

THE INDIAN PUBLIC SCHOOL, COIMBATORE

IBDP CURRICULUM GUIDE
2022 – 2023

TIPS Philosophy:

There is at present an intensely felt lacuna between education required/desired and the education available. In this fast changing world of information explosion, the focus of education needs to shift from knowledge accumulation to creation of meaning and relevance.

We believe, education has to transmit to the learner an increasing amount of constantly evolving knowledge and know-how. This would form the basis for the skills of the future.

Every child gains a confident independent attitude and grows into a healthy individual with a life-long joy in learning, working and exploring life. We believe that this will enable them to contribute happily and productively, their unique talents to the world.

"Education is the kindling of a flame, not the filling of a vessel" - Socrates.

Mission Statement of TIPS:

"To nurture Inquiring, Knowledgeable and Caring young people who are engaged citizens of the world".

About the IBO

The IB offers an education for students from age 3 to 19, comprising of four programmes that focus on teaching students to think critically and independently, and how to inquire with care and logic. The IB prepares students to succeed in a world where facts and fiction merge in the news, and where asking the right questions is a crucial skill that will allow them to flourish long after they've left our programmes. We are supported by IB teachers and coordinators who develop and promote the IB's curriculums in almost 5,000 schools globally every day, in over 150 countries around the world.

IBO Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile

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

As IB learners we strive to be:

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

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

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

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

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

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

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

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

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

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

IBDP programme

The IB Diploma Programme (DP) is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification (the IB diploma) that is widely recognized by the world's leading universities.



The Diploma Programme model

The subject groups and core elements are listed below.

Subject groups

Studies in language and literature
Language acquisition
Individuals and societies
Sciences
Mathematics
The arts

Core elements

Extended essay
Theory of knowledge
Creativity, activity, service

Mainstream subjects

DP category candidates taking the diploma study six subjects selected from the subject groups. Normally one subject from each group with three of these studied as higher level (HL) and three are studied as standard level (SL). Please refer to section "B1" for the complete diploma requirement details.

- HL courses represent 240 teaching hours.
- SL courses represent 150 teaching hours.

Core elements

All three core elements must be studied; these are central to the philosophy of the DP.

The extended essay (EE) offers students the opportunity to research and investigate a topic that interests them, using the independent research and writing skills they will need at college or university.

The theory of knowledge (TOK) course explores the nature of knowledge across a range of disciplines.

The creativity, activity, service (CAS) programme fosters students' awareness and appreciation of life beyond the academic arena.

DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.

The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

There are a number of additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

GROUP 1

Group 1 aims

The aims of **language A: literature** and **language A: language and literature** at SL and HL, and of **literature and performance** at SL are to:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature.

LANGUAGE A: LANGUAGE AND LITERATURE

Language A: language and literature aims

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

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

Syllabus Outline

Syllabus component	Teaching hours	
	SL	HL
Readers, writers and texts Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.	50	80
Time and space Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.	50	80
Intertextuality: connecting texts Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.	50	80
Total teaching hours	150	240

Assessment outline – SL

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

Assessment outline – HL

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

GROUP – 2

Group 2 aims

Group 2 consists of three language courses accommodating the different levels of linguistic proficiency that students have when they begin. There is a single set of group 2 aims, which are common to all the courses, but the assessment objectives are differentiated according to what the students are expected to be able to demonstrate at the end of each course.

The aims of group 2 are to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.

- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

LANGUAGE B (French, Hindi & Tamil)

Language B aims

The aims of the language B course reflect those of group 2 listed above but are to be defined within the parameters of the language B syllabus. The range of contexts, purposes, language skills and texts to be taught are listed in "Syllabus content". The use of appropriate language and the breadth of intercultural understanding to be demonstrated are also defined within the syllabus content

Syllabus outline

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

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

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

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

A key aim of the language B course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance. Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self-awareness as inquirers in their own language learning process.

As appropriate to the level of the course, communication skills are reinforced through the other categories of approaches to learning skills: thinking, research, social and self-management skills.

The recommended teaching time is 240 hours to complete HL courses and 150 hours to complete SL courses.

Assessment outline—SL

Assessment component	Weighting
External assessment Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	75% 25%
Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%

LANGUAGE AB INITIO (French & Spanish)

Language ab initio aims

The aims of the language ab initio course reflect those of group 2 listed above but are to be defined within the parameters of the language ab initio syllabus. The range of contexts, purposes, language skills and texts to be taught are listed in "Syllabus content". The use of appropriate language and the breadth of intercultural understanding to be demonstrated are also defined within the syllabus content.

Syllabus outline

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

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

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

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

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

It is essential that teachers are allowed the prescribed minimum number of teaching hours necessary to meet the requirements of the language ab initio course. The course is available at SL only; the minimum prescribed number of hours is 150.

Assessment outline

Assessment component	Weighting
External assessment Paper 1 (1 hour) Productive skills—writing (30 marks) Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	75% 25%
Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	25%

GROUP – 3

The aims of all subjects in group 3, individuals and societies are to:

- encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
- develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
- promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
- develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity

- enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

BUSINESS MANAGEMENT

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

- encourage a holistic view of the world of business
- empower students to think critically and strategically about individual and organizational behaviour
- promote the importance of exploring business issues from different cultural perspectives
- enable the student to appreciate the nature and significance of change in a local, regional and global context
- promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
- develop an understanding of the importance of innovation in a business environment.

Syllabus Outline

Syllabus component	Teaching hours	
	SL	HL
Unit 1: Business organization and environment 1.1 Introduction to business management 1.2 Types of organizations 1.3 Organizational objectives 1.4 Stakeholders 1.5 External environment 1.6 Growth and evolution 1.7 Organizational planning tools (HL only)	40	50
Unit 2: Human resource management 2.1 Functions and evolution of human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation 2.5 Organizational (corporate) culture (HL only) 2.6 Industrial/employee relations (HL only)	15	30
Unit 3: Finance and accounts 3.1 Sources of finance 3.2 Costs and revenues 3.3 Break-even analysis 3.4 Final accounts (some HL only) 3.5 Profitability and liquidity ratio analysis 3.6 Efficiency ratio analysis (HL only) 3.7 Cash flow 3.8 Investment appraisal (some HL only) 3.9 Budgets (HL only)	35	50
Unit 4: Marketing 4.1 The role of marketing 4.2 Marketing planning (including introduction to the four Ps) 4.3 Sales forecasting (HL only) 4.4 Market research 4.5 The four Ps (product, price, promotion, place) 4.6 The extended marketing mix of seven Ps (HL only) 4.7 International marketing (HL only) 4.8 E-commerce	35	50
Unit 5: Operations management 5.1 The role of operations management 5.2 Production methods 5.3 Lean production and quality management (HL only) 5.4 Location 5.5 Production planning (HL only) 5.6 Research and development (HL only) 5.7 Crisis management and contingency planning (HL only)	10	30
Internal assessment	15	30
Total teaching hours	150	240

Assessment outline Higher level (HL)

Assessment component	Weighting
<p>External assessment (4 hours and 30 minutes) Paper 1 (2 hour and 15 minutes) Based on a case study issued in advance, with additional unseen material included in sections B and C. Assessment objectives 1, 2, 3, 4 (70 marks) <i>Section A:</i> Syllabus content: Units 1–5 including HL extension topics Students answer three of four structured questions. (10 marks per question) <i>Section B:</i> Syllabus content: Units 1–5 including HL extension topics Students answer one compulsory structured question. (20 marks) <i>Section C:</i> Syllabus content: Units 1–5 including HL extension topics Students answer one compulsory extended response question primarily based on HL extension topics. (20 marks)</p> <p>Paper 2 (2 hour and 15 minutes) Assessment objectives 1, 2, 3, 4 (80 marks) <i>Section A:</i> Syllabus content: Units 1–5 including HL extension topics Students answer one of two structured question based on stimulus material with a quantitative focus. (20 marks) <i>Section B:</i> Syllabus content: Units 1–5 including HL extension topics Students answer two of three structured questions based on stimulus material. (20 marks per question) <i>Section C:</i> Syllabus content: Units 1–5 including HL extension topics Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (20 marks)</p>	<p>75% 35%</p> <p>40%</p>
<p>Internal assessment (30 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Research project Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2500 words. (25 marks)</p>	25%

Assessment outline Standard level (SL)

Assessment component	Weighting
<p>External assessment (3 hours) Paper 1 (1 hour and 15 minutes) Based on a case study issued in advance, with additional unseen material included in section B. Assessment objectives 1, 2, 3, 4 (50 marks) Section A: Syllabus content: Units 1–5 Students answer three of four structured questions. (10 marks per question) Section B: Syllabus content: Units 1–5 Students answer one compulsory structured question. (20 marks)</p> <p>Paper 2 (1 hour and 45 minutes) Assessment objectives 1, 2, 3, 4 (60 marks) Section A: Syllabus content: Units 1–5 Students answer one of two structured questions based on stimulus material with a quantitative focus. (20 marks) Section B: Syllabus content: Units 1–5 Students answer one of three structured questions based on stimulus material. (20 marks) Section C: Syllabus content: Units 1–5 Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (20 marks).</p>	<p>75% 35%</p> <p>40%</p>
<p>Internal assessment (15 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Written commentary Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words. (25 marks)</p>	25%

ECONOMICS

Economics aims

In addition, the aims of the **economics** syllabus at SL and HL are to enable students to:

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

Syllabus outline

Syllabus component	Teaching hours	
	SL	HL
Unit 1: Introduction to economics 1.1 What is economics? 1.2 How do economists approach the world?	10	10
Unit 2: Microeconomics 2.1 Demand (includes HL only sub-topics) 2.2 Supply (includes HL only sub-topics) 2.3 Competitive market equilibrium 2.4 Critique of the maximizing behaviour of consumers and producers 2.5 Elasticity of demand (includes HL only sub-topics) 2.6 Elasticity of supply (includes HL only sub-topics) 2.7 Role of government in microeconomics (includes HL only calculation) 2.8 Market failure—externalities and common pool or common access resources (includes HL only calculation) 2.9 Market failure—public goods 2.10 Market failure—asymmetric information (HL only) 2.11 Market failure—market power (HL only) 2.12 The market's inability to achieve equity (HL only)	35	70
Unit 3: Macroeconomics 3.1 Measuring economic activity and illustrating its variations 3.2 Variations in economic activity—aggregate demand and aggregate supply 3.3 Macroeconomic objectives (includes HL only calculation) 3.4 Economics of inequality and poverty (includes HL only calculation) 3.5 Demand management (demand side policies)—monetary policy (includes HL only sub-topics) 3.6 Demand management—fiscal policy (includes HL only sub-topics) 3.7 Supply-side policies	40	75
Unit 4: The global economy 4.1 Benefits of international trade (includes HL only subtopics and calculation) 4.2 Types of trade protection (includes HL only calculations) 4.3 Arguments for and against trade control/protection 4.4 Economic integration 4.5 Exchange rates (includes HL only sub-topic) 4.6 Balance of payments (includes HL only sub-topics) 4.7 Sustainable development (includes HL only sub-topic) 4.8 Measuring development 4.9 Barriers to economic growth and/or economic development 4.10 Economic growth and/or economic development strategies	45	65
Internal assessment Portfolio of three commentaries	20	20
Total teaching hours	150	240

Assessment outline—SL

Assessment component	Weighting
External assessment (3 hours) Paper 1 (1 hour and 15 minutes) An extended response paper (25 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content (excluding HL extension material) Students answer one question from a choice of three. (25 marks)	70% 30%
Paper 2 (1 hour and 45 minutes) A data response paper (40 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content (excluding HL extension material). Includes some quantitative questions. Students answer one question from a choice of two. (40 marks)	40%
Internal assessment (20 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. Maximum 800 words for each commentary (45 marks)	30%

Assessment outline—HL

Assessment component	Weighting
External assessment (4 hours 45 minutes) Paper 1 (1 hour and 15 minutes) An extended response paper (25 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content including HL extension material. Students answer one question from a choice of three. (25 marks)	80% 20%
Paper 2 (1 hour and 45 minutes) A data response paper (40 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content including HL extension material. Includes some quantitative questions. Students answer one question from a choice of two. (40 marks)	30%
Paper 3 (1 hour and 45 minutes) A policy paper (60 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content including HL extension material. Includes both quantitative and qualitative questions. Students answer two compulsory questions. (30 marks per question)	30%
Internal assessment (20 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. Maximum 800 words for each commentary (45 marks)	20%

INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY

ITGS aims

In addition, the aims of the **information technology in a global society (ITGS)** course at SL and HL are to:

- enable the student to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organizations and societies at the local and global level
- develop the student's understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders
- enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on them
- encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user.

Syllabus outline

At either level (SL or HL) the ITGS course consists of three compulsory interconnected strands that reflect the integrated nature of the course.

- **Strand 1:** Social and ethical significance
- **Strand 2:** Application to specified scenarios
- **Strand 3:** IT systems

Syllabus component	Teaching hours	
	SL	HL
<p>Strand 1: Social and ethical significance</p> <p>SL/HL core Social and ethical considerations linked to specified IT developments. Students must study the following 12 issues.</p> <p>1.1 Reliability and integrity 1.2 Security 1.3 Privacy and anonymity 1.4 Intellectual property 1.5 Authenticity 1.6 The digital divide and equality of access 1.7 Surveillance 1.8 Globalization and cultural diversity 1.9 Policies 1.10 Standards and protocols 1.11 People and machines 1.12 Digital citizenship</p> <p>HL extension Social and ethical considerations linked to the two HL extension topics and the issues raised by the annually issued case study.</p>	40	40
<p>Strand 2: Application to specified scenarios</p> <p>SL/HL core Scenarios based on real-life situations must be used when addressing specified IT developments. Students must study the following 6 themes.</p> <p>2.1 Business and employment 2.2 Education and training 2.3 Environment 2.4 Health 2.5 Home and leisure 2.6 Politics and government</p> <p>HL extension Scenarios based on real-life situations must be used when addressing specified IT developments in the two HL extension topics and the annually issued case study.</p>	40	40
<p>Strand 3: IT systems</p> <p>SL/HL core The terminology, concepts and tools relating to specified IT developments. Students must study the following 9 topics.</p> <p>3.1 Hardware 3.2 Software 3.3 Networks 3.4 Internet 3.5 Personal and public communications 3.6 Multimedia/digital media 3.7 Databases 3.8 Spreadsheets, modelling and simulations 3.9 Introduction to project management</p> <p>HL extension Students must study the following topics.</p> <p>3.10 IT systems in organizations 3.11 Robotics, artificial intelligence and expert systems 3.12 Information systems specific to the annually issued case study</p>	40	40

The project (practical application of IT skills) The application of skills and knowledge to develop an original IT product for a specified client.	30	30
Total teaching hours	150	240

Assessment outline—SL

Assessment component	Weighting
External assessment (3 hours) Paper 1 (1 hour 45 minutes) Four structured questions that assess in an integrated way the three strands of the syllabus. <ul style="list-style-type: none"> • Social and ethical significance • Application to specific scenarios • IT systems Students answer two of four structured questions on any of the SL/HL core topics. (60 marks)	70% 40%
Paper 2 (1 hour 15 minutes) This paper consists of one unseen article. Students are required to write a response to this article. (26 marks)	30%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Project (30 hours) The development of an original IT product for a specified client. Students must produce: <ul style="list-style-type: none"> • a cover page using prescribed format • an original IT product • documentation supporting the product (word limit 2,000 words) • a screencast. (30 marks) 	30%

Assessment outline—HL

Assessment component	Weighting
External assessment (4 hours 45 minutes) Paper 1 (2 hours 15 minutes) Seven structured questions in three sections that assess in an integrated way the three strands of the syllabus. <ul style="list-style-type: none"> • Social and ethical significance • Application to specific scenarios • IT systems Section A Students answer two of three structured questions on any of the SL/HL core topics. Section B Students answer one of three structured questions based on topic 3.10, "IT systems in organizations". Section C Students answer one of two structured questions based on topic 3.11, "Robotics, artificial intelligence and expert systems". (80 marks)	80% 35%
Paper 2 (1 hour 15 minutes) This paper consists of one unseen article. Students are required to write a response to this article. (26 marks)	20%
Paper 3 (1 hour 15 minutes) Four questions based on a pre-seen case study. (30 marks)	25%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Project (30 hours) The development of an original IT product for a specified client. Students must produce: <ul style="list-style-type: none"> • a cover page using prescribed format • an original IT product • documentation supporting the product (word limit 2,000 words) • a screencast. (30 marks) 	20%

PSYCHOLOGY

Psychology aims

In addition, the aims of the **psychology** course at SL and at HL are to:

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

Syllabus outline

Syllabus component	Teaching hours	
	SL	HL
Core Biological approach to understanding behaviour Cognitive approach to understanding behaviour Sociocultural approach to understanding behaviour	90	120
Approaches to researching behaviour	20	60
Options Abnormal psychology Developmental psychology Health psychology Psychology of human relationships	20	40
Internal assessment Experimental study	20	20
Total teaching hours	150	240

Assessment outline—SL

Assessment component	Weighting
External assessment (3 hours) Paper 1 (2 hours) Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour (22 marks) (Total 49 marks)	75% 50%
Paper 2 (1 hour) One question from a choice of three on one option (22 marks)	25%
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Experimental study A report on an experimental study undertaken by the student (22 marks)	25%

Assessment outline—HL

Assessment component	Weighting
External assessment (5 hours) Paper 1 (2 hours) Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. One, two or all of the essays will reference the additional HL topic (22 marks) (Total 49 marks)	80% 40%
Paper 2 (2 hours) Two questions; one from a choice of three on each of two options (Total 44 marks)	20%
Paper 3 (1 hour) Three short-answer questions from a list of six static questions on approaches to research (24 marks)	20%

Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Experimental study A report on an experimental study undertaken by the student (22 marks)	20%
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GROUP – 4

Aims

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

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

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

BIOLOGY

Syllabus overview

Syllabus component	Teaching hours	
	SL	HL
Core	95	
1. Cell biology	15	
2. Molecular biology	21	
3. Genetics	15	
4. Ecology	12	
5. Evolution and biodiversity	12	
6. Human physiology	20	
Additional higher level (AHL)		60
7. Nucleic acids		9
8. Metabolism, cell respiration and photosynthesis		14
9. Plant biology		13
10. Genetics and evolution		8
11. Animal physiology		16
Option	15	25
A. Neurobiology and behaviour	15	25
B. Biotechnology and bioinformatics	15	25
C. Ecology and conservation	15	25
D. Human physiology	15	25
Practical scheme of work	40	60
Practical activities	20	40
Individual investigation (internal assessment–IA)	10	10
Group 4 project	10	10
Total teaching hours	150	240

Assessment outline – SL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)	Format and syllabus coverage
		1+2	3		
Paper 1	20	10	10	$\frac{3}{4}$	30 multiple-choice questions on core material, about 15 of which are common with HL. (Marks 30)
Paper 2	40	20	20	$1\frac{1}{4}$	Data-based question. Short-answer and extended-response questions on core material. One out of two extended response questions to be attempted by candidates. (Marks: 50)
Paper 3	20	10	10	1	This paper will have questions on core and SL option material. Section A: answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material. Section B: short-answer and extended-response questions from one option. (Marks: 35)
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10	spend 40 hours on practical activities. These times include 10 hours for the group 4 project and 10 hours for the internal assessment investigation. (Marks: 24)

Assessment outline – HL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)	Format and syllabus coverage
		1+2	3		
Paper 1	20	10	10	1	40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. (Marks:40)
Paper 2	36	18	18	$2\frac{1}{4}$	Data-based question. Short-answer and extended-response questions on core and AHL material. Two out of three extended response questions to be attempted by candidates. (Marks: 72)
Paper 3	24	12	12	$1\frac{1}{4}$	Section A: answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core and AHL material. Section B: short-answer and extended-response questions from one option. (Marks: 45)
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10	spend 60 hours on practical activities. These times include 10 hours for the group 4 project and 10 hours for the internal assessment investigation. (Marks: 24)

CHEMISTRY

Syllabus overview

Syllabus component	Teaching hours	
	SL	HL
Core	95	
1. Stoichiometric relationships	13.5	
2. Atomic structure	6	
3. Periodicity	6	
4. Chemical bonding and structure	13.5	
5. Energetics / thermochemistry	9	
6. Chemical kinetics	7	
7. Equilibrium	4.5	
8. Acids and bases	6.5	
9. Redox processes	8	
10. Organic chemistry	11	
11. Measurement and data processing	10	
Additional higher level (AHL)		60
12. Atomic structure		2
13. The periodic table—the transition metals		4
14. Chemical bonding and structure		7
15. Energetics / thermochemistry		7
16. Chemical kinetics		6
17. Equilibrium		4
18. Acids and bases		10
19. Redox processes		6
20. Organic chemistry		12
21. Measurement and analysis		2
Option	15	25
A. Materials	15	25
B. Biochemistry	15	25
C. Energy	15	25
D. Medicinal chemistry	15	25
Practical scheme of work	40	60
Practical activities	20	40
Individual investigation (internal assessment—IA)	10	10
Group 4 project	10	10
Total teaching hours	150	240

Assessment outline – SL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)	Format and syllabus coverage
		1+2	3		
Paper 1	20	10	10	$\frac{3}{4}$	30 multiple-choice questions on core material, about 15 of which are common with HL. (Marks 30)
Paper 2	40	20	20	$1\frac{1}{4}$	Short-answer and extended-response questions on core material. (Marks: 50)
Paper 3	20	10	10	1	This paper will have questions on core and SL option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option. (Marks: 35)
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10	spend 40 hours on practical activities. These times include 10 hours for the group 4 project and 10 hours for the internal assessment investigation. (Marks: 24)

Assessment outline – HL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)	Format and syllabus coverage
		1+2	3		
Paper 1	20	10	10	1	40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. (Marks:40)
Paper 2	36	18	18	2¼	Short-answer and extended-response questions on the core and AHL material. (Marks: 90)
Paper 3	24	12	12	1¼	This paper will have questions on core, AHL and option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option. (Marks: 45)
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10	spend 60 hours on practical activities. These times include 10 hours for the group 4 project and 10 hours for the internal assessment investigation. (Marks: 24)

PHYSICS
Syllabus overview

Syllabus component	Teaching hours	
	SL	HL
Core	95	
1. Measurements and uncertainties	5	
2. Mechanics	22	
3. Thermal physics	11	
4. Waves	15	
5. Electricity and magnetism	15	
6. Circular motion and gravitation	5	
7. Atomic, nuclear and particle physics	14	
8. Energy production	8	
Additional higher level (AHL)		60
9. Wave phenomena		17
10. Fields		11
11. Electromagnetic induction		16
12. Quantum and nuclear physics		16
Option	15	25
A. Relativity	15	25
B. Engineering physics	15	25
C. Imaging	15	25
D. Astrophysics	15	25
Practical scheme of work	40	60
Practical activities	20	40
Individual investigation (internal assessment—IA)	10	10
Group 4 project	10	10
Total teaching hours	150	240

Assessment outline – SL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)	Format and syllabus coverage
		1+2	3		
Paper 1	20	10	10	¾	30 multiple-choice questions on core material, about 15 of which are common with HL. (Marks 30)
Paper 2	40	20	20	1¼	Short-answer and extended-response questions on core material. (Marks: 50)

Paper 3	20	10	10	1	This paper will have questions on core and SL option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option. (Marks: 35)
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10	spend 40 hours on practical activities. These times include 10 hours for the group 4 project and 10 hours for the internal assessment investigation. (Marks: 24)

Assessment outline – HL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)	Format and syllabus coverage
		1+2	3		
Paper 1	20	10	10	1	40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. (Marks:40)
Paper 2	36	18	18	2¼	Short-answer and extended-response questions on the core and AHL material. (Marks: 90)
Paper 3	24	12	12	1¼	This paper will have questions on core, AHL and option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option. (Marks: 45)
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10	spend 60 hours on practical activities. These times include 10 hours for the group 4 project and 10 hours for the internal assessment investigation. (Marks: 24)

COMPUTER SCIENCE

The aims of the Computer Science course are to enable students to:

- provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
- provide a body of knowledge, methods and techniques that characterize computer science
- enable students to apply and use a body of knowledge, methods and techniques that characterize computer science
- demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
- engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
- develop logical and critical thinking as well as experimental, investigative and problem-solving skills
- develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Syllabus overview

Syllabus component	Teaching hours	
	SL	HL
SL/HL core The topics that must be studied, including some practical work, are: Topic 1: System fundamentals (20 hours) Topic 2: Computer organization (6 hours) Topic 3: Networks (9 hours) Topic 4: Computational thinking, problem-solving and programming (45 hours)	80	

HL extension The topics that must be studied, including some practical work, are: Topic 5: Abstract data structures (23 hours) Topic 6: Resource management (8 hours) Topic 7: Control (14 hours)		45
Case study Additional subject content introduced by the annually issued case study		30
Option SL/HL core HL extension Students study one of the following options: Option A: Databases Option B: Modelling and simulation Option C: Web science Option D: Object-oriented programming (OOP)	30 --	30 15
Internal assessment Solution Practical application of skills through the development of a product and associated documentation Group 4 project	40 30 10	40 30 10
Total teaching hours		150 240

Assessment outline – SL

Component	Overall weighting (%)	Approximate weighting of objectives (%)				Duration (hours)
		1	2	3	4	
Paper 1	45	24	13	8	n/a	1½
Paper 2	25	13	7	5	n/a	1
Internal assessment: Solution	30	9	8	4	9	30

Assessment outline – HL

Component	Overall weighting (%)	Approximate weighting of objectives (%)				Duration (hours)
		1	2	3	4	
Paper 1	40	21	12	7	n/a	2 hours 10 minutes
Paper 2	20	10	6	4	n/a	1 hour 20 minutes
Paper 3	20	9	7	4	n/a	1
Internal assessment: Solution	20	6	5	3	6	30

GROUP – 5

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

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

Syllabus outline

Syllabus component	Teaching hours	
	SL	HL
Topic 1: Number and algebra	19	39
Topic 2: Functions	21	32
Topic 3: Geometry and trigonometry	25	51
Topic 4: Statistics and probability	27	33
Topic 5: Calculus	28	55
The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	150	240

Assessment outline - SL

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

Assessment outline - HL

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

MATHEMATICS: APPLICATIONS AND INTERPRETATION

Syllabus outline

Syllabus component	Teaching hours	
	SL	HL
Topic 1: Number and algebra	16	29
Topic 2: Functions	31	42
Topic 3: Geometry and trigonometry	18	46
Topic 4: Statistics and probability	36	52
Topic 5: Calculus	19	41
The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	150	240

Assessment outline - SL

Assessment component	Weighting
External assessment (3 hours) Paper 1 (90 minutes) Technology required. (80 marks) Compulsory short-response questions based on the syllabus. (80 marks)	80% 40%
Paper 2 (90 minutes) Technology required. (80 marks) Compulsory extended-response questions based on the syllabus. (80 marks)	40%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

Assessment outline - HL

Assessment component	Weighting
External assessment (5 hours) Paper 1 (120 minutes) Technology required. (110 marks) Compulsory short-response questions based on the syllabus.	80% 30%
Paper 2 (120 minutes) Technology required. (110 marks) Compulsory extended-response questions based on the syllabus.	30%
Paper 3 (60 minutes) Technology required. (55 marks) Two compulsory extended response problem-solving questions.	20%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

GROUP – 6

The aims of all subjects in **group 6, the arts** are to enable students to:

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

FILM

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

- explore the various contexts of film and make links to, and between, films, filmmakers and filmmaking techniques (**inquiry**)
- acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively (**action**)
- develop evaluative and critical perspectives on their own film work and the work of others (**reflection**).

Syllabus outline

Syllabus component	Teaching hours
Reading film SL and HL students will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and analysing how film elements combine to convey meaning.	45 hours
Contextualizing film SL and HL students will explore the evolution of film across time, space and culture. Students will examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts .	45 hours
Exploring film production roles SL and HL students will explore various film production roles through engagement with all phases of the filmmaking process in order to fulfill their own filmmaker intentions . Students acquire, develop and apply skills through filmmaking exercises, experiments and completed films.	60 hours
Collaboratively producing film (HL only) HL students focus on the collaborative aspects of filmmaking and experience working in core production teams in order to fulfill shared artistic intentions. They work in chosen film production roles and contribute to all phases of the filmmaking process in order to collaboratively create original completed films.	90 hours (HL only)

Assessment outline

Assessment component	Weighting	
	SL	HL
External assessment Textual analysis Students at SL and HL demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the cultural context of the film and a variety of film elements . Students submit the following. a. A textual analysis (1,750 words maximum) and a list of all sources used.	60% 30%	40% 20%
Comparative study Students at SL and HL carry out research into a chosen area of film focus , identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study. Students submit the following. a. A recorded multimedia comparative study (10 minutes maximum). b. A list of all sources used.	30%	20%
Internal assessment Film portfolio Students at SL and HL undertake a variety of film-making exercises in three film production roles , led by clearly defined filmmaker intentions . They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film. Students submit the following. a. Portfolio pages (9 pages maximum: 3 pages maximum per film production role) and a list of all sources used. b. A film reel (9 minutes maximum: 3 minutes maximum per film production role , including one completed film).	40%	60% 25%

<p>Collaborative film project (HL only) Bringing together all they have encountered during the film course, students at HL work collaboratively in a core production team to plan and create an original completed film. Students submit the following.</p> <p>a. A completed film (7 minutes maximum). b. A project report (2,000 words maximum) and a list of all sources used.</p>	--	35%
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VISUAL ARTS

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

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

Syllabus outline

Visual arts in context

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

Through the visual arts in context area, students will:

- be informed about the wider world of visual arts and they will begin to understand and appreciate the cultural contexts within which they produce their own works
- observe the conventions and techniques of the artworks they investigate, thinking critically and experimenting with techniques, and identifying possible uses within their own art-making practice
- investigate work from a variety of cultural contexts and develop increasingly sophisticated, informed responses to work they have seen and experienced.

Visual arts methods

The visual arts methods part of the syllabus addresses ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods.

Through the visual arts methods area, students will:

- understand and appreciate that a diverse range of media, processes, techniques and skills are required in the making of visual arts, and how and why these have evolved
- engage with the work of others in order to understand the complexities associated with different art making methods and use this inquiry to inspire their own experimentation and art-making practice
- understand how a body of work can communicate meaning and purpose for different audiences.

Communicating visual arts

The communicating visual arts part of the syllabus involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. It engages students in making decisions about the selection of their own work.

Through the communicating visual arts area, students will:

- understand the many ways in which visual arts can communicate and appreciate that presentation constructs meaning and may influence the way in which individual works are valued and understood
- produce a body of artwork through a process of reflection and evaluation and select artworks for exhibition, articulating the reasoning behind their choices and identifying the ways in which selected works are connected
- explore the role of the curator; acknowledging that the concept of an exhibition is wide ranging and encompasses many variables, but most importantly, the potential impact on audiences and viewers.

Mapping the course

Students are required to investigate the core syllabus areas through exploration of the following practices:

- theoretical practice
- art-making practice
- curatorial practice.

Assessment outline—SL

Assessment component	Weighting
<p>External assessment</p> <p>Part 1: Comparative study</p> <p>Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <ul style="list-style-type: none"> • SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). • SL students submit a list of sources used. 	20%
<p>Part 2: Process portfolio</p> <p>Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two year course.</p> <ul style="list-style-type: none"> • SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table. 	40%
<p>Internal assessment</p> <p>This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Part 3: Exhibition</p> <p>Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> • SL students submit a curatorial rationale that does not exceed 400 words. • SL students submit 4–7 artworks. • SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. <p>SL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>	40%

Assessment outline—HL

Assessment component	Weighting
<p>External assessment</p> <p>Part 1: Comparative study</p> <p>Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <ul style="list-style-type: none"> • HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). • HL students submit 3–5 additional screens which analyse the extent to which their work and practices have been influenced by the art and artists examined. • HL students submit a list of sources used. 	20%
<p>Part 2: Process portfolio</p> <p>Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none"> • HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table. 	40%

<p>Internal assessment This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Part 3: Exhibition Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> • HL students submit a curatorial rationale that does not exceed 700 words. • HL students submit 8–11 artworks. • HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. <p>HL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>	<p>40%</p>
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CORE

THEORY OF KNOWLEDGE (TOK)

Aims

- to encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

Syllabus outline

Course elements	Teaching hours
<p>Core theme: Knowledge and the knower This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.</p> <p>Optional themes Students are required to study two optional themes from the following five options.</p> <ul style="list-style-type: none"> • Knowledge and technology • Knowledge and language • Knowledge and politics • Knowledge and religion • Knowledge and indigenous societies 	<p>32</p>
<p>Areas of knowledge Students are required to study the following five areas of knowledge.</p> <ul style="list-style-type: none"> • History • The human sciences • The natural sciences • The arts • Mathematics 	<p>50</p>
<p>Assessment Students are required to complete two assessment tasks.</p> <ul style="list-style-type: none"> • TOK exhibition (internally assessed) • TOK essay on a prescribed title (externally assessed) 	<p>18</p>
<p>Total teaching hours</p>	<p>100</p>

Assessment outline

Assessment component	Weighting
Internal assessment Theory of knowledge exhibition (10 marks) For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	1/3 (33%)
External assessment TOK essay on a prescribed title (10 marks) For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.	2/3 (67%)

EXTENDED ESSAYS

The aims of the extended essay are to provide students with the opportunity to:

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

All extended essays are externally assessed by examiners appointed by the IB, and are marked on a scale from 0 to 34. This maximum score is made up of the total criterion levels available for each essay. The total score obtained on the scale 0 to 34 is used to determine in which of the following bands the extended essay is placed. This band, in conjunction with the band for theory of knowledge, determines the number of diploma points awarded for these two requirements. Details about the “Award of diploma points” are as follows:

The band descriptors are:

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

Award of diploma points

The extended essay contributes to the overall diploma score through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student’s combined performance in both the extended essay and theory of knowledge.

Both the extended essay and theory of knowledge are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a student’s performance in each of the extended essay and theory of knowledge will fall into one of the five bands described above.

The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the extended essay and theory of knowledge according to the following matrix.

The diploma points matrix

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

A student who, for example, writes a **good** extended essay and whose performance in theory of knowledge is judged to be **satisfactory** will be awarded 1 point, while a student who writes a **mediocre** extended essay and whose performance in theory of knowledge is judged to be **excellent** will be awarded 2 points.

A student who fails to submit an extended essay will be awarded N for the extended essay, without any points, and will not be awarded a diploma.

Performance in both the extended essay and theory of knowledge of an **elementary** standard is a failing condition for the award of the diploma.

* From 2010 onwards, 28 points overall will be required to be eligible for the diploma if a student attains an “E” grade in either the extended essay or theory of knowledge. As previously, a grade “A” in one of the requirements earns an extra point even if the other is a grade “E”. Attaining a grade “E” in both the extended essay and theory of knowledge continues to represent an automatic failure.

CREATIVITY ACTION SERVICE (CAS)

Aims

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

The CAS programme aims to develop students who are:

- reflective thinkers—they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained, collaborative projects
- balanced—they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student’s development) that is of most importance. The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), or approximately 150 hours in total, with a reasonable balance between creativity, action and service.
