



INTERNATIONAL SCHOOL SUVA

World Class Citizens ~ Life long Learners

International Baccalaureate

Diploma Programme

Handbook

2023-2024

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School Vision and Mission

The School Council recognizes that the success of ISS is dependent on our mission obtaining the outcomes desired by the vision of our stakeholders. Whilst a broad-based, internationally-focused education is the preference of parents, staff and students, it is the mission which directs policy and management decisions.

Vision

That every ISS student should have the confidence to be themselves, be independent in thought and action, be enterprising and prepared for life as a global citizen. International School Suva will strive to become the premier provider of primary and secondary education in the South Pacific where students will be exposed to a variety of learning

experiences of the highest international standards that can assist them to achieve to their maximum potential.

Mission

ISS is committed to rigorous and high academic standards and instillation of ideals of life-long learning and responsible global citizens. We strive to ensure that every student leaves ISS with an international understanding, an ability to think critically, act with compassion, care about themselves and others and display the attributes of School Wide Learner Outcomes.

The School Wide Learner Outcomes

Inquirers	They have acquired the skills necessary to conduct purposeful, constructive research. They are able to make connections and construct meaning for themselves through a variety of research opportunities. They actively enjoy and value learning and this love of learning will be sustained throughout their lives.
Thinkers	They exercise initiative in applying higher level thinking skills critically and creatively to make sound decisions and to solve complex problems. They experiment and use abstract ideas and form hypotheses and reflect on their learning.
Communicators	They are articulate and can receive and express ideas and information in more than one language and mode of communication, including the language of mathematical symbols. They become confident in a second or third language and actively participate in debates and presentations. They are able to use a

	non-verbal mode of expression such as dance to communicate ideas.
Courageous	They have the ability to think independently, approaching unfamiliar situations without anxiety. They have the confidence and independence of spirit to explore new roles, develop original ideas and strategies. They are courageous and articulate in defending those things in which they believe, see commitments through with determination and are well-reasoned in their actions.
Knowledgeable	They have spent time in our school exploring themes, which have global and local relevance and importance. In so doing, they have acquired a critical mass of significant knowledge and skill in a range of significant subject areas. They have a thirst for knowledge.
Principled	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice. They practice academic Integrity and demonstrate cultural sensitivity. They advocate for those unable to speak for themselves and for just causes.
Caring	They show sensitivity towards the needs and the feelings of others. They display self-respect; self-esteem and strive to improve the situations of others out of genuine concern. They have a sense of personal commitment to action and service.
Open-minded	They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view. They are sensitive and tolerant towards similarities and differences between people.
Balanced	They understand the importance of physical, spiritual and mental balance and personal well-being. They undertake an interest in a wide range of cross-cultural activities and understand the importance of physical and mental balance and personal well-being. They participate fully in a variety of sporting, creative and service activities and develop skills to continue life-long learning, health, physical activity and wellness.
Reflective	They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner. They learn to self-evaluate, reflect on their actions and activities and are responsible for their duties, behavior and personal growth.
Visionary	They are forward thinking individuals who act with purpose, direction and a vision for life that creates positive focus. They are able to anticipate future problems or obstacles to achieving their goals and identify the necessary skills tools and assets needed to

overcome them. They move forward with judgement, wisdom, integrity, perseverance and a good work ethic.

*School Wide Learner Outcome is modified based on IB learner profile.

The IB Diploma Programme Curriculum

“The Diploma Programme (DP) is a curriculum framework designed by the International Baccalaureate (IB) for students in the last two years of high school.

IB students graduating with the IB diploma are able to study at universities all around the world, often with advanced credit. Students report that their involvement with the IB has given them the tools needed to succeed at college. In particular, students comment on their sense of preparedness, self-confidence, research skills and their ability to manage their time. Even more important, they have developed a sense of the world around them and their responsibility to it.”

The curriculum can be best understood through the IBDP model (see below). Diploma Programme students study six subjects (three at standard level and three at higher level) over two years and complete three additional requirements: the theory of knowledge (TOK), the extended essay and at least 150 hours of CAS—creativity, activity and service tasks outside of the classroom.



¹ Parent pack, IBO

Approaches to learning & IB Learner profile ²

The development of skills is frequently identified as a crucial element in preparing students effectively for life beyond school. The term “skill” is used in a broad sense in the DP to encompass cognitive, metacognitive and affective skills. Cognitive skills include all the information-processing and thinking skills, often called “study skills” in a school environment. Affective skills are the skills of behaviour and emotional management underpinning attitudinal factors such as resilience, perseverance and self-motivation, which often have a large role to play in educational achievement. Metacognitive skills are the skills that students can use to monitor the effectiveness of their learning skills and processes, to better understand and evaluate their learning. Although these skills may be in use when manifesting a certain natural ability or talent, they are different to both of these because proficiency in any skill can be increased through the deliberate use of techniques and strategies, feedback and challenge.

In the DP, these cognitive, metacognitive and affective skills are grouped into the same five ATL categories.



Figure 2

Although these skills areas are presented as distinct categories, there are obviously close links and areas of overlap between them, and it is intended that these categories should be seen as interrelated. It is also the intention that these ATL skills should be seen as linking closely with the attitudes and dispositions identified in the IB learner profile. The learner profile is the [IB mission statement](#) translated into a set of learning outcomes for the 21st century. It is an easily communicated set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

The learner profile stresses the importance of inquiry. Students are expected to develop their natural curiosity, together with the strategies and skills needed to become autonomous life long learners. Students are also expected to think for themselves so that they can approach complex problems and apply their knowledge and skills critically and creatively to arrive at

² Page 65 -66, Diploma Programme: From principles into practice

reasoned conclusions or answers. DP courses specify a large amount of content, with the area of study often defined in considerable detail. The aims and objectives of each course emphasize the importance of students investigating answers for themselves. IB assessments are designed to reward evidence of independent student thinking leading to considered individual responses, so it is important that students practise these skills at every opportunity. Different subjects also provide a number of opportunities for students to design their own inquiry.

Students benefit from earning an IB Diploma³

The advantages afforded to a student earning an IB Diploma are many. Since the Diploma is internationally recognised, universities throughout the world are eager to admit Diploma-holders into their institutions because the IB Diploma produces students who are well-rounded, possess depth and breadth in their studies, take on challenging risks and learn to reflect on their growth. IB graduates are knowledgeable thinkers who analyze critically the world around them and work towards creating a better, more peaceful world. They have very strong communication skills and are able to adapt creatively and flexibly to a wide range of circumstances.

The student who satisfies the demands of the IB Diploma demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of wide-ranging skills. He or she is also encouraged to appreciate the enduring value of human diversity and its legitimate boundaries, while at the same time understanding the common humanity that we all share. While each component of the Diploma Programme has specific aims and assessment objectives, the distinctive aims of the program as a whole are to:

- ✓ provide an internationally accepted qualification for entry into higher education
- ✓ promote international understanding
- ✓ educate the whole person, emphasizing intellectual, personal, emotional and social growth
- ✓ develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically.

The IB Diploma Programme Requirement⁴

IB Diploma Programme candidates must meet the following requirements:

- Candidates for the IB Diploma must satisfy assessment requirements in six subjects, each studied over a period of two years.

³ Page 8, Keystone IB Diploma curriculum Handbook, 2019-2021

⁴ Page 6-7, IB Diploma Assessment Guidance Handbook, Queensland academy for Science Mathematics and Technology

- The six subjects must be selected from six groups as described in the Handbook of Procedures for the IB Diploma Programme for the appropriate examination session, at least three and not more than four subjects being offered at higher level and the others at standard level.
- In addition to the six subjects, candidates for the IB Diploma must:
 - ✓ Take a course in, and submit the required assessment in, Theory of Knowledge.
 - ✓ Complete an approved programme of co-curricular activities known as CAS.
 - ✓ Complete and submit for assessment a 4000-word Extended Essay in a subject available.

Work on the essay, must be done under the direct supervision of an appropriate teacher at the school.

- Candidates are required to act in a responsible and ethical manner throughout their participation in the IB Diploma Programme and examinations. In particular candidates must avoid any form of academic malpractice.

Conditions for the award of the IB Diploma

The IBO appoints examiners and moderators to assess candidates' work for externally assessed components.

Grade Performance in each of the six IB Diploma subjects is graded on a scale of 1 point (minimum) to 7 points (maximum). A maximum of 3 points is awarded for combined performance in Theory of Knowledge and the Extended Essay. The maximum total IB Diploma Programme point score is 45.

IBO descriptors for the levels are as follows:

- 7 = Excellent performance
- 6 = Very good performance
- 5 = Good performance
- 4 = Satisfactory performance
- 3 = Mediocre performance
- 2 = Poor performance
- 1 = Very poor performance

The IB Diploma Additional Points Matrix

The IB grades for Theory of Knowledge and the Extended Essay are as follows:

- Grade A – Excellent performance
- Grade B – Good performance
- Grade C – Satisfactory performance

Grade D – Mediocre performance

Grade E – Elementary performance

The matrix for the assigning of the three inner core points is included here.

	Theory of Knowledge (TOK)					
	Grade Awarded	A	B	C	D	E or N
Extended Essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E/N	Failing Condition				

The IB Diploma Award

Successful IB Diploma candidates will receive an IB Diploma and a document entitled “Diploma Programme (DP) Results” listing the total IB Diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay. These results are usually released by the IB through IBIS.

A bilingual diploma will be awarded to a successful candidate who fulfills one or both of the following criteria:

- ✓ completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- ✓ completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

Award of the IB Diploma

The International Baccalaureate Organisation (IBO) sets down rigorous standards to achieve the IB Diploma. This protects the integrity of the award and ensures that schools are meeting standards of achievement in consistent ways. The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

1. CAS requirements have been met.
2. The candidate's total points are 24 or more.
3. There is no “N” awarded for theory of knowledge, extended essay or for a contributing subject.
4. There is no grade E awarded for the theory of knowledge and/or the extended essay.
5. There is no grade 1 awarded in a subject/level.

6. There are no more than two grade 2s awarded (HL or SL).
7. There are no more than three grade 3s awarded (HL or SL).
8. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. 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).
10. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Diploma Programme Core

Theory of Knowledge ⁵

I. Course description and aims

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. TOK emphasizes comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and the perspectives of others. It is a core element of the DP to which schools are required to devote at least 100 hours of class time.

⁵ Theory of Knowledge Guide, first assessment 2022, IBO

The aims of the TOK course are:

- 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.

II. Curriculum model overview

Syllabus component	Minimum 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>	32
<p>Optional themes</p> <ul style="list-style-type: none"> • Knowledge and technology • Knowledge and language • Knowledge and politics • Knowledge and religion • Knowledge and indigenous societies 	
<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 	50
<p>Assessment Students are required to complete two assessment tasks.</p> <ul style="list-style-type: none"> • TOK exhibition (internally assessed) 	18

• TOK essay on a prescribed title (externally assessed)	
Total teaching hours	100

III. Assessment model

Having completed the TOK course, students should be able to:

- demonstrate TOK thinking through the critical examination of knowledge questions
- identify and explore links between knowledge questions and the world around us
- identify and explore links between knowledge questions and areas of knowledge
- develop relevant, clear and coherent arguments
- use examples and evidence effectively to support a discussion
- demonstrate awareness and evaluation of different points of view
- consider the implications of arguments and conclusions.

Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External	TOK essay on a prescribed title (10 marks) Students write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session.	67%
Internal	Theory of knowledge exhibition (10 marks) Students create an exhibition that explores how TOK manifests in the world around us.	33%

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

Core – Theory of Knowledge Grade Descriptors⁶

Grade A
Knowledge questions are thoroughly and effectively explored. Analysis is clear and coherent with a sustained focus on knowledge and knowing throughout. Links are clearly made and

⁶ Page 26, Grade descriptors for use from December 2017, IBO, Updated September 2021

well-explained. Points are well-developed, with examples and evidence used effectively to support the exploration. Discussions include consideration of implications, assumptions and different points of view.

Grade B

Knowledge questions are explored. Analysis is clear, coherent and focused on knowledge and knowing. Links are made and explained, although these explanations may lack precision. Examples and evidence are used to support the exploration. Discussions identify some implications and/or assumptions and include some consideration of different points of view.

Grade C

There is some consideration of knowledge questions. Discussions are focused on knowledge and knowing but are more descriptive than analytical. Some relevant links are made. Examples and evidence are included. Different points of view are identified but are not evaluated.

Grade D

There is limited consideration of knowledge questions. Discussions are simplistic and mainly descriptive, with some focus on knowledge and knowing. Superficial links are made. Where examples and evidence are included, they do not support the points being made. There is little reference to different points of view.

Grade E

There is little consideration of knowledge questions. Discussions are simplistic and highly descriptive, with minimal focus on knowledge and knowing. Where links are made, these are inappropriate or lack relevance. Discussions consist of unsupported assertions. Different points of view are not identified.

Extended Essay ⁷

I. Course description and aims

The Extended Essay (EE) is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The EE is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the EE.

EE topics may be chosen from a list of approved DP subjects—normally one of the student's six chosen subjects for the IB diploma or the world studies option. World studies provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines.

The aims of the EE 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.

II. Overview of the EE process

The EE process
<p>The research process</p> <ol style="list-style-type: none">1. Choose the approved DP subject.2. Choose a topic.3. Undertake some preparatory reading.4. Formulate a well-focused research question.5. Plan the research and writing process.6. Plan a structure (outline headings) for the essay. This may change as the research develops.7. Carry out the research
<p>Writing and formal presentation</p> <p>The required elements of the final work to be submitted are as follows.</p> <ul style="list-style-type: none">• Title page• Contents page• Introduction

⁷ International Baccalaureate Diploma Programme Subject Brief - Diploma Programme Core: Extended essay

- Body of the essay
- Conclusion
- References and bibliography

The upper limit of 4,000 words includes the introduction, body, conclusion and any quotations

Reflection process

As part of the supervision process, students undertake three mandatory reflection sessions with their supervisor. These sessions form part of the formal assessment of the EE and research process. The purpose of these sessions is to provide an opportunity for students to reflect on their engagement with the research process and is intended to help students consider the effectiveness of their choices, re-examine their ideas and decide on whether changes are needed. The final reflection session is the viva voce which is a short interview (10–15 minutes) between the student and the supervisor, and is a mandatory conclusion to the process. The viva voce serves as:

- a check on plagiarism and malpractice in general
- an opportunity to reflect on successes and difficulties
- an opportunity to reflect on what has been learned
- an aid to the supervisor's report.

III. Assessment model

The EE, including the world studies option, is assessed against common criteria and is interpreted in ways appropriate to each subject.

Students are expected to:

- provide a logical and coherent rationale for their choice of topic
- review what has already been written about the topic
- formulate a clear research question
- offer a concrete description of the methods used to investigate the question
- generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question
- reflect on what has been learned throughout the research and writing process.

Assessment at a glance

Assessment Criteria	Description	Marks
Focus and method	The topic, the research question and the methodology are clearly stated.	6 marks
Knowledge and understanding	The research relates to the subject area/discipline used to explore the research question, and knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.	6 marks
Critical thinking	Critical-thinking skills have been used to analyse and evaluate the research undertaken.	12 marks
Presentation	The presentation follows the standard format expected for academic writing.	4 marks

Engagement	The student's engagement with their research focus and the research process.	6 marks
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The EE contributes to the student's overall score for the diploma 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 EE and Theory of Knowledge.

Core – Extended Essay Grade Descriptors⁸

Grade A		
<p>Demonstrates: effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further support the reading of the essay; present and correctly applied structural and layout elements.</p> <p>Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.</p>		
Grade B		
<p>Demonstrates: appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; a clear presentation of all structural and layout elements, which further supports the reading of the essay.</p> <p>Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.</p>		
Grade C		
<p>Demonstrates: evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; some structural and layout elements that are missing or are incorrectly applied.</p> <p>Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.</p>		
Grade D		
<p>Demonstrates: a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; “at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; an attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; structural and layout elements that are missing.</p>		

⁸ Page 24-25, Grade descriptors for use from December 2017, IBO, December 2017

Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

Grade E

Demonstrates: an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; a layout that generally lacks or incorrectly applies several layout and structural elements.

Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

Diploma Programme Core

Creativity, Activity, Service ⁹

I. Description and aims

Creativity, activity, service (CAS) is at the heart of the Diploma Programme. Having a holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP).

CAS is organized around the three strands of creativity, activity and service defined as follows.

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

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events.

⁹ International Baccalaureate Diploma Programme Subject Brief - Diploma Programme Core: Creativity, Activity, Service

II. Programme Overview

The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's DP course requirements.

CAS students have guidance at the school level through a variety of resources including the school's DP handbook, information sessions and meetings. Students should expect to have three formal interviews with the CAS coordinator.

Typically, students' service experiences involve the following stages.

- Investigation, preparation and action that meets an identified need.
- Reflection on significant experiences throughout to inform problem- solving and choices.
- Demonstration allowing for sharing of what has taken place.

III. Learning outcome

Learning outcome	Descriptor
Identify own strengths and develop areas for growth.	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
Demonstrate that challenges have been undertaken, developing new skills in the process.	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through new experiences or through increased expertise in an established area.
Demonstrate how to initiate and plan a CAS experience.	Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.
Show commitment to, and perseverance in, CAS experiences.	Students demonstrate regular involvement and active engagement in CAS.
Demonstrate the skills and recognize the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

Demonstrate engagement with issues of global significance.	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.
Recognize and consider the ethics of choices and actions.	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Current Course Offerings

Higher level (HL) and Standard level (SL) courses

The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines.

HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

Subject Choice 2023-2024

The following section of the course selection guide contains a brief summary of the nature of the subjects which you may choose from. For each subject, you will find a course description as well as the assessment details, which will include both internally and externally assessed components of the course. Please speak with your subject teachers in order to get a more thorough outline of what the subject entails at the IB DP level.

Subject Group	Subject	Level
1. Studies in Language and Literature	English A: language and literature	SL&HL
	Language A Literature Self-taught	SL Only
2. Language Acquisition	French B	SL&HL
	Chinese B	
	Language ab initio (French, Mandarin, Spanish)	SL Only
3. Individuals and Societies	Business Management	

	Economics	SL&HL
	History	
	Global Politics	
4. Sciences	Biology	SL&HL
	Chemistry	
	Physics	
	Sports, exercise and health science	
5. Mathematics	Analysis and approaches	SL&HL
	Applications and Interpretation	
6. The Arts	Music	SL&HL
	Theatre	
	Visual Arts	

Please take note of the following important point:

DP Courses will usually only be offered once a minimum number of students have enrolled. If, due to low enrolment, your course selection is not available, you will be contacted by the IB DP Coordinator who will guide you in the selection of another subject from that group.

Group 1 Studies in Language and Literature

Language A: language and literature¹⁰ - Higher Level and Standard Level

I. Course description and aims

The language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The aims of studies in language and literature courses 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

¹⁰ International Baccalaureate Diploma Programme Subject Brief, Language A: language and literature

- 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 life long interest in and enjoyment of language and literature.

II. Curriculum model overview

Syllabus Units	Teaching hours & schedule	
	SL 150 Hours	HL 240 Hours
Foundation	Year 1 Term 1	
Unit 1 Identity, Culture and Language	Year 1 Term 1	
Unit 2 Time and Space	Year 1 Term 2	
Unit 3 Intertextuality and Transformation & Individual Oral	Year 1 Term 3	
Unit 4 Creativity and Communication	Year 1 Term 4	
Unit 5 Contexts and Texts	Year 2 Term 1	
Unit 6 Perspective and Representation& HL Essay	Year 2 Term 2	
Unit 7 Paper 1 and 2	Year 2 Term 3	
Unit 8 Capstone Unit	Year 2 Term 4	

III. Assessment model

It is the intention of this course that students are able to fulfill the following assessment objectives:

1. Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

2. Analyse and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques relationships among different texts
- ways in which texts may offer perspectives on human concerns.

3. Communicate:

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		SL	HL	SL	HL
Paper 1: Guided literary analysis	Guided analysis of unseen non-literary passage/passages from different text types.	1.25	2.25	35	35
Paper 2: Comparative essay	Comparative essay based on two literary works written in response to a choice of one out of four questions.	1.75	1.75	35	25
HL essay	Written coursework component: 1,200–1,500 words essay on one literary work or a non-literary body of work studied.	N/A			20
Internal		SL	HL	SL	HL
Individual oral	Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue.	0.25		30	20

IV. Assessment Criteria ¹¹

Assessment criteria are used to assess students for all assessment tasks. There are four criteria for each of the assessment components: an attempt has been made to make these criteria mirror the assessment objectives closely. The criteria and descriptors are the same for SL and HL in the shared components.

External assessment criteria

Paper 1: Guided literary analysis (SL & HL)

*Four assessment criteria at HL will be applied separately to each answer.

Criterion A	Understanding and interpretation	5 marks
Criterion B	Analysis and evaluation	5 marks
Criterion C	Focus and organization	5 marks

¹¹ Paper 37-59, Language A: language and literature guide, IBO, updated February 2022

Criterion D	Language	5 marks
Total		20 marks

Paper 2: Comparative essay (SL & HL)

Criterion A	Knowledge, understanding and interpretation	10 marks
Criterion B	Analysis and evaluation	10 marks
Criterion C	Focus and organization	5 marks
Criterion D	Language	5 marks
Total		30 marks

Internal assessment criteria

Individual oral (SL&HL)

Criterion A	Knowledge, understanding and interpretation	10 marks
Criterion B	Analysis and evaluation	10 marks
Criterion C	Focus and organization	10 marks
Criterion D	Language	10 marks
Total		40 marks

Higher level essay

Criterion A	Knowledge, understanding and interpretation	5 marks
Criterion B	Analysis and evaluation	5 marks
Criterion C	Focus, organization and development	5 marks
Criterion D	Language	5 marks
Total		20 marks

Group 1 Language A: literature

Language A: School Supported Self-taught literature - Standard Level Only

This course is part of the studies in language and literature group. School-Supported Self-Taught (SSST) students may study language A: literature at SL only. The course is similar to the taught course. Students will be expected to meet the same syllabus requirements as for taught SL students, but with the following exception: all works studied must be written by authors chosen from the "Prescribed reading list".¹² A certain level of autonomy is expected, for example students will be asked to develop a list of literary works and a timeline. They will also be expected to autonomously administer the 150 hours required for the study of the course.¹³

¹² Page 26, Language A: literature guide

¹³ Page 1, Language A: literature school supported self-taught student guide

The school will appoint a supervisor to guide the students through the course. The supervisor's main role is to provide assistance with administration, supervisory and communication. SSST students **must** have the support of a tutor in the language A they are studying. This tutor, either working with the school in the community or online, must be able to provide the first and best language support that the school cannot provide. Ideally, the tutor will have DP language A experience.¹⁴

Responsibilities of the tutor

The tutor is mainly responsible for providing the student with first and best language guidance (discussion of content, language, conventions, structure, and so on) for the various parts of the course of study and for setting mock or practice examinations, including oral assessments, and providing feedback on the student's performance. The extent of the support the tutor provides will depend on individual student needs. Additionally, it may be necessary for the tutor to support the student in the following aspects of the course.

- Assisting the student in setting up a course of study (especially selecting works in the first and best language).
- Providing suggestions for works of literary value (in the case of special request languages where no Prescribed reading list is available).
- Providing the student with resources related to the works.

The tutor must maintain frequent contact with the supervisor and regularly provide information on the student's progress.¹⁵

The school may not offer the course should there be no qualified tutor available to provide adequate support to the SSST students.

I. Course description and aims ¹⁶

The language A: literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief

¹⁴ Page 2, Language A: literature school-supported self-taught support material Guidance for schools

¹⁵ Page 2, Language A: literature school-supported self-taught support material Guidance for schools

¹⁶ International Baccalaureate Diploma Programme Subject Brief, Language A: Literature

systems and to negotiate meanings for texts. The aims of studies in language and literature courses 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 life long interest in and enjoyment of language and literature.

II. Curriculum model overview

Syllabus Component	Recommended study hours
	SL
Readers, writers and texts	50
Time and space	50
Intertextuality: connecting texts	50
Total teaching hours	150

III. Assessment model

It is the intention of this course that students are able to fulfill the following assessment objectives:

1. Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

2. Analyse and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

3. Communicate:

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations

Type of assessment	Format of assessment	Time (hour)	Weighting of final grade (%)
External		SL	SL
Paper 1: Guided literary analysis	Guided analysis of unseen non-literary passage/passages from different text types.	1.25	35
Paper 2: Comparative essay	Comparative essay based on two literary works written in response to a choice of one out of four questions.	1.75	35
Internal			
Individual oral	Prepared oral response on the way that one work originally written in the language studied and one work studied in translation have approached a common global issue.	0.25	30

IV. Assessment Criteria

Assessment criteria are used to assess students for all assessment tasks. There are four criteria for each of the assessment components: an attempt has been made to make these criteria mirror the assessment objectives closely.¹⁷

All assessment tasks for School-Supported Self-Taught (SSST) students are externally assessed. Paper 1 and paper 2 are the same as for taught students.

The individual oral (SSST variant) is assessed externally. The preparation and basic procedure of the individual oral for SSST candidates are the same as for taught students. In the oral assessment of SSST candidates, however, there will be no questions from the teacher. That time will be incorporated to the time available for SSST candidates to develop their individual oral. This component will therefore consist solely of a 15-minute individual oral by the candidate¹⁸.

School-Supported Self-Taught Students' Assessment Criteria

There are four assessment criteria.

Paper 1: Guided literary analysis (SL)

¹⁷ Page 36, Language A: literature guide

¹⁸ Page 42, Language A: literature guide

Criterion A	Understanding and interpretation	5 marks
Criterion B	Analysis and evaluation	5 marks
Criterion C	Focus and organization	5 marks
Criterion D	Language	5 marks
Total		20 marks

Paper 2: Comparative essay (SL)

Criterion A	Knowledge, understanding and interpretation	10 marks
Criterion B	Analysis and evaluation	10 marks
Criterion C	Focus and organization	5 marks
Criterion D	Language	5 marks
Total		30 marks

Individual oral

Criterion A	Knowledge, understanding and interpretation	10 marks
Criterion B	Analysis and evaluation	10 marks
Criterion C	Focus and organization	10 marks
Criterion D	Language	10 marks
Total		40 marks

Group 1 Studies in Language and Literature Grade Descriptors ¹⁹

Grade 7
Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).
Grade 6
Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).
Grade 5
Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).
Grade 4
Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.
Grade 3
Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.
Grade 2
Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

¹⁹ Page 2-3, Diploma Programme Grade descriptors, IBO, December 2017, updated September 2021

Grade 1

Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Group 2 Language Acquisition

Language B²⁰ – Chinese B and French B - Higher level and Standard level

I. Course description and aims

Language acquisition is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

Language B is a course designed for students with some previous experience of the target language. Both language B SL and HL students learn to communicate in the target language through the study of language, themes and texts in familiar and unfamiliar contexts.

The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. Receptive skills are the ability to understand and comprehend spoken language that you hear or read. Productive skills are speaking and writing, as learners need to produce language. Interactive skills are the general ability to interact with others.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to the course content and the target language culture(s).

The language acquisition aims 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.

²⁰ International Baccalaureate Diploma Programme Subject Brief, Language B

- 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 life long enjoyment of language learning.

II. Curriculum model overview & Content outline

The curriculum is organized around five prescribed themes with which the students engage though written, audio, visual and audio-visual texts.

Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation.

Communication is evidenced through receptive, productive and interactive skills.

Theme	Guiding principle	Optional recommended topics
Identities	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"> • Lifestyles • Health and well-being • Beliefs and values • Subcultures • Language and identity
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> • Leisure activities • Holidays and travel • Life stories • Rites of passage • Customs and traditions • Migration
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> • Entertainment • Artistic expressions • Communication and media • Technology • Scientific innovation
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"> • Social relationships • Community • Social engagement • Education • The working world • Law and order
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> • The environment • Human rights • Peace and conflict • Equality • Globalization

		<ul style="list-style-type: none"> • Ethics • Urban and rural environment
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III. Assessment model

The language acquisition assessment objectives are:

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

The assessment outlines for language B SL and HL are identical; it is the nature of the assessment that differs and this is what distinguishes SL assessments from those of HL.

For language B HL paper 1, the tasks set will require more complex language and structures and demand higher-order thinking skills. Additionally, for HL, a higher word range has been provided in order to accommodate the more complex responses required.

For the individual oral internal assessment, the stimulus at language B SL is a visual image that is clearly relevant to one (or more) of the themes of the course. The stimulus at language B HL is an excerpt from one of the two literary works studied.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		SL	HL	SL	HL
Paper 1 Productive skills	One writing task from a choice of three Writing – 30 marks	1.25	1.5	25	25
Paper 2 Receptive skills	Separate sections for listening and reading	0.75	1	25	25
	Listening – 25 marks Reading – 40 marks	1	1	25	25
Internal		SL	HL	SL	HL
Individual oral	Speaking – 30 marks	0.25		25	25

	<p>SL - A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.</p> <p>HL - A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus</p>			
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IV. Assessment Criteria ²¹

External assessment criteria

Paper 1: Productive skills—writing (SL & HL)

Assessment criteria are used to mark paper 1, which is worth 25% of the overall mark. There are three assessment criteria.

Criterion A	Language	12 marks
Criterion B	Message	12 marks
Criterion C	Conceptual understanding	6 marks
Total		30 marks

Paper 2: Receptive skills—listening and reading (SL & HL)

Marking schemes are used to mark paper 2, which is worth 50% of the overall mark.

This examination is externally set and externally assessed. It is divided into two separate sections: listening (three audio passages) and reading (three written passages) covering different topics drawn from the five themes. The students' understanding of the six passages is assessed in this examination: it does not test the students' knowledge of any factual content of a specific topic.

All audio and written passages are in the target language and all answers must be provided in the target language.

Internal assessment criteria

Productive and interactive skills: Individual oral assessment (SL)

Criterion A	Language	12 marks
Criterion B1	Message - visual stimulus	6 marks
Criterion B2	Message – conversation	6 marks

²¹ Page 32 -39, P46-56, Language B Guide, IBO, February 2018, updated August 2021

Criterion C	Interactive skills – communication	6 marks
Total		30 marks

Productive and interactive skills: Individual oral assessment (HL)

Criterion A	Language	12 marks
Criterion B1	Message - literary extract	6 marks
Criterion B2	Message – conversation	6 marks
Criterion C	Interactive skills – communication	6 marks
Total		30 marks

Group 2 (language acquisition) grade descriptors HL ²²

Grade 7
Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skillfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little difficulty with the most difficult questions; recognize almost all the subtleties of specific language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy; demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.
Grade 6
Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; recognize most of the subtleties of specific language usage; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.
Grade 5
Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; recognize

²² Page 4-5, Diploma Programme Grade descriptors, IBO, December 2017, updated September 2021

some subtleties of specific language usage; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 4

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; recognize a few subtleties of specific language usage; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show some ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 3

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; produce an identifiable text type; make some attempt at expressing their ideas and organizing their work.

Grade 2

Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; make some attempt at basic organization; content is rarely convincing.

Grade 1

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is unconvincing.

Group 2 (language acquisition) grade descriptors SL ²³

Grade 7

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing effectively to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 6

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively, with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical

²³ Page 5-6, Diploma Programme Grade descriptors, IBO, December 2017, updated September 2021

accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 5

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 4

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty and with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organizing their work.

Grade 3

Students speak hesitantly and generally unclearly; use a limited range of language, often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type; make some attempt at basic organization; content is rarely convincing.

Grade 2

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; lack organization to an extent that content is unconvincing.

Grade 1

Students speak very hesitantly and unclearly; use a very limited range of language incorrectly; handle ideas unsuccessfully and with very restricted interaction; demonstrate a very limited understanding of the meaning and purpose of written texts; have difficulties with almost all questions; write texts demonstrating a very limited command of vocabulary and very little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is confusing.

Group 2 Language Acquisition

Language ab initio²⁴ – Standard level only

I. Course description and aims

²⁴ International Baccalaureate Diploma Programme Subject Brief, Language ab initio

Language acquisition consists of two modern language courses — language ab initio and language B — designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language.

Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts.

Students develop the ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. While the themes are common to both language ab initio and language B, the language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

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

- 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.

II. Curriculum model overview & Content outline

The curriculum is organized around five prescribed themes and 20 prescribed topics with which the students engage through written, audio, visual and audio-visual texts.

Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation. Communication is evidenced through receptive, productive and interactive skills.

Theme	Guiding principle	Prescribed topics
Identities	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"> • Personal attributes • Personal relationships • Eating and drinking • Physical well-being
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> • Daily routine • Leisure • Holidays • Festivals and celebrations
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> • Transport • Entertainment • Media • Technology
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"> • Neighbourhood • Education • The workplace • Social issues
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> • Climate • Physical geography • The environment • Global issues

III. Assessment model

The language acquisition assessment objectives are common to both language ab initio and language B.

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

Assessment at a glance

Type of assessment	Format of assessment	Time (hour)	Weighting of final grade (%)
External		SL	SL
Paper 1 Productive skills	Two written tasks - each from a choice of three Writing – 30 marks	1	25
Paper 2 Receptive skills	Separate sections for listening and reading	0.75	25
	Listening – 25 marks Reading – 40 marks	1	25
Internal		SL	SL
Individual oral	Speaking – 30 marks A conversation with the teacher, based on a visual stimulus and at least one additional course theme.	0.15	25

For the individual oral internal assessment, the stimulus at language ab initio SL is a visual image that is clearly relevant to one (or more) of the themes of the course.

IV. Assessment Criteria ²⁵

External assessment criteria

Paper 1: Productive skills – writing

Assessment criteria are used to mark paper 1, which is worth 25% of the overall mark. There are three assessment criteria.

Criterion A	Language	6 marks
Criterion B	Message	6 marks
Criterion C	Conceptual understanding	3 marks
Total		15 marks

Paper 2: Receptive skills – listening and reading (SL & HL)

Marking schemes are used to mark paper 2, which is worth 50% of the overall mark.

This examination is externally set and externally assessed. It is divided into two separate sections: listening (three audio passages) and reading (three written passages) covering different topics drawn from the five themes. The students' understanding of the six passages is assessed in this examination: it does not test the students' knowledge of any factual content of a specific topic.

²⁵ Page 29 -31, Page 38-41, Language ab initio Guide, IBO, February 2018, updated August 2021

All audio and written passages are in the target language and all answers must be provided in the target language.

Internal assessment criteria

Productive and interactive skills: Individual oral assessment

Criterion A	Language	12 marks
Criterion B1	Message - visual stimulus	6 marks
Criterion B2	Message – conversation	6 marks
Criterion C	Interactive skills—communication	6 marks
Total		30 marks

Group 2 language ab initio grade descriptors ²⁶

Grade 7
<p>Receptive skills: students respond clearly and effectively to all basic and most complex information and ideas.</p> <p>Interactive skills: students respond accurately, communicate effectively and demonstrate comprehension; pronunciation and intonation always facilitate the understanding of the message; students sustain participation and make good independent contributions. The message is always clear.</p> <p>Productive skills: students develop ideas well using an effective, logical structure; they successfully use a range of simple and some complex cohesive devices; they use both basic and complex grammatical structures accurately. However, they may make occasional errors in complex structures; they use varied and effective vocabulary and appropriate register; they demonstrate clear evidence of intercultural understanding where required.</p>
Grade 6
<p>Receptive skills: students respond clearly to all basic and most complex information and ideas.</p> <p>Interactive skills: students respond mostly accurately, communicate almost always effectively and demonstrate comprehension; pronunciation and intonation almost always facilitate the understanding of the message; students almost always sustain participation and make independent contributions. The message is usually clear.</p> <p>Productive skills: students develop ideas well using a logical structure; they successfully use a range of basic and some complex cohesive devices; they use both basic and complex grammatical structures accurately. However, they may make several errors in complex structures; they use varied vocabulary and appropriate register; they almost always demonstrate clear evidence of intercultural understanding where required.</p>
Grade 5
<p>Receptive skills: students generally respond clearly to basic and some complex information and ideas.</p> <p>Interactive skills: students respond accurately and generally demonstrate comprehension; pronunciation and intonation often facilitate the understanding of the message; students generally sustain participation and make some independent contributions. The message is often clear.</p> <p>Productive skills: students develop some ideas using a logical structure; they often use a range of basic and some complex cohesive devices; they use basic grammatical structures accurately. However, complex structures are rarely accurate; they use a range of basic vocabulary and appropriate register; they often demonstrate evidence of intercultural understanding where required.</p>
Grade 4
<p>Receptive skills: students respond clearly to most basic information and ideas.</p> <p>Interactive skills: students respond accurately and demonstrate comprehension in simple exchanges; pronunciation and intonation usually facilitate the understanding of the message; students sustain participation in simple exchanges. The message is usually clear.</p>

²⁶ Page 6-8, Diploma Programme Grade descriptors, IBO, December 2017, updated September 2021

Productive skills: students develop basic ideas using a logical structure; they use a range of simple cohesive devices successfully; they use most basic grammatical structures accurately; they use basic vocabulary and appropriate register successfully; they usually demonstrate evidence of intercultural understanding where required.

Grade 3

Receptive skills: students sometimes respond clearly to basic information.

Interactive skills: students sometimes respond accurately and sometimes demonstrate comprehension in simple exchanges; pronunciation and intonation sometimes facilitate the understanding of the message; students sometimes sustain participation in simple exchanges. The message is sometimes clear.

Productive skills: students sometimes develop basic ideas; they sometimes use simple cohesive devices successfully; they sometimes use basic grammatical structures accurately; they sometimes use basic vocabulary and appropriate register successfully; they sometimes demonstrate evidence of intercultural understanding where required.

Grade 2

Receptive skills: students rarely respond clearly to basic information.

Interactive skills: students rarely respond accurately or demonstrate comprehension; pronunciation and intonation rarely facilitate the understanding of the message; students rarely sustain participation in simple exchanges. The message is rarely clear.

Productive skills: students rarely develop basic ideas; they rarely use simple cohesive devices; they rarely use basic grammatical structures accurately; they rarely use basic vocabulary or appropriate register successfully; they rarely demonstrate evidence of intercultural understanding where required.

Grade 1

Receptive skills: students very rarely respond clearly to basic information.

Interactive skills: students very rarely respond accurately or demonstrate comprehension; pronunciation and intonation very rarely facilitate the understanding of the message; students very rarely sustain participation in simple exchanges. The message is very rarely clear.

Productive skills: students very rarely develop ideas; they very rarely use simple cohesive devices; they very rarely use basic grammatical structures accurately; they very rarely use basic vocabulary or appropriate register successfully; they very rarely demonstrate evidence of intercultural understanding where required.

Group 3 Individuals and societies

Business management²⁷ - Higher level and Standard level

I. Course description and aims

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

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

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

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

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

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

II. Curriculum model overview

²⁷ International Baccalaureate Diploma Programme Subject Brief, Business Management SL & HL

Component	Recommended teaching hours	
	SL	HL
Unit 1: Introduction to business management 1.1 What is a business? 1.2 Types of business entities 1.3 Business objectives 1.4 Stakeholders 1.5 Growth and evolution 1.6 Multinational companies (MNCs)	20	20
Unit 2: Human resource management 2.1 Introduction to human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation and demotivation 2.5 Organizational (corporate) culture (HL ONLY) 2.6 Communication 2.7 Industrial/employee relations (HL ONLY)	20	35
Unit 3: Finance and accounts 3.1 Introduction to finance 3.2 Sources of finance 3.3 Costs and revenues 3.4 Final accounts 3.5 Profitability and liquidity ratio analysis 3.6 Debt/equity ratio analysis (HL ONLY) 3.7 Cash flow 3.8 Investment appraisal 3.9 Budgets (HL ONLY)	30	45
Unit 4: Marketing 4.1 Introduction to marketing 4.2 Marketing planning 4.3 Sales forecasting (HL ONLY) 4.4 Market research 4.5 The seven Ps of the marketing mix 4.6 International marketing (HL ONLY)	30	35
Unit 5: Operations management 5.1 Introduction to operations management 5.2 Operations methods 5.3 Lean production and quality management (HL ONLY) 5.4 Location 5.5 Break-even analysis 5.6 Production planning (HL ONLY) 5.7 Crisis management and contingency planning (HL ONLY) 5.8 Research and development (HL ONLY) 5.9 Management information systems (HL ONLY)	15	45
Business management toolkit	10	35

Research time allocated for the pre-released statement in paper 1	5	5
Internal assessment	20	20

III. Assessment model

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

AO1: Knowledge and understanding

Demonstrate knowledge and understanding of:

- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- HL extension topics (HL only).

AO2: Application and analysis

Apply and analyse:

- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- business decisions and issues through the selection and use of appropriate data
- HL extension topics (HL only).

AO3: Synthesis and evaluation

Synthesize and evaluate:

- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- stakeholder interests to reach informed business decisions
- recommendations for competing future strategic options (HL only)
- HL extension topics (HL only).

AO4: Use and application of appropriate skills

- Select and apply relevant business management tools, theories and concepts to support research into a business issue or problem.
- Select, interpret and analyse business materials from a range of primary and secondary sources.
- Create well-structured materials using business management terminology.
- Communicate analysis, evaluation and conclusions of research effectively.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	Based on a pre-released statement that specifies the context and background for the unseen case study	1.5	1.5	35	25
Paper 2	Based on unseen stimulus material with a quantitative focus	1.5	1.75	35	30
Paper 3	Based on unseen stimulus material about a social enterprise		1.25		25
Internal					
Business Research project	Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	20 hours		30	20

IV. Assessment Criteria ²⁸

External assessment mark bands—SL and HL

In addition to an analytic markscheme specific to the question papers, markbands are used to allocate marks in section B in papers 1 and 2 for the 10-mark extended response question.

Paper 1 and 2

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1 - 2	<ul style="list-style-type: none"> • Little understanding of the demands of the question. • Little use of business management tools and theories; any tools and theories that are used are irrelevant or used inaccurately. • Little or no reference to the stimulus material. • No arguments are made.
3 - 4	<ul style="list-style-type: none"> • Some understanding of the demands of the question. • Some use of business management tools and theories, but these are mostly lacking in accuracy and relevance. • Superficial use of information from the stimulus material, often not going beyond the name of the person(s) or name of the organization. • Any arguments made are mostly unsubstantiated.

²⁸ Page 44 – 45, 47 - 48, 56 – 58 Business management guide, IBO, February 2022

5 - 6	<ul style="list-style-type: none"> ● The response indicates an understanding of the demands of the question, but these demands are only partially addressed. ● Some relevant and accurate use of business management tools and theories. ● Some relevant use of information from the stimulus material that goes beyond the name of the person(s) or name of the organization but does not effectively support the argument. ● Arguments are substantiated but are mostly one-sided.
7 - 8	<ul style="list-style-type: none"> ● Mostly addresses the demands of the question. ● Mostly relevant and accurate use of business management tools and theories. ● Information from the stimulus material is generally used to support the argument, although there is some lack of clarity or relevance in some places. ● Arguments are substantiated and have some balance.
9 - 10	<ul style="list-style-type: none"> ● Clear focus on addressing the demands of the question. ● Relevant and accurate use of business management tools and theories. ● Relevant information from the stimulus material is integrated effectively to support the argument. ● Arguments are substantiated and balanced, with an explanation of the limitations of the case study or stimulus material.

Paper 3

For question 1 and question 2 an analytic markscheme will be used. For question 3 the following assessment criteria will be used.

Criterion A: Use of resource materials

To what extent does the student use the resource materials provided to effectively support the recommended plan of action?

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1	The response makes limited reference to the resource materials provided or the resources identified have been used ineffectively to support the recommended plan of action.

2	The response makes some reference to the resource materials provided or the resources identified have been used in a superficial way to support the recommended plan of action.
3	The response makes reference to most of the resource materials provided to support the recommended plan of action.
4	The response makes reference to all resource materials provided to effectively support the recommended plan of action.

Criterion B: Business management tools and theories

To what extent does the student's plan of action effectively apply appropriate business management tools and theories?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The response demonstrates limited application of appropriate business management tools and theories.
2	The response superficially applies appropriate business management tools and theories.
3	The response satisfactorily applies appropriate business management tools and theories.
4	The response effectively applies appropriate business management tools and theories.

Criterion C: Evaluation

To what extent does the student effectively evaluate the expected impact of their plan of action on the relevant areas of the business?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.

1 - 2	The response is largely descriptive with limited analysis or evaluation of the expected impact of their plan of action. There is limited reference to the relevant areas of the business.
3 - 4	The response analyses the expected impact of their plan of action with some reference to the relevant areas of the business. There is some evidence of evaluation but it is not sustained.
5 - 6	The student effectively evaluates the expected impact of their plan of action on the relevant areas of the business and considers the trade-offs between those areas.

Criterion D: Sequencing of ideas and plan of action

To what extent are the student's ideas and plan of action sequenced in a clear and coherent manner?

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1	The response is limited in its sequencing of ideas and plan of action.
2	The response consists of ideas and a plan of action but these are not always sequenced in a clear manner.
3	The response effectively sequences appropriate ideas and a plan of action in a clear and coherent manner.

Internal assessment criteria– SL and HL

The business research project is assessed against seven criteria that are related to the assessment objectives for the business management course.

When the work to be assessed has been read, the descriptors for each criterion should be studied until a descriptor is reached that most appropriately describes the achievement level. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student's work chosen. There are seven assessment criteria for the business research project.

Criterion A	Integration of a key concept	5 marks
Criterion B	Supporting documents	4 marks
Criterion C	Selection and application of tools and theories	4 marks

Criterion D	Analysis and evaluation	5 marks
Criterion E	Conclusions	3 marks
Criterion F	Structure	2 marks
Criterion G	presentation	2 marks
Total		25 marks

Group 3 Individuals and societies

Economics²⁹ - Higher level and Standard level

I. Course description and aims

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and the 9 key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows

²⁹ International Baccalaureate Diploma Programme Subject Brief, Economics SL & HL

students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

The aims of the DP **economics** course are to enable students at SL and HL levels 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.

II. Curriculum model overview

Component	Recommended 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 2.2 Supply 2.3 Competitive market equilibrium 2.4 Critique of the maximizing behaviour of consumers and producers 2.5 Elasticity of demand 2.6 Elasticity of supply 2.7 Role of government in microeconomics 2.8 Market failure—externalities and common pool or common access resources 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 3.4 Economics of inequality and poverty 3.5 Demand management (demand-side policies)— monetary policy 3.6 Demand management— fiscal policy 3.7 Supply-side policies	40	75
Unit 4: The global economy 4.1 Benefits of international trade 4.2 Types of trade protection 4.3 Arguments for and against trade control/ protection 4.4 Economic integration 4.5 Exchange rates 4.6 Balance of payments 4.7 Sustainable development 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

III. Assessment model

There are four assessment objectives for the DP economics course. Having followed the course at both HL and SL. Students will be expected to meet the following objectives.

Assessment objective 1: Knowledge and understanding

- Demonstrate knowledge and understanding of specified content
- Demonstrate knowledge and understanding of the common SL/HL syllabus
- Demonstrate knowledge and understanding of current economic issues and data
- Demonstrate knowledge and understanding of the HL extension topics **(HL Only)**

Assessment objective 2: Application and analysis

- Apply economic concepts and theories to real-world situations
- Identify and interpret economic data
- Analyse how economic information is used effectively in particular contexts
- In the internal assessment task: Explain the link between key economic concepts and economic commentaries
- Demonstrate application and analysis of the HL extension topics **(HL Only)**

Assessment objective 3: Synthesis and evaluation

- Examine economic concepts and theories
- Use economic concepts and examples to construct and present an argument
- Discuss and evaluate economic information and theories
- Demonstrate economic synthesis and evaluation of the HL extension topics **(HL Only)**
- Select and use economic data using economic theory to make policy recommendations **(HL Only)**

Assessment objective 4: Use and application of appropriate skills

- Produce well-structured written material, using appropriate economic theory, concepts and terminology
- Produce and use diagrams to help explain economic theory, concepts and real-world issues
- Select, interpret and analyse appropriate extracts from the news media
- Interpret appropriate data sets
- Use quantitative techniques to identify, explain and analyse economic relationships

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	Extended response paper based on all units of the syllabus	1.25	1.25	30	20
Paper 2	Data response paper based on all units of the syllabus	1.75	1.75	40	30
Paper 3 (HL only)	Policy paper based on all units of the syllabus	NA	1.75	NA	30
Internal					
portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20	20	30	20

IV. Assessment Criteria ³⁰

External assessment markbands – SL and HL

Paper 1: Part A (SL & HL)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1 - 2	<ul style="list-style-type: none"> • The response indicates little understanding of the specific demands of the question. • Economic theory is stated but it is not relevant. • Economic terms are stated but they are not relevant.
	<ul style="list-style-type: none"> • The response indicates some understanding of the specific demands of the question.

³⁰ Economics guide First assessment 2022, IBO, May 2020

3 - 4	<ul style="list-style-type: none"> ● Relevant economic theory is described. ● Some relevant economic terms are included.
5 - 6	<ul style="list-style-type: none"> ● The response indicates understanding of the specific demands of the question, but these demands are only partially addressed. ● Relevant economic theory is partly explained. ● Some relevant economic terms are used appropriately. ● Where appropriate, relevant diagram(s) are included.
7 - 8	<ul style="list-style-type: none"> ● The specific demands of the question are understood and addressed. ● Relevant economic theory is explained. ● Relevant economic terms are used mostly appropriately. ● Where appropriate, relevant diagram(s) are included and explained.
9 - 10	<ul style="list-style-type: none"> ● The specific demands of the question are understood and addressed ● Relevant economic theory is fully explained. ● Relevant economic terms are used appropriately throughout the response. ● Where appropriate, relevant diagram(s) are included and fully explained

Paper 1: Part B (SL & HL)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1 - 3	<ul style="list-style-type: none"> ● The response indicates little understanding of the specific demands of the question. ● Economic theory is stated but it is not relevant ● Economic terms are stated but they are not relevant. ● The response contains no evidence of synthesis or evaluation. ● A real-world example(s) is identified but it is irrelevant
4 - 6	<ul style="list-style-type: none"> ● The response indicates some understanding of the specific demands of the question. ● Relevant economic theory is described. ● Some relevant economic terms are included. ● The response contains evidence of superficial synthesis or evaluation. ● A relevant real-world example(s) is identified
7 - 9	<ul style="list-style-type: none"> ● The response indicates understanding of the specific demands of the question, but these demands are only partially addressed. ● Relevant economic theory is partly explained. ● Some relevant economic terms are used appropriately. ● Where appropriate, relevant diagram(s) are included. ● The response contains evidence of appropriate synthesis or evaluation but lacks balance. ● A relevant real-world example(s) is identified and partly developed in the context of the question
	<ul style="list-style-type: none"> ● The specific demands of the question are understood and addressed. ● Relevant economic theory is explained. ● Relevant economic terms are used mostly appropriately.

10 - 12	<ul style="list-style-type: none"> • Where appropriate, relevant diagram(s) are included and explained. • The response contains evidence of appropriate synthesis or evaluation that is mostly balanced. • A relevant real-world example(s) is identified and developed in the context of the question.
13 - 15	<ul style="list-style-type: none"> • The specific demands of the question are understood and addressed. • Relevant economic theory is fully explained. • Relevant economic terms are used appropriately throughout the response. • Where appropriate, relevant diagram(s) are included and fully explained. • The response contains evidence of effective and balanced synthesis or evaluation. • A relevant real-world example(s) is identified and fully developed to support the argument.

Paper 2 (SL/HL) - For parts (A) to (F) a mark scheme will be used.

Part (G)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1 - 3	<ul style="list-style-type: none"> • The response indicates little understanding of the specific demands of the question. • Economic theory is stated but it is not relevant. • Economic terms are stated but they are not relevant. • The response contains no evidence of synthesis or evaluation. • The response contains no use of text/data.
4 - 6	<ul style="list-style-type: none"> • The response indicates some understanding of the specific demands of the question. • Relevant economic theory is described. • Some relevant economic terms are included. • The response contains evidence of superficial synthesis or evaluation. • The response contains limited use of text/data.
7 - 9	<ul style="list-style-type: none"> • The response indicates understanding of the specific demands of the question, but these demands are only partially addressed. • Relevant economic theory is partly explained. • Some relevant economic terms are used appropriately. • Where appropriate, relevant diagram(s) are included. • The response contains evidence of appropriate synthesis or evaluation but lacks balance. • The response includes some relevant information from the text/data.
10 - 12	<ul style="list-style-type: none"> • The specific demands of the question are understood and addressed. • Relevant economic theory is explained. • Relevant economic terms are used appropriately. • Where appropriate, relevant diagram(s) are included and explained.

	<ul style="list-style-type: none"> • The response contains evidence of appropriate synthesis or evaluation that is mostly balanced. • The use of information from the text/data is generally appropriate, relevant, and applied correctly.
13 - 15	<ul style="list-style-type: none"> • The specific demands of the question are understood and addressed. • Relevant economic theory is fully explained. • Relevant economic terms are used appropriately throughout the response. • Where appropriate, relevant diagram(s) are included and fully explained. • The response contains evidence of effective and balanced synthesis or evaluation. • The use of information from the text/data is appropriate, relevant, and is used to formulate a reasoned argument supported by analysis/evaluation.

Paper 3 (HL Only)

For parts (A) a mark scheme will be used.

Part (B)

Recommend—present an advisable course of action with appropriate supporting evidence/reason in relation to a given situation, problem or issue.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1 - 2	<ul style="list-style-type: none"> • The response identifies a policy. • The response uses no economic theory to support the recommendation. • Economic terms are stated but are not relevant. • The response contains no use of text/data to support the recommendation. • The response contains no evidence of synthesis or evaluation.
3 - 4	<ul style="list-style-type: none"> • The response identifies an appropriate policy. • The response uses limited economic theory to support the recommendation in a superficial manner. • Some relevant economic terms are included. • The response contains no use of relevant text/data to support the recommendation. • The response contains superficial evidence of synthesis or evaluation.
5 - 6	<ul style="list-style-type: none"> • The response identifies and explains an appropriate policy. • The response uses relevant economic theory to partially support the recommendation. • Some relevant economic terms are used appropriately. • The response includes some relevant information from the text/data to support the recommendation. • The response contains evidence of appropriate synthesis or evaluation but lacks balance.
	<ul style="list-style-type: none"> • The response identifies and fully explains an appropriate policy.

7 - 8	<ul style="list-style-type: none"> • The response uses relevant economic theory to support the recommendation. • Relevant economic terms are used mostly appropriately. • The use of information from the text/data is generally appropriate, relevant and applied correctly to support the recommendation. • The response contains evidence of appropriate synthesis or evaluation that is mostly balanced
9 - 10	<ul style="list-style-type: none"> • The response identifies and fully explains an appropriate policy. • The response uses relevant economic theory effectively to support the recommendation. • Relevant economic terms are used appropriately throughout the response. • The use of information from the text/data is appropriate, relevant and supports the analysis/evaluation effectively. • The response contains evidence of effective and balanced synthesis or evaluation.

Internal assessment criteria – SL and HL

There are five internal assessment criteria for each commentary. Each commentary is assessed individually for the first five assessment criteria (criteria A–E).

Criterion	Commentary section	Marks
Criterion A	Diagrams	3 marks
Criterion B	Terminology	2 marks
Criterion C	Application and Analysis	3 marks
Criterion D	Key concepts	3 marks
Criterion E	Evaluation	3 marks
Total		14 marks

Criterion F is applied to the whole portfolio.

Criterion A	Rubric requirement	3 marks
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The maximum for the portfolio is 45 marks: (14 marks x 3 commentaries) + 3 marks = 42 + 3 marks. The assessment criteria are related to the assessment objectives.

Group 3 Individuals and societies

History³¹ - Higher level and Standard level

I. Course description and aims

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and re-search skills such as comprehension, text analysis, transfer, and use of primary sources.

There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

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

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

II. Curriculum model overview

³¹ International Baccalaureate Diploma Programme Subject Brief, History SL & HL

Component	Recommended teaching hours	
	SL	HL
Prescribed subjects <i>One of the following, using two case studies, each taken from a different region of the world:</i> 1. Military leaders 2. Conquest and its impact 3. The move to global war 4. Rights and protest 5. Conflict and intervention	40	40
World history topics <i>Two of the following, using topic examples from more than one region of the world:</i> 1. Society and economy (750–1400) 2. Causes and effects of wars (750–1500) 3. Dynasties and rulers (750–1500) 4. Societies in transition (1400–1700) 5. Early Modern states (1450–1789) 6. Causes and effects of Early Modern wars (1500–1750) 7. Origins, development and impact of industrialization (1750–2005) 8. Independence movements (1800–2000) 9. Emergence and development of democratic states (1848–2000) 10. Authoritarian states (20th century) 11. Causes and effects of 20th-century wars 12. The Cold War: Superpower tensions and rivalries (20th century)	90	90
HL options: Depth studies History of Asia and Oceania		90
Internal assessment Historical investigation	20	20

III. Assessment model

There are four assessment objectives for the DP history course. Having followed the course at higher level (HL) and standard level (SL), students will be expected to meet the following objectives. Assessment objective 4 is different in higher level and standard level.

Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding of historical sources.

Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.

- Analyse and interpret a variety of sources.

Assessment objective 3: Synthesis and evaluation

- Integrate evidence and analysis to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations.
- Synthesize information from a selection of relevant sources.

Assessment objective 4: Use and application of appropriate skills (HL)

- Structure and develop focused essays that respond effectively to the demands of a question.
- Reflect on the methods used by, and challenges facing, the historian.
- Formulate an appropriate, focused question to guide a historical inquiry.
- Demonstrate evidence of research skills, organization, reference and selection of appropriate sources.

Assessment objective 4: Use and application of appropriate skills (SL)

- Integrate evidence and analysis to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations.
- Synthesize information from a selection of relevant sources.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		SL	HL	SL	HL
Paper 1	Source-based paper based on the five prescribed subjects	1	1	30	20
Paper 2	Essay paper based on the 12 world history topics	1.5	1.5	45	25
Paper 3 (HL only)	Essay paper based on one of the four regional options	NA	2.5	NA	35
Internal					
Historical investigation	A historical investigation into a topic of the student's choice.	20	20	25	20

IV. Assessment Criteria³²

³² History guide, First examinations 2020, May 2019

External Assessment

Paper 1 External mark bands (SL/HL)

The paper is marked using a paper-specific markscheme, except for the final question for each prescribed subject, which is marked using the generic mark bands that follow, in addition to a paper-specific mark scheme.

First question Part A	This question will test understanding of one of the sources.	3 marks
First question Part B	This question will test understanding of one of the sources.	2 marks
Second question	This question will ask students to analyse the value and limitations of one of the sources. In their analysis of value and limitations, students should refer to the origin, purpose and content of the specified source.	4 marks
Third question	This question will ask students to compare and contrast what two of the sources reveal to a historian studying the particular aspect of the prescribed subject.	6 marks
Fourth question	This will be an evaluative question that asks students to draw on both the sources and their own knowledge in their evaluation.	9 marks

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1 - 3	The response lacks focus on the question. References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis. No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
4 - 6	The response is generally focused on the question. References are made to the sources, and these references are used as evidence to support the analysis. Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
7 - 9	The response is focused on the question. Clear references are made to the sources, and these references are used effectively as evidence to support the analysis. Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.

Paper 2 External mark bands (SL and HL)

Marks	Level descriptor
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0	Answers do not reach a standard described by the descriptors below.
1 - 3	<p>There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.</p> <p>Little knowledge of the world history topic is present.</p> <p>The student identifies examples to discuss, but these examples are factually incorrect, irrelevant or vague.</p> <p>The response contains little or no critical analysis. The response may consist mostly of generalizations and poorly substantiated assertions.</p>
4 - 6	<p>The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.</p> <p>Knowledge of the world history topic is demonstrated, but lacks accuracy and relevance. There is a superficial understanding of historical context.</p> <p>The student identifies specific examples to discuss, but these examples are vague or lack relevance.</p> <p>There is some limited analysis, but the response is primarily narrative/ descriptive in nature rather than analytical.</p>
7 - 9	<p>The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.</p> <p>Knowledge of the world history topic is partly accurate and relevant. Events are generally placed in their historical context.</p> <p>The examples that the student chooses to discuss are appropriate and relevant.</p> <p>The response makes links and/or comparisons (as appropriate to the question).</p> <p>The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</p>
10-12	<p>The demands of the question are understood and addressed. Responses are generally well structured and organized, although there is some repetition or lack of clarity in places.</p> <p>Knowledge of the world history topic is mostly accurate and relevant. Events are placed in their historical context, and there is some understanding of historical concepts.</p> <p>The examples that the student chooses to discuss are appropriate and relevant, and are used to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question).</p> <p>The response contains critical analysis, which is mainly clear and coherent. There is some awareness and evaluation of different perspectives. Most of the main points are substantiated and the response argues to a consistent conclusion.</p>
13-15	<p>Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Responses are well structured and effectively organized.</p> <p>Knowledge of the world history topic is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts.</p>

	<p>The examples that the student chooses to discuss are appropriate and relevant, and are used effectively to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question).</p> <p>The response contains clear and coherent critical analysis. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. All, or nearly all, of the main points are substantiated, and the response argues to a consistent conclusion.</p>
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Paper 3 External mark bands (HL Only)

Marks	Level descriptor
0	Response does not reach a standard described by the descriptors below
1 - 3	<p>There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.</p> <p>Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.</p> <p>The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.</p>
4 - 6	<p>The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.</p> <p>Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance.</p> <p>There is some limited analysis, but the response is primarily narrative/ descriptive in nature, rather than analytical.</p>
7 - 9	<p>The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.</p> <p>Knowledge is partly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant.</p> <p>The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</p>
10-12	<p>The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places.</p> <p>Knowledge is mostly accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation.</p> <p>Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives.</p> <p>The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.</p>

13-15	<p>Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized.</p> <p>Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.</p> <p>Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer.</p> <p>The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.</p>
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Internal assessment criteria (HL)

The historical investigation for both SL and HL is assessed against three criteria.

Criterion	Commentary section	Marks
Criterion A	Identification and evaluation of sources	6 marks
Criterion B	Investigation	15 marks
Criterion C	Reflection	4 marks
Total		25 marks

Group 3 Individuals and societies

Global Politics³³ - Higher level and Standard level

I. Course description and aims

³³ International Baccalaureate Diploma Programme Subject Brief, Global politics SL & HL

The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

The DP global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

The core units of the course together make up a central unifying theme of “people, power and politics”. The emphasis on “people” reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals. The concept of “power” is also emphasized as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics. Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: “politics” provides a uniquely rich context in which to explore the relationship between people and power. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

The aims of the global politics course are to enable students to:

- understand key political concepts and contemporary political issues in a range of contexts
- develop an understanding of the local, national, international and global dimensions of political activity
- understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
- appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

II. Curriculum model overview

Component	Recommended teaching hours	
	SL	HL
Core units: People, power and politics Four compulsory units: 1. Power, sovereignty and international relations 2. Human rights 3. Development	130	130

4. Peace and conflict		
Engagement activity An engagement on a political issue of personal interest, complemented with research.	20	20
HL extension: Global political challenges Political issues in two of the following six global political challenges are researched and presented through a case study approach. 1. Environment 2. Poverty 3. Health 4. Identity 5. Borders 6. Security	90	N/A

III. Assessment model

There are four assessment objectives for the DP global politics course. Having followed the course at higher level (HL), students will be expected to meet the following objectives.

Assessment objective 1: Knowledge and understanding

- Demonstrate knowledge and understanding of key political concepts and contemporary issues in global politics.
- Demonstrate understanding of relevant source material.
- Demonstrate understanding of a political issue in a particular experiential situation.
- Demonstrate in-depth knowledge and understanding of political issues in two detailed case studies. **(HL Only)**

Assessment objective 2: Application and analysis

- Apply knowledge of key political concepts to analyse contemporary political issues in a variety of contexts.
- Identify and analyse relevant material and supporting examples.
- Use political concepts and examples to formulate, present and sustain an argument.
- Apply knowledge of global politics to inform and analyse experiential learning about a political issue.
- Apply knowledge of global politics to analyse political issues in two case studies. **(HL Only)**

Assessment objective 3: Synthesis and evaluation

- Compare, contrast, synthesize and evaluate evidence from sources and background knowledge.
- Compare, contrast, synthesize and evaluate a variety of perspectives and approaches to global politics, and evaluate political beliefs, biases and prejudices, and their origin.
- Synthesize and evaluate results of experiential learning and more theoretical perspectives on a political issue.
- Demonstrate synthesis and evaluation of different approaches to, and interpretations of, political issues in two case studies. **(HL Only)**

Assessment objective 4: Use and application of appropriate skills

- Produce well-structured written material that uses appropriate terminology.
- Organize material into a clear, logical, coherent and relevant response.
- Demonstrate evidence of research skills, organization and referencing.
- Present ideas orally with clarity. **(HL Only)**

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		SL	HL	SL	HL
Paper 1	Stimulus-based paper on a topic from one of the four core units	1.25	1.25	30	20
Paper 2	Structured and extended response questions	1.75	2.75	45	40
Internal					
Engagement activity	A written report (2,000-word maximum) on a political issue explored through engagement and research.	20		25	20
HL extension: global political challenges	Two video-recorded oral presentations (10-minute maximum each) of two case studies chosen from two different HL extension topics.	N/A	90	N/A	20

IV. Sample questions**Paper 1**

- According to the stimulus material, what are three advantages of NGOs over other actors in global politics?
- Explain the term “civil society”, using both the information in the sources and examples you have studied.

Paper 2

- “A national or regional approach to human rights enforcement is more effective than a global approach.” Discuss.
- Evaluate the claim that humanitarian intervention is a justifiable intrusion into the sovereignty of a state.

V. Assessment Criteria ³⁴

Paper 1

This paper is a stimulus-based paper on a topic taken from one of the four core units. Four stimuli are presented, which may be written, pictorial or diagrammatic, and which link to one of the four core units. Students must answer all four structured questions. The same paper is set at both SL and HL.

The maximum mark for this paper is 25. The paper is marked using a paper-specific analytic markscheme and for the fourth question, markbands are additionally used. The questions in this paper assess the following objectives.

Questions	Assessment objective [number of marks]
The first question tests understanding of a source. This can be demonstrated, for example, by identifying the main political issue or viewpoint expressed in a particular written source or by describing the political information in a visual or table-based source	AO1: Knowledge and understanding [3 marks]
The second question tests application of knowledge to the context of a source/sources. This can be demonstrated, for example, by explaining a term used in a source or by explaining the topic dealt with in the source. Students should primarily focus on the source/ sources but should also draw on other supporting examples from their study of global politics, where relevant.	AO2: Application and analysis [4 marks]
The third question tests comparison and/or contrasting of the ideas/views expressed in two of the sources. Students should focus on comparing and/or contrasting points in the sources but may make use of their wider study of global politics to provide context, if relevant. Students should organize the material into a clear, logical and coherent response. For the highest marks, a detailed running comparison/contrast is expected.	AO3: Synthesis and evaluation AO4: Use and application of appropriate skills [8 marks]
The fourth question will test evaluation of sources and contextual knowledge. Students should synthesize and evaluate evidence from the sources and their study of the prescribed content and key concepts of the course. Students should organize the material into a clear, logical and coherent response.	AO3: Synthesis and evaluation AO4: Use and application of appropriate skill [10 marks]

Markbands for the fourth question

³⁴ Page 64 -74, Global politics guide, IBO, November 2016

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1 - 2	<ul style="list-style-type: none"> • There is a very limited understanding of the demands of the question. • There is little relevant knowledge. • The response is mostly descriptive and may contain unsupported generalizations.
3 - 4	<ul style="list-style-type: none"> • There is a limited understanding of the demands of the question, or the question is only partially addressed. • Some knowledge is demonstrated, but this is not always relevant or accurate, and may not be used appropriately or effectively. • Counterclaims, or different views on the question, are not identified.
5 - 6	<ul style="list-style-type: none"> • The response shows an understanding of the demands of the question. • Knowledge is mostly accurate and relevant, and there is some limited synthesis of own knowledge and source material. • Counterclaims, or different views on the question, are implicitly identified but are not explored.
7 - 8	<ul style="list-style-type: none"> • The response is focused and shows a good understanding of the demands of the question. • Relevant and accurate knowledge is demonstrated, there is a synthesis of own knowledge and source material, and appropriate examples are used. • Counterclaims, or different views on the question, are explored.
9 - 10	<ul style="list-style-type: none"> • The response is clearly focused and shows a high degree of understanding of the demands of the question. • Relevant and accurate knowledge is demonstrated, there is effective synthesis of own knowledge and source material, with appropriate examples integrated. • Counterclaims, or different views on the question, are explored and evaluated.

Paper 2 (SL &HL)

The same paper is set at both SL and HL. SL students must answer two questions, each selected from a different core unit. HL students must answer three questions, each selected from a different core unit. The maximum mark for this paper is 50 marks at SL and 75 marks at HL. The paper is marked using generic markbands and a paper-specific markscheme. The questions in this paper assess objectives AO1–AO4, and questions are set using AO3 command terms.

Markbands for paper 2

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.

1 - 5	<ul style="list-style-type: none"> ● The response reveals limited understanding of the demands of the question. ● The response is poorly structured, or where there is a recognizable essay structure there is minimal focus on the task. ● There is little relevant knowledge, and examples are either lacking or not relevant. ● The response is mostly descriptive.
6 - 10	<ul style="list-style-type: none"> ● The response indicates some understanding of the demands of the question. ● There is some evidence of an attempt to structure the response. ● Some relevant knowledge is present, and some examples are mentioned but they are not developed or their relevance to arguments is not clear. ● The response demonstrates limited understanding of the key concepts of the course. ● There is limited justification of main points. ● Counterclaims, or different views on the question, are not considered
11 - 15	<ul style="list-style-type: none"> ● The demands of the question are understood and mostly addressed but the implications are not considered. ● There is a clear attempt to structure the response. ● The response is mostly based on relevant and accurate knowledge of global politics, and relevant examples are given and support arguments. ● The response demonstrates some understanding of the key concepts of the course. ● Many of the main points are justified and arguments are largely coherent. ● Some counterclaims, or different views on the question, are considered.
16 - 20	<ul style="list-style-type: none"> ● The demands of the questions are understood and addressed, and most implications are considered. ● The response is well-structured. ● The response demonstrates relevant and accurate knowledge and understanding of global politics, and relevant examples are used in a way that strengthens arguments. ● The response demonstrates a good grasp of the key concepts of the course. ● All or nearly all of the main points are justified and arguments are coherent. ● Counterclaims, or different views on the question, are explored.
25 - 30	<ul style="list-style-type: none"> ● A very well-structured and balanced response that addresses the demands and implications of the question. ● Comprehensive knowledge and in-depth understanding of global politics is applied in the response consistently and effectively, with examples integrated.

	<ul style="list-style-type: none"> • The response demonstrates a very good grasp of the key concepts of the course. • All of the main points are justified. Arguments are clear, coherent and compelling. • Counterclaims, or different views on the question, are explored and evaluated.
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Internal assessment criteria for the written report (SL& HL)

The requirements of the task are the same at both SL and HL. The maximum mark for the written report is 20 marks and it is assessed using assessment criteria.

Criterion A	Identification of issue and justification	4 marks
Criterion B	Explanation of the engagement	4 marks
Criterion C	Analysis of issue	6 marks
Criterion D	Synthesis and evaluation	6 marks
Total		20 marks

Internal assessment criteria for HL extension

Oral presentation of political issues in two case studies

HL students are required to present an oral analysis of selected political issues in two case studies of two global political challenges that they have researched in depth. The two, maximum 10-minute-long presentations are video recorded. The maximum mark for each presentation is 10 marks, and so the maximum mark for this component is 20 marks. The presentations are assessed using a global impression marking rubric.

Does the student present a clear, focused and balanced analysis of the case study, highlighting a global political challenge?	
Not level 1 0 marks	
Level 1 Rudimentary 1–2 marks	The student demonstrates rudimentary knowledge of the case study.
Level 2 Basic 3–4 marks	The student demonstrates a basic understanding of the case study. The student treats the case study in isolation.
Level 3 Satisfactory 5–6 marks	The student demonstrates a satisfactory understanding of a political issue raised by the case study, but the analysis lacks some clarity, focus and balance . The student attempts to link the case study to the wider context of global politics , but these links are not always effective.

<p>Level 4 Very good 7–8 marks</p>	<p>The student demonstrates a very good understanding of a political issue raised by the case study, with a generally clear and focused analysis and an acknowledgement of different perspectives on the issue.</p> <p>The student makes effective connections between the case study and the wider context of global politics.</p>
<p>Level 5 Excellent 9–10 marks</p>	<p>The student demonstrates an excellent understanding of a political issue raised by the case study, with a clear and focused analysis and an exploration of different perspectives on the issue.</p> <p>The student analyses the case study within the wider context of global politics, illustrating effectively the significance of the case.</p>

Group 3 Individuals and Societies Grade Descriptors³⁵

<p>Grade 7</p>
<p>Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.</p>
<p>Grade 6</p>
<p>Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse,</p>

³⁵ Page 10-11, Diploma Programme Grade descriptors, IBO, December 2017, updated September 2021

evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5

Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or “common sense” points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Grade 2

Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1

Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

Group 4 Sciences

Biology³⁶ - Higher level and Standard level

I. Course description and aims

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques.

³⁶ International Baccalaureate Diploma Programme Subject Brief, Biology SL & HL

Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP 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 the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP biology course are to enable students to:

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

II. Curriculum model overview

Component	Recommended teaching hours	
	SL	HL
Core	95	95
1. Cell biology	15	15
2. Molecular biology	21	21
3. Genetics	15	15
4. Ecology	12	12
5. Evolution and biodiversity	12	12
6. Human physiology	20	20
Additional higher level		60

7. Nucleic acids		9
8. Metabolism, cell respiration and photosynthesis		14
9. Plant biology		13
10. Genetics and evolution		8
11. Animal physiology		6
Option	15	25
C. Ecology and conservation		
Practical scheme of work	40	60
Prescribed and other practical activities	20	40
Individual investigation	10	10
Group 4 project	10	10

The group 4 project

The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas. The emphasis is on interdisciplinary cooperation and the scientific processes.

III. Assessment model

It is the intention of this course that students are able to fulfill the following assessment objectives:

1. Demonstrate knowledge and understanding of:

- facts, concepts, and terminology
- methodologies and techniques
- communicating scientific information.

2. Apply:

- facts, concepts, and terminology
- methodologies and techniques
- methods of communicating scientific information.

3. Formulate, analyse and evaluate:

- hypotheses, research questions and predictions
- methodologies and techniques
- primary and secondary data
- scientific explanations.

4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	multiple-choice HL 40 questions SL 30 questions	0.75	1	20	20
Paper 2	Data-based, short answer and extended response questions	1.25	2.25	40	36
Paper 3	Data-based, short answer and extended response questions	1	1.25	20	24
Internal					
Individual investigation	Investigation and write-up of 6 to 12 pages	10	10	20	20

IV. Assessment Criteria

External assessment details ³⁷—SL & HL

Paper	Assessment details	Marks	
		SL	HL
1	<ul style="list-style-type: none"> • SL - 30 multiple-choice questions on core material, about 15 of which are common with HL. • HL - 40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. • The questions on paper 1 test assessment objectives 1, 2 and 3. • The use of calculators is not permitted. • No marks are deducted for incorrect answers. 	30	40
2	<ul style="list-style-type: none"> • Data-based question. • Short-answer and extended-response questions on core. For HL, AHL material will also be assessed. • SL - One out of two extended response questions to be attempted by candidates. • HL - Two out of three extended response questions to be attempted by candidates. • The questions on paper 2 test assessment objectives 1, 2 and 3. • The use of calculators is permitted. 	50	72
3	<ul style="list-style-type: none"> • Section A: candidates 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. For HL, AHL material will also be assessed. • Section B: short-answer and extended-response questions from Option topic 3 - Ecology and conservation. 	35	45

³⁷ Page 146 -147, Biology guide, IBO, UK, August 2018

	<ul style="list-style-type: none"> • The questions on paper 3 test assessment objectives 1, 2 and 3. • The use of calculators is permitted. 		
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Internal assessment criteria³⁸ — SL & HL

The new assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned.

Criteria	Marks	Weighting
1. Personal engagement	2 marks	8%
2. Exploration	6 marks	25%
3. Analysis	6 marks	25%
4. Evaluation	6 marks	25%
5. Communication	4 marks	17%
Total	24 marks	100%

³⁸ Page 154, Biology guide

Group 4 Sciences

Chemistry³⁹- Higher level and Standard level

I. Course description and aims

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

By studying chemistry 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 the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP chemistry course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities

³⁹ International Baccalaureate Diploma Programme Subject Brief, Chemistry SL & HL

6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

II. Curriculum model overview

Component	Recommended teaching hours	
	SL	HL
Core	95	95
1. Stoichiometric relationships	13.5	13.5
2. Atomic structure	6	6
3. Periodicity	6	6
4. Chemical bonding and structure	13.5	13.5
5. Energetics/thermochemistry	9	9
6. Chemical kinetics	7	7
7. Equilibrium	4.5	4.5
8. Acids and bases	6.5	6.5
9. Redox processes	8	8
10. Organic chemistry	11	11
11. Measurement and data processing	10	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		
C. Energy	15	25
Practical scheme of work	40	60
Prescribed and other practical activities	20	40
Individual investigation (internally assessed)	10	10

Group 4 project	10	10
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The group 4 project

The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas. The emphasis is on interdisciplinary cooperation and the scientific processes.

III. Assessment model

Studying this course, students should be able to fulfill the following assessment objectives:

1. Demonstrate knowledge and understanding of:

- facts, concepts, and terminology
- methodologies and techniques
- communicating scientific information.

2. Apply:

- facts, concepts, and terminology
- methodologies and techniques
- methods of communicating scientific information.

3. Formulate, analyse and evaluate:

- hypotheses, research questions and predictions
- methodologies and techniques
- primary and secondary data
- scientific explanations.

4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		SL	HL	SL	HL

Paper 1	SL 30 multiple-choice questions (Core) HL 40 multiple-choice questions (Core and AHL)	0.75	1	20	20
Paper 2	Short answer and extended response questions (SL – Core; HL – Core &AHL)	1.25	2.25	40	36
Paper 3	Data- and practical –based questions, plus short answer and extended response questions on the option C Energy.	1	1.25	20	24
Internal					
Individual investigation	Investigation and write-up of 6 to 12 pages	10	10	20	20

IV. Assessment Criteria

External assessment details ⁴⁰—SL & HL

Paper	Assessment details	Marks	
		SL	HL
1	<ul style="list-style-type: none"> • SL - 30 multiple-choice questions on core, about 15 of which are common with HL. • HL - 40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. • The questions on paper 1 test assessment objectives 1, 2 and 3. • The use of calculators is not permitted. • Students will be provided with a periodic table. • No marks are deducted for incorrect answers. 	30	40
2	<ul style="list-style-type: none"> • Short-answer and extended-response questions on core. For HL, AHL material will also be assessed. • The questions on paper 2 test assessment objectives 1, 2 and 3. • The use of calculators is permitted. • A chemistry data booklet is to be provided by the school. 	50	90
3	<ul style="list-style-type: none"> • This paper will have questions on core and option C Energy. For HL, AHL material will also be assessed. • Section A: one data-based question and several short-answer questions on experimental work. • Section B: short-answer and extended-response questions from option C Energy. 	35	45

⁴⁰ Page 171-172, Chemistry guide

	<ul style="list-style-type: none"> • The questions on paper 3 test assessment objectives 1, 2 and 3. • The use of calculators is permitted. • A chemistry data booklet is to be provided by the school. 		
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Internal assessment criteria⁴¹ — SL & HL

The new assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned.

Criteria	Marks	Weighting
1. Personal engagement	2 marks	8%
2. Exploration	6 marks	25%
3. Analysis	6 marks	25%
4. Evaluation	6 marks	25%
5. Communication	4 marks	17%
Total	24 marks	100%

Group 4 Sciences

Physics ⁴²- Higher level and Standard level

I. Course description and aims

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying 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 the subject.

⁴¹ Page 179, Chemistry guide,

⁴² International Baccalaureate Diploma Programme Subject Brief, Physics SL & HL

Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP physics course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology

II. Curriculum model overview

Component	Recommended teaching hours	
	SL	HL
Core	95	95
1. Measurements and uncertainties	5	5
2. Mechanics	22	22
3. Thermal physics	11	11
4. Waves	15	15
5. Electricity and magnetism	15	15
6. Circular motion and gravitation	5	5
7. Atomic, nuclear and particle physics	14	14
8. Energy production	8	8
Additional higher level		60
9. Wave phenomena		17
10. Fields		11
11. Electromagnetic induction		16
12. Quantum and nuclear physics		16
Option	15	25
D. Astrophysics		
Practical scheme of work	40	60
Prescribed and other practical activities	20	40
Individual investigation (internally assessed)	10	10
Group 4 project	10	10

The group 4 project

The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across

disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas. The emphasis is on interdisciplinary cooperation and the scientific processes.

III. Assessment model

It is the intention of this course that students are able to fulfill the following assessment objectives:

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

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		SL	HL	SL	HL
Paper 1	SL 30 multiple-choice questions HL 40 multiple-choice questions	0.75	1	20	20
Paper 2	Short answer and extended response questions (SL – Core; HL – Core &AHL)	1.25	2.25	40	36
Paper 3	Data- and practical –based questions plus, short answer and extended response questions on the option D Astrophysics.	1	1.25	20	24
Internal					

Individual investigation	Investigation and write-up of 6 to 12 pages	10	10	20	20
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IV. Assessment Criteria

External assessment details⁴³—SL & HL

Paper	Assessment details	Marks	
		SL	HL
1	<ul style="list-style-type: none"> • SL - 30 multiple-choice questions on core, about 15 of which are common with HL. • HL - 40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. • The questions on paper 1 test assessment objectives 1, 2 and 3. • The use of calculators is not permitted. • No marks are deducted for incorrect answers. • A physics data booklet is provided. 	30	40
2	<ul style="list-style-type: none"> • Short-answer and extended-response questions on core. For HL, AHL material will also be assessed. • The questions on paper 2 test assessment objectives 1, 2 and 3. • The use of calculators is permitted. • A physics data booklet is provided. 	50	90
3	<ul style="list-style-type: none"> • This paper will have questions on core and option D Astrophysics. For HL, AHL material will also be assessed. • Section A: one data-based question and several short-answer questions on experimental work. • Section B: short-answer and extended-response questions from option D Astrophysics. • The questions on paper 3 test assessment objectives 1, 2 and 3. • The use of calculators is permitted. • A physics data booklet is provided. 	35	45

Internal assessment criteria⁴⁴ — SL & HL

The new assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned.

Criteria	Marks	Weighting
1. Personal engagement	2 marks	8%
2. Exploration	6 marks	25%

⁴³ Page 134-135, Physics guide

⁴⁴ Page 143, Physics guide

3. Analysis	6 marks	25%
4. Evaluation	6 marks	25%
5. Communication	4 marks	17%
Total	24 marks	100%

Group 4 Sciences

Sports, exercise and health science⁴⁵ - Higher level and Standard level

I. Course description and aims

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

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

Through studying any of the group 4 subjects, students should become aware of how scientists work and communicate, and the variety of forms of the “scientific method” with an emphasis on a practical approach through experimental work. In this context, the aims of SEHS is for students to:

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

⁴⁵ International Baccalaureate Diploma Programme Subject Brief - Sports, exercise and health science SL & HL

9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

II. Curriculum model overview

Component	Recommended teaching hours	
	SL	HL
Core <ul style="list-style-type: none"> ● Anatomy ● Exercise physiology ● Energy systems ● Movement analysis ● Skill in sports ● Measurement and evaluation of human performance 	80	
Additional higher level (AHL) <ul style="list-style-type: none"> ● Further anatomy ● The endocrine system ● Fatigue ● Friction and drag ● Skill acquisition and analysis ● Genetics and athletic performance ● Exercise and immunity. 	NA	50
Options (Two of four) <ul style="list-style-type: none"> ● Optimizing physiological performance ● Psychology of sports ● Physical activity and health ● Nutrition for sports, exercise and health. 	30	50
Practical work <ul style="list-style-type: none"> ● Investigations ● Group 4 project ● Individual investigation (internal assessment) 	40	60
Total Teaching time	150	240

The group 4 project

The group 4 project is a collaborative activity where students from different group 4 subjects,

within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas. The emphasis is on interdisciplinary cooperation and the scientific processes.

III. Assessment model

It is the intention of this course that students are able to fulfill the following assessment objectives:

1. Demonstrate knowledge and understanding of:

- facts, concepts, and terminology
- methodologies and techniques
- communicating scientific information.

2. Apply:

- facts, concepts, and terminology
- methodologies and techniques
- methods of communicating scientific information.

3. Formulate, analyse and evaluate:

- hypotheses, research questions and predictions
- methodologies and techniques
- primary and secondary data
- scientific explanations.

4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weight of final grades (%)	
		SL	HL	SL	HL
External		3	4.5	80	80

Paper 1	SL: 30 multiple choice questions on the core. HL: 40 multiple choice questions on the core and the AHL.	0.75	1	20	20
Paper 2	One data-based and several short answer questions SL: one extended response question. HL: two of four extended response questions.	1.25	2.25	35	35
Paper 3	Several short answer questions in each of the two options. HL: additional extended response questions	1	1.25	25	25
Internal		10	10	20	20
Individual investigation		10	10	20	20

IV. Assessment Criteria⁴⁶

External assessment details – SL & HL

Paper	Assessment details	Marks	
		SL	HL
1	SL: 30 multiple-choice questions on core material, about 15 of which are common with HL. HL: 40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. <ul style="list-style-type: none"> • The questions on paper 1 test assessment objectives 1 & 2 • The use of calculators is not permitted. • No marks are deducted for incorrect answers. 	30	40
2	SL & HL: Paper 2 is divided into two sections. AHL material will also be assessed for HL. Section A SL & HL: There is a data-based question that requires students to analyse a given set of data. The remainder of section A is made up of short-answer questions. Section B	50	90

⁴⁶ Page 108 – 116, Sports, exercise and health science guide, IBO, January 2016, updated August 2018

	<p>SL: Students are required to answer 1 question from a choice of 3. HL: Students are required to answer 2 questions from a choice of 4. These extended-response questions may involve writing a number of paragraphs, solving a substantial problem or carrying out a substantial piece of analysis or evaluation.</p> <ul style="list-style-type: none"> • Questions on paper 2 test assessment objectives 1, 2 & 3 • A calculator is required. 		
3	<p>SL & HL Students are required to answer several short-answer and extended-response questions (all compulsory) in each of the two options studied.</p> <ul style="list-style-type: none"> • Questions on paper 3 test assessment objectives 1, 2 & 3 • A calculator is required. 	40	50

Internal assessment criteria – SL & HL

Student work is internally assessed by the teacher and externally moderated by the IB. The performance in internal assessment at both SL and HL are the same and is marked against common assessment criteria, with a total mark out of 24.

Criteria	Marks	Weighting
1. Personal engagement	2 marks	8%
2. Exploration	6 marks	25%
3. Analysis	6 marks	25%
4. Evaluation	6 marks	25%
5. Communication	4 marks	17%
Total	24 marks	100%

Group 4 Sciences Grade Descriptors⁴⁷

Grade 7

Displays comprehensive subject knowledge and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Evidences great proficiency in solving problems, including those that are challenging or unfamiliar. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality.

Approaches investigations in an ethical manner, paying full attention to environmental impact and safety where applicable. Investigations demonstrate insight and independence to design and complete innovative practical work with highly competent investigative and analytical techniques, and with innovative and effective conclusions to resolve authentic problems.

Grade 6

Displays very broad subject knowledge and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or routine problems and evidences competency in solving those that are challenging or unfamiliar. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality.

Approaches to investigations in an ethical manner, paying significant attention to environmental impact and safety where applicable. Investigations demonstrate some innovative thinking and independence to design and complete practical work with competent

⁴⁷ Page 12-13, Diploma Programme Grade descriptors, IBO, December 2017, updated September 2021

investigative and analytical techniques, and with highly competent and reasonable conclusions to resolve authentic problems.

Grade 5

Displays broad subject knowledge and shows sound understanding of most concepts and principles, and applies them in some contexts. Analyses and evaluates quantitative and qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material.

Approaches investigations in an ethical manner, paying attention to environmental impact and safety where applicable. Investigations demonstrate appropriate investigative and analytical techniques with relevant and pertinent conclusions to resolving authentic problems.

Grade 4

Displays reasonable subject knowledge (though possibly with some gaps) and shows adequate understanding of most basic concepts and principles, but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to solve challenging or unfamiliar problems. Communicates adequately, although responses may lack clarity and include some repetitive or irrelevant material.

Generally, approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete fairly routine practical work with some appropriate investigative and analytical techniques, and with some conclusions relevant to the problem under study.

Grade 3

Displays limited subject knowledge and shows a partial understanding of basic concepts and principles, and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a lack of clarity and some repetitive or irrelevant material.

Sometimes approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete a basic investigation with simple analytical techniques, and with some partial conclusions of some relevance to study.

Grade 2

Displays little subject knowledge and shows weak understanding of basic concepts and principles, and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant.

Occasionally approaches investigations in an ethical manner, but shows very limited awareness of environmental impact and safety. Investigations demonstrate an ability to undertake basic investigative work requiring considerable guidance and instruction, and attempts at conclusions that are largely incorrect/irrelevant.

Grade 1

Fragmentary subject knowledge and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities.

Rarely approaches investigations in an ethical manner, or shows an awareness of environmental impact and safety. Investigations demonstrate an ability to undertake very basic practical work with complete dependence on supervised instruction, with attempts at conclusions are either absent or completely incorrect/irrelevant.

Group 5 Mathematics

Mathematics⁴⁸: Analysis and approaches - Higher level and Standard level

I. Course description and aims

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration

⁴⁸ International Baccalaureate Diploma Programme Subject Brief, Mathematics analysis and approaches SL & HL

allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The aims of 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 instill 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.

II. Curriculum model overview

Syllabus component	Recommended teaching hours	
	SL	HL
Number and algebra	19	39
Functions	21	32
Geometry and trigonometry	25	51
Statistics and probability	27	33
Calculus	28	55
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics	30	30
Total teaching hours	150	240

III. Assessment model

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

Knowledge and understanding: Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.

Problem solving: Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.

Communication and interpretation: Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.

Technology: Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.

Reasoning: Construct mathematical arguments through use of precise statements, logical

Inquiry approaches: Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

The exploration is an integral part of the course and its assessment, and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	No technology allowed. Section A: compulsory short-response questions based on the syllabus.	1.5	2	40	30

	Section B: compulsory extended-response questions based on the syllabus				
Paper 2	Technology allowed. Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed. Two compulsory extended-response problem-solving questions	N/A	1	N/A	20
Internal					
Exploration		15	15	20	20

IV. Assessment Criteria

External assessment details ⁴⁹— SL

Papers 1 and paper 2

These papers are externally set and externally marked. Together, they contribute 80% of the final mark for the course. These papers are designed to allow students to demonstrate what they know and what they can do.

Papers 1 and 2 will contain some questions, or parts of questions, which are common with HL.

Paper 1 (80 marks)	Section A (40 marks)	This section consists of compulsory short-response questions based on the whole syllabus.
	Section B (40 marks)	This section consists of a small number of compulsory extended-response questions based on the whole syllabus. Individual questions may require knowledge of more than one topic.
Paper 2 (80 marks)	Section A (40 marks)	Short-response questions This section consists of compulsory short-response questions based on the whole syllabus.
	Section B (40 marks)	Extended-response questions This section consists of a small number of compulsory extended-response questions based on the whole syllabus. Individual questions may require knowledge of more than one topic.

External assessment details ⁵⁰— HL

Papers 1, 2 and 3

⁴⁹ Page 74-76, Mathematics: analysis and approaches guide

⁵⁰ Page 76-79, Mathematics: analysis and approaches guide

These papers are externally set and externally marked. Together, they contribute 80% of the final mark for the course. These papers are designed to allow students to demonstrate what they know and what they can do.

Papers 1 and 2 will contain some questions, or parts of questions, which are common with SL.

Paper 1 (110 marks)	Section A (55 marks)	Short-response questions This section consists of compulsory short-response questions based on the whole syllabus.
	Section B (55 marks)	Extended-response questions This section consists of a small number of compulsory extended-response questions based on the whole syllabus. Individual questions may require knowledge of more than one topic.
Paper 2 (110 marks)	Section A (55 marks)	This section consists of compulsory short-response questions based on the whole syllabus.
	Section B (55 marks)	This section consists of a small number of compulsory extended-response questions based on the whole syllabus. Individual questions may require knowledge of more than one topic.
Paper 3 (55 marks)	This paper consists of two compulsory extended-response problem-solving questions.	

Internal assessment criteria⁵¹ — SL & HL

The exploration is internally assessed by the teacher and externally moderated by the IB using assessment criteria that relate to the objectives for mathematics.

Each exploration is assessed against the following five criteria. The final mark for each exploration is the sum of the scores for each criterion. The maximum possible final mark is 20. **Students will not receive a grade for their mathematics course if they have not submitted an exploration.**

Criterion A	Presentation	4 marks
Criterion B	Mathematical communication	4 marks
Criterion C	Personal engagement	3 marks
Criterion D	Reflection	3 marks
Criterion E	Use of mathematics	6 marks
Total		20 marks

⁵¹ Page 84, Mathematics: analysis and approaches guide

Mathematics⁵²: Applications and Interpretation - Higher level and Standard level

I. Course description and aims

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

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

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

The aims of 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 instill 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.

⁵² International Baccalaureate Diploma Programme Subject Brief, Mathematics applications and interpretation SL & HL

II. Curriculum model overview

Syllabus component	Recommended teaching hours	
	SL	HL
Number and algebra	16	29
Functions	31	42
Geometry and trigonometry	18	46
Statistics and probability	36	52
Calculus	19	41
The “toolkit” and Mathematical exploration	30	30
Total teaching hours	150	240

III. Assessment model

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

Knowledge and understanding: Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.

Problem solving: Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.

Communication and interpretation: Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.

Technology: Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.

Reasoning: Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.

Inquiry approaches: Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

The exploration is an integral part of the course and its assessment, and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1 Technology required	Compulsory short-response questions based on the syllabus	1.5	2	40	30
Paper 2 Technology required	Compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3 Technology required	Two compulsory extended response problem-solving questions.	N/A	1	N/A	20
Internal					
Mathematical Exploration	Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.	15	15	20	20

IV. Assessment Criteria⁵³

External assessment details – SL

Papers 1 and paper 2

These papers are externally set and externally marked. Together, they contribute 80% of the final mark for the course. These papers are designed to allow students to demonstrate what they know and what they can do.

Papers 1 and 2 will contain some questions, or parts of questions, which are common with HL.

Paper 1 (80 marks)	This paper consists of compulsory short-response questions based on the whole syllabus.
Paper 2 (80 marks)	This paper consists of compulsory extended-response questions based on the whole syllabus.

External assessment details — HL

Papers 1, 2 and 3

⁵³ Page 76-79, Page 85 Mathematics: applications and interpretation guide, February 2019, updated November 2020

These papers are externally set and externally marked. Together, they contribute 80% of the final mark for the course. These papers are designed to allow students to demonstrate what they know and what they can do.

Papers 1 and 2 will contain some questions, or parts of questions, which are common with SL.

Paper 1 (110 marks)	This paper consists of compulsory short-response questions based on the whole syllabus.
Paper 2 (110 marks)	This paper consists of compulsory extended-response questions based on the whole syllabus.
Paper 3 (55 marks)	This paper consists of two compulsory extended-response problem-solving questions based on the whole syllabus.

Internal assessment criteria — SL & HL

The exploration is internally assessed by the teacher and externally moderated by the IB using assessment criteria that relate to the objectives for mathematics.

Each exploration is assessed against the following five criteria. The final mark for each exploration is the sum of the scores for each criterion. The maximum possible final mark is 20. **Students will not receive a grade for their mathematics course if they have not submitted an exploration.**

Criterion A	Presentation	4 marks
Criterion B	Mathematical communication	4 marks
Criterion C	Personal engagement	3 marks
Criterion D	Reflection	3 marks
Criterion E	Use of mathematics (different descriptor for SL and HL)	6 marks
Total		20 marks

Group 5 Mathematics Grade Descriptors⁵⁴

Grade 7
Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments at a sophisticated level in a wide variety of contexts; successfully uses problem solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and validity of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in challenging situations—makes efficient use of calculator’s functionality when required.
Grade 6
Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments in a variety of contexts; uses problem solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and validity of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in routine situations—makes efficient use of calculator’s functionality when required.
Grade 5
Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator’s functionality when required (this use may occasionally be inefficient).
Grade 4
Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem solving techniques in routine situations; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator’s functionality, but perhaps not always when required (this use may occasionally be inefficient).
Grade 3

⁵⁴ Page 16-17, Diploma Programme Grade descriptors, IBO, December 2017, updated September 2021

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem solving techniques in routine situations; communicates some mathematics, using some appropriate techniques, notation or terminology; occasionally uses calculator's functionality, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.

Grade 2

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; unable to use calculator correctly when required—questions exclusively requiring the use of the GDC are generally not attempted.

Grade 1

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; communicates only minimal mathematics and consistently uses inappropriate techniques, notation or terminology; is unable to make effective use of technology.

Group 6 The Arts

Music⁵⁵ - Higher Level and Standard Level

I. Course description and aims

The Diploma Programme Music course (for first teaching from 2020) has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing.

The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

The aims of the music course are to enable students to:

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

Engagement with diverse musical material

⁵⁵ International Baccalaureate Diploma Programme Subject Brief - Music

The new course seeks to be inclusive of students with wide-ranging personal and cultural musical backgrounds. In place of prescribed musical content, students and teachers in the new course have the agency to personalise unique approaches to musical forms, genres and pieces. The exploration of diverse musical material is focused through the lenses of four areas of inquiry.

- Music for sociocultural and political expression
- Music for listening and performance,
- Music for dramatic impact, movement and entertainment
- Music technology in the digital age.

A framework for study and assessment

Engagement with these areas of inquiry takes place across three contexts—personal, local and global. These contexts invite students to move beyond familiar musical material (personal context), to experience music from the culture or community around them (local context), as well as engaging with previously unfamiliar music (global context). Combined with the contexts, the areas of inquiry offer a “matrix” onto which students can plot the variety of their musical encounters. This new flexibility is not only about choice in the learning, teaching and assessment—it is also about forging deep, life-long connections between students’ passions and interests and the wider world of music and music-making. All musical encounters are experienced in the roles of researcher, creator and performer, and are related through teaching and assessment to the processes of exploring, experimenting and presenting music. Academic rigour is assured through the requirement for students to critically analyse the music with which they engage, drawing information and conclusions which they then apply to their own practical music making through creating and performing.

How are music students assessed?

Students at SL and HL submit the following common assessment tasks.

An exploration portfolio: Written work demonstrating engagement with, and understanding of, diverse musical material, along with practical exercises in creating and performing

An experimentation report: Written work in the form of a rationale and commentary that supports practical musical evidence of experimentation in creating and performing

A musical presentation: Finished works in creating and performing, supported by programme notes. In addition, HL students will submit the following project.

A collaborative project: A continuous multimedia presentation documenting a real-life project, containing evidence of the project proposal, the process and evaluation, and the realized project, or curated selections of it.

By the end of the course students will have:

- broadened their musical horizons through engagement with diverse musical material
- analysed a wide range of music

- engaged with music technology as a compulsory part of the course
- gained confidence in the essential processes associated with music-making
- developed as holistic musicians with experience as creators and performers
- developed both independent and collaborative working skills
- honed their inquiry, reflection and critical thinking skills.

The course is ideal for students who ...

- are interested in both the practical and theoretical aspects of music-making
- respond to a creative approach to composition and performance
- value collaboration
- wish to experience a DP arts course
- plan to study music in university or college.

II. Curriculum model overview

Syllabus component	Recommended teaching hours	
	SL	HL
<p>Exploring music in context Students will learn how to engage with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making. They will demonstrate diversity and breadth in their exploration by engaging with music from the areas of inquiry in personal, local and global contexts.</p>	45	45
<p>Experimenting with music Students connect theoretical studies to practical work and gain a deeper understanding of the music they engage with. Through this theoretical and practical work as researchers, creators and performers, they will learn to experiment with a range of musical material and stimuli from the areas of inquiry across local and global contexts.</p>	45	45
<p>Presenting music Students learn to practise and prepare finished pieces that will be performed or presented to an audience. In working towards completed musical works, they expand their musical identity, demonstrate their level of musicianship, and learn to share and communicate their music as researchers, creators and performers.</p>	60	60
<p>The contemporary music maker (HL only) Music at higher level (HL) builds on the learning of musical competencies and challenges students to engage with the musical processes in settings of contemporary music-making.</p>	N/A	90

For the HL component, students plan and collaboratively create a project that draws on the competencies, skills and processes in all of the musical roles of the music course and is inspired by real-life practices of music-making.		
Total teaching hours	150	240

III. Assessment model

	External/ Internal	Weighting of final grade (%)	
		SL	HL
<p>Exploring music in context</p> <p>Students select samples of their work for a portfolio submission (maximum 2,400 words). Student submit:</p> <p>a) written work demonstrating engagement with, and understanding of, diverse musical material</p> <p>b) practical exercises:</p> <ul style="list-style-type: none"> • creating: one creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style) • performing: one performed adaptation of music from a local or global context for the student's own instrument (maximum 2 minutes) <p>c) supporting audio material (not assessed).</p>	External	30 %	20 %
<p>Experimenting with music</p> <p>Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students submit:</p> <p>a) a written experimentation report that supports the experimentation (maximum 1,500 words)</p> <p>b) practical musical evidence of the experimentation process</p> <ul style="list-style-type: none"> • three related excerpts of creating (total maximum 5 minutes) • three related excerpts of performing (total maximum 5 minutes) 	Internal	30 %	20 %
<p>Presenting music</p>	External	40 %	30 %

Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: a) Presenting as a researcher • programme notes (maximum 600 words) b) Presenting as a creator • composition and/or improvisation (maximum 6 minutes) c) Presenting as a performer • solo and/or ensemble (maximum 12 minutes) • excerpts, where applicable (maximum 2 minutes)			
The contemporary music-maker (HL only) Students submit a continuous multimedia presentation documenting their real-life project which evidences: a) the project proposal b) the process and evaluation c) the realized project, or curated selections of it.	Internal		20 %

IV. Assessment Criteria

External Assessment Criteria ⁵⁶— SL & HL

Exploring music in context

In this assessment task, students demonstrate a broad exploration of diverse musical material in authentic ways. Diversity and breadth are achieved by a choice of contrasting materials from personal, local and global contexts in at least two areas of inquiry. Submissions will include a balanced selection of materials and exercises in both written and audio form.

Candidate submissions that evidence musical diversity in a balanced way are most likely to score well in this component. Students should therefore be encouraged to consider this when preparing their submissions. Below is an overview of the focus for the assessment with the evidence collected.

Name of criterion		Marks allocated
Criterion A	Selection of evidence	6 marks
Criterion B1	Conducting musical research	9 marks
Criterion B2	Implications	3 marks
Criterion C1	Understanding creating conventions	3 marks
Criterion C2	Understanding performing practices	3 marks
Total		24 marks

Presenting music

⁵⁶ Page 40, 47, 50, 53, Music guide,

In this assessment component, students present music to communicate the artistic intentions of completed works from the four areas of inquiry. The assessment submission is a culmination of the students' best achievements as researchers, creators and performers during the course and will demonstrate that the student is a holistic and well-rounded musician at the end of their studies.

Name of criterion		Marks allocated
Criterion A	Programme notes	6 marks
Criterion B	Musicality and technical proficiency of created works	12 marks
Criterion C	Musicality and technical proficiency of performed works	12 marks
Criterion D	Musical communication	8 marks
Total		38 marks

Internal Assessment Criteria⁵⁷ – SL & HL

Experimenting with music

In this assessment component, students prepare a report explaining the processes for a series of musical experiments in creating and in performing based on selected stimuli. Submissions will feature experiments with unfamiliar musical material from local and global contexts. The focus of this assessment task is not on preparing completed and polished works. Instead, the chosen excerpts are a demonstration of the experimentation process.

Name of criterion		Marks allocated
Criterion A	Rationale and commentary for musical experiments in creating	6 marks
Criterion B	Practical musical experiments in creating	8 marks
Criterion C	Rationale and commentary for musical experiments in performing	6 marks
Criterion D	Practical musical experiments in performing	8 marks
Total		28 marks

The contemporary music maker – HL only

In this assessment component, students prepare a multimedia presentation evidencing the effective planning and development of a real-life music project.

Name of criterion	Marks allocated
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⁵⁷ Page 59, 61,64,67, Music guide, February 2020, IBO

Criterion A	Selection of evidence	8 marks
Criterion B	Discussion of the process	12 marks
Criterion C	Technical musical proficiency in the identified role	8 marks
Criterion D	Organization and presentation	4 marks
Total		32 marks

Group 6 The Arts

Theater⁵⁸ - Higher Level and Standard Level

I. Course description and aims

The IB Diploma Programme theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience.

Theatre students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice. In this respect, the theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and spectators—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. This enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness. Participation in the DP theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

The aims of the DP arts subjects (dance, film, music, theatre, visual arts and literature and performance) are to enable students to:

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

⁵⁸ International Baccalaureate Diploma Programme Subject Brief – Theater HL & SL

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

7. inquire into theatre and its contexts
8. develop and practically apply theatre performance and production skills and elements, led by intentions
9. create, present and evaluate theatre work both independently and collaboratively
10. acquire the perspectives and intentions of an internationally-minded theatre-maker
11. understand, appreciate and explore the relationship between theory and performance (HL only).

II. Curriculum model overview

From the beginning of the course, and at regular intervals, students are required to maintain a theatre journal. Although elements of the journal may be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

Syllabus component	Teaching hours	
	SL	HL
Staging play texts This area of the syllabus addresses the transformation of play texts into action. Students examine the ways in which ideas are articulated in texts by playwrights and the ways in which performance and production elements can be used to effectively fulfill theatre-maker intentions.	45	45
Exploring world theatre traditions This area of the syllabus addresses the authentic exploration of world theatre traditions through academic and practical research and exploration. Students inquire into and physically explore world theatre traditions, performance conventions and performance material from those traditions in order to acquire a deeper understanding and appreciation of the traditions through the body and/or voice.	45	45
Collaboratively creating original theatre This area of the syllabus addresses the collaborative development and performance of original theatre as part of an ensemble of theatre-makers. Students formulate intentions for theatre-making and examine the ways in which these intentions can be effectively realized through the collaborative creation of original performance work inspired by a starting point.	60	60
Performing theatre theory (HL only) This area of the syllabus addresses the exploration of aspects of theatre theory and the ways in which theory can inform	X	90

performance. Students research at least one theatre theorist, identify an aspect of their theory and apply this to create and present theatre work that demonstrates this aspect of theory in performance.		
Total teaching hours	150	240

III. Assessment model

Having followed the theatre course at SL or HL, students will be expected to fulfill the following objectives at assessment.

1. Inquiry

- Carry out academic and physical research and identify valuable information and resources to support work in theatre
- Inquire into, and contextualize, the theatrical work and ideas of others

2. Development

- Develop informed and imaginative theatre-maker intentions for making and staging theatre
- Practically and collaboratively explore how performance and production elements combine in practice to create effective moments of theatre

3. Presentation

- Present theatre work to others in order to fulfill theatre-maker intentions
- Communicate theatrical ideas in a variety of forms, formats and contexts

4. Evaluation

- Reflect on feedback from others and consider their own development as theatre-makers
- Evaluate the effectiveness of theatre work.

Assessment at a glance

Assessment task	Assessment task details	Weighting of final grade (%)	
		SL	HL
Internal			
Production proposal	Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following: 1. A production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.	30	20
External			

Research presentation	Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following: 1. A video recording of the student's research presentation (15 minutes maximum). 2. A list of all sources cited and any additional resources used by the student during the presentation.	30	20
Collaborative project	Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. Each student submits the following. 1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used. 2. A video recording of the final piece (7-10 minutes maximum).	40	25
Solo theatre piece (HL only)	Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4-7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following. 1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited. 2. A continuous unedited video recording of the whole solo theatre piece (4-7 minutes maximum).	X	35

IV. Assessment Criteria

Internal Assessment Criteria ⁵⁹— SL and HL

Production proposal		Marks	Total
A	Ideas and intentions	8	20
B	The proposed design	4	
C	The proposed staging of one moment of the play	8	

⁵⁹ Page 39, Theater guide first assessment 2024, IBO, February 2022

External Assessment Criteria ⁶⁰— SL and HL

Research presentation		Marks	Total
A	The unfamiliar theatre tradition	8	24
B	Practical exploration of the performance convention	8	
C	Reflection on learning	8	

Collaborative project		Marks	Total
A	The collaborative creative process and performance	8	24
B	Individual contribution to the performance	8	
C	Effectiveness of individual contribution seen in the video recording	8	

Solo Theater piece (HL only)		Marks	Total
A	Researching theatre theory	8	24
B	Reflecting on the performed solo theatre piece	8	
C	Theatre theory in performance	8	

Group 6 The Arts

Visual Arts ⁶¹ - Higher Level and Standard Level

I. Course description and aims

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking life long enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

⁶⁰ Page 48, 58, 67, Theater guide, first assessment 2024, IBO, February 2022

⁶¹ International Baccalaureate Diploma Programme Subject Brief – Visual arts HL & SL

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

1. enjoy life long engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.

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

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

II. Curriculum model overview

Syllabus component	Recommended teaching hours	
	SL	HL
Visual arts in context <ul style="list-style-type: none"> ● Examine and compare the work of artists from different cultural contexts. ● Consider the contexts influencing their own work and the work of others. ● Make art through a process of investigation, thinking critically and experimenting with techniques. ● Apply identified techniques to their own developing work. ● Develop an informed response to work and exhibitions they have seen and experienced. ● Begin to formulate personal intentions for creating and displaying their own artworks. 	50	80
Visual arts methods <ul style="list-style-type: none"> ● Look at different techniques for making art. ● Investigate and compare how and why different techniques have evolved and the processes involved. ● Experiment with diverse media and explore techniques for making art. ● Develop concepts through processes informed by skills, techniques and media. 	50	80

<ul style="list-style-type: none"> ● Evaluate how their ongoing work communicates meaning and purpose. ● Consider the nature of “exhibition”, and think about the process of selection and the potential impact of their work on different audiences. 		
Communicating visual arts <ul style="list-style-type: none"> ● Explore ways of communicating through visual and written means. ● Make artistic choices about how to most effectively communicate knowledge and understanding. ● Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept. ● Select and present resolved works for exhibition. ● Explain the ways in which the works are connected. ● Discuss how artistic judgments impact the overall presentation. 	50	80
Total teaching hours	150	240

Throughout the course students are required to maintain a visual arts journal. Although sections of the journal will be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

III. Assessment model

Having followed the visual arts course, students are expected to:

1. Demonstrate knowledge and understanding of specified content
 - Identify various contexts in which the visual arts can be created and presented
 - Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
 - Recognize the skills, techniques, media, forms and processes associated with the visual arts
 - Present work, using appropriate visual arts language, as appropriate to intentions
2. Demonstrate application and analysis of knowledge and understanding
 - Express concepts, ideas and meaning through visual communication
 - Analyse artworks from a variety of different contexts
 - Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making
3. Demonstrate synthesis and evaluation
 - Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
 - Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience

- Demonstrate the use of critical reflection to highlight success and failure in order to progress work
 - Evaluate how and why art-making evolves and justify the choices made in their own visual practice
4. Select, use and apply a variety of appropriate skills and techniques
- Experiment with different media, materials and techniques in art-making
 - Make appropriate choices in the selection of images, media, materials and techniques in art-making
 - Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
 - Produce a body of resolved and unresolved artworks as appropriate to intentions

Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)	
		SL	HL
External			
Comparative study	<ul style="list-style-type: none"> • 10–15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists • A list of sources used • 3–5 screens which analyse the extent to which the student’s work and practices have been influenced by the art and artists examined (HL Only) 	20	20
Process portfolio	<ul style="list-style-type: none"> • 9 –18 screens (SL) • 13–25 screens (HL) which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities	40	40
Internal			
Exhibition	<ul style="list-style-type: none"> • A curatorial rationale that does not exceed 700 words (HL) / 400 words (SL) • 8–11 artworks (HL) / 4–7 artworks (SL) • Exhibition text (stating the title, medium, size and intention) for each artwork 	40	40

IV. Assessment Criteria

External Assessment Criteria ⁶²— SL & HL

Comparative study

⁶² Page 40, 47 Visual arts guide first examination 2017, IBO, February 2017

Name of criterion		Marks allocated	
		SL	HL
Criterion A	Identification and analysis of formal qualities	6 marks	6 marks
Criterion B	Analysis and understanding of function and purpose	6 marks	6 marks
Criterion C	Analysis and evaluation of cultural significance	6 marks	6 marks
Criterion D	Making comparisons and connections	6 marks	6 marks
Criterion E	Presentation and subject-specific language	6 marks	6 marks
Criterion F	Making connections to own art-making practice (HL Only)		12 marks
Total		30	42

Process Portfolio (SL & HL)

Name of criterion		Marks allocated
Criterion A	Skills, techniques and process	12 marks
Criterion B	Critical investigation	6 marks
Criterion C	Communication of ideas and intentions	6 marks
Criterion D	Review, refining and reflecting	6 marks
Criterion E	Presentation and subject –specific language	4 marks
Total		34 marks

Internal Assessment Criteria ⁶³— SL & HL

Exhibition

Name of criterion		Marks allocated
Criterion A	Coherent body of works	9 marks
Criterion B	Technical competence	9 marks
Criterion C	Conceptual qualities	9 marks
Criterion D	Curatorial practice	3 marks
Total		30 marks

Group 6 The Arts Grade Descriptors ⁶⁴

⁶³ Page 59 Visual arts guide first examination 2017, IBO, February 2017

⁶⁴ Page 18 - 19, Diploma Programme Grade descriptors, IBO, December 2017, updated September 2021

Grade 7

The student's work demonstrates highly effective research and inquiry and the highly effective use of subject-specific terminology.

Creative work and processes demonstrate a highly effective understanding of artistic ideas and intentions.

Practical/performance work demonstrates highly effective subject-specific skills, techniques and competences.

The student demonstrates highly effective critical reflection on both work created and work in progress.

Grade 6

The student's work demonstrates effective research and inquiry and the effective use of subject-specific terminology.

Creative work and processes demonstrate an effective understanding of artistic ideas and intentions.

Practical/performance work demonstrates the effective use of subject-specific skills, techniques and competences.

The student demonstrates effective critical reflection on both work created and work in progress.

Grade 5

The student's work demonstrates developed research and inquiry and developed use of subject-specific terminology.

Creative work and processes demonstrate a developed understanding of artistic ideas and intentions.

Practical/performance work demonstrates developed subject-specific skills, techniques and competences.

The student demonstrates developed critical reflection on both work created and work in progress.

Grade 4

The student's work demonstrates basic research and inquiry and the basic use of subject-specific terminology.

Creative work and processes demonstrate a basic understanding of artistic ideas and intentions.

Practical/performance work demonstrates basic subject-specific skills, techniques and competences.

The student demonstrates basic critical reflection on both work created and work in progress.

Grade 3

The student's work demonstrates undeveloped or limited research and inquiry and undeveloped or limited use of subject-specific terminology.

Creative work and processes demonstrate an undeveloped or limited understanding of artistic ideas and intentions.

Practical/performance work demonstrates undeveloped or limited subject-specific skills, techniques and competences.

The student demonstrates undeveloped or limited critical reflection on both work created and work in progress.

Grade 2

The student's work demonstrates superficial research and inquiry and superficial use of subject-specific terminology.

Creative work and processes demonstrate a superficial understanding of artistic ideas and intentions.

Practical/performance work demonstrates superficial subject-specific skills, techniques and competences.

The student demonstrates superficial critical reflection on both work created and work in progress.

Grade 1

The student's work demonstrates irrelevant or inadequate research and inquiry and irrelevant or inadequate use of subject-specific terminology.

Creative work and processes demonstrate an irrelevant or inadequate understanding of artistic intentions or development of ideas.

Practical/performance work demonstrates irrelevant or inadequate subject-specific skills, techniques and competences.

The student demonstrates irrelevant or inadequate critical reflection on both work created and work in progress.

Online Courses – Pamoja

Some subjects are not offered at ISS. There is the option of following these IB courses via an online learning platform provided by the IB-approved online learning firm Pamoja Education (Pamoja). Students in Pamoja courses have a dedicated IBDP teacher and are enrolled in classes with other IB DP students in IB World Schools around the globe. For more details about these courses, please visit <http://pamojaeducation.com/ib-diploma> .

Students wishing to enroll in an online course need to have a record of high effort grades and need the approval of the IB DP Coordinator. Although students will be working primarily with an IB- trained online teacher, a site-based coordinator for Pamoja students will monitor the student's progress in the subject area in school.

Pamoja online courses fees will be paid by the family and not the school. For more information, please visit:

<https://pamoja-stage.openapply.com/files/Pamoja-Admissions-Timeline-and-Fees-Feb-2020-Academic-Year.pdf>

Assessment⁶⁵

Diploma students undertake a programme of study designed to meet the IBO's requirements. In addition, students are required to submit Diploma components on specific dates. The IBO supports school submission dates as having the same importance as IBO dates. All school dates will be communicated by the IB coordinator by written emails.

Please note the IBO is not flexible about these dates in any way. Failure to submit Diploma Programme requirements on the school due dates will result in a non-award of that subject and hence the Diploma.

All IBO paperwork must be signed and completed. Work that does not have the required paperwork completed will not be marked.

Submission instructions:

- IB Assessment must be uploaded for verification as directed by the DP Coordinator.

Students must ensure they understand or know where to find the following information:

- All requirements for Academic Integrity.
- All requirements for IBO paperwork and administration.

The IB DP Coordinator is responsible for ensuring all IBO regulations are adhered to. Students and parents must fully understand and be prepared to work within these regulations for the Programme to achieve its aims.

Assessment during Years 11 and 12

The key purpose of assessments are to provide information on student achievement and progress in each course in relation to the syllabus standards and to report on the standard of performance attained at the end of the course. There are two types of assessment completed by IB students during the school IB Diploma Programme – **School-Based Assessment** and **IB Assessment**.

School-Based Assessment

School-Based Assessment is used by teachers at ISS to indicate how well a student is progressing in a particular subject. These may replicate IBO style assessments answers or may be of an alternate nature. School-Based Assessment is required to assist teachers formulate the information required by the IBO. Assessment calendars are published at the beginning of each term listing the assessment items and dates for the term.

⁶⁵ IB Diploma Assessment Guidance Handbook, Queensland academy for Science Mathematics and Technology

Students need to know that:

- School-Based Assessment is not optional. All IB Diploma candidates must undertake and complete all requirements for school-based assessments.
- Appropriate medical documentation and the granting of extensions will be required for students missing school based assessments and deadlines.
- Technical difficulties with computers, lifestyle choices like travel or early school holidays or activities and regular school commitments, are not acceptable excuses for missing school based assessment deadlines or lessons.
- Failing to meet school based assessment requirements may severely affect students' chances of gaining the Diploma.

Failure to submit or complete School-Based Assessment requirements

Students failing to submit or complete School-Based Assessment requirements on the due or scheduled date, without an extension granted, will be awarded a non-submission. The result of a non-submission on school-based assessment is the awarding of a zero mark for that component/exam for that term/semester reporting period. Students must complete or submit the assessment as soon as possible after the due date for feedback purposes.

IB Assessment

IB Assessment includes both Internal and External Assessments (IAs and EAs). IB Assessment is set according to subject and IBO guidelines and count towards the final subject grade. Each subject has a different weighting attached to its IAs and EAs, as a proportion of the final mark. Students and parents can find this information in this handbook.

- IB Assessment requirements are completed by students by the school due dates. Important Internal and External Assessment due dates and checkpoints are communicated through written emails. But it should be noted that in many subjects' assessment is ongoing. These deadlines are non-negotiable and work will not be accepted after the given deadlines without the granting of an extension.
- The subject teacher marks the Internal Assessment work and a sample of students' work is sent to an IBO moderator and checked against world marking standards. The teacher's marks are then adjusted if required.
- External Assessment work is uploaded and sent to IB examiners for marking.

The overall assessment structure for each IB subject ensures that student performance is measured in relation to the objectives for that subject and particularly to evaluate student achievement against those objectives that do not lend themselves to external written examinations or tests. Internal assessment also gives teachers, who know their students' work very well, a significant input into the overall assessment process.

Important Points about IB Assessments

- IB Assessment dates are spread over the 2 years of the IB Diploma course. This reflects the nature and structure of the IB Diploma Programme, as well as student's needs. IB Assessment due dates are set to spread the workload for students so that not everything is due at the same time.
- The IBO sets strict rules regarding the submission of IA and EA drafts. Students need to understand these before commencing work so that they understand the parameters in which they are working. These limits involve:
 - ✓ How many drafts can be submitted?
 - ✓ Who is able to look at the drafts?
 - ✓ The role of the teacher?
- Oral assessments are completed by all students within a limited timeframe. The IBO considers students completing oral assessments outside the set timeframe as academic malpractice. For this reason, oral assessment components cannot be completed outside the assessment period other than for medical reasons (which must be evidenced by approved medical documentation and the granting of an extension).
- Students may not be told their Internal Assessment mark or score. This is because it is subject to moderation. Students receive feedback in the required areas according to the marking criteria.
- Students must understand the role of teachers in the preparation of Internal and External Assessments. Syllabus documents contain details of the extent to which teachers can assist students completing Internal Assessments. This also applies to teachers who are not a student's subject teacher. Please note that failure to observe this rule will affect the mark for that piece of work.

Failure to submit or complete IB Assessment requirements

Students failing to submit or complete IB Assessment requirements on the due date, without an extension granted, will be awarded a non-submission. The result of a non-submission of an IB Assessment will be determined by the Head of High School, either the previously submitted draft will be assessed and submitted to the IBO, or an F grade for that component will be recorded resulting in an N for the subject. The award of an N grade will prevent a student from gaining a Diploma.

- All students must submit work for their IB Assessment by the due date and time as communicated by their teachers.
- Students with extenuating circumstances outside of their control must see the IB Coordinator as soon as possible. Extenuating circumstances are those considered being beyond the candidate's control, such as illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law.

Academic Integrity

Academic Integrity is seen by the IB as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

Students are expected to maintain a high standard of academic Integrity. In practice this means avoiding behaviour that results in, or may result in, students or any other candidate gaining an unfair advantage. A contravention of standard academic practice, such as **collusion** or **plagiarism**, will normally constitute a breach of the general regulations and be treated as **misconduct** by the IB.

Misconduct includes:

- **plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own
- **collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- **duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- **any other behaviour** that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, etc.).

If a candidate is found guilty of **misconduct**, the IB will not issue a grade for the subject and level concerned. For a Diploma Programme candidate this has the consequence of not being eligible for the diploma in that examination session. A candidate found guilty of malpractice will only be permitted to register for a future IB examination session at least one year after the session in which malpractice was established. It should be noted that each candidate has a maximum of three examination sessions in which to achieve the award of the diploma.

Plagiarism

All source material, whether ideas or direct quotes, must be cited in the work. Failure to properly cite source material will be considered plagiarism in all instances. Ignorance of the IB or ISS academic Integrity rules or procedures will not be considered an acceptable excuse, and plagiarism will result in the failure of your IB Diploma.

Students should speak with their individual teachers about how to properly cite materials for their courses. An **Effective Citing and Referencing Guide** will be provided to all students in Year 11, and it will be expected that all students apply the formatting and citation rules to their work throughout the writing process. In order to support this process, all Year 11 students will be graded through the EE process in which they will develop the necessary citation skills.

If a student is found to be guilty of plagiarism on work submitted for the course, he or she may be subject to failing that element of the course and face a suspension. Students who are found to be guilty of plagiarism on final submissions of work for internal assessment (e.g., portfolios, studies, orals, etc.) or external assessment (e.g., EE, TOK, any examination, etc.) will automatically fail the IB Diploma and face further school consequences, such as a suspension.

To safely avoid any chance of misconduct, students are expected to cite all sources properly. If they are not sure how to cite their work, they must speak with teachers and/or supervisors well before the final submission deadline.

Actions taken in the event of Academic Misconduct

As an IB World School, ISS embraces the mission and philosophy of the IB Organisation, which holds as a basic tenet, Academic Integrity. As it pertains to Academic Integrity, the IB Learner Profile states that each student must be 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." If a breach of the Academic Integrity Policy is suspected the following will occur.

1. The teacher, invigilator, or fellow student will report suspected academic dishonesty to the IB Coordinator.
2. The IB Coordinator will investigate the incident and make a determination as to whether academic misconduct has occurred and the extent of the academic misconduct.
3. If the IB Coordinator reaches the conclusion that academic misconduct has occurred, he/she will submit a report to the Head of High School. The assessment will be awarded a non-submission.
4. The student will face disciplinary consequences in accordance to the ISS Academic Integrity Policy, General Regulations: Diploma Programme and Diploma Programme Assessment Procedures, including possible removal from the IB Diploma Programme.

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