Human Sciences

- (d) History
- (e) The Arts
- (f) Ethics

## **IB Assessment**

### **Part One: External Assessment**

An essay must be written from a prescribed list provided by the IB Office. The essay will be between 1200-1600 words and will be assessed by an external examiner.

### **Part Two: Internal Assessment**

Students must make a presentation to the class and prepare a written self-evaluation report including a concise description of the presentation and their answers to the questions provided on the form. This presentation will be assessed by a ToK teacher.

## **IB LANGUAGE A1 HIGHER AND STANDARD LEVEL**

### **ENGLISH, GERMAN & JAPANESE**

#### **Nature of the Course**

All IB Diploma candidates must take a Language A1 at either Higher or Standard Level. The course is for native speakers or students with near-native-speaker competence. Students are expected to have a special interest in literature and to have highly developed skills in literary appreciation and analysis. Non-native speakers of the language who wish to take Language A1 must have a command of the language approximating to that of a native speaker and normally require **at least** 5 or 6 years of education in that language.

#### **Course Outline**

The course is primarily literary and requires the study of major works of literature: at Higher Level at least 15 works and at Standard Level 11 works. Students must therefore be willing and able to undertake a great deal of reading at a demanding level. The course includes, at both levels, the study of World Literature (Literature in translation), which is a central and integral part of the programme and aims to give the student a broadened and international perspective of literature and human thought.

The literary genres prescribed for the written examination are:

- Drama
- Poetry
- Prose (Novel and short story)
- Prose (Non-fiction, essay, autobiography)

#### **Higher Level**

At Higher Level, the course is wide-ranging and sophisticated. Emphasis is placed upon the students' capacity for making cross-reference and connections between texts, thematically and generically. An ability to read sensitively and closely is required, as is the ability to articulate an informed personal response. The Higher Level programme is designed to meet the needs of native or very fluent speakers, especially students of Arts and Humanities who intend to pursue literary studies at college/university level.

#### **Standard Level**

At Standard Level there is a similarly wide range of reading, again including World Literature. The written examination is shorter (two 90 minute exams rather than two 2-hour papers) but still with an emphasis upon appreciation of style and technique. Nevertheless,

even at Standard Level, students need to read with critical appreciation and be able to construct properly substantiated responses to what they have read.

## IB Assessment

### Higher Level

1. 2 written papers 2 hours each (25% each) (50%)
  - (a) commentary on an unseen prose or poetry text. Students must choose **one** of two texts
  - (b) essay – an essay on one of the literary topic options. Students write one essay from a choice of two option based questions or four general literary questions.
  
2. World Literature Assignments (20%)

Two assignments – each 1500 words

The students submit two written assignments based on the study of the five World Literature texts, four works selected from the prescribed IB World Literature List and one work selected by the teacher. In both cases students are expected to select the topic of the assignments themselves and to work independently. These assignments are externally assessed.
  
3. Oral internal assessment (30%)

Individual oral commentary (15%)

Individual oral presentation (15%)

Oral assessment is based on these two compulsory oral activities. The formal oral commentary requires students to analyse a passage from one of the four texts for detailed study from the IB Prescribed list.

The oral presentation requires students to choose their own topic, in consultation with the teacher, and will be based on four works selected by the teacher.

### Standard Level

1. Two written papers 1½ hours each (25% each) (50%)
  - (a) commentary on unseen prose or poetry text. Students must choose **one** of two texts.
  - (b) essay – an essay on one of the literary topic options. Students write one essay from a choice of two option-based questions or four general literary questions.
  
2. World Literature Assignment (1500 words) (20%)

The students submit a written assignment based on two of the three World Literature texts from the IB World Literature List. In addition students will study two works

selected by the teacher. Students are expected to select the topic of the assignment themselves and to work independently. This assignment is externally assessed.

- |                              |       |
|------------------------------|-------|
| 3. Oral internal assessment  | (30%) |
| Individual oral commentary   | (15%) |
| Individual oral presentation | (15%) |

Oral assessment is based on these two compulsory oral activities. The formal oral commentary requires students to analyse a passage from one of the four texts for detailed study from the IB Prescribed list.

The oral presentation requires students to choose their own topic, in consultation with the teacher, and will be based on three texts selected by the school.

## **IB LANGUAGE A2 HIGHER AND STANDARD LEVEL**

### **ENGLISH & GERMAN**

#### **Nature of the Course**

The Language A2 (Higher and Standard) course is designed for students:

- who are bilingual and capable of studying both their languages as Language A1 but choose not to take two Language A1 courses as the two languages together would prove too demanding;
- who are almost bilingual or highly competent non-native speakers who have been educated for many years in an English-medium school and whose language skills and intellectual capabilities would not be sufficiently challenged by the new Language B course (which is designed primarily for those learning English as a foreign language);
- native speakers of English/German who chose as their Language A1 a language other than English.

#### **Language A2 Objectives**

At the end of the language A2 course both Higher Level and Standard Level candidates are expected to:

- communicate clearly, fluently and effectively in a wide range of situations.
- understand and use accurately the oral and written forms of the language in a range of styles and situations.
- understand and use an extensive range of vocabulary and idiom.
- select a register and style that are consistently appropriate to the situation.
- express ideas with clarity and fluency.
- structure arguments in a focused, coherent and persuasive way, and support them with relevant examples.
- assimilate and make use of complex written and spoken texts.
- engage in detailed critical examination of a wide range of texts in different forms, styles and registers.
- appreciate the subtleties of technique and style employed by writers and speakers of the language.
- show sensitivity to the culture(s) related to the language studied.

## Language A2 Course Outline

**At Higher Level**, students study **four** options, at least one from Part One and at least one from Part Two. One cultural option must be either Language and Culture or Media and Culture.

### Part One: Cultural Options

The five cultural options are:

- Future Issues
- Global Issues
- Language and Culture
- Media and Culture
- Social Issues

Students study a variety of texts (literary, journalistic, scientific, historical) concerned with the option(s) chosen and write essays and critical analyses on the texts. Selected topics are approached through study of the press and of other media.

### Part Two: Literature

Each option consists of the study of a group of **three** literary works (novels, short stories, drama, poetry). The texts are linked by theme, genre or period and must be of distinct literary quality. Students will write on literature in the examination.

## IB Assessment

### Higher Level

1. Written examinations      4 hours      (50%)
  - Paper 1    2 hours      (25%)  
Students write a comparative critical commentary on two passages linked by theme but written in contrasting styles.
  - Paper 2    2 hours      (25%)  
Students write an essay on one of the options described above.
  - Written Assignment      (20%)  
Students write two text productions based on different options (total of 1,500 words maximum). The text productions are written during the course and submitted for external assessment. The objective of the Written Assignment is to enable students to demonstrate their understanding of a range of styles and registers. One assignment must be related to a Literary Option and one to a Cultural Option.

2. Internal Assessment (30%)

Two oral activities are internally assessed by the teacher and externally moderated by the IBO. The Individual Oral is based on a text from a Cultural or Literary Option, is recorded, is assessed by the teacher and moderated by the IBO. The Interactive Oral Activity is based on a Cultural or Literary Option and assessed by the teacher.

**Standard Level**

1. Written examinations 3 hours (50%)

Paper 1 1 hour 30 minutes (25%)

Students write a comparative critical commentary on two passages linked by theme but written in contrasting styles.

Paper 2 1 hour 30 minutes (25%)

Students write an essay on one of the options described above.

Written Assignment (20%)

Students write two text productions accompanied by a rationale based on different options (total of 1,500 words maximum). The text productions are written during the course and submitted for external assessment. The objective of the Written Assignment is to enable students to demonstrate their understanding of a range of styles and registers. One assignment must be related to a Literary Option and one to a Cultural Option.

2. Internal Assessment (30%)

Two oral activities are internally assessed by the teacher and externally moderated by the IBO. The Individual Oral is based on a text from a Cultural or Literary Option, is recorded, is assessed by the teacher and moderated by the IBO. The Interactive Oral Activity is based on a Cultural or Literary Option and assessed by the teacher.

## IB LANGUAGE B HIGHER & STANDARD LEVEL

### ENGLISH & GERMAN

#### Nature of the Course

This is a two-year course for non-native speakers. Students should have a minimum of three years experience for the Higher Level course, two years for Standard Level. The Higher Level programme is designed to meet college/university requirements for students entering higher studies in modern languages. It is also generally recognized as an entry qualification for students planning to study at an institution at which the language offered for examination is the language of instruction. Students must demonstrate their ability to compose well-constructed and idiomatic essays and to be able to understand and accurately use oral and written forms of the language that are essential for effective communication. At Standard Level, the main emphasis is placed on developing language skills that will allow students to communicate clearly and effectively with general clarity and some fluency. The students are required to write an essay on a general subject, participate in an oral examination and show understanding of a variety of written texts.

#### Course Outline

A variety of texts, literary and non-literary, will be studied both for their language content and for the manner in which they reflect the culture(s) associated with the language. Students will develop text-handling skills of interpretation, commentary and criticism and will write in various modes (reports, imaginative written interaction, letters and articles on controversial issues). Emphasis will be placed on improving oral communication skills, both individual and in groups, and on achieving a better understanding and awareness of the culture(s) associated with the language.

#### IB Assessment

- |  |          |       |
|--|----------|-------|
| 1. Written examinations  | 3hours   | (70%) |
| Paper 1  | 1½ hours | (40%) |
| <i>Reading:</i> Questions based on a number of written texts (Higher Level 27%, Standard Level 30%)                    |          |       |
| <i>Written response:</i> A short writing exercise in response to a written text (Higher Level 13%, Standard Level 10%) |          |       |
| Paper 2  | 1½ hours | (30%) |
| One writing task from a choice of six.   |          |       |
| 2. Internal Assessment: Oral component   |          | (30%) |
| Two oral activities internally assessed by the teacher and externally moderated by the IBO.                            |          |       |
| Individual Oral  |          | (15%) |

Based on a stimulus chosen by the candidate.

Interactive Oral Activity

(15%)

The mark of one interactive oral activity.

## **IB LANGUAGE AB INITIO STANDARD LEVEL**

### **GERMAN**

#### **Nature of the Course**

The ab initio programme is a foreign language learning programme designed to be studied over two years at standard level by students who have had no previous experience of learning the target language.

The programme meets the needs of the following IB students:

- those who have had little or no opportunity for foreign language study in their earlier education and are therefore unable to fulfil IB diploma requirements for group 2;
- those who are interested in learning a new, foreign language as part of their IB diploma, possibly in addition to language A2 or B.

#### **Course Outline**

The ab initio programme is communicative in that it focuses principally on interaction between speakers and writers of the target language. The main aim of the programme is to prepare the learner to use the language appropriately in a range of situations and contexts and for a variety of purposes.

The skills of listening, speaking, reading and writing are taught and developed through the study of a wide range of oral and written texts of different styles and registers. Authentic material is used wherever possible.

#### **IB Assessment**

1. Written examinations	3 hours	(70 %)
Paper 1	1½ hours	(40 %)
Text-handling exercises based on a series of written texts.		
Paper 2	1½ hours	(30 %)
A series of writing tasks		
2. Internal assessment		(30 %)
Oral component.		

Activities conducted during the course and assessed by the teacher. The marks are externally moderated.

## IB LANGUAGE B STANDARD LEVEL

### SPANISH/FRENCH B STANDARD

#### Nature of the Course

At Standard Level, the main emphasis is placed on developing basic language skills. The candidate is required to interpret texts under examination conditions, write an essay on a literary or general subject and participate in an oral examination.

#### Course Outline

A variety of texts, literary and non-literary, will be studied both for their language content and for the manner in which they reflect the culture(s) associated with the language. Students will develop text-handling skills of interpretation, commentary and criticism and will write in various modes (reports, imaginative extension, interpretation, analysis and literary criticism). Emphasis will be placed on improving oral communication skills, both individual and in groups, and on achieving a better understanding and awareness of the culture(s) associated with the language.

#### IB Assessment

- |  |          |       |
|--|----------|-------|
| 1. Written examinations  | 3 hours  | (70%) |
| Paper 1  | 1½ hours | (40%) |
| <i>Reading:</i> Questions based on a number of written texts (Standard Level 30%)                    |          |       |
| <i>Written response:</i> A short writing exercise in response to a written text (Standard Level 10%) |          |       |
| Paper 2  | 1½ hours | (30%) |
| One writing task from a choice.  |          |       |
| 2. Internal Assessment: Oral component   |          | (30%) |
| Two oral activities internally assessed by the teacher and externally moderated by the IBO.          |          |       |
| Individual Oral  |          | (15%) |
| Based on a stimulus chosen by the candidate.   |          |       |
| Interactive Oral Activity  |          | (15%) |
| The mark of one interactive oral activity.   |          |       |

## **IB HISTORY HIGHER AND STANDARD LEVEL**

### **Nature of the Course**

History is the attempt made by professional historians to record and reconstruct the past through the study of evidence derived from a variety of sources. It is concerned with the study of Man in Society in the widest context: political, social, economic and cultural. It is concerned both with trends and developments, with change and continuity through time, and with unique and specific events. History can never be objective in an absolute sense and the contribution of every historian must contain a subjective element. In so far as History is "a dialogue between the present and the past" every generation must rewrite its own history in the light of new evidence and under the influence of its particular attitudes and prejudices.

### **Course Outline**

#### **Higher Level**

The programme for Higher Level falls into three main parts:

1. An outline study of a selection of twentieth century topics in World History;
2. A more detailed study of the history of a major region from approximately the middle of the eighteenth century to the present day;
3. An individual in-depth study of a limited subject or subjects approved by the student's teacher as part of an Internal Assessment component.

#### **Part 1: Outline Study of a Selection of Twentieth Century Topics.**

1. Causes, practices and effects of wars.
2. Democratic States: Challenges and responses.
3. Origins and developments of authoritarian and single-party states.
4. Nationalist and independence movements in Africa and Asia and post 1945 Central and Eastern European states.
5. The Cold War.

The topics have been chosen to ensure that no student can effectively prepare for the examination without studying the subject in a world dimension.

## **Part 2: A Regional Study (within the period 1750 to the present day)**

Candidates must make a study of one of the following regional options:

1. Africa
2. Americas
3. West, South Asia and North Africa
4. East and South East Asia and Australasia
5. Europe

The main focus of study is political but social, economic and cultural aspects have some coverage. The choice of subject matter and the period to be covered is left to the teachers and schools. The study of a period of approximately 100 years should give candidates an adequate choice of questions. At ISH the region selected is the European Region.

## **Part 3: Individual Study (Internal Assessment Component)**

This part of the course is designed to provide an opportunity for the student to study a limited theme or subject in greater depth and to develop and demonstrate skills not necessarily tested in the formal written examination.

### **Standard Level**

An outline study of a selection of twentieth century topics in World History.

1. Causes, practices and effects of wars.
2. Democratic States: Challenges and responses.
3. Origins and developments of authoritarian and single-party states.
4. Nationalist and independence movements in Africa and Asia and post 1945 Central and Eastern European states.
5. The Cold War.

The topics have been chosen to ensure that no student can effectively prepare for the examination without studying the subject in a world dimension.

Standard Level students are required to undertake an Internal Assessment Component similar to that described above for Higher Level students.

### **IB Assessment**

#### **Higher Level**

1. Written examinations 5 hours (80%)

Paper 1 1 hour (20%)

A document-based paper set on prescribed subjects from twentieth century world history topics.

Four questions are to be answered.

Paper 2 1 hour 30 mins. (25%)

An essay paper based on twentieth century world history topics.

Two questions are to be answered.

Paper 3 2 hours 30 mins. (35%)

Questions based on regional options.

Three questions are to be answered.

2. Internal Assessment (20%)

Candidates must undertake an in-depth study on any historical subject.

This is internally assessed by the teacher and externally moderated.

### **Standard Level**

1. Written examinations 2 hours 30 mins. (75%)

Paper 1 1 hour (30%)

A document-based paper set on prescribed subjects from twentieth century world history topics.

Four questions to be answered.

Paper 2 1 hour 30 mins. (45%)

An essay paper based on twentieth century world history topics.

Two questions are to be answered.

2. Internal Assessment (25%)

Candidates must undertake an in-depth study on any historical subject.

This is internally assessed by the teacher and externally moderated.

## **IB GEOGRAPHY HIGHER AND STANDARD LEVEL**

### **Nature of the Course**

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interaction between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. These are defined on a variety of scales and form a range of perspectives. The Geography course integrates both physical and human Geography and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

### **Course Outline**

#### **Part One – Core Theme – patterns and change (Standard and Higher Level)**

There are **four** compulsory topics in this core theme.

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

#### **Part Two – Optional Themes (Standard and Higher Level)**

There are **seven** optional themes.

Two optional themes are required at Standard Level.

Three optional themes are required at Higher Level.

- A. Freshwater – issues and conflicts
- B. Oceans and their coastal margins
- C. Extreme environments
- D. Hazards and disasters – risk assessment and response
- E. Leisure, sport and tourism
- F. The geography of food and health
- G. Urban environments

#### **Part Three – Extension – global interactions (Higher Level only)**

There are **seven** compulsory topics in the Higher Level extension.

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

## **IB Assessment**

### **Higher Level**

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|-------------------------|-----------------|-------|
| 1. Written Examinations | 4 hours 30 mins | (80%) |
|-------------------------|-----------------|-------|

Paper 1	1½ hours	(25%)
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Syllabus content: Core theme

Paper 2	2½ hours	(35%)
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Syllabus content: Three optional themes

Paper 3	1 hour	(20%)
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Syllabus content: Higher Level extension

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|------------------------|--|-------|
| 2. Internal Assessment |  | (20%) |
|------------------------|--|-------|

The students are required to conduct fieldwork, leading to one written report (word limit 2500 words) which is internally assessed by the teacher and externally moderated.

### **Standard Level**

- |                         |                  |       |
|-------------------------|------------------|-------|
| 1. Written Examinations | 2 hours 50 mins. | (75%) |
|-------------------------|------------------|-------|

Paper 1	1 hour 30 minutes	(40%)
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Syllabus content: Core theme

Paper 2	1 hour 30 minutes	(35%)
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2. Internal Assessment

(25%)

One piece of coursework (word limit 1500 words) which is internally assessed by the teacher and externally moderated.

## IB BIOLOGY HIGHER AND STANDARD LEVEL

### Nature of the Course

The design of Science courses for the International Baccalaureate seeks to reflect recent scientific thinking in many countries. Curriculum content has been selected with the realization that because science is continuously and rapidly progressing, both in breadth and in depth, the curriculum is regularly reviewed and updated. The emphasis in all courses is on providing students with ample opportunities for research and discovery because it is through personal experience that students best develop an understanding of science.

Biology is the study of living organisms, applying the techniques and approach of the experimental sciences. This study is undertaken at a variety of levels from the molecular to that of the biosphere, each with its own distinctive approaches and methods. By the end of the course, the student should have developed an appreciation of the interactions between these levels, and of organisms as functioning entities within the biosphere.

### Course Outline

#### Higher Level

The Higher Level Biology syllabus includes core material of 80 teaching hours, additional Higher Level material of 55 hours, two options of 22 hours each and 60 hours of the internally assessed practical investigations, including a 10-15 hour Group 4 Project and a day of practical Ecology in the local environment.

#### Core

1. Statistical analysis
2. Cells
3. The chemistry of life
4. Genetics
5. Ecology and evolution
6. Human Health and physiology

#### Additional Higher Level Material

7. Nucleic acids and proteins
8. Cell respiration and photosynthesis
9. Plant science
10. Genetics
11. Human health and physiology

**Options - two** from the following:

- D. Evolution
- E. Neurobiology and behaviour
- F. Microbes and biotechnology
- G. Ecology and conservation
- H. Further human physiology

## Standard Level

The programme for the Standard Level includes core material of 80 teaching hours, two options taking 30 hours and 40 hours of the internally assessed scheme of practical work, including a 10-15 hour Group 4 Project and a day of practical Ecology in the local environment.

### Core

1. Statistical analysis
2. Cells
3. The chemistry of life
4. Genetics
5. Ecology and evolution
6. Human health and physiology

### Options - two from the following:

- A. Human nutrition and health
- B. Physiology of exercise
- C. Cells and energy
- D. Evolution
- E. Neurobiology and behaviour
- F. Microbes and biotechnology
- G. Ecology and conservation

## IB Assessment

### Higher Level

1. Written Examinations 4 hours 30 mins (76%)  
  
Paper 1 1 hour (20%)  
40 multiple choice questions  
  
Paper 2 2 hours 15 mins (36%)  
One data-based question, several short answer questions and two extended response questions.  
  
Paper 3 1 hour 15 mins (20%)  
Short answer questions and one extended response question on each of the two options.
2. Practical work (24%)  
Internally assessed and externally moderated, includes the Group 4 Project.

### Standard Level

1. Written Examinations 3 hours (76%)  
  
Paper 1 45 minutes (20%)  
30 multiple choice questions on core material only.

Paper 2 1 hour 15 mins. (32%)  
One data-based question, several short answer questions and one extended response question.

Paper 3 1 hour (24%)  
Short answer questions and one extended response question on each of the two options.

2. Practical Work (24%)  
Internally assessed and externally moderated, includes the Group 4.

## IB PHYSICS HIGHER AND STANDARD LEVEL

### Nature of the Course

Physics in the IB Diploma programme principally involves two scientific domains - scientific knowledge and scientific activity - whose aims are to produce in the student, scientific ability and scientific skills as related to Physics, an awareness and appreciation of the limitations of the subject, its societal impact and the responsibilities of practising scientists in this discipline.

The curriculum model offers a parallel structure at both Higher Level (HL) and Standard Level (SL), whereby a core of material is studied by all students, and this is supplemented by the study of options. At HL the core makes up about 75% of the programme, while at SL the core is 60%. At HL students have to choose two options of 22 hours study each; at SL they must choose two options of 15 hours each. Three kinds of options are presented: those specific to HL students, those specific to SL students, and those which can be taken as a whole by HL students, and in part by SL students. All students are also required to spend at least 25% of their instruction time following an internally assessed scheme of practical and/or investigative work relating to all aspects of the programme, including the options. The Group 4 Project, which is a common component to all IB Science programmes, makes up 10-15 hours of internally assessed scheme of practical work.

### Course Outline

<b>Core</b>	<b>(80 hours)</b>	<b>Additional Higher Level</b>	<b>(55 hours)</b>
Topic 1	Physics and physical measurement	Topic 9	Motion in fields
Topic 2	Mechanics	Topic 10	Thermal physics
Topic 3	Thermal Physics	Topic 11	Wave phenomena
Topic 4	Oscillations and waves	Topic 12	Electromagnetic induction
Topic 5	Electric currents	Topic 13	Quantum physics and nuclear physics
Topic 6	Fields and forces	Topic 14	Digital technology
Topic 7	Atomic and nuclear Physics		
Topic 8	Energy, power and climate change		

### Options

**SL Options – SL candidates choose *two* from A – G (15 x 2 hours hours)**

**HL Options – HL candidates choose from E – J (22 x 2 hours)**

- |   |                                     |    |                       |
|---|-------------------------------------|----|-----------------------|
| A | Sight and wave phenomena            | E. | Astrophysics          |
| B | Quantum Physics and Nuclear Physics | F. | Communications        |
| C | Digital technology                  | G  | Electromagnetic waves |
| D | Relativity and particle physics     | H  | Optics                |
|   |                                     | I  | Medical physics       |
|   |                                     | J  | Particle physics      |

## IB Assessment

### Higher Level

- |    |   |                    |       |
|----|---|--------------------|-------|
| 1. | Written Examinations  | 4 hours 30 minutes | (76%) |
|    | Paper 1   | 1 hour             | (20%) |
|    | 40 multiple choice questions (from Core and AHL)  |                    |       |
|    | Paper 2   | 2 hours 15 mins.   | (36%) |
|    | One data-based question and several short-answer questions on the Core and AHL (all compulsory).                          |                    |       |
|    | Two extended response questions on the Core and AHL (from a choice of four).  |                    |       |
|    | Paper 3   | 1 hour 15 mins.    | (20%) |
|    | Several short-answer/structured questions and one extended-response question in each of the two options (all compulsory). |                    |       |
| 2. | Practical work  |                    | (24%) |
|    | Internally assessed and externally moderated.   |                    |       |

### Standard Level

- |    |  |                 |       |
|----|--|-----------------|-------|
| 1. | Written Examinations   | 3 hours         | (76%) |
|    | Paper 1  | 45 mins.        | (20%) |
|    | 30 multiple choice questions from Core.  |                 |       |
|    | Paper 2  | 1 hour 15 mins. | (32%) |
|    | One data-based question and several short-answer questions on the Core (all compulsory). |                 |       |
|    | One extended response question on the Core (from a choice of three).                     |                 |       |
|    | Paper 3  | 1 hour          | (24%) |
|    | Several short-answer/structured questions in each of the two options (all compulsory).   |                 |       |

2. Practical Work  
Internally assessed and externally moderated.

(24%)

## **CHEMISTRY HIGHER AND STANDARD LEVEL**

### **Nature of the Course**

The design of Science courses for the International Baccalaureate seeks to reflect recent scientific thinking in many countries. Curriculum content has been selected with the realization that because science is continuously and rapidly progressing both in breadth and in depth, the curriculum is regularly reviewed and updated. The emphasis in all courses is on providing students with ample opportunities for research and discovery because through personal experience students best develop an understanding of science.

Chemistry is the central science. Chemical principles underpin the physical environment in which we live, and all biological systems. As such, the subject of chemistry has two main roles in the curriculum. It is a subject worthy of study in its own right as a preparation for employment or further study. Chemistry is also a pre-requisite for many other courses in higher education, such as medicine, and biological and environmental sciences. Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. The laboratory work has a direct bearing, wherever possible, upon the student's growing body of descriptive and theoretical Chemistry.

The programme ensures, through the variety of options available, that the qualification will meet the needs of students who wish to enter higher education in the sciences and those for whom this will be their final formal study of science.

### **Course Outline**

The IB chemistry programme may be taken at Standard Level (SL) or Higher Level (HL). The programme consists of a common core called the subject specific core (SSC) of 80 hours of study. The core is an attempt to define material that is essential for all SL and HL students to cover. It provides an excellent foundation on which to base the options at either level.

The remainder of the SL course is made up of two options of 15 hours each and 40 hours of practical investigation. For HL students the core is extended by an additional 55 hours of material called the additional higher level material. The course is completed by studying two 22 hour options and 60 hours of practical investigations. The additional higher level material builds upon the SSC by exploring topics in greater depth and by broadening the area of study.

#### **Subject Specific Core (SSC)**

Topic 1    Quantitative chemistry

Topic 6    Kinetics

Topic 2 Atomic structure  
Topic 3 Periodicity  
Topic 4 Bonding  
Topic 5 Energetics

Topic 7 Equilibrium  
Topic 8 Acids and bases  
Topic 9 Oxidation and reduction  
Topic 10 Organic chemistry  
Topic 11 Measurement and data processing

## Additional Higher Level (AHL)

Topic 12 Atomic structure  
Topic 13 Periodicity  
Topic 14 Bonding  
Topic 15 Energetics

Topic 16 Kinetics  
Topic 17 Equilibrium  
Topic 18 Acids and bases  
Topic 19 Oxidation and reduction

## Options

**SL Options – SL candidates choose *two*  
*two* from A – G (15 x 2 hours)**

A Modern analytical chemistry  
B Human biochemistry  
C Chemistry in industry and technology  
D Medicines and drugs

**HL Options – HL candidates choose  
from AG (22 x 2 hours)**

E. Environmental chemistry  
F. Food chemistry  
G Further organic chemistry

## IB Grade Assessment

### Higher Level

- Written Examinations 4 hours 30 mins (76%)  
  
Paper 1 1 hour (20%)  
40 multiple choice questions  
  
Paper 2 2 hours 15 mins (36%)  
Section A: 1 data-based, and short answer questions  
Section B: 2 extended response questions (from a choice of 4)  
  
Paper 3 1 hour 15 mins (20%)  
Several short answer questions and one extended response question on each of the  
2 options studied.
- Internal Assessment (24%)  
Internally assessed and externally moderated.

### Standard Level: General Chemistry

- Written Examinations 3 hours (76%)  
  
Paper 1 45 mins (20%)  
30 multiple choice questions

Paper 2	1 hour 15 mins	(32%)
Section A: Short answer questions + 1 data-based question		
Section B: One extended response question (from a choice of 3)		
Paper 3	1 hour	(24%)
Several short answer questions on each of the 2 options studied.		
2.	Internal Assessment	(24%)
Internally assessed and externally moderated.		

## IB MATHEMATICS HIGHER LEVEL

### Nature of the Course

This course caters for students with a good range of analytical and technical skills in mathematics. Most students expect to study mathematics as a major component of their university course, either as a subject in its own right or within courses such as physics, engineering or technology.

### Syllabus Outline

#### Part One: Core Topics

1. Algebra
2. Functions and Equations
3. Circular Functions and Trigonometry
4. Matrices
5. Vectors
6. Statistics and Probability
7. Calculus

#### Part Two: Optional Topics (one to be covered)

8. Statistics and Probability
9. Sets, Relations and Groups
10. Series and Differential Equations
11. Discrete Mathematics

### IB Assessment

1. Written Examinations 5 hours. (80%)  
  
Paper 1 2 hours (30%)  
Questions based on the Core Topics in Part One. Calculator not allowed.  
  
Paper 2 2 hours (30%)  
Questions based on the Core Topics in Part One. Graphics calculator is required.  
  
Paper 3 1 hour (20%)  
Questions from the topic chosen in Part Two.
2. Internal Assessment (Portfolio) (20%)

A collection of two pieces of work (one mathematical investigation and one mathematical modelling problem) assigned by the teacher and completed by the student during the course. The portfolio is internally assessed by the teacher and

externally moderated by an IB examiner.

## IB MATHEMATICS STANDARD LEVEL

### Nature of the Course

This course caters for students with a sound understanding of mathematical concepts and a competence in applying mathematical techniques. Most students will require a mathematical background for their further study in subjects such as economics, psychology and the sciences.

### Syllabus Outline

1. Algebra.
2. Functions and Equations
3. Circular Functions and Trigonometry
4. Matrices
5. Vectors
6. Statistics and Probability
7. Calculus

### IB Assessment

1. Written Examinations 3 hours (80%)  
  
Paper 1 1½ hours (40%)  
Questions based on the whole syllabus. Calculators are not allowed.  
  
Paper 2 1½ hours (40%)  
Questions based on the whole syllabus. Graphics calculator is required.
2. Internal Assessment (Portfolio) (20%)

A collection of two pieces of work (one mathematical investigation and one mathematical modelling problem) assigned by the teacher and completed by the student during the course. The portfolio is internally assessed by the teacher and externally moderated by an IB examiner.

## MATHEMATICAL STUDIES STANDARD LEVEL

### Nature of the Course

This course caters for students with varied backgrounds and abilities. It is designed to encourage an appreciation of mathematics in students who will not require mathematics as part of their university course.

### Syllabus Outline

1. Introduction to the graphic display calculator
2. Number and Algebra
3. Sets, Logic and Probability
4. Functions
5. Geometry and Trigonometry
6. Statistics
7. Introductory Differential Calculus
8. Financial Mathematics

### IB Assessment

- |  |          |       |
|--|----------|-------|
| 1. Written Examinations                                    | 3 hours  | (80%) |
| Paper 1  | 1½ hours | (40%) |
| 15 short-response questions based on the whole syllabus.   |          |       |
| Paper 2  | 1½ hours | (40%) |
| 5 extended-response questions based on the whole syllabus. |          |       |
| 2. Internal Assessment (Project)                           |          | (20%) |

The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. The project is internally assessed by the teacher and externally moderated by an IB examiner.

## **IB VISUAL ARTS HIGHER AND STANDARD LEVEL**

### **Nature of the Course**

The processes of designing and making art require a high level of cognitive activity that is both intellectual and affective. Engagement in the arts promotes a sense of identity and makes a unique contribution to the lifelong learning of each student. Study of visual arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world.

The visual arts course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts.

### **Course Outline**

#### **Higher Level (2 compulsory parts)**

##### **Option A (HLA)**

Studio work (60%) Investigation workbooks (40%)

Studio work involves practical exploration and artistic production.

Investigation work involves independent contextual, visual and critical investigation and reflection, both visual and written.

The course is designed for students who wish to concentrate on studio practice in visual arts. Students will produce investigation workbooks to support, inform, develop and refine studio work through sustained contextual, visual and critical investigation.

#### **Standard Level (2 compulsory parts)**

##### **Option A (SLA)**

Studio work (60%) Investigation workbooks (40%)

Studio work involves practical exploration and artistic production.

Investigation work involves independent contextual, visual and critical investigation and reflection, both visual and written.

The course is designed for students who wish to concentrate on studio practice in visual arts. Students will produce investigation workbooks to support, inform, develop and refine studio work through sustained contextual, visual and critical investigation.

At both HL and SL, the investigation workbooks are integral to studio practice and should reflect the student's critical visual and written investigation.

### **Difference between HL and SL**

Because of the nature of the subject, quality work in visual arts can be produced by students at both HL and SL. The aims and assessment objectives are the same for Visual Arts students at both HL and SL.

Through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts.

The course content for HL and SL may be the same. However, due to the different amount of time available for each, students at HL have the opportunity to develop ideas and skills, to produce a larger body of work and work of greater depth. In order to reflect this, the assessment criteria are differentiated according to option and level.

### **IB Assessment**

Assessment in Visual Arts consists of an evaluation of each student's body of work as a whole—both the finished products and the processes of artistic investigation and development. In each case, the component contributing the larger proportion to the total assessment is externally assessed.

Students must present their externally assessed work in the candidate record booklet, which is viewed by and discussed with a visiting examiner. Before meeting each student, the visiting examiner studies the candidate record booklet. During the interview, students should have both their studio work and investigation workbooks available.

## **IB THEATRE HIGHER AND STANDARD LEVEL**

### **Nature of the Course**

The Diploma Programme theatre course is designed to encourage students to examine theatre in its diversity of forms around the world. This may be achieved through a critical study of the theory, history and culture of the theatre, and will find expression through workshopping, devised work or scripted performance. Students will come to understand that the act of imagining, creating, presenting and critically reflecting on theatre, in its past and present contexts, embodies the individual and social need to investigate and find explanations for the world around us. At the core of the theatre course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis, all of which should be achieved through practical engagement in theatre.

### **The Difference Between Higher Level (HL) and Standard Level (SL)**

Due to the nature of the theatre course, there may be no great difference in the complexity or artistic merit of the work produced by students at SL and HL. It is expected that HL students will use the extra time available to develop their personal research and practice in theatre, and to extend their understanding of the ideas, practices and concepts encountered during the course.

### **Course Outline**

#### **Core Syllabus (HL and SL)**

The theatre core syllabus at HL and SL consists of three interrelated areas. Students are required to explore these three areas from the perspective of dramaturg, director, performer, group ensemble, production team and spectator.

#### **Theatre in the Making**

The focus of theatre in the making is on the process of theatre making rather than the presentation of theatre. It encompasses the acquisition and development of *all* skills required to create, present and observe theatre. It is *exploratory* in nature.

Higher Level students should explore *two* different stimuli and, from these, develop plans for a variety of performances. Standard Level students should explore *one* stimulus and develop plans for a variety of performances.

#### **Theatre in Performance**

The focus of theatre in performance is on the application of skills developed in theatre in the making. This involves students in various aspects of presenting theatre, where their practical skills can be applied in different roles (as performers and as part of the

production team), while also building upon the knowledge they have acquired in other areas.

Throughout the course students at HL should participate in at least *three* performances, working from a different perspective in each one. Throughout the course students at SL should participate in at least *two* performances, working from a different perspective in each one. **Theatre in the world**

The focus of theatre in the world is on a practical and theoretical exploration of a range of theatre traditions and cultural practices around the world. It allows students to explore the origins and traditions of a variety of theatre conventions and practices from diverse cultural and historical contexts.

Students should study *at least two* contrasting theatrical practices from more than one culture/historical period, one of which should be a non-text-based theatre tradition.

## **IB Assessment**

### **Higher Level**

#### **1. External Assessment (50%)**

Research Investigation (25%)  
Students are required to produce a research investigation of 2,000—2,500 words with supporting visual materials.

Practical Play Performance (25%)  
Students are required to produce a proposal of 250 words with supporting visual materials and a report of 1,000—1,250 words.

#### **2. Internal Assessment (50%)**

Theatre Performance and Production Presentation (25%)  
Students are required to do an oral presentation lasting 30 minutes with 7—10 images.

Independent Project Portfolio (25%)  
Students are required to produce a portfolio of 3,000 words on their independent project and its connections to their experiences in the core syllabus.

### **Standard Level**

#### **1. External Assessment (50%)**

Research Investigation (25%)

Students are required to produce a research investigation of 1,500—1,750 words with supporting visual materials.

Practical Play Performance (25%)

Students are required to produce a proposal of 250 words with supporting visual materials.

**2. Internal Assessment (50%)**

Theatre Performance and Production Presentation (25%)

Students are required to do an oral presentation lasting twenty minutes with 5—7 images.

Independent Project Portfolio (25%)

Students are required to produce a portfolio of 2,000 words on their independent project and its connections to their experiences in the core syllabus.