



GEELONG GRAMMAR SCHOOL®
EXCEPTIONAL EDUCATION



CURRICULUM GUIDE 2025

YEAR 11-12 IB DIPLOMA

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01 Welcome to the IB Diploma

Holistic and globally minded qualification

The IBDP is a rigorous and balanced programme of education that is offered to students in Years 11 and 12, as an alternative to the Victorian Certificate of Education (VCE). Recognised and respected both internationally and domestically, the IBDP enables students to study at Australian universities and is also valued by overseas universities as a matriculation qualification.

Academic Aims

The IB's academic programme aims to awaken the intelligence of young people and teach them to relate the content of the classroom to the realities of the world outside. Comprehensive and balanced curricula coupled with challenging assessments have established the IB as a unique institution in the arena of international education. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship.

The desired profile of the IB student is that of a critical and compassionate thinker, an informed participant in local and world affairs who values the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life. These qualities—embodied in the [IB learner profile](#)—prepare IB students to make exceptional contributions on campus and after they leave our gates.

Hear more about the IB Diploma

https://player.vimeo.com/video/216943947?h=a1a36c1a93&dnt=1&app_id=122963

Course Requirements

Students are required to complete six subjects with at least one chosen from each of the following subject groups:

- Group 1: Studies in Language and Literature.
- Group 2: Language Acquisition.
- Group 3: Individuals and Societies.
- Group 4: Sciences.
- Group 5: Mathematics.
- Group 6: The Arts.

In Group 6, students can choose either an arts subject or a second subject from Group 3 or Group 4.

Core studies

In addition, all DP students are required to complete the three core study areas:

- **Extended Essay:** The extended essay enables students to engage in independent research through an in-depth study of around 4000 words relating to one of their chosen subjects.
- **Theory of Knowledge (TOK):** TOK is a course in critical thinking that teaches students ‘how’ to learn, helping them to develop a comprehensive knowledge of the learning process that they can apply to various disciplines and across all their subjects.
- **Creativity, Action, Service (CAS):** CAS involves students in a range of activities outside the classroom and will run over an 18-month period. A wide range of experiences will be completed including involvement in the arts, physical activity and community service.

Criteria

At least three subjects (and no more than four) must be Higher Level subjects. Higher level subjects involve 240 teaching hours.

The remaining subjects must be Standard Level subjects. Standard level subjects involve 150 teaching hours.

This way, students can explore some subjects in depth and some more broadly over the two-year period. While overall balance is maintained, flexibility in choosing higher level subjects allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

Academic support

Many students with identified need such as Specific Learning Disorder – Reading and Writing (Dyslexia), Attention Deficit Hyperactivity Disorder (ADHD) or Anxiety successfully complete the IB Diploma.

They do so with the support of their subject teachers, house team, assessment accommodations and support staff when required.

Support is provided to students studying the IB Diploma in three ways:

1. Classroom Supports such as assistive technologies and quality differentiated teaching practice.
2. Wrap Around Supports such as small group or one-to-one tutorials, study skills coaching, and executive functioning coaching.
3. Assessment Supports such as extra time, rest breaks, assistive technology or separate assessment spaces.

02 Group I: Studies in Language and Literature

English A: Literature

<https://vimeo.com/824973114>

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

In the English A: Literature course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- the creativity of writers and readers
- the nature of the interaction with the writers' and readers' respective contexts and with literary tradition
- the ways in which language can give rise to meaning and/or effect
- the performative and transformative potential of literary creation and response.

Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

The English A: Literature course is organised around three areas of exploration:

1. Readers, writers, texts
2. Time and space
3. Intertextuality: connecting texts

At GGS, these areas of exploration will be taught discretely in Year 11 and concurrently in Year 12. The inquiry into literary texts across the three areas of exploration is focussed through seven concepts:

1. Identity
2. Culture
3. Creativity
4. Communication
5. Perspective
6. Transformation
7. Representation

These concepts interact with the three areas of exploration in numerous ways and contribute a sense of continuity in the transition from one area to the next. They also facilitate the process of establishing connections between texts, making it easier for students to identify different ways in which the works they study relate to one another.

SL students must study at **least 9 works** of which:

- a minimum of four must be written originally in the language studied, by authors on the Prescribed reading list
- a minimum of three must be works in translation written by authors on the Prescribed reading list
- two can be chosen freely – from the Prescribed reading list or elsewhere – and may be in translation.

Works must be selected to cover three literary forms, three periods and three countries or regions in at least two continents.

HL students must study at **least 13 works** of which:

- a minimum of five must be written originally in the language studied, by authors on the Prescribed reading list
- a minimum of four must be works in translation written by authors on the Prescribed

reading list

- four can be chosen freely — from the Prescribed reading list or elsewhere — and may be in translation.

Works must be selected to cover the four literary forms, three periods and four countries or regions in at least two continents.

ASSESSMENT OUTLINE – SL

Internal assessment

1. Individual oral (15 minutes) (30%) – Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes.

External assessment

1. Paper 1: Guided literary analysis (1 hour 15 minutes) (35%)
2. Paper 2: Comparative essay (1 hour 45 minutes) (35%)

ASSESSMENT OUTLINE – HL

Internal assessment

1. Individual oral (15 minutes) (20%) – Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes followed by 5 minutes of questions.

External assessment

1. Higher level essay – internally set and externally marked (20%)
2. Paper 1: Guided literary analysis (2 hours 15 minutes) (35%)
3. Paper 2: Comparative essay (1 hour 45 minutes) (25%)

English A: Language and Literature

<https://vimeo.com/824970552>

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

In the English A: Language and Literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. 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. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large.

The English A: Language and Literature course is organised around three areas of exploration:

1. Readers, writers, texts
2. Time and space
3. Intertextuality: connecting texts

At GGS, these areas of exploration will be taught discretely in Year 11 and concurrently in Year 12. The inquiry into literary texts across the three areas of exploration is focussed through seven concepts:

1. Identity
2. Culture
3. Creativity
4. Communication
5. Perspective
6. Transformation
7. Representation

These concepts interact with the three areas of exploration in numerous ways and contribute a

sense of continuity in the transition from one area to the next. They also facilitate the process of establishing connections between literary and non-literary texts, making it easier for students to identify different ways in which the works they study relate to one another.

Across the three areas of exploration at least four literary works (including one work in translation) must be studied in the SL course and at least six works (including two works in translation) must be studied in the HL course. Each area of exploration must involve the study of both literary works and non-literary texts, with equal time devoted to the study of each. Non-literary texts may include advertisements, biographies, guide books, infographics, radio broadcasts, blogs, brochures, cartoons, magazine articles, travel writing and photographs.

ASSESSMENT OUTLINE – SL

Internal assessment

1. Individual oral (15 minutes) (30%) – Supported by an extract from one literary text and one non-literary work, students will offer a prepared response of 10 minutes followed by 5 minutes of questions.

External assessment

1. Paper 1: Guided textual analysis (1 hour 15 minutes) (35%)
2. Paper 2: Comparative essay (1 hour 45 minutes) (35%)

ASSESSMENT OUTLINE – HL

Internal assessment

1. Individual oral (15 minutes) (20%) – Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes followed by 5 minutes of questions.

External assessment

1. Higher level essay – internally set and externally marked (20%)
2. Paper 1: Guided textual analysis (2 hours 15 minutes) (35%)
3. Paper 2: Comparative essay (1 hour 45 minutes) (25%)

03 Group 2: Language Acquisition

Language B: (Chinese)

Prerequisites

Year 10 Chinese

<https://vimeo.com/824951094>

Course Structure: SL and HL

Course Description

Language B is for a language learner who has 2 – 5 years' experience of the target language. Currently it is not possible to do two languages unless one is done as an anticipated subject in Year 11.

For students wishing to take two languages at GGS, advanced students may join the Year 12 class and complete one language as an Anticipated Subject at Standard Level. This means that candidates can complete the course in Year 11 and attempt the examination at the completion of that year. It must be understood that each course is a second language course and therefore, first language speakers of Chinese, French, German or Japanese who have completed 12 months in a school where this language is the language of instruction will not be eligible to enroll.

Standard Level and Higher Level

The main focus of the course is on language acquisition and development in the four primary language skills of listening, speaking, reading and writing. The balance between these four language skills will be appropriate to the needs of the students.

- Language B Higher Level is for a language learner who has approximately 4 to 5 years' experience of the language;
- is not taught other subjects in the target language
- and is normally taught in places other than where the language is spoken

Note: It is not possible to study an ab initio language at Higher Level.

An Anticipated Subject can only be studied to Standard Level.

Language B Course Aims

The program aims to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar
- Develop students' awareness of the importance of language in relation to other areas of knowledge
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Foster curiosity, creativity and a lifelong enjoyment of language learning

By the end of the course, students are expected to demonstrate competence in three distinct but interrelated areas:

- Language
- Message
- Conceptual Understandings

Students are expected to demonstrate an ability to:

(extra expectations for Higher Level students are given in bold type)

- 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 a wide range of vocabulary in common usage.

- 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 audio and written texts are more complex at Higher Level.

At Higher Level, two literary texts will also be studied.

The four skills of listening, speaking, reading and writing are equally developed through the five course themes: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet.

To supplement the course, students have access to a range of worksheets, authentic newspapers and magazines, films, television programs, songs, poetry and prose, letters and diagrams in the target language. Information technology is integrated into the course.

Students also have regular access to our native language assistants to develop their oral skills. Oral classes with the assistants form an integral part of the senior courses.

Chinese Students may use the traditional form in writing but must be able to read the simplified writing in class.

CHINESE, FRENCH, GERMAN AND JAPANESE

Internal Assessment (25%)

Internally assessed by the teacher and externally moderated by the IB.

Individual Oral (12-15 minutes) (25%)

SL: 15 minutes' preparation of a visual stimulus relating to one of the five themes, a 3-4 minute presentation, a 3-4 minute follow-up discussion with the teacher and a 4-5 minute general discussion which addresses at least one additional theme.

HL: 20 minutes' preparation of an extract of up to 300 words (600 Japanese characters) (360 Hanzi) from the two literary texts studied, a 3-4 minute presentation, a 3-4 minute follow-up discussion with the teacher and a 5-6 minute general discussion which addresses at least one of

the five themes.

External Examinations: Written Component (75%)

Paper 1: Productive Skills (Writing) (SL 75 minutes, HL 90 minutes) (25%)

One writing task from a choice of three, choosing a text type appropriate to the task from those listed in the instructions.

Word count:

- SL 250-400 (French and German) or 500-800 (Japanese) words or 300-480 Hanzhi
- HL 450-600 (French and German) or 600-600 (Japanese) words or 540-720 Hanzhi

Paper 2: Receptive Skills (SL 1 hour 45 minutes, HL 2 hours) (50%)

a) Reading (25%) (1 hour both levels)

Comprehension texts based on three written texts drawn from the five themes.

b) Listening (25%) (SL 45 minutes, HL 1 hour)

Comprehension questions based on three audio texts drawn from the five themes.

Language B: (Japanese)

Prerequisites

Year 10 Japanese

<https://vimeo.com/824968518>

Course Structure: SL and HL

Course Description

Language B is for a language learner who has 2 – 5 years' experience of the target language. Currently it is not possible to do two languages unless one is done as an anticipated subject in Year 11.

For students wishing to take two languages at GGS, advanced students may join the Year 12 class and complete one language as an Anticipated Subject at Standard Level. This means that

candidates can complete the course in Year 11 and attempt the examination at the completion of that year. It must be understood that each course is a second language course and therefore, first language speakers of Chinese, French, German or Japanese who have completed 12 months in a school where this language is the language of instruction will not be eligible to enroll.

Standard Level and Higher Level

The main focus of the course is on language acquisition and development in the four primary language skills of listening, speaking, reading and writing. The balance between these four language skills will be appropriate to the needs of the students.

- Language B Higher Level is for a language learner who has approximately 4 to 5 years' experience of the language;
- is not taught other subjects in the target language
- and is normally taught in places other than where the language is spoken

Note: It is not possible to study an ab initio language at Higher Level.

An Anticipated Subject can only be studied to Standard Level.

Language B Course Aims

The program aims to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar
- Develop students' awareness of the importance of language in relation to other areas of knowledge
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills
- Provide students with a basis for further study, work and leisure through the use of an additional language

- Foster curiosity, creativity and a lifelong enjoyment of language learning

By the end of the course, students are expected to demonstrate competence in three distinct but interrelated areas:

- Language
- Message
- Conceptual Understandings

Students are expected to demonstrate an ability to:

(extra expectations for Higher Level students are given in bold type)

- 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 a wide range of vocabulary in common usage.
- 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 audio and written texts are more complex at Higher Level.

At Higher Level, two literary texts will also be studied.

The four skills of listening, speaking, reading and writing are equally developed through the five course themes: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet.

To supplement the course, students have access to a range of worksheets, authentic newspapers and magazines, films, television programs, songs, poetry and prose, letters and diagrams in the target language. Information technology is integrated into the course.

Students also have regular access to our native language assistants to develop their oral skills. Oral classes with the assistants form an integral part of the senior courses.

Chinese Students may use the traditional form in writing but must be able to read the simplified writing in class.

CHINESE, FRENCH, GERMAN AND JAPANESE

Internal Assessment (25%)

Internally assessed by the teacher and externally moderated by the IB.

Individual Oral (12-15 minutes) (25%)

SL: 15 minutes' preparation of a visual stimulus relating to one of the five themes, a 3-4 minute presentation, a 3-4 minute follow-up discussion with the teacher and a 4-5 minute general discussion which addresses at least one additional theme.

HL: 20 minutes' preparation of an extract of up to 300 words (600 Japanese characters) (360 Hanzi) from the two literary texts studied, a 3-4 minute presentation, a 3-4 minute follow-up discussion with the teacher and a 5-6 minute general discussion which addresses at least one of the five themes.

External Examinations: Written Component (75%)

Paper 1: Productive Skills (Writing) (SL 75 minutes, HL 90 minutes) (25%)

One writing task from a choice of three, choosing a text type appropriate to the task from those listed in the instructions.

Word count:

- SL 250-400 (French and German) or 500-800 (Japanese) words or 300-480 Hanzi
- HL 450-600 (French and German) or 600-600 (Japanese) words or 540-720 Hanzi

Paper 2: Receptive Skills (SL 1 hour 45 minutes, HL 2 hours) (50%)

a) Reading (25%) (1 hour both levels)

Comprehension texts based on three written texts drawn from the five themes.

b) Listening (25%) (SL 45 minutes, HL 1 hour)

Comprehension questions based on three audio texts drawn from the five themes.

Language B: (French)

Prerequisites

Year 10 French

<https://vimeo.com/824957904>

Course Structure: SL and HL

Course Description

Language B is for a language learner who has 2 – 5 years' experience of the target language. Currently it is not possible to do two languages unless one is done as an anticipated subject in Year 11.

For students wishing to take two languages at GGS, advanced students may join the Year 12 class and complete one language as an Anticipated Subject at Standard Level. This means that candidates can complete the course in Year 11 and attempt the examination at the completion of that year. It must be understood that each course is a second language course and therefore, first language speakers of Chinese, French, German or Japanese who have completed 12 months in a school where this language is the language of instruction will not be eligible to enroll.

Standard Level and Higher Level

The main focus of the course is on language acquisition and development in the four primary language skills of listening, speaking, reading and writing. The balance between these four language skills will be appropriate to the needs of the students.

- Language B Higher Level is for a language learner who has approximately 4 to 5 years' experience of the language;
- is not taught other subjects in the target language
- and is normally taught in places other than where the language is spoken

Note: It is not possible to study an ab initio language at Higher Level.

An Anticipated Subject can only be studied to Standard Level.

Language B Course Aims

The program aims to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar
- Develop students' awareness of the importance of language in relation to other areas of knowledge
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Foster curiosity, creativity and a lifelong enjoyment of language learning

By the end of the course, students are expected to demonstrate competence in three distinct but interrelated areas:

- Language
- Message
- Conceptual Understandings

Students are expected to demonstrate an ability to:

(extra expectations for Higher Level students are given in bold type)

- 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 a wide range of vocabulary in common usage.
- 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 audio and written texts are more complex at Higher Level.

At Higher Level, two literary texts will also be studied.

The four skills of listening, speaking, reading and writing are equally developed through the five course themes: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet.

To supplement the course, students have access to a range of worksheets, authentic newspapers and magazines, films, television programs, songs, poetry and prose, letters and diagrams in the target language. Information technology is integrated into the course.

Students also have regular access to our native language assistants to develop their oral skills. Oral classes with the assistants form an integral part of the senior courses.

Chinese Students may use the traditional form in writing but must be able to read the simplified writing in class.

CHINESE, FRENCH, GERMAN AND JAPANESE

Internal Assessment (25%)

Internally assessed by the teacher and externally moderated by the IB.

Individual Oral (12-15 minutes) (25%)

SL: 15 minutes' preparation of a visual stimulus relating to one of the five themes, a 3-4 minute presentation, a 3-4 minute follow-up discussion with the teacher and a 4-5 minute general discussion which addresses at least one additional theme.

HL: 20 minutes' preparation of an extract of up to 300 words (600 Japanese characters) (360 Hanzhi) from the two literary texts studied, a 3-4 minute presentation, a 3-4 minute follow-up discussion with the teacher and a 5-6 minute general discussion which addresses at least one of the five themes.

External Examinations: Written Component (75%)

Paper 1: Productive Skills (Writing) (SL 75 minutes, HL 90 minutes) (25%)

One writing task from a choice of three, choosing a text type appropriate to the task from those listed in the instructions.

Word count:

- SL 250-400 (French and German) or 500-800 (Japanese) words or 300-480 Hanzhi
- HL 450-600 (French and German) or 600-600 (Japanese) words or 540-720 Hanzhi

Paper 2: Receptive Skills (SL 1 hour 45 minutes, HL 2 hours) (50%)

a) Reading (25%) (1 hour both levels)

Comprehension texts based on three written texts drawn from the five themes.

b) Listening (25%) (SL 45 minutes, HL 1 hour)

Comprehension questions based on three audio texts drawn from the five themes.

Spanish Ab Initio

Prerequisites

Nil.

<https://vimeo.com/825032708>

Course Structure: SL only

Course Description

Ab Initio is for a beginner who has little or no previous experience of the language. The student must have had no formal instruction in the language nor have lived in a Spanish speaking country.

The main focus of the course is on language acquisition and development in the four primary language skills of reading, listening, writing and speaking. The aim is to develop all four skills to a similar level of communicative competence. The course focuses on everyday situations and aspects of the culture related to the language.

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how

language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The Spanish Ab Initio syllabus is organized into five prescribed themes: Identities, Experiences, Human Ingenuity, Social Organization and Sharing The Planet.

ASSESSMENT

1. Internal Assessment: Oral Component (25%)

A final oral examination over the second year of the course assessed by the classroom teacher and externally moderated by the IB.

2. Individual Oral- 10 minutes (25%)

15 minutes' preparation of a visual stimulus. A 1-2 minute presentation of the stimulus, a 3-4 follow-up discussion with the teacher and a 3-4 minute general discussion that addresses at least one additional theme.

3. External Assessment: Written Component (75%)

Paper 1: Productive Skills (1 hour) (25%)

Two written tasks of 70-150 words from a choice of three tasks, choosing a text type from each task from those listed in the instructions.

Paper 2: Receptive Skills (1 hour 45 minutes, 50%)

- Reading Comprehension (25%, 1 hour) - Comprehension tasks based on three written texts
- Listening Comprehension (25%, 45 minutes) - Comprehension questions based on three audio texts

04 Group 3: Individuals and Societies

Economics

<https://vimeo.com/824955632>

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme Economics course emphasises the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum – rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The economic course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

IB Economics - Syllabus outline

Unit 1: Introduction to economics

1.1 What is economics?

1.2 How do economists approach the world?

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

2.11 Market failure—market power

2.12 The market's inability to achieve equity

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

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

Distinction between SL and HL

SL and HL students of economics are presented with a common syllabus, with an HL extension in some topics. The syllabus for both SL and HL students requires the development of certain skills and techniques, attributes and knowledge – as described in the assessment objectives of the programme.

While the skills and activity of studying economics are common to both SL and HL students, the HL student is required to acquire a further body of knowledge – including the ability to analyse, synthesise and evaluate that knowledge to produce a policy response to contemporary economic issues. These skills are specifically assessed at HL in Paper 3.

ASSESSMENT

Internal Assessment: Standard Level

A portfolio of three commentaries on news media extracts of 800 words each. (30%)

External Examinations: Standard Level

Paper 1: Extended response paper where students answer one question from a choice of three (1:15h, 30%)

Paper 2: Data response paper where students answer one question from a choice of two (1:45h, 40%)

Internal Assessment: Higher Level

A portfolio of three commentaries on news media extracts of 800 words each. (20%)

External Examinations: Higher Level

Paper 1: Extended response paper where students answer one question from a choice of three (1:15h, 20%)

Paper 2: Data response paper where students answer one question from a choice of two (1:45h, 30%)

Paper 3: A policy paper where students answer two compulsory questions (1:45h, 30%)

Geography

<https://vimeo.com/824961531>

Prerequisites

Nil.

Course Structure: SL and HL

Course description

The Diploma Programme geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies.

Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international.

The aims of the geography syllabus at SL and HL are to enable students to:

- develop an understanding of the interrelationships between people, places, spaces and the environment
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

Throughout the course, there is considerable flexibility in the choice of examples and case studies to ensure that Diploma Programme geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location.

Distinction between SL and HL

Students at standard level (SL) and higher level (HL) in geography are presented with a syllabus that has a common core and optional themes. HL students also study the higher level extension. The syllabus requires the development of certain skills, attributes and knowledge. Although the skills and activity of studying geography are common to both SL and HL students, the HL student is required to acquire a further body of knowledge, to demonstrate critical evaluation, and to synthesize the concepts in the higher level extension

Part one: Optional Geographic themes

Option 1: Freshwater

This optional theme encompasses the physical geography of freshwater in a systems framework, including core elements of hydrology (and the factors and processes that give rise to bankfull discharge and flooding) and fluvial geomorphology (including river process and landform study). It also covers the study of water on the land as a scarce resource requiring careful management, including freshwater bodies such as lakes and aquifers. This includes the ways in which humans respond to the challenges of managing the quantity and quality of freshwater, as well as the consequences (whether intended or unintended, positive or negative) of management within drainage basins. The importance of integrated planning is emphasized, in addition to the geopolitical consequences of growing pressures on internationally shared water resources. Through study of this optional theme, students will develop their understanding of processes, places, power and geographical possibilities. They will additionally gain understanding of other concepts including systems (the hydrological cycle), flood mitigation (attempts to tackle flooding) and water security.

Option 2: Leisure, tourism and sport

This optional theme focuses on ways in which people in a growing number of global contexts make use of their leisure time. As more people join the “global middle class”, they have disposable incomes allowing participation in tourism, including international travel and different types of sport. Sport can also be an important use of leisure time for people on low incomes who cannot afford to participate in tourism.

While tourism often has an urban focus, rural areas provide another important geographical setting for touristic activities, including walking, enjoying wilderness, doing extreme sports or visiting heritage sites. The uses made of places vary greatly, depending on physical geography,

history and level of economic development.

Through study of this optional theme, students will develop their understanding of processes, places, power and geographical possibilities. They will additionally gain understanding of more specialized concepts including consumption (of landscapes), carrying capacity and threshold (in relation to environmental stress) and sustainability (in relation to long-term management of touristic resources).

Option 3: Food and health

This optional theme looks at the geography of food and health. Economic development is often accompanied by dietary change and an epidemiological transition in which diseases of poverty become less common and diseases of affluence more common; however, this transition does not apply equally to all sectors of society.

Neither food nor health is easy to “measure”, so alternative indicators of food and health are considered. There are many interactions between, and shared influences on, food and health. The role of gender, TNCs and national governments in both food and health provision is considered. This topic considers alternative ways of assessing agricultural sustainability alongside possibilities for improving food supplies and global health over the long term.

Through study of this optional theme, students will develop their understanding of processes, places, power and geographical possibilities. They will additionally gain understanding of more specialized concepts including some, such as diffusion and barriers, which are applicable to both food production

Part two: SL and HL core

Geographic perspectives—global change

The core theme provides an overview of the geographic foundation for the key global issues of our time. The purpose is to provide a broad factual and conceptual introduction to the geography of population dynamics, climate change and resource consumption issues.

The content is underpinned by the four key concepts of the course: places, power, processes and possibilities. Each unit examines issues at different scales from local to global, as well as the interaction between different places.

Attention should be given to the positive aspects of change (not only the negative ones), to the

need to accept responsibility for seeking solutions to the demographic, economic and environmental issues—and, where appropriate, to the management strategies adopted to meet the challenges.

It is not intended for the units to be taught sequentially. The approach to teaching is not prescribed, and the content can be taught with flexibility according to the interests of the learners.

Part two: HL core extension

Geographic perspectives—global interactions

This study of global interactions has a broader perspective than a more conventional study of globalization that emphasizes a linear process involving the domination and the imposition of Western culture on the world. In the context of this syllabus, global interaction suggests a two-way and complex process whereby cultural traits and commodities may be adopted, adapted or resisted by societies. The process is neither inevitable nor universal.

The HL extension theme focuses on the global interactions, flows and exchanges arising from the disparities that exist between places. It presents important and contestable geographic issues of change in space and time for the HL student to question. This part of the syllabus is divided into three units relating to global interactions and global development.

Internal assessment

Internal assessment is an integral part of the course and is a compulsory component 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 examination papers. The internal assessment should, as far as possible, be woven into normal practice and classroom teaching, and not be a separate activity conducted after a course has been taught.

The internal assessment requirements at SL and at HL are the same. The time allowed is 20 hours, and the weightings are 25% at SL and 20% at HL. Students are required to undertake fieldwork collecting primary information and produce one written report that is based on a fieldwork question.

Geography and prior learning

The geography course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required.

History

<https://vimeo.com/824966804>

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

History is particularly important in the modern world where different cultures and traditions are required to understand one another and where empathy is highly regarded by employers. The IB History course at GGS focuses predominantly on modern history and promotes international-mindedness through the study of history from more than one region of the world. History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past through which students can increase their understanding of themselves and of contemporary society.

The course emphasizes the importance of encouraging students to think historically and critically as well as gaining factual knowledge. Students will develop their understanding of the six key historical concepts of cause and consequence, continuity and change, perspectives and significance which they have been introduced to in History lessons throughout Years 7 to 10. On completion of the programme at Higher or Standard level, students will be able to demonstrate detailed historical knowledge and an understanding of historical concepts and sources. They will be able to formulate clear and coherent arguments which integrate and evaluate evidence from historical sources and perspectives. Students will also understand how to critically evaluate the values and limitations of historical sources and through completion of a historical inquiry they will develop their research and referencing skills and will reflect on the methods of the historian.

Standard Level and Higher Level

Standard and Higher Level students will study the topic of **Rights and Protest** which considers the struggles for rights and freedoms in the mid-20th century through an examination of the civil rights movement in the USA (1954-1965) and the protests against apartheid in South Africa (1948-1964). Students will study the nature and characteristics of

discrimination, examples of protests and actions, and the role and significance of key individuals or groups. Throughout this study, which is examined on Paper 1, students will become confident in understanding historical sources and will critically evaluate the values and limitations of the sources.

All students will study two world history topics which are assessed on Paper 2. Students will firstly investigate conditions that facilitated the rise of **Authoritarian States** in the 20th century, and the methods used by the parties and leaders to take, consolidate and maintain power. Students will study and compare a range of authoritarian leaders including Hitler and Castro. The second Paper 2 topic is the Cold War which dominated global affairs from the end of the Second World War to the early 1990s. The origins, development and end of the Cold War will be examined along with detailed case studies of two Cold War crises, two leaders and two countries.

The **Internal Assessment** requirements are identical for SL and at HL. Students will complete a research investigation on a historical topic of their choice. The students will develop and apply the skills of a historian by selecting and analysing a range of source material and considering diverse perspectives. The assessment requires students to search for, select, evaluate and use evidence to reach a relevant conclusion consistent with the evidence and arguments that have been put forward.

Higher Level

Higher Level students will undertake a regional study (assessed in Paper 3) in which they will further their understanding of 19th and 20th Century Europe. Students will build on the knowledge gained through their preparation for Papers 1 and 2 as there is overlap in the topics chosen.

Students will prepare for three topics:

- **Imperial Russia, revolution and the establishment of the Soviet Union (1855 – 1924).** This topic focuses on the concepts of change and continuity by considering the collapse of tsarist autocracy, the revolutions of 1917, the Civil War and the rule of Lenin.
- **Inter-war domestic developments in European states (1918-1939)** which considers domestic developments in Germany, Italy, Spain and Russia between the two world wars.
- **The Soviet Union and post-Soviet Russia (1924-2000)** which examines the consolidation of the Soviet state from 1924 and the domestic and foreign policies of Stalin, Khrushchev and Brezhnev. Students will also consider the decline and collapse of the Soviet Union and the

political and economic developments in post-Soviet Russia.

ASSESSMENT

Standard Level

- **External Assessment: Paper 1:** A source-based paper on Rights and Protest (1 hour, 30%)
- **Paper 2:** An essay paper based on the two twentieth century world history topics of Authoritarian States and the Cold War. (1.5 hours, 45%)
- **Internal Assessment:** Historical investigation of up to 2200 words (25%)

Higher Level

- **External Assessment: Paper 1:** A source-based paper on Rights and Protest (1 hour, 20%)
- **Paper 2:** An essay paper based on the two twentieth century world history topics of Authoritarian States and the Cold War. (1.5 hours, 25%)
- **Paper 3:** An essay-based paper on the History of Europe (2.5 hours, 35%)
- **Internal Assessment:** Historical investigation of up to 2200 words (20%)

Psychology

<https://vimeo.com/825025801>

Prerequisites

Nil

Course Structure: SL and HL

Course Description and aims:

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields.

The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry.

Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

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

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

Curriculum Model Overview

Core

- Biological approach to understanding behaviour + HL extension
- Cognitive approach to understanding behaviour + HL extension
- Sociocultural approach to understanding behaviour + HL extension
- Approaches to researching behaviour

Options (SL one option | HL two options)

- Abnormal psychology

- Developmental psychology
- Health psychology
- Psychology of human relationships

Internal assessment

- Experimental study

Assessment model

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

1. Knowledge and comprehension of specified content

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

2. Application and analysis

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

3. Synthesis and evaluation

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

4. Selection and use of skills appropriate to psychology

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

Assessment at a glance

Standard Level

- External Examination – Paper 1: Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches (2 hours, 50%).
- External Examination – Paper 2: One question from a choice of three on one option (1 hour, 25%).
- Internal Assessment – Experimental study: A report on an experimental study undertaken by the student (20 hours, 25%).

Higher Level

- External Examination – Paper 1: Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. Essays will reference additional HL topic (2 hours, 40%).
- External Examination – Paper 2: Two questions; one each from a choice of three on two options (2 hours, 20%).
- External Examination – Paper 3: Three short answer questions on approaches to research (1 hour, 20%).
- Internal Assessment – Experimental study: A report on an experimental study undertaken by the student (20 hours, 20%).

05 Group 4: Sciences

Biology

<https://vimeo.com/824944196>

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

Biology is an experimental science in which the scientific method of investigation forms an integral part of the study of living organisms. Within the course, living things are studied from the molecular level through to the macro interactions which occur in the biosphere. By the end of this course, students should have developed an appreciation of the interactions between these levels and of the organisms functioning as entities in the biosphere.

Standard Level

The material covered in the core includes: Unity and diversity, Form and function, Interaction and interdependence, & Continuity and change. There is an extensive programme of practical investigations.

Higher Level

In addition to the Standard Level core work, Higher Level material includes more content depth and skills complexity for each of the core topics.

ASSESSMENT at a Glance:

Type of assessment	Format of assessment	Time (hours) SL	Time (hours) HL	Weighting of final grade
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External		3	4.5	80
Paper 1	Paper 1A: Multiple-choice questions	1.5	2	36
	Paper 1B: Data-based questions and questions on experimental work			
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Paper 2	Data-based and short-answer questions	1.5	2.5	44
Internal		10		20
	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

Chemistry

<https://vimeo.com/824947997>

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

Chemistry is an experimental science concerned with the study of the materials of our environment, their properties and the ways in which they react with each other. The practical aspect of the programme is an integral part of the course and has a direct bearing on the student's growing understanding of descriptive and theoretical chemistry.

Standard Level

Material covered in the core includes: the particulate nature of matter, bonding and structure,

classification of matter, what drives chemical reactions?, rates and yields of reactions, and mechanisms of chemical change.

Higher Level

In addition to the Standard Level core work, Higher Level material includes more content depth and skills complexity for each of the topics studied as part of the SL course.

ASSESSMENT at a Glance:

Type of assessment	Format of assessment	Time (hours) SL	Time (hours) HL	Weighting of final grade
External		3	4.5	80
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	1.5	2	36
Internal		10		20
Paper 2	Short-answer questions and extended-response questions	1.5	2.5	44
	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

Design Technology

<https://vimeo.com/824953220>

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live. Designers need to have an understanding of the possibilities offered by science to realize the full potential of what they can design in terms of new technologies, products and systems.

Decision-making needs to be supported by adequate and appropriate research and investigation. Designers must think “out of the box” to develop innovative solutions, while thinking “in the box” to conform to requirements set by clients or research.

The course is structured to equip the student to learn and develop through their use of design and technological concepts. Students will research, design and manufacture a product and plan to develop it into an innovation; that is to theoretically get the product to diffuse into the marketplace.

Past experience shows that students will be able to study design technology at Standard Level and Higher Level successfully with no background in, or previous knowledge of, the subject.

Standard Level

The core material provides information about the experience of designing and the role of the designer. At the same time it provides details about materials and processes.

The students will cover the following topics in the core: Human factors and ergonomics, Resource management and sustainable production, Modelling, Final production, Innovation and design, Classic design.

Assessment (SL)

External examination

Paper 1: 30 multiple-choice questions (0.75 hours, 30%)

Paper 2: short-answer questions (1.5 hours, 30%)

Internal Assessment

Design Project: 40%

Higher Level

Higher level is an extension study of the core covered at (Standard Level), it builds upon the six topics studied by looking into an additional four topics of: User-centred design (UCD), Sustainability, Innovation and markets, Commercial production. It allows students to see how a product can be turned into an innovation, successfully diffused into the market place and what is needed for a product to be part of a commercial product family.

Assessment (HL)

External examination

Paper 1: 40 multiple-choice questions (1 hour, 20%)

Paper 2: short-answer questions (1.5 hours, 20%)

Paper 3: structured questions on the HL extension material (1.5 Hours, 20%)

Internal Assessment

Design Project: 40%

Physics

<https://vimeo.com/825021398>

Prerequisites

Nil

Course Structure: SL and HL

Course Description

Physics aims to develop an understanding of the concepts and principles of this experimental science. The core syllabus provides a non-calculus approach to fundamental Physics. The options lead to a deeper understanding and allow for discussion of some of the technique-orientated applications.

Standard Level

The material covered in the core includes: measurement and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear

and particle physics and energy production.

ASSESSMENT (SL)

Internal Assessment

The internal investigation is a report on a single investigation which involves approximately 10 hours and should be in the region of between 6-12 pages in length. (20%)

External Examinations

Paper 1: Section A: 30 multiple choice questions. Section B will consist of one data-based question and several short answer questions on experimental work (1.5 hour, 36%)

Paper 2: Short answer and extended response questions on core material. (1.5 hours, 44%)

Higher Level

Core material includes the same topics as the Standard Level course but with extensions and in more detail. Extension areas include Quantum and Nuclear Physics, Wave Phenomenon, Fields and Electromagnetic Induction, Rotational Dynamics and Special Relativity.

Higher Level students are required to study one option from: Relativity, Engineering Physics, Imaging and Astrophysics. The duration of the option is 25 hours.

ASSESSMENT (HL)

Internal Assessment

The internal investigation is a report on a single investigation which involves approximately 10 hours and should be in the region of between 6-12 pages in length. (20%)

External Examinations

Paper 1: Section A: 40 multiple choice questions on core and AHL, about 15 of which are common with SL. Section B will consist of one data-based question and several short answer questions on experimental work. (2 hour, 36%)

Paper 2: Short answer and extended response questions on core and AHL material. (2.5 hours, 36%)

Sports, Exercise and Health Science

<https://vimeo.com/825036418>

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

Sports, Exercise and Health Science can be studied as a Standard Level or Higher Level Subject.

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context.

Standard Level:

Students study six compulsory topics which are: anatomy; exercise physiology; energy systems; movement analysis; skill in sport and measurement and evaluation of human performance. Students will also study two optional topics from: optimising physiological performance; psychology of sport; physical activity and health; nutrition for sport, exercise and health.

ASSESSMENT (SL)

Internal Assessment

Individual investigations. (20%)

External Examinations

Paper 1: 30 multiple choice questions. (0.75 hours, 20%)

Paper 2: One data-based question and several short answer questions and one extended response. (1.25 hours, 35%)

Paper 3: Several short answer questions in each of the two options studied. (1 hour, 25%)

Higher Level:

In addition to the Standard Level core work, Higher Level students study seven compulsory topics which are: further anatomy; the endocrine system; fatigue; friction and drag; skill acquisition and analysis; genetics and athletic performance and exercise and immunity. Students will also study two optional topics from: optimising physiological performance; psychology of sport; physical activity and health; nutrition for sport, exercise and health.

ASSESSMENT (HL)

Internal Assessment

Individual investigations. (20%)

External Examinations

Paper 1: 40 multiple choice questions. (1 hour, 20%)

Paper 2: One data-based question and several short answer questions and two extended response. (2.25 hours, 35%)

Paper 3: Several short answer and extended-response questions in each of the two options studied. (1.25 hour, 25%)

06 Group 5: Mathematics

Analysis and Approaches

<https://vimeo.com/825008674>

Prerequisites

- Students wishing to study the HL course will need to have completed Year 10 Maths: Higher Level or Mathematical Methods Unit 1&2.
- Students wishing to study the SL course will need to have completed Year 10 Algebra Maths (SL) or Year 10 Maths: Higher Level.

Course Structure: SL and HL

Course Description

This course is offered at Standard Level and Higher Level and is designed for competent mathematics students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. It is best suited to students interested in mathematics, engineering, physical sciences and economics.

Standard Level

The standard level course consists of number and algebra: scientific notation, arithmetic and geometric sequences and series and their applications including financial applications, laws of logarithms and exponentials, solving exponential equations, simple proof, approximations and errors, and the binomial theorem; functions: equations of straight lines, concepts and properties of functions and their graphs, including composite, inverse, the identity, rational, exponential, logarithmic and quadratic functions, solving equations both analytically and graphically, and transformation of graphs; geometry and trigonometry: volume and surface area of 3 dimensional solids, right-angled and non-right-angled trigonometry including bearings and angles of elevation and depression, radian measure, the unit circle and

Pythagorean identity, double angle identities for sine and cosine, composite trigonometric functions, solving trigonometric equations; statistics and probability; collecting data and using sampling techniques, presenting data in graphical form, measures of central tendency and spread, correlation, regression, calculating probabilities, probability diagrams, the normal distribution with standardisation of variables, and the binomial distribution; calculus: informal ideas of limits and convergence, differentiation including analysing graphical behaviour of functions, finding equations of normals and tangents, optimisation, kinematics involving displacement, velocity, acceleration and total distance travelled, the chain and product and quotient rules, definite and indefinite integration.

ASSESSMENT

Internal Assessment

An individual exploration. (20%)

This is a piece of written work that involves investigating an area of mathematics that holds particular interest to the student.

External Examinations

Paper 1: (1.5 hours, calculator free, 40%)

Paper 2: (1.5 hours, calculator active, 40%)

Higher Level

The Higher Level course is more challenging and requires good algebraic skills. It consists of number and algebra: permutations and combinations, partial fractions, complex numbers, proof by induction, contradiction and counter-example, and solutions of systems of linear equations; functions: factor and remainder theorems, sums and products of roots of polynomials, rational functions, odd and even functions, self-inverse functions, solving function inequalities and the modulus function; geometry and trigonometry: reciprocal trigonometric ratios, inverse trigonometric functions, compound angle identities, double angle identity for tangent, symmetry properties of trigonometric graphs, vector theory, applications with lines and planes, and vector algebra; statistics and probability: Bayes theorem, probability distributions, probability density functions, expectation algebra; calculus: introduction to continuity and differentiability, convergence and divergence, differentiation from first principles, limits and L'Hopital's rule, implicit differentiation, derivatives of inverses and reciprocal trigonometric functions, integration by substitution and parts, volumes of revolution, solution of first order differential equations using Euler's method, by separating variables and using the integrating factor, Maclaurin series, in addition

to all of the content in the standard level course and is intended to meet the needs of students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking.

ASSESSMENT

Internal Assessment

An individual exploration. (20%)

This is a piece of written work that involves investigating an area of mathematics that holds particular interest to the student.

External Examinations

Paper 1: (2 hours, calculator free, 30%)

Paper 2: (2 hours, calculator active, 30%)

Paper 3: (1 hour, calculator active, 20%)

Applications and Interpretation

<https://vimeo.com/825013484>

Prerequisites

- Students wishing to study the SL course will need to have completed Year 10 Algebra Maths (SL) or Year 10 Maths: Higher Level.

Course Structure: SL only

Course Description

This course is only offered at Standard Level and is designed for competent mathematics students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and statistics and enjoy the more practical side of mathematics. It is best suited to students interested in social sciences, natural sciences, statistics, business, psychology and design.

Standard Level

The standard level course consists of number and algebra: scientific notation, arithmetic and geometric sequences and series and their applications in finance including loan repayments, simple treatment of logarithms and exponentials, simple proof, approximations and errors;

functions: creating, fitting and using models with linear, exponential, natural logarithm, cubic and simple trigonometric functions; geometry and trigonometry: volume and surface area of 3 dimensional solids, right-angled and non-right-angled trigonometry including bearings, surface area and volume of composite 3 dimensional solids, establishing optimum positions and paths using Voronoi diagrams; statistics and probability; collecting data and using sampling techniques, presenting data in graphical form, measures of central tendency and spread, correlation using Pearson's product-moment and Spearman's rank correlation coefficients, regression, calculating probabilities, probability diagrams, the normal distribution Chi-squared test or independence and goodness of fit; calculus: differentiation including analysing graphical behaviour of functions and optimisation, using simple integration and the trapezium/trapezoidal rule to calculate areas of irregular shapes.

ASSESSMENT

Internal Assessment

An individual exploration. (20%)

This is a piece of written work that involves investigating an area of mathematics that holds particular interest to the student.

External Examinations

Paper 1: (1.5 hours, calculator active, 40%)

Paper 2: (1.5 hours, calculator active, 40%)

07 Group 6: The Arts

Music

<https://vimeo.com/825016910>

Prerequisites: Year 10 Music or Music Technology highly recommended

Course Structure: SL and HL

Course Description

IB Music is a folio-based course (there is no final written examination), which aims to develop emerging musicians across three core folios for Standard Level and an additional fourth folio for Higher Level students. Students will assume three different roles (Researcher, Creator and Performer) across three different contexts (Personal, Local and Global). Integrated Musical Processes include exploring, experimenting, and presenting music.

Prerequisites

- Minimum of Grade 1 Theory or equivalent
- Performance levels are not set - you come in as the performer you are
- Passionate & hard working
- Students MUST be enrolled in private music lessons on their instrument of choice
- Enthusiasm and a good work ethic

Three portfolios for SL and an additional portfolio for HL

Exploring Music in Context

Students will explore music of many different genres and experiment and create using ideas from the music studied. This folio will comprise of a 2400 word written submission and practical exercises in creating and performing.

Presenting Music

Students prepare a practical folio in solo and/or group while studying the compositional and

contextual elements of the pieces chosen. This folio will comprise of programme notes - 600 words, composition and or improvisation, and a performance folio of 12 minutes.

Experimenting with Music

Students will explore and experiment with music from different contexts and cultures. This folio will comprise of a written experimentation report of 1500 words and practical music evidence, comprising of performance and composition.



Contemporary Music folio (HL students only)

High level students will undergo a fourth portfolio entitled ‘The Contemporary Music Maker’. In this portfolio, students need to run and manage a chosen ‘real life’ project that is music

related. A 15 minute multimedia presentation is required to document and present this project for assessment. A project could be a concert at school, a competition, campaign, collaboration with others... the choice is yours.

Areas of Inquiry

Music is studied using four Areas of Inquiry:

1. Music for sociocultural and political expression
2. Music for listening and performances
3. Music for dramatic impact
4. Music technology in the electronic and digital age

Context

Music is studied in three contexts:

1. Personal
2. Local
3. Global

Integrated Musical Processes include:

4. Exploring
5. Experimenting
6. Presenting

ASSESSMENT Standard Level

1. Exploring Music in Context: 30% (external assessment)
2. Presenting Music: 40% (external assessment)
3. Experimenting with Music: 30% (internal assessment)

ASSESSMENT Higher Level

1. Exploring Music in Context: 20% (external assessment)
2. Presenting Music: 30% (external assessment)
3. Experimenting with Music: 20% (internal assessment)
4. The Contemporary Music Maker: 30% (internal assessment)

Theatre Arts

<https://vimeo.com/825052558>

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

Theatre is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

ASSESSMENT:

External Assessment SL HL

Task 1: 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).

Standard Level N/A

Higher Level 35%

Task 2: Collaborative project (SL and HL)

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).

Standard Level 40%

Higher Level 25%

Task 3: Research presentation (SL and HL)

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.

Standard Level 30%

Higher Level 20%

Internal Assessment SL HL

Task 4: Production Proposal (SL and HL)

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.

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.

Standard Level 30%

Higher Level 20%

Visual Arts

<https://vimeo.com/825057713>

Prerequisites

Taking any of the 10 Visual Arts subjects is highly advisable

Course Structure: SL and HL

Course Description

The Visual Arts course at SL and HL aims to enable students to create artwork that is influenced by personal and cultural contexts; to become informed and critical observers and makers of visual culture and media; and to develop skills, techniques and processes in order to communicate concepts and ideas.

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

Students are expected to: examine and compare the work of artists from different times, places and cultures, using a range of critical methodologies; consider in more depth the cultural contexts (historical, geographical, political, social and technological factors) influencing their own work and the work of others; submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two year course; and lastly, present a selection of resolved artworks from their exhibition. The selected pieces are chosen to show evidence of their technical

accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

The Visual Arts core syllabus at SL and HL consists of three equal interrelated areas: Comparative Study; Process portfolio; Exhibition. Students are required to understand the relationship between these areas and how each area informs and impacts their work in visual arts.

Standard Level

Throughout the course students are expected to experience working with a variety of different art-making and conceptual forms. SL students should, as a minimum, experience working with at least two art-making mediums/techniques, each selected from one of the following forms: Two-dimensional forms (drawing, painting, printing, communication design); Three-dimensional forms (sculpture, designed objects, site specific/ephemeral, textiles); and Lens based, electronic and screen-based forms.

SL ASSESSMENT

Internal assessment:

- **Exhibition (40%):** presentation of a selection of resolved artworks (4–7 pieces), with exhibition text for each and a curatorial rationale (400 words maximum)

External assessment:

- **Comparative Study (20%):** comparison of at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 screens (demonstrating the exploration of perspectives, theories and cultures that inform and influence visual arts practice)
- **Process portfolio (40%):** presentation of 9–18 screens from the folio demonstrating the exploration and acquisition of skills, techniques and processes, through engagement with a variety of media and methods. The submitted work should be in at least two different art-making forms.

Higher Level

Throughout the course students are expected to experience working with a variety of different art-making and conceptual forms. HL students should, as a minimum, experience working with at least three art-making mediums/techniques, selected from a minimum of two of the following forms: Two-dimensional forms (drawing, painting, printing, communication

design); Three-dimensional forms (sculpture, designed objects, site specific/ephemeral, textiles); and Lens based, electronic and screen-based forms.

HL ASSESSMENT

Internal assessment:

- **Exhibition (40%):** presentation of a selection of resolved artworks (8–11 pieces), with exhibition text for each, and a curatorial rationale (700 words maximum)

External assessment:

- **Comparative Study (20%):** comparison of at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 screens (demonstrating the exploration of perspectives, theories and cultures that inform and influence visual arts practice) and a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3–5 screens).
- **Process portfolio (40%):** presentation of 13–25 screens from the portfolio demonstrating the exploration and acquisition of skills, techniques and processes, through engagement with a variety of media and methods. The submitted work should be in at least three different art-making forms.

POSSIBLE FUTURE CAREER OPPORTUNITIES:

• Artist • Architect • Art Theorist/Critic • Concept Designer • Curator • Conservator • Fashion Designer • Graphic Designer • Animator • Industrial/Product Designer • Interior Designer • Landscape Architect • Multimedia Designer • Set/Stage Designer • Art Therapist • Art Teacher • Commercial Artist e.g. Photographer, Illustrator or Concept Artist, as well as a range of careers which require problem solving and creative abilities.

YEAR 11 : Finished Works examples

<https://vimeo.com/834286754/>

YEAR 12 : Finished Works examples

<https://vimeo.com/836057047>

08 Core (compulsory) Studies

Extended Essay

Prerequisites

Nil.

Course Description

The Nature of the Extended Essay

In the Diploma Programme, the Extended Essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student’s six chosen subjects for the IB Diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (usually a teacher in the School). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is recommended that completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor. The Extended Essay is assessed against common criteria, interpreted in ways appropriate to each subject. The Extended Essay which is compulsory for all Diploma Programme students is externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IB Diploma.

The Choice of Topic

The topic of the Extended Essay is the particular area of study within the chosen subject. In choosing a subject, an essential consideration is the personal interest of the candidate. Before a final decision is made about the choice of topic the relevant subject guidelines should be carefully considered. Candidates should aim to choose a topic which is both interesting and

challenging to them. The topic chosen should be limited in scope and sufficiently narrow to allow candidates to collect or generate information and/or data for analysis and evaluation. Candidates are not expected to make a contribution to knowledge within a subject. A broad topic is unlikely to result in a successful Extended Essay. A topic which requires no personal research and/or requires an essentially narrative or descriptive approach is not suitable for an Extended Essay. Similarly, although a reliance on secondary sources is sometimes necessary, an Extended Essay which only provides a summary of such sources will not be successful. Writing a precis of a well-documented topic is unlikely to result in a successful Extended Essay.

The IB Learner Profile

The learning involved in researching and writing the Extended Essay is closely aligned with the development of many of the characteristics described in the IB learner profile. Students are, to a large extent, responsible for their own independent learning, through which they acquire and communicate in-depth knowledge and understanding. The research process necessarily involves intellectual risk-taking and extensive reflection; open-mindedness, balance and fairness are key prerequisites for a good Extended Essay.

Relationship To Theory Of Knowledge

Whichever subject is chosen, the Extended Essay shares with the Theory of Knowledge (TOK) course a concern with interpreting and evaluating evidence, and constructing reasoned arguments. Where the two differ is in the emphasis placed on the research process and its formal outcomes.

The Research Question

When an appropriate topic has been chosen, candidates should narrow the focus of the investigation and formulate a specific research question. For many Extended Essays this will be phrased in the form of a question, but alternatives such as launching the investigation with a hypothesis are acceptable. By frequently referring to this research question, candidates should be able to maintain the purpose and orientation of the investigation. Candidates are encouraged to formulate a challenging research question but to ensure that it can be explored within the constraints of essay length, time and resources available to them.

The Supervisor

The candidate will be assigned a supervisor from the appropriate department. The supervisor has four principal responsibilities: to encourage and support the candidate throughout the

research and writing of the Extended Essay; to provide the candidate with advice and guidance in the skills of undertaking research; to ensure that the Extended Essay is the candidate's own work, to complete the Supervisor's report. The amount of time spent by the supervisor with each candidate will vary depending on the circumstances, but will usually be between three and five hours in total.

ASSESSMENT

All Extended Essays are externally assessed by examiners appointed by the IB. This maximum score is made up of the total criterion levels available for each essay. The total score obtained on the scale 0 to 36 is used to determine in which of the following bands the extended essay is placed. This band, in conjunction with the band for Theory of Knowledge, determines the number of Diploma points awarded for these two requirements.

The IB band descriptors are:

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

Award of Diploma points

The Extended Essay contributes to the overall Diploma score through the award of points in conjunction with Theory of Knowledge. A maximum of three points are awarded according to a student's combined performance in both the Extended Essay and Theory of Knowledge. Both the Extended Essay and Theory of Knowledge are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a student's performance in each of the Extended Essay and Theory of Knowledge will fall into one of the five bands described previously. The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the Extended Essay and Theory of Knowledge according to the matrix.

Creativity, Action, Service (CAS)

Prerequisites

Nil

Course Description

CAS is a fundamental part of all Diploma students' programmes. Students are expected to complete a minimum of 9 experiences, 3 in each category each running for at least one month. Evidence and reflections will be recorded for each experience.

Creativity is interpreted as imaginatively as possible to cover a wide range of practices. Learning new activities and skills, to include creativity by the individual student.

Action can include participation in expeditions, individual and team sports and physical training. It can also include carrying out creative and service projects as well as training for service.

Service is community or social service. It can be service to individual people, to communities of people or to the local or wider environment.

The programme is designed to provide a challenge to each student in each of the three areas of creativity, action and service; to provide opportunities for service; to complement the academic disciplines of the curriculum and to provide a balance to the demands of scholarship placed upon the student; to challenge and extend the individual by developing a spirit of discovery, self-reliance and responsibility; to encourage the development of the student's individual skills and interests.

ASSESSMENT

A written, critical self-evaluation of personal performance is required from students for each activity. The self-evaluation or 'reflection' process encourages the development of critical thinking skills and enhances students' awareness of their own strengths and weaknesses.

Students consider in their evaluations the extent to which they have developed personally as a result of the CAS experience; the understanding, skills and values acquired through the experience; and how others may have benefited from the activity.

Self-evaluations are reflective rather than descriptive, narrative reports.

The School is required to record and evaluate all CAS work. These records focus on attendance, punctuality and time spent on the activity; evidence of initiative, planning and organisation; the amount of effort and commitment displayed; and a student's personal achievement and development, taking into account skills and attitudes at the start of the

activity.

Students are required to demonstrate a number of Learning Outcomes. As part of this CAS programme students should have:

- Increased their awareness of their own strengths and areas for growth
- Undertaken new challenges
- Planned and initiated activities
- Worked collaboratively with others
- Showed perseverance and commitment in their activities
- Engaged with issues of global importance
- Considered the ethical implications of their actions
- Developed new skills

Theory of Knowledge (TOK)

Prerequisites

Nil.

Course Description

It is commonplace to say that the world has experienced a digital revolution and that we are now part of a global information economy. The extent and impact of the changes signalled by such grand phrases vary greatly in different parts of the world, but their implications for knowledge are profound. Reflection on such huge cultural shifts is one part of what the TOK course is about. Its context is a world immeasurably different from that inhabited by “renaissance man”. Knowledge may indeed be said to have exploded: it has not only expanded massively but also become increasingly specialised, or fragmented. At the same time, discoveries in the 20th century (quantum mechanics, chaos theory) have demonstrated that there are things that it is impossible for us to know or predict. The TOK course encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content involves questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

The purpose of the TOK programme is to help students critically reflect on their knowledge and experience. This reflection requires a consideration of the various ways we interpret the

world in culturally diverse settings. TOK is not philosophy instead it requires students to become aware of personal and ideological biases to their knowledge and to consider what responsibilities knowledge may place on the knower. The course aims to develop a concern for rigour in formulating knowledge claims, intellectual honesty and links to all subject groups in the IB Programme.

The programme considers real-life knowledge issues as they often arise in part from questions about what we know; however, it is not a series of debates about such issues. By engaging in an inter-cultural analysis of the concepts, arguments and value judgements that we use, the programme leads students to an understanding of the bases of knowledge and experience, to a recognition of subjective and ideological influences and to the development of ways of thinking based on the critical examination of evidence and rational arguments.

The course moves backwards and forwards through these three perspectives and touches on topics such as:

- Ways of Knowing: sense perception, language, emotion, intuition, reasoning, memory, faith and imagination
- Map like and story-like knowledge
- Local and global knowledge
- Constrained creativity
- Paradigm shifts
- Areas of Knowledge: Mathematics, Human Sciences, History, the Arts, Ethics, Natural Sciences, Indigenous Knowledge Systems, Religious Knowledge Systems.

ASSESSMENT

External assessment Part 1:

Essay on a prescribed title (maximum of 1600 words) (67%)

Each student must submit for external assessment an essay on any one of the 6 titles prescribed by the IB for each examination session.

Internal assessment Part 2:

The presentation (33%)

Students select a prompt and connect three objects of their choice to their selected prompt. Writing in TOK language they exhibit their three commentaries of 900 words to the staff and students.

TOK and the Extended Essay

The performance of a student in both Diploma Programme requirements, Theory of

Knowledge and the Extended Essay is determined according to the quality of the work, based on the application of the IB Diploma Programme assessment criteria and A – E grades are given.

The IB band descriptors are:

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

Using the two performance levels and the Diploma points matrix, a maximum of three Diploma points can be awarded for a student's combined performance as shown in the Matrix. A student who, for example, writes a satisfactory Extended Essay and whose performance in Theory of Knowledge is judged to be good will be awarded 1 point, while a student who writes a mediocre Extended Essay and whose performance in Theory of Knowledge is judged to be excellent will be awarded 2 points. A student who fails to submit a TOK essay, or who fails to make a presentation, will be awarded N for TOK, will score no points, and will not be awarded a Diploma. Performance in either Theory of Knowledge and the Extended Essay of an elementary standard is a failing condition for the award of the Diploma.