



INTERNATIONAL SCHOOL HAMBURG

IB Curriculum Guide

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IB CURRICULUM GUIDE

INTRODUCTION

The International Baccalaureate (IB) programme is a comprehensive and rigorous two-year curriculum, leading to examinations for students aged between sixteen and nineteen. Based on the pattern of no single country, it is a deliberate compromise between the specialisation required in some national systems and the breadth preferred in others. The general objectives of the IB are to provide students with a balanced education; to facilitate geographical and cultural mobility; and to promote international understanding. The students who satisfy its demands demonstrate a strong commitment to learning, both in terms of mastering the subject content and in the development of the skills and discipline necessary for success in a competitive world.

The IB is based on two straightforward but important ideas. The first is that students need to have a broad general education that will equip them for further education or immediate pursuit of a career, and secondly individual students should have the opportunity to follow a programme that conforms to their interests and capabilities whilst giving them a properly balanced education. The IB has an additional advantage - it is portable. Students moving from ISH to other International Schools in other parts of the world offering the IB programme have the opportunity to continue their studies with a minimum amount of interruption.

Only schools officially accepted for membership by the International Baccalaureate Organisation (IBO) are authorised to offer the curriculum and to present candidates for examination. There are currently about 1400 member schools in more than 110 countries throughout the world and about 35,000 students register for examinations each year.

The International Baccalaureate Organisation is based in Geneva, Switzerland with administrative offices in New York, Buenos Aires and Singapore. The Examinations Office, located in Cardiff in the United Kingdom, administers two examination sessions per year. The May session, for schools in the Northern Hemisphere, serves the large majority of candidates; schools in the Southern Hemisphere subscribe to the smaller November session. Currently, the three working languages of the IB are English, French and Spanish.



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The International School Hamburg has been involved with the IB programme since 1980 and many ISH students have graduated having gained the full IB Diploma or Certificates in individual IB subjects. There are two ways in which students can follow the IB curriculum at ISH. They can become IB Diploma candidates and attempt the full programme or they can choose to study individual subjects and take IB examinations (Certificates) in these subjects.

IB subjects can be studied at two levels, Higher Level and Standard Level. To be eligible for the award of the IB Diploma, candidates are required to offer one subject from each of the group. Three of the six subjects are taken at Higher Level and three at Standard Level. It is possible for students to take four Higher Level subjects but this requires a high level of competency in those respective subjects. Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The total number of points required for an IB Diploma pass is 24, assuming certain conditions are met.

As indicated above, 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 A (first language)

English A Literature	Higher Level
English A Literature	Standard Level
English A Language and Literature	Higher Level
English A Language and Literature	Standard Level
German A Literature	Higher Level
German A Literature	Standard Level
German A Language and Literature	Higher Level
German A Language and Literature	Standard Level

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

GROUP TWO Language B (Foreign Language)

English B	Higher Level
English B	Standard Level
German B	Higher Level
German B	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.



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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	Higher Level
Spanish B	Standard Level
French B	Higher Level
French B	Standard Level
History	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).



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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 three 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.



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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:

- numeric grades have been awarded in all six subjects registered for the diploma
- an approved programme of creativity, action and service (CAS) has been completed
- grades A to D have been awarded for both Theory of Knowledge and an extended essay
- there is no grade 1 in any subject
- there is no grade 2 at higher level
- there is no more than one grade 2 at standard level
- overall, there are no more than three grade 3 or below
- 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)
- 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)
- 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:

- numeric grades have been awarded in all six subjects registered for the diploma
- an approved programme of creativity, action and service (CAS) has been completed
- grades A to E have been awarded for both Theory of Knowledge and an extended essay, with a grade of at least D for the other
- there is no grade 1 in any subject
- there is no more than one grade 2 at higher level
- there are no more than two grade 2 at standard level
- 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)
- 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)
- 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



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- 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



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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.



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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

- Perception
- Language
- Reason
- Emotion

3. Areas of Knowledge:

- Mathematics
- Natural Sciences
- Human Sciences
- History
- The Arts
- 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.



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CAS WITHIN THE IB DIPLOMA

CAS stands for Creativity, Action, and Service (CAS). It is a programme within the IB Diploma that provides a focus for students outside the demanding school curriculum. The creative, physical and social development of an individual can be shaped by his or her own experiences. Participation in CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. CAS is about the education of the whole person, enabling a student to recognize that there are many opportunities in life, away from formal academic study, to grow in knowledge of life, self and others.

Creativity is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum that include creative thinking in the design and carrying out of service projects. This could involve doing dance, theatre, music and art, in groups, and especially in new roles, wherever possible.

Action can include participation in expeditions, individual and team sports, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Students are encouraged towards group and team activities, where they undertake new roles.

Service projects and activities have the potential to nurture and mould the global citizen. Service involves interaction, such as the building of links with individuals or groups within the community. The community may be the school, the local district, or it may exist on national and international levels. Service activities should involve doing things for others with others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.

Importance of CAS

CAS is an experiential programme that plays an important part in the life of each student during the two years of the IB Diploma. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time. The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both server and served. CAS should reward and enrich all involved, building self-esteem, self-confidence, independence and self-reliance.

CAS is important in developing skills of participation and reflection. It is recognized worldwide by university systems as a valuable programme. CAS provides the evidence of the range of activities a student participated in, demonstrating initiative and leadership, supported by their journal with reflections on their experiences.

Structure of CAS

CAS activities run throughout the two years of the Diploma Programme. Students are expected to be involved for the equivalent of **at least three to four hours a week** over the two years in either:



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- **Abalanced range of activities or**
- **in a single project**

CREATIVITY	ACTION	SERVICE
	Ghana Project	
Drama / Theatre	Drama / Theatre	Coaching a Sports Team
Musical Instrument	Musical Instrument	Theatre Backstage
Orchestra	Orchestra	ISH Bus Monitor
Dance Lessons	Dance Lessons	Prom Committee
Photography	ISH Sport Team	Student Council
Art/Craft	Fitness Studio	Peer Support
Ceramics	Martial Arts	After School Tutoring
Design of Sport T-shirt	Hiking	Junior School Yard Duty
Origami	Skiing	Junior Lunch Buddy Programme
Language Lessons	Angling	CT Assistance
Yearbook	Sailing	Special Needs Support
International cuisine	Running	Red Cross
Personal Relations Management	Coaching a Sports Team	Fire Brigade
Teenagers Guide to Hamburg		Elderly Home
Teaching ICT skills		Disabled School
Web site development		Environmental Group
ISH / School Newspaper		Yearbook
Junior School Newspaper		International Cuisine
		Personal Relations Management
		Teenagers Guide to Hamburg
		Teaching ICT skills
		Web site development
		ISH School Newspaper
		Junior School Newspaper



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Evaluations

During the two years of the Diploma Programme there are many sources that inform the evaluation process. The IBO requires every Diploma Programme candidate's CAS performance to be evaluated in two ways:

1. Evaluation by the student (Self Evaluation)

- Plan of proposed activities/projects for the semester
- Activity Reflections (compiled in a CAS Journal)
- Final, summary report with final reflective essay (400 – 600 words)

2. Evaluation by the School (Supervisors)

- Evaluation by the supervising adult
- Evaluation by CAS coordinator, including guidance given during the course

Students at ISH are required to develop a CAS Journal that includes Semester Plans, Activity Reflections with Supervisor Evaluations and the Reflective Essay.

The CAS Programme has the potential to generate a dynamic and enjoyable school environment that provides benefits for the entire school community and beyond.

CAS Options

The activities adopted within the CAS Program can take the form of individual activities or an activity/project that encompasses two or three of the areas of Creativity/Action/Service. The table below shows a small selection of some possible activities. These have been placed in the appropriate category of C, A, or S.

Often the activities that provide the most value for students are initiated and developed by students themselves



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UNIVERSITY RECOGNITION

It is because the IB Diploma is a rigorous and demanding programme that many universities throughout the world are prepared to accept it as an entrance qualification or as a qualification for advanced placement. It is an intellectually stimulating and interesting programme which requires a strong commitment from students. In return for this commitment students receive a first class preparation for their future after ISH, whether this is Higher Education or in employment, and the knowledge that they have followed a course of study with a worldwide reputation for academic excellence.

All British Universities accept the IB as an entrance qualification and most will make students an offer of a place, conditional on the points scored in the IB Diploma. Passing the IB Diploma allows students to receive credit of up to one full year of college in the USA. Countries as far apart and as different as Japan, Australia, Spain and South Africa recognise the IB Diploma as an entry qualification.

IB Recognition for Application to Universities in Germany

All IB Diploma candidates must have completed 12 successive years of full-time education and all subjects must have been studied continuously throughout the two-year IB Diploma course.

The IB Diploma must include six subjects with minimum grades of 4. When a candidate has only 3 points in one subject, compensation is possible with 5 points in another subject at the same level, with a minimum overall score of 24 points. All academic subjects must be examined in the same examination session.

Students must take the following subjects at the appropriate levels:

- Mathematics or a Natural Science (Biology, Physics, Chemistry) to be taken at Higher Level.
- Mathematics Higher Level or Mathematics Standard Level.
The Mathematical Studies Course is not recognized.
- There have been significant changes in the language programme in Groups 1 and 2, and the KMK (assembly of ministers for education of each Bundesland (state) in Germany) have still to make a statement regarding the language courses required for I.B. recognition purposes for applicants to German universities.



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IB LANGUAGE COURSES: English and German

All IB Diploma students must study two languages. All students must take **one** Language A at either Higher or Standard level. However, the new structure of the language offerings enables students to have a more flexible choice for the study of the second language.

The Language A **Literature** course allows students to focus entirely on the study of literary texts while the **Language and Literature** course promotes a critical approach to both literary and non-literary texts.

The IB recognizes that students may have complex language profiles and wishes to present opportunities to study the language at a high level without focusing exclusively on literature. Nevertheless, a high standard of language proficiency is required for both language A options as the expectations of language use, analysis and critical reflection are the same across both courses. These courses are designed to support future academic study and to develop high levels of competence and communication skills as well as social, aesthetic and cultural literacy.

At Higher level both the structure of the courses and the assessment criteria are more demanding. Both courses include the study of World Literature, as introducing students to other cultural perspectives through literature, is an especially important feature of the IB diploma programme. Students who take any combination of two Language A options will attain a bi-lingual diploma.

GROUP 1	
Language A – Literature (Higher and Standard)	Close study of a wide range of literature including World Literature.
Language A – Literature self taught Standard	Focus on developing skills of literary analysis and independent, critical appreciation.
Language A – Language and Literature (Higher and Standard)	Focuses on how meaning is constructed in language through the exploration of literary and non-literary texts. Promotes critical inquiry and appreciation.
GROUP 2	
Language B (Higher and Standard)	This course is designed for students with <i>some</i> previous knowledge of the language. The focus of the course is on developing language skills and intercultural understanding. At Higher level at least two literary texts will be studied.

*It should be noted that for students choosing a mother tongue A1 language where the course is self-taught and school supported **only the A1 Literature** course is available at Standard level. In part 4 only *one* work may be freely chosen.

In the current academic year the English department will only offer the Language A1 **Language and Literature** course. This is a result of the selections made by the students themselves.



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A1 Literature

COURSE OUTLINE

The Literature course encourages students to appreciate the artistry of literature and to develop an ability to think critically about their reading. Works are explored in their literary and cultural contexts through close study and by considering a range of critical approaches.

In view of the international nature of the IB and its commitment to intercultural understanding works in translation (World Literature) are considered especially important to introducing students to other cultural perspectives through literature.

The course is divided into four parts, each with a particular focus.

At Higher Level four genres must be studied. Works must be selected from three different historical periods and from at least two different places as defined by IB.

Standard Level students study works from three genres, three historical periods and from at least different places as defined by IB.

Part 1: Works in Translation

(Higher – 3 works / Standard 2 works)

Part 2: Detailed study

(Higher – 3 works / Standard 2 works) Works must be from *different* genres and one of these must be poetry.

Part 3: Literary genres

(Higher – 4 works/ Standard 3 works) All works must be from the *same* genre.

Part 4: Options

(Higher and Standard – 3 works) These works may be chosen freely. One of three options should be selected.

Option 1 – The study of prose other than fiction

Option 2 – New textualities

Option 3 – Literature and film

** In parts 1-3 the works must be chosen from the lists published by the IB.

In part 4 the works may be chosen freely by the teacher of the course.

ASSESSMENT

There are both oral and written assessments enabling students to develop and refine their command of the language and their responses to literature.



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Higher level

1. **Written examination**- external assessment

Paper 1 Literary Commentary (2 hours) 20%
Students choose from a poem or prose passage.

Paper 2 Essay (2 hours) 25%
The paper consists of three questions for each literary genre.
Students choose one question from the genre section they have studied and base their answer on at least two works.

2. **Written Assignment** – Literature in Translation – external assessment 25%

Students write a literary essay accompanied by a reflective statement based on one of the works in translation studied in part 1.
The reflective statement must be 300-400 words in length.
The essay must be 1,200 -1,500 words in length.

3. **Oral commentary and presentation** – internal assessment 30% This component is internally assessed and externally moderated by the IB.

Individual formal oral commentary – (20 minutes)
Students give a detailed analysis of poetry studied in Part 2 with subsequent questions (10 minutes) followed by a discussion of one other part 2 work (10 minutes)

Individual oral presentation – (10 -15 minutes)
This is based on the works studied in part 4.

Standard level

1. **Written examination**- external assessment

Paper 1 Guided Literary analysis (1½ hours) 20%
Students choose from a poem or a passage and write a guided analysis in response to two questions.

Paper 2 Essay (1½ hours) 25%
The paper consists of three questions for each literary genre.
Students choose one question from the genre section they have studied and base their answer on at least two works.



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2.

Written Assignment – Literature in Translation - external assessment 25%

Students write a literary essay accompanied by a reflective statement based on one of the works in translation studied in part 1. The reflective statement must be 300-400 words in length. The essay must be 1,200 -1,500 words in length.

3. Oral commentary and presentation – internal assessment 30%

This component is internally assessed and externally moderated by the IB.

Individual formal oral commentary – (10 minutes)

Students present a detailed analysis of an extract from a Part 2 work with subsequent questions and discussion. (10 minutes)

Individual oral presentation – (10 -15 minutes)

This is based on the works studied in part 4.



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A1 Language and Literature

COURSE OUTLINE

The course has four parts – two of these focus on the study of literature and two relate to the study of language.

A variety of literary genre, media and texts from different sources will be studied.

Higher courses study more texts/topics, require more written tasks and have more stringent assessment criteria.

At Higher level students study six literary texts. At least one of these will be a work of World Literature (literature in translation) as it is a central aim of the programme to give students an international perspective of literature and human thought and experience. The literature selected will cover two genres, two distinct time periods and two geographical locations.

In addition to close critical study of the works themselves there is an emphasis on demonstrating an awareness of the context of literary works, on considering different readings of a text and on the cultural values and experiences the reader brings to the text.

The language components of the course are designed to encourage students to develop skills of critical reading of a wide range of textualities and to consider the ways in which language constructs meaning shaping our understanding of the world around us as well as individual and group identity.

Part 1 - Language in Cultural Context

Students consider audience/ purpose – the impact of change- the role of culture and context.

Part 2 - Language and Mass Communication

Students examine different media including advertising, news reports, propaganda, graphics and consider use and influence.

Part 3 - Literature- critical study

(Higher - 3 works including 1WL / standard 2 texts including 1 WL)

Students consider the historical, cultural and social contexts in which works are written and received and evaluate how this influences meaning. In addition students will study the formal aspects of the works as literature and the values and attitudes expressed.

Part 4 - Literature – Text analysis

(Higher – 3 texts / standard 2 texts)

Students explore works in detail analyzing the themes, values and ideas that literature presents using an appropriate critical vocabulary



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ASSESSMENT

There are both oral and written assessments and students are invited to respond to the content of the course in a variety of styles.

Higher level

1. **Written examination** – external assessment

Paper 1 Comparative Textual Analysis (2 hours) 25%

Students write a comparative analysis of two unseen texts.

There will be two pairs to choose from.

The texts will be from literary and non-literary sources.

Paper 2 Essay (2 hours) 25%

There is a choice of six questions. Students respond to one using two of the literary texts studied in part 3 of the course.

The questions for Higher and Standard are the same but different assessment criteria will be used to grade the papers.

2. **Written tasks**- external assessment 20%

Students will complete four written tasks based on material studied in the course (language and literature). (Two of these will be submitted for external assessment.)

At Higher level one of these must be a critical response to literature. The questions are prescribed by IB.

Each task must be 800-1,000 words in length with an accompanying rationale of 200-300 words.

3. **Oral Commentary and activities** – internal assessment 30%

Externally moderated by IB

Students comment on an extract from a literary work studied in detail in part 4 of the course.

Students must also complete at least two further oral activities based on Part 1 and 2 of the course. One of these will be also be submitted for external moderation.

Standard level

1. **Written examination** – external assessment

Paper 1 Textual Analysis (1½ hours) 25%

Students write an analysis of an unseen passage.

Students select one of two non-literary texts.



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Paper

2 Essay (1½ hours) 25%

There is a choice of 6 questions. Students respond to one question using both of the literary texts studied in part 3 of the course.

The questions for Higher and Standard are the same but different assessment criteria will be used to grade the papers.

2. **Written tasks**- external assessment 20%

Students will complete at least 3 written tasks based on material studied in the course (language and literature).
(One of these will be submitted for external assessment)

Each task must be 800-1,000 words in length with an accompanying rationale of 200-300 words.

3. **Oral Commentary and activities** – internal assessment 30%

Externally moderated by IB

Students comment on an extract from a literary work studied in detail in part 4 of the course.

Students must also complete at least two further oral activities based on Part 1 and 2 of the course. One of these will be also submitted for external moderation.



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Language B: Higher and Standard level

NATURE OF THE COURSE

ENGLISH - GERMAN - SPANISH - FRENCH

Language B is a language acquisition course developed at two levels – Standard level (SL) and Higher level (HL) for students with some background in the target language. While acquiring language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

It is *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. However, at the moment it is not yet clear whether it is accepted for entry into German or Swedish universities.

COURSE OUTLINE

The language B course approaches the learning of language through meaning. Through the study of the **core** and **options** at Standard and Higher level, students build on their receptive, productive and interactive skills.

A range of literary and non-literary texts are studied and students are exposed to various modes of writing (reports, creative writing, letters, articles, essays etc.)

The **Core** - with topics common to both levels – is divided into three areas and is a required area of study

- Communication and media
- Global issues
- Social relationships
-

In addition, at both Standard and Higher Level, two of the following five **options** are selected:

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

At HL, students are required to read at least two works of literature.

ASSESSMENT

1. **Written examinations** – external assessment



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Paper one (1½ hours) 25%

Receptive skills: the students' ability to read and interpret a range of texts is assessed.

Paper two (1½ hours) 25%

Standard Level

Written productive skills are assessed. The aim is to assess the students' ability to communicate in writing for a variety of purposes. One writing task must be chosen from a choice of five

Higher level

Section A: this section consists of five tasks requiring different types of texts. Students choose one task and write a response in the appropriate style and register.

Section B: students are expected to produce a written response to a prompt. Students' ability to express their reflection on, or personal response to the stimulus is assessed.

2. Written assignment 20%

Higher Level: This consists of a creative writing task of 500-600 words linked to one of the two works of literature studied in class and a 150-word rationale.

Standard Level: This consists of intertextual reading linked to the core components of the course. It is a written exercise of 300-400 words and a 100-word rationale.

The written assignments are undertaken during the second year of the course and are handwritten during class hours.

3. Internal Assessment

1. Individual Oral 20%

Standard Level: Students are given a choice of titled photographs linked to the options studied in class. The students choose one and describe the photograph and relate it to the option studied and the target culture. A discussion with the teacher follows.

Higher Level: Students are given one titled photograph to describe and relate to the option studied and the target culture followed by a discussion with the teacher.

2. Interactive Oral Activity 10%

Three interactive oral activities will be carried out during the course. The highest of these three marks will be submitted as the final mark of the interactive oral.



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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 little or 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.

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)	75%
Paper 1 (1½ hours)	30%
Text-handling exercises based on a series of written texts.	
Paper 2 (1½ hours)	25%
A series of writing tasks	
Written assignment (200-300 words)	20%
2. Internal assessment	25%
Oral component.	

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



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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.



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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.



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IB Assessment

Higher Level

1. Written examinations (5 hours) 80%

Paper 1 (1 hr) 20%

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

Four questions are to be answered.

Paper 2 (1 hr 30 mins.) 25%

An essay paper based on twentieth century world history topics.

Two questions are to be answered.

Paper 3 (2 hrs 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 hrs 30 mins) 75%

Paper 1 (1 hr) 30%

A document-based paper set on prescribed subjects from twentieth century world history topics. Four questions to be answered.

Paper 2 (1 hr 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 Curriculum Guide

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)



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There are seven compulsory topics in the Higher Level extension.

- Measuring global interactions
- Changing space – the shrinking world
- Economic interactions and flows
- Environmental change
- Social-cultural exchanges
- Political outcomes
- Global interactions at the local level

IB Assessment

Higher Level

- | | |
|---|------------|
| 1. Written Examinations (4 hrs 30 mins) | 80% |
| Paper 1 (1½ hours) | 25% |
| Syllabus content: Core theme | |
| Paper 2 (2½ hours) | 35% |
| Syllabus content: Three optional themes | |
| Paper 3 (1 hour) | 20% |
| Syllabus content: Higher Level extension | |
| 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 hrs 50 mins) | 75% |
| Paper 1 (1 hr 30 mins) | 40% |
| Syllabus content: Core theme | |
| Paper 2 (1 hr 30 mins) | 35% |
| 2. Internal Assessment | 25% |
| One piece of coursework (word limit 2500 words) which is internally assessed by the teacher and externally moderated. | |



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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



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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 and 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 hrs 30 mins)	76%
Paper 1 (1 hour) 40 multiple choice questions	20%
Paper 2 (2 hours 15 minutes) One data-based question, several short answer questions and two extended response questions.	36%
Paper 3 (1 hour 15 minutes) Short answer questions and one extended response question on each of the two options.	20%
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) 30 multiple choice questions on core material only.	20%
Paper 2 (1 hour 15 minutes) One data-based question, several short answer questions and one extended response.	32%
Paper 3 (1 hour) Short answer questions and one extended response question on each of the two options.	24%



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2. Practical Work

24%

Internally assessed and externally moderated, includes the Group 4.



IB CURRICULUM GUIDE

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

Core (80 hours)

Topic 1	Physics and Physical Measurement
Topic 2	Mechanics
Topic 3	Thermal Physics
Topic 4	Oscillations and Waves
Topic 5	Electric Currents
Topic 6	Fields and Forces
Topic 7	Atomic and Nuclear Physics
Topic 8	Energy, Power and Climate Change

Additional Higher Level (55 hours)

Topic 9	Motion in Fields
Topic 10	Thermal Physics
Topic 11	Wave Phenomena
Topic 12	Electromagnetic Induction
Topic 13	Quantum Physics and Nuclear Physics
Topic 14	Digital Technology

Options

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

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

A	Sight and Wave Phenomena	F.	Communications
B	Quantum Physics and Nuclear Physics	G	Electromagnetic Waves
C	Digital Technology	H	Optics
D	Relativity and Particle Physics	I	Medical Physics
E.	Astrophysics	J	Particle Physics



IB CURRICULUM GUIDE

IB Assessment

Higher Level

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

Standard Level

- | | |
|---|------------|
| 1. Written Examinations 3 hours | 76% |
| Paper 1 (45 minutes)
30 multiple choice questions from Core. | 20% |
| Paper 2 (1 hour 15 minutes)
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). | 32% |
| Paper 3 (1 hour)
Several short-answer/structured questions in each of the two options (all compulsory). | 24% |
| 2. Practical Work
Internally assessed and externally moderated. | 24% |



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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 5	Energetics
Topic 2	Atomic structure	Topic 6	Kinetics
Topic 3	Periodicity	Topic 7	Equilibrium
Topic 4	Bonding	Topic 8	Acids and bases
		Topic 9	Oxidation and reduction
		Topic 10	Organic chemistry



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Topic 11 Measurement and data processing

Additional Higher Level (AHL)

Topic 12	Atomic structure	Topic 16	Kinetics
Topic 13	Periodicity	Topic 17	Equilibrium
Topic 14	Bonding	Topic 18	Acids and bases
Topic 15	Energetics	Topic 19	Oxidation and reduction

Options

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

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

A	Modern analytical chemistry	D	Medicines and drugs
B	Human biochemistry	E.	Environmental chemistry
C	Chemistry in industry and technology	F.	Food chemistry
		G	Further organic chemistry

IB Grade AssessmentHigher Level

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

Standard Level: General Chemistry

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



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Paper 2 (1 hour 15 minutes) 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.



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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.

COURSE 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.



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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.

COURSE 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.



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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.

COURSE 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.



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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 Higher Level and Standard Level, the investigation workbooks are integral to studio practice



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and should reflect the student's critical visual and written investigation.

Difference between Higher Level and Standard Level

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

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 Higher Level and SL may be the same. However, due to the different amount of time available for each, students at Higher Level 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.



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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 and Standard Level

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 Standard Level and Higher Level. It is expected that Higher Level 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 Higher Level and Standard Level consists of three interrelated areas. Students are required to explore these three areas from the perspective of dramaturge, 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.



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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%



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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.