

**International School of Toulouse**



**International Baccalaureate  
Diploma Programme  
Handbook**

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## **WELCOME FROM THE IBDP COORDINATOR**

It is my pleasure to introduce the International Baccalaureate (IB) programmes offered here at the International School of Toulouse (IST). The IB Diploma is a widely recognized and respected pre-university programme that offers students the benefits of a broad and rigorous curriculum while at the same time the advantages of allowing some specialization by following chosen courses at higher level (HL). The purpose of this handbook is to offer potential students and parents key information to help them choose between the programmes on offer. Our IB Diploma and IB Course graduates regularly confirm that the IB programmes are demanding and challenging but they also add that they are stimulating and rewarding too. Many of our graduates return to visit us after they leave and are keen to explain how their experience of the IB at the IST gave them the skills, knowledge and tools to succeed at university and beyond. For an International Baccalaureate Organisation (IBO) brochure on the IB Diploma please look on our [website](#). Finally, do drop me an email ([hunt\\_g@intst.net](mailto:hunt_g@intst.net)) or pop into school if you have any questions regarding the IBDP or if you would like to meet to discuss a possible application.

Gareth Hunt  
IBDP Coordinator

## **THE INTERNATIONAL SCHOOL OF TOULOUSE MISSION STATEMENT**

As an international school we aim to create a friendly, safe and supportive environment for our students whether benefiting from an IST education for one year or fifteen.

We recognise the importance of maintaining a quality staff at IST and are committed to providing ongoing opportunities for development and creativity allowing us all to make best use of our modern facilities and outstanding resources.

As a team we provide an inspiring, balanced and innovative curriculum ensuring that each student achieves to the maximum of their ability.

As a community we celebrate and value our cultural diversity and we actively promote international mindedness

Together we will enable our students to flourish as open-minded, confident and independent young people with a lifelong desire to learn and the will to have a positive impact on the world around them.

## THE INTERNATIONAL BACCALAUREATE ORGANISATION MISSION STATEMENT

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



([www.ibo.org](http://www.ibo.org))

IST has been an IB World School since January 2000 when it was authorized to offer the International Baccalaureate Diploma Programme.

## THE INTERNATIONAL SCHOOL OF TOULOUSE LEARNER PROFILE (BASED ON THE IB LEARNER PROFILE © INTERNATIONAL BACCALAUREATE ORGANIZATION 2013)

The International School of Toulouse, as a committed IB World School, strives to foster the IBO Learner Profile attributes in everything we do. Recently we have embraced the opportunity to incorporate the IBO's Learner Profile within a wider IST one. After consultation with students, teachers, parents and members of the Board, we can now list an IST Learner Profile that is almost complete. The Learner Profile serves as a model for all members of our community here at the IST.

1. **INQUIRERS:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
2. **KNOWLEDGEABLE:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
3. **THINKERS:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
4. **COMMUNICATORS:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
5. **PRINCIPLED:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

6. **OPEN-MINDED:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
7. **CARING:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
8. **RISK-TAKERS:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
9. **BALANCED:** We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
10. **REFLECTIVE:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
11. **CREATIVE:** We are open to the opinions and ideas of others and are not afraid to put forward our own. We make inventive connections between diverse sources with a keen desire to understand, use and build on the ideas we encounter. When faced with unexpected or challenging problems we use our imagination, intuition and reason to question further and think deeper, pushing ourselves to reach new conclusions or solutions.
12. **RESILIENT:** We value perseverance and self-motivation. We are mindful and recognise the need for self-knowledge and self-awareness to help us face emotional, intellectual and physical challenges. We know that to succeed we may first have to overcome difficulty or even failure. This awareness is a positive source of motivation for us and we are eager to learn from our mistakes thereby improving our understanding, and furthering our skills and our knowledge.

## THE IB DIPLOMA PROGRAMME AT IST

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme, has gained recognition and respect from the world's leading universities and employers.

The Diploma Programme is offered by over 2,000 schools in nearly 140 countries and there are more than 680,000 IB students worldwide. More than 1 million students will have participated in the DP since its inception in 1968.

### The Diploma Programme Core

- **The extended essay** asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. They work one to one with a supervisor and write an essay of 4,000 words. This project offers the opportunity to practice the kind of independent research and writing skills expected at university. Further information on [Moodle](#).
- **Theory of knowledge** develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction. They are assessed through a combination of essay and formal classroom presentations. Further information on [Moodle](#).
- **Creativity, activity, service (CAS)** involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery. Further information on [Moodle](#).
- **The Group 4 Project** is a short investigation into a scientific problem. Not officially part of the IB Core, the Group 4 Project is obligatory for all students and it requires students to collaborate in groups made up of fellow students from the different science subjects. It stresses reflection, action and evaluation.

## THE CURRICULUM

In addition to the Core areas, IB Diploma Programme students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 1 to 4.

At least three and not more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours).

It is also an expectation that any student who has not achieved at least a grade C in (I)GCSE English Language and Mathematics will retake in Grade 11. The costs for any retakes will be need to be met by families rather than the school. It should be noted, for example, that students intending to apply to UK universities must have pass grades in English Language and Mathematics at (I)GCSE level alongside their IB qualifications.

## OBTAINING A BILINGUAL DIPLOMA

Students who complete the full Diploma and also fulfil one of the following criteria are awarded a bilingual diploma:

1. Completion of two languages from Group 1.
2. Completion of one of the Group 3 or Group 4 subjects in a language that is not the same as their chosen Group 1 subject.



**\*\*Please note that the subjects offered by IST can vary from year to year in response to the interests and demands of students and timetabling constraints. Below is an example of subjects that are *usually* offered\*\***

1. Studies in Language and Literature. Mother tongue literature and/or joint language and literature courses in English, French, German and Spanish.
2. Language Acquisition. Second language courses in English, French, German and Spanish.
3. Individuals and Societies. Business Management, Geography and History.
4. Sciences. Computer Science, Biology, Chemistry, Design Technology and Physics. Please note that for timetabling reasons one or two sciences are often offered as electives.
5. Mathematics.
6. Arts and Electives. Music, Theatre and Visual Arts or a second subject from the groups above (subject to availability).



## **THE IB COURSE PROGRAMME**

The school offers an alternative to the full IB Diploma for students who either do not meet the formal entry requirements for the Diploma Programme or for students who feel more confident studying less subjects. Students on IB Course must study a minimum of 5 subjects from across the IB curriculum (outlined above) although it is not a requirement that any of these be at higher level. All IB Course students are also required to complete CAS and TOK classes alongside their IB Diploma peers.

Graduates of the IB Course Programme have secured places on university courses in the UK and USA but it is important to note that this qualification is less recognised in certain countries than the IB Diploma. It is important that families carefully research possible career implications before applying for a place on the IB Course. The school Careers Coordinator is always happy to help support this research.

## **ASSESSMENT**

### **Externally Assessed Work**

Students take written examinations at the end of the programme, which are marked by external IBO examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, activity, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities value the rigour and consistency of Diploma Programme assessment practice.

### **Internally Assessed Work**

Students are regularly assessed in a variety of ways. Grade 11 begins with an induction period which leads to an initial assessment after one month. It is common for subjects to set end of unit tests or other assessments to check progress. Directly following the Spring break Grade 11 have a week of examinations designed to test their knowledge and skills in all subjects. Also in the first week of school in the January of Grade 12 all students sit their mock IBDP examinations.

Whilst these assessments do not contribute towards the final IBO awarded points they are used to inform university references and generate, particularly for those applying to UK universities, important predicted grades.

## UNIVERSITY RECOGNITION

IB Diploma graduates gain entry to selective universities around the world, including, for example, US Ivy League colleges and UK Russell Group universities. Formal agreements exist between the IBO and many ministries of education and private institutions. In the UK, for example, UCAS have formally recognised the IBDP in its UCAS tariff points system. Recently several top UK universities have lowered their entry requirements for IBDP students in recognition of the demanding nature of the IB Diploma programme. Similarly, many North American colleges see the IB Diploma on a par with the prestigious Advanced Placement (AP) curriculum and regularly offer college course credits to students with strong IBDP results. Universities and colleges are confident that IBDP results are consistent from year to year and that they are not subject to grade inflation as is often the case in national educational systems. It is noticeable, for example, that while the world average IB Diploma score is around 30 less than 1% of students globally achieve the maximum 45 points. See [Moodle](#) for further information regarding the IB Core.

## APPLYING TO UNIVERSITIES AND HELP WITH CAREERS

The Careers Coordinator, Ms Whitby, meets IBDP students as part of their IB Core programme at key moments over the two years. She delivers formal lessons, for example, on a full range of topics including, for example, showing students how to make use of their Futurewise accounts and how complete university applications. Be assured that her involvement in the IB Core programme ensures students are led step by step through the university application process along with, for example, Oxbridge/Law/Medicine entrance tests, American PSAT tests, SATs, etc. She is available each week for a drop in session and students/families can also book an appointment with her for one to one guidance and counselling. For further information please see the Careers area on [Moodle](#).

## PREDICTED GRADES

IST, like all schools, is asked to provide predicted grades for various organisations such as universities and examination boards. Each year the school systematically generates predicted grades for all IBDP students as and when appropriate. University predicted grades are intended to help students tailor their university, college or apprenticeship applications appropriately. Please note that these grades are never intended to either motivate or punish a student for their work ethic. Instead they are teachers' assessments, based on the evidence provided, of how they believe students will perform at the end of their IBDP programme.

All UK university applications are sent via UCAS and must be accompanied with predicted grades for each and every subject, including TOK and the extended essay. As UK university applications need to be sent in the first term of Grade 12 the process begins in Grade 11. IBDP students should be aware that their performance is being measured from the very beginning of Grade 11 and that they should work hard to achieve their best results throughout the entire two years. Please note that, as all subjects are different in terms of content, skills and methods of assessment, teachers will base their judgements on work they judge to be most appropriate for their subject. Students should appreciate, therefore, that their work across a range of assessment activities is important in arriving at their predicted grades (e.g. in unit tests, class projects, holiday assignments, end of topic essays, etc.) If a student or parent has any questions regarding the *process* of how subjects generate predicted grades they should ask the subject teacher. It is not acceptable, however, for students or parents to negotiate or apply pressure on teachers to change predicted grades. As is the standard practice across many schools, *subject teachers make final decisions concerning all predicted grades*.

The process for generating the university predicted grades is:

1. Immediately following the Grade 11 examinations in April teachers share with students their current predicted grades for all subjects except TOK and the extended essay. These grades will be shared with parents via ManageBac. These initial predicted grades take into account the results of the Grade 11 examinations along with, as explained above, any other appropriate evidence.
2. Students and parents have the opportunity to reflect together on these current predicted grades during the annual self-review.
3. Students have over five months to liaise directly with their subject teachers to generate further evidence to raise, or sustain, their current predicted grades. Students should take this opportunity to seek guidance and advice from teachers on how to further improve their performance.
4. At the end of the first week in October the final predicted grades are issued by teachers in all subjects, including TOK and the extended essay. These final predicted grades are also shared with parents via ManageBac.
5. Final predicted grades are then sent to universities that require such predictions to support students' university applications.

## ADMISSION TO THE IB PROGRAMMES AT IST

For full details please refer to the school's full admissions policy on our [website](#).

### Requirements for students enrolled in Grade 10 at IST

To enter the IBDP Programmes in Grade 11 students are required to have obtained a minimum of 5 (I)GCSEs at grade C or above and normally at least B grades in the subjects they intend to study at higher level. Students must also have an excellent attendance record, of at least 90%, from September to March of Grade 10.

IBDP Programme	Minimum Entry Requirement
IB Course (see details below)	5 IGCSEs at grade C or above / 5 GCSE at Grade 4 or above
IB Diploma	5 IGCSEs at grade C or above / 5 GCSE at Grade 4 or above, grade B / 6 or above in Higher Level subjects

### Requirements for students applying from other schools

Applications from students coming from other educational systems will be considered on an individual basis. Those applying from schools offering (I)GCSEs are required to fulfil the same criteria as listed above for current IST students. Applicants may be required to sit subject tests, particularly for potential higher level subjects, and attend interviews if deemed appropriate. All students will be expected to have achieved a standard that will enable them to be successful on the Diploma Programme.

### Applying for IB Course

Students who do not meet the requirements for the full Diploma are welcome to apply to enter Grade 11 to study for the IB Course. Unlike the IB Diploma, this option is not recognised by several countries (including France, Spain and Germany) for entry to higher education. However, some Anglophone universities will accept IB Course to enter onto certain courses, including many foundation degrees. Students and parents who wish to follow this option are asked to demonstrate that they have carefully researched options and, if appropriate, possible university courses. They should liaise with the school's Careers Coordinator and IBDP Coordinator to check that the choice of subjects and levels will complement their future plans. At the IST, students must study a minimum of 5 subjects for IB Course although it is not a requirement that any of these be at higher level. All IB Course students are required to complete TOK classes and CAS alongside the IB Diploma students and these are formally recognised on their final IBO certification.

### IB Scholarships

We offer a scholarship programme for the International Baccalaureate Diploma Programme, covering the last two years of Secondary schooling at IST. The International School of Toulouse scholarship programme provides an outstanding educational opportunity for students of exceptional talent, whose families do not have the financial means necessary to pay the fees, to attend IST.

There are a maximum of two scholarship places available each year for students who will enrich our school community and the overall quality of both our student population and our IB Diploma Programme as much as our School will enrich and inspire them. All our previous scholarship students have achieved very good results in their IB Diplomas, including scoring maximum marks. All scholarship students are expected to maintain this tradition.

Please refer to the school's [website](#) for full details and a step by step guide of how to apply for these scholarships.

## **MOVING FROM GRADE 11 TO GRADE 12**

All Grade 11 students have termly progress reports and these moments are to check that students are coping well with the demands of their studies. Student achievements and grades are also continually reported on ManageBac.

Diploma students must demonstrate sound progress and maintain a standard of work comparable to a pass on the Diploma. The May Predicted Grades, generated after internal examinations, must show at least a grade 3 in higher level subjects and a minimum of 24 points overall. At the end of Grade 11, Diploma students who have not achieved the required results can redo Grade 11, transfer to IB Course or leave the school.

IB Course students are expected to achieve an average of at least 4 points across their 5 subjects. At the end of Grade 11, Course students who have not achieved the required results can either redo Grade 11 or leave the school.

Attendance for all students should be a minimum of at least 90%. If this is not met, students may be asked to either repeat the year or leave the school. For the full policy on attendance see Policies & Procedures under 'School Life' on [Moodle](#).

Students may only repeat Grade 11 once.

It is expected that the behaviour of all IBDP students will be exemplary and students will act as role models for younger years. If this expectation is not met, a student can be asked to leave the school at any point during the programme.

## **CONTINUING THROUGH GRADE 12**

All IBDP students continue to have regular feedback in the form of half-termly reports in Grade 12. Mock examinations are sat directly after the Christmas holidays and these results offer useful indicators to how students achieve in the final examinations.

Students applying to UK universities will work on their UCAS applications during the first half-term of Grade 12 and, in line with other good schools, these will normally be sent just after the Toussaint holidays. The deadline for Oxbridge and some very competitive courses, however, is the 15<sup>th</sup> October each year. As explained above, final predicted grades will be shared with all students by the end of the first week in October.

Students are expected to regularly refer to the IBDP Calendar online and plan their time effectively to ensure they retain a sensible work-home balance during these demanding months. All internal assessments are to be submitted by the deadlines published.

Drafts of the extended essays must be submitted by Diploma students at the very beginning of September of Grade 12. Final drafts must be submitted to supervisors no later than Monday of the week prior to the half-term of Toussaint holidays (October). Students that do not meet this strict deadline will not be entered for IB Diploma but will instead be transferred to IB Course.

TOK assessments and CAS will normally be completed by February of Grade 12.

Final IBDP examinations run throughout May and sometimes fall during school holidays and public bank holidays.

## GROUP ONE: ENGLISH A: LITERATURE (SL & HL)

### What is English Literature at IB?

The aims are to enable students to:

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

Pre-requisites: For Standard Level, students are expected to have C grades in English/English Literature (I)GCSE or an equivalent level of study. To take Higher Level English Literature grade B is required.

### Course content

The syllabus comprises three areas of exploration: *readers, writers and texts, time and space and intertextuality – connecting texts*. Works are chosen from a variety of literary forms and reflect a range of historical and cultural perspectives. Students are provided with opportunities to extend their studies and make fruitful comparisons. Standard level students will study at least nine texts/works, higher level at least thirteen. A number of texts are studied in translation.

Teaching and learning is structured around seven concepts that occupy a central position in the study of literature. They interact with the areas of exploration in numerous ways and contribute a sense of continuity in transition from one area to the next. They are: identity, culture, creativity, communication, perspective, transformation and representation.

#### *External Assessment (70 %):*

##### *For both Higher and Standard level*

Paper 1: Guided literary analysis (35%)

Paper 2: Comparative essay (Higher level: 25%, Standard level: 35%)

##### *For Higher level only:*

An essay on one literary text or work studied during the course (1200 – 1500 words, 20%).

#### *Internal Assessment Standard level (30%):*

Individual oral

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.

#### *Internal Assessment Higher level (20%):*

### Individual oral

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 by the teacher to the following prompt: *'Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.'*

### Future Studies and Careers

This course is an excellent preparation for any Higher Education course as it develops oral and written communication skills. The course is particularly relevant for students considering careers in journalism, the media, advertising, teaching, business, law and the civil service. If you are considering a specific institution and a specific course you should consult their admissions policies and requirements as these vary.

## **GROUP ONE: FRENCH A LANGUAGE & LITERATURE (SL & HL)**

### What is French A language & literature at IB?

This is a course that involves active engagement with language and culture and promotes enjoyment of, and a lifelong interest in, language and literature. The course aims to develop skills of textual analysis and understanding of the ways in which the language of texts, both literary and non-literary, relate to context, purpose and audience. Students are encouraged to think critically and appreciate the different cultural perspectives. The course will develop students' powers of expression, both in oral and written communication. (IBO: Language A: Language and Literature Guide, 2019)

Pre-requisites: This course is designed for students with a native or near-native competence in the French language. The most common pre-requisite is the IGCSE First language diploma or an equivalent level. As a school, we ask for a minimum of grade B at IGCSE First language to study French A language & literature at HL. The most important consideration is that the French A course should be a challenging educational experience for the student. All final decisions on the appropriateness of the course for which students are entered are taken by the teachers in liaison with the IB coordinator using their experience and professional judgment.

### **Course content**

French A language & literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into three parts, each with a particular focus.

#### **Part 1: Readers, writers and texts**

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study.

#### **Part 2: Time and space**

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large.

### **Part 3: Intertextuality: connecting texts**

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course.

### **Assessment**

#### **External assessment**

- **Paper 1: Guided textual analysis (35%)**
  - SL. The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)
  - HL. The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)
  
- **Paper 2: Comparative essay (HL: 25%, SL: 35%)**
  - The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)
  
- **Essay (HL only) (20%)**
  - Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. The essay must be 1,200-1,500 words in length. (20 marks)

#### **Internal Assessment (HL: 30%, SL: 20%)**

*This component consists of an individual oral, which is internally assessed by the teacher and externally moderated by the IB at the end of the course.*

#### **Individual oral (15 minutes)**

- Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt. Examine the ways in which the global issue of your choice is presented through the content and form of two of the works/texts that you have studied. (40 marks)

### **Future Studies and Careers**

Students taking French A will automatically obtain a bilingual diploma. IB students who pass the French A exam are entitled to enter a French university without being tested on their French linguistic skills. They must apply with the French university of their choice by January 15 in Grade 12.



## GROUP ONE: GERMAN A LANGUAGE & LITERATURE (SL & HL)

### What is German A language & literature at IB?

This is a course that involves active engagement with language and culture and promotes enjoyment of, and a lifelong interest in, language and literature. The course aims to develop skills of textual analysis and understanding of the ways in which the language of texts, both literary and non-literary, relate to context, purpose and audience. Students are encouraged to think critically and appreciate the different cultural perspectives. The course will develop students' powers of expression, both in oral and written communication. (IBO: Language A: Language and Literature Guide, 2019)

Pre-requisites: This course is designed for students with a native or near-native competence in the German language. The most common pre-requisite is the IGCSE First language diploma or an equivalent level. As a school, we ask for a minimum of grade B at IGCSE First language to study German A language & literature at HL. The most important consideration is that the German A course should be a challenging educational experience for the student. All final decisions on the appropriateness of the course for which students are entered are taken by the teachers in liaison with the IB coordinator using their experience and professional judgment.

### Course content

German A language & literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into three parts, each with a particular focus.

#### **Part 1: Readers, writers and texts**

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study.

#### **Part 2: Time and space**

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large.

#### **Part 3: Intertextuality: connecting texts**

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course.

### Assessment

#### **External assessment**

- **Paper 1: Guided textual analysis (35%)**
  - SL. The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)

- HL. The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)
- **Paper 2: Comparative essay (HL: 25%, SL: 35%)**
  - The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)
- **Essay (HL only) (20%)**
  - Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. The essay must be 1,200-1,500 words in length. (20 marks)

**Internal Assessment** (HL: 30%, SL: 20%)

*This component consists of an individual oral, which is internally assessed by the teacher and externally moderated by the IB at the end of the course.*

#### **Individual oral (15 minutes)**

- Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt. Examine the ways in which the global issue of your choice is presented through the content and form of two of the works/texts that you have studied. (40 marks)

#### **Future Studies and Careers**

IB students who pass the German Language A exam are entitled to enter a German university without being tested on their German linguistic skills.

#### **GROUP ONE: SPANISH A: LITERATURE (SL & HL) examined May 2021 onwards**

##### **What is Spanish A: Literature at IB?**

The Spanish A: Literature is the course through which the IB's policy of mother-tongue entitlement is delivered. It introduces students to the analysis of literary texts and it is built on the notion of conceptual learning in which students engage with central concepts of the discipline to become flexible, critical readers of all types of texts. In the Spanish A: literature course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. (IBO: Language A: Literature Guide, 2019)

**Pre-requisites:** It is strongly recommended that students have had experience of writing critical essays about texts. Therefore, a course like IGCSE Spanish Literature would be recommended. As a school, we ask for a minimum of grade B at IGCSE Literature to study Spanish A at HL.

##### **Course content**

Spanish A: Literature is a flexible course that allows teachers to choose works from the IBO's prescribed lists of authors (PLA) and to construct a course that suits the particular needs and interests of their students. It is divided into three parts, each with a particular focus.

- Readers, writers and texts looks at the ways in which literary texts are produced, read, interpreted, responded to and performed, and explores the role of literature. In it, students will be developing the skills and approaches required to engage with how meaning is created in texts.

- Time and space considers how a literary text interacts with the context in which it is produced and received. In it, students will be developing skills and approaches required to explore how texts are affected by a wide variety of factors such as the life of the author, the times the author lived in, and the way the context of reception and the work impact each other.
- Intertextuality focuses on the connections between and among diverse literary texts, traditions, creators and ideas. In it, students will develop skills and approaches required to compare and contrast texts in order to gain a deeper understanding of the unique characteristics of texts and the interesting connections between them.

### Assessment

Students are assessed through a combination of formal examinations, oral activities and written coursework (only for HL).

- Paper 1: Guided literary analysis (35%). The paper consists of two passages, from two different literary forms, each accompanied by a question. In SL, students will be asked to choose one of the passages and write an analysis of it focusing on the technical or formal aspect the question proposes or another similar aspect of the student's choice. In HL, they will be asked to write a separate analysis of each of the passages.
- Paper 2: Comparative Essay (35 in SL and 25% in HL). The paper consists of four general questions. In response to one of those questions, students will be asked to write a comparative essay based on two works studied in the course.
- HL Essay (20%). This component consists of a 1200–1500 essay written during the course. Students will be asked to develop a line of inquiry of their own choice in relation to one of the works studied. This line of inquiry could be related to the central concepts of the course.
- Individual oral (15% in SL and 20% in HL). This component consists of a prepared individual oral. Students will be asked to discuss two of the works studied in relation to a global issue present in both of them. The delivery of the oral must not take more than 10 minutes, and it will be followed by 5 minutes of questions by the teacher.

### Future Studies and Careers

Students taking Spanish A: Literature at IST will automatically obtain a bilingual diploma. The IB Diploma is recognized as equivalent to the "Título de bachillerato español". Students do not have to sit the university entrance exam (Selectividad), although they may want to pass a specific component to gain extra credit.

## GROUP TWO: ENGLISH B (SL & HL)

### What is English B at IB?

Language B is a language acquisition course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills are developed through the study and use of a range of written and spoken material. The aim of this course is to enable students to communicate effectively in English, in a wide range of authentic situations and to a range of audiences, in both spoken and written form. They will also be able to understand a wide range of written texts and spoken material and respond accordingly. The cultural context of Anglophone countries will provide exposure to the ideas and attitudes of these nations by means of texts and recorded material, creating an appreciation of cultural and international diversity. The topics chosen will be related to the students' interests and concerns in a changing world.

Pre-requisites: For both HL and SL students need to have a good working knowledge of English.

### Course content

The course is flexible and can be orientated around the interests of the students. It comprises five themes : Identities, Experiences, Human Ingenuity, Social Organisation and Sharing the Planet. Within each theme students will explore various topics, for example:

- Identities – Lifestyles, Health and Well-being, Beliefs and Values, Subcultures, Language and Identity
- Experiences – Leisure, Holidays and Travel, Rites of Passage, Customs and Traditions, Migration
- Human Ingenuity – Entertainment, Artistic Expressions, Communication and Media, Scientific Innovation
- Social Organisation- Community, Education, Social Engagement, Law and Order, The Working World
- Sharing the Planet – Human Rights, Globalisation, Urban and Rural Environment, Peace and Conflict
- Additionally, at HL students must read at least two works of literature. Recent texts chosen have included, The Kite Runner (Hosseini), Rabbit Proof Fence (Pilkington), Flowers for Algernon (Keyes), To Kill a Mockingbird (Lee) & The Great Gatsby (Fitzgerald).

### Assessment

Both SL and HL are assessed by a combination of externally graded work and internally marked work that is moderated by the IBO.

#### **External Assessment (75%)**

1. Paper 1 ( 1hr 15 mins/ 1 hr 30 mins) 25% One written task from a choice of three. (250-400/450-600 words) Each task is based on a course theme.
2. Paper 2 ( 1 hr 45mins/2 hours .) 50%  
There are two sections : Listening (45 mins/ 1hr) 3 audio passages. Reading (1 hr) 3 reading texts based on the themes.

### Internal Assessment (25%)

1. Individual oral (15/20mins) At SL based on the course themes. The student chooses one of two visual stimulus.  
At HL based on an extract taken from one of the literary works studied in class.

For students who are considering a career in an international context, in Business or IT for example, English at this level will be very useful.

### GROUP TWO: FRENCH B (SL & HL)

#### What is French B at IB?

French B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the French language, students also explore the cultures of France and the French speaking world.

Higher and standard levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the required study of literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria. Teachers will ensure that students are following the course that is best suited to their present and future needs and that will provide them with an appropriate academic challenge.

The range of purposes and situations for using language in the French B courses extend well beyond those for French ab initio.

#### Pre-requisites:

The French B course is designed for students with some previous learning of the language. The most common pre-requisite is the IGCSE Foreign language diploma or the DELF (minimum A2 level) or an equivalent level. As a school, we ask for a minimum of grade B at IGCSE Foreign language to study French B at HL. The most important consideration is that the French B course should be a challenging educational experience for the student. All final decisions on the appropriateness of the course for which students are entered are taken by the teachers in liaison with the IB coordinator using their experience and professional judgment.

#### Course content

At both HL and SL, the course is organized into 5 themes. Identities, experiences, human ingenuity, social organization and sharing the planet. Finally, two works of literature are studied at HL only.

#### Assessment

Students are assessed through a combination of formal examinations (75%), and oral activity (25%).

- Paper 1 (1h30 for HL/1h15 for SL – 30 marks, 25%): Productive skills (essay writing)
  - For HL level: one writing exercise of 450-600 words from a choice of 3 based on 5 themes
  - For SL level : one writing exercise of 250-400 words from a choice of 3 based on 5 themes
- Paper 2 (2h for HL/1h45 for SL – 65 marks, 50%): Receptive skills.
  - Listening comprehension (3 audio passages drawn from all the 5 themes)
    - For HL level (1h, 25 marks)
    - For SL level (45mn, 25 marks)
  - Reading comprehension (3 written texts drawn from all the 5 themes)
    - For HL level (1h, 40 marks)
    - For SL level (1h, 40 marks)

- Individual oral (30 marks, 25%). Productive and interactive skills.
  - For HL level, a conversation on a literary extract based on one of the 2 books studied in class followed by discussion on it and a conversation on of the 5 themes or more (a 20-minute preparation followed by a 12-15 minute oral)
  - For SL level, a visual stimulus description based on one of the 5 themes followed by discussion on it and a general conversation on another theme (a 15-minute preparation followed by a 12-15 minute oral)

### Future Studies and Careers

IB students who pass the HL French B exam (and/or DELF B2) are entitled to enter a French university without being tested on their French linguistic skills. They must apply with the French university of their choice by January 15 in Grade 12. Knowing the language and culture of our host country is a definite advantage in a globalized and competitive labour market.

### **GROUP TWO: FRENCH AB INITIO (SL ONLY)**

#### What is French Ab initio at IB?

The French ab initio course is a language acquisition course for students with little or no experience of the language.

The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practise and explore the language and to develop intercultural understanding.

Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

Pre-requisites: The French Ab initio course is typically offered to students who have never studied French, did study some limited French a few years ago or for whom the school considers it to be a challenge.

#### Course content

Three areas of study—language, texts and themes—provide the basis of the two-year French Ab initio course. These three fundamental areas are interconnected and should be studied concurrently. Interactive, productive and receptive skills are developed through study in these three areas and are of equal importance. The five themes studied in Ab initio are: identities, experiences, human ingenuity, social organization, sharing the planet.

The French Ab initio course is represented in a diagram with intercultural understanding at its heart to demonstrate both its importance and its interrelatedness within the areas of language, texts and themes. Intercultural understanding is defined as an ability to demonstrate an understanding of cultural diversity and/or similarity between the target culture(s) and the student's own. The student develops a greater awareness of his or her own culture(s) through learning about another. Intercultural understanding provides both the link between the three areas of the course and the lens through which they should be addressed.

#### Assessment

Students are assessed through a combination of formal examinations (75%), and oral activity (25%).

- Paper 1 (1h – 30 marks, 25%): Productive skills (essay writing)
  - Two writing exercises of 70-150 words. Each has to be written from a choice of 3 topics based on prescribed types of text

- Paper 2 (1h45 – 65 marks, 50%): Receptive skills.
  - Listening comprehension (3 audio passages drawn from all the 5 themes)
    - 45mn, 25 marks
  - Reading comprehension (3 written texts drawn from all the 5 themes)
    - 1h, 40 marks
- Individual oral (30 marks, 25%). Productive and interactive skills.
  - A visual stimulus description based on one of the 5 themes followed by discussion on it and a general conversation on another theme (a 15-minute preparation followed by a 7-10 minute oral)

### Future Studies and Careers

Because of the standard of a French Ab initio course, an IB student who would like to enroll a French university would have to be tested on his/her French linguistic skills and/or pass a test of a B2 standard. Knowing the language and culture of our host country is a definite advantage in a globalized and competitive labour market.

## **GROUP TWO: GERMAN B (SL & HL)**

### What is German B at IB?

German B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the German language, students also explore the cultures of the German speaking countries.

Higher and standard levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the required study of literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria. Teachers will ensure that students are following the course that is best suited to their present and future needs and that will provide them with an appropriate academic challenge.

### Pre-requisites:

The German B course is designed for students with some previous learning of the language. The most common pre-requisite is the IGCSE Foreign language diploma or an equivalent diploma. As a school, we ask for a minimum of grade B at IGCSE Foreign language to study German B at HL. The most important consideration is that the German B course should be a challenging educational experience for the student. All final decisions on the appropriateness of the course for which students are entered are taken by the teachers in liaison with the IB Coordinator.

### Course content

The course is organised into themes. The five prescribed core themes are: Identities, Experiences, Human Ingenuity, Social Organisation and Sharing the Planet.

These themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. They also provide opportunities for students to make connections to other disciplinary areas in the DP.

### Assessment

Students are assessed through a combination of external examinations (two written papers, 75%) and an internal examination (individual oral examination, 25%):

- Paper 1 (HL: 1 hour 30 minutes, SL: 1 hour 15 minutes - 25%): Productive skills. One writing task from a choice of three. SL: 250-400 words, HL: 450-600 words

- Paper 2 (HL: 2 hours, SL: 1 hour 45 minutes - 50 %): Receptive skills.
  - Listening comprehension: SL: 45 minutes, HL: 60 minutes
  - Reading comprehension: SL+HL: 60 minutes
- Individual oral examination (25%). Interactive skills.
  - SL: A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.
  - HL: A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.

### Future Studies and Careers

The HL German B course meets the requirements for a compulsory *continued foreign language* set up by the German *Kultusministerkonferenz* in December 2017 for the recognition of the IB Diploma as being equivalent to the German *Abitur*. The German B HL is also excellent preparation to pass a language test to study at some German universities.

## **GROUP TWO: SPANISH B (SL & HL)**

### What is Spanish B at IB?

Spanish B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the Spanish B language, students also explore the culture(s) connected with it. The focus of these courses is language acquisition and intercultural understanding.

Higher and standard levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the required study of literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria. Teachers will ensure that students are following the course that is best suited to their present and future needs and that will provide them with an appropriate academic challenge.

Pre-requisites: Spanish B course is designed for students with some previous learning of the language. The most common pre-requisite is the IGCSE Foreign language diploma or an equivalent level. The most important consideration is that the Spanish B course should be a challenging educational experience for the student. All final decisions on the appropriateness of the course for which students are entered are taken by the teachers in liaison with the IB coordinator using their experience and professional judgment. As a school, we ask for a minimum of grade B at IGCSE Foreign language to study Spanish B at HL.

### Course content

In the language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understanding 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 syllabus is divided into 5 prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts: personal, professional and mass-media texts. In addition, the study of two literary works is required at HL.



A key aim of the language B course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance.

### Assessment

Students are assessed through a combination of formal examinations (75%) and oral activities (25%).

- Paper 1 (25%). Productive written skills. One writing task (450-600 words in HL or 250-400 words in SL) form a choice of three, each from a different theme using a different type of text.
- Paper 2 (50%). Receptive skills. Two separate sections:
  - Listening comprehension: comprehension exercises on three audio passages.
  - Reading comprehension: comprehension exercises on three written texts.
- Individual oral (25%). Interactive skills.
  - HL: a conversation with the teacher based on one of the literature works followed by discussion based on one or more of the themes from the syllabus.
  - SL: a conversation with the teacher based on a visual stimulus followed by discussion based on an additional theme.

### Future Studies and Careers

Spanish is spoken by at least an estimated 570 million people around the world and is currently the 2th most commonly spoken language worldwide. Knowing Spanish opens the door for you to communicate with 1/3 of a billion speakers worldwide!

## **GROUP TWO: SPANISH AB INITIO (SL)**

### What is Spanish Ab Initio at IB?

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

At the language Ab Initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

Pre-requisites: None.

### Course content

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

The syllabus is divided into 5 prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts: personal, professional and mass-media texts. For the development of receptive skills, language Ab Initio students must study authentic texts that explore the culture(s) of the target language.

A key aim of the language Ab Initio course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance.

### Assessment

Students are assessed through a combination of formal examinations (75%) and oral activities (25%).

- Paper 1 (25%). Productive skills. Two writing tasks of 70-150 words from a choice of three, choosing a text type for each task from among those listed in the examination instructions.
- Paper 2 (50%). Receptive skills. Two separate sections:
  - Listening comprehension (45 minutes): comprehension exercises on three audio passages.
  - Reading comprehension (1 hour): comprehension exercises on three written texts.
- Individual oral (25%). Interactive skills. A conversation with the teacher based on a visual stimulus and at least one additional course theme.

### Future Studies and Careers

Knowing Spanish opens the door for you to communicate with 1/3 of a billion speakers worldwide and gives you a distinct advantage in today's global markets. This is a great opportunity to pick up another language and further widen your international outlook.

## GROUP THREE: BUSINESS MANAGEMENT (SL & HL)

### What is Business Management at IB?

What happens in the world of business directly impacts governments and individuals. We are still dealing with the fallout from the Financial Crisis of 2008 which led to countries balancing on the verge of bankruptcy. We study the inter-connective nature of global businesses and TNC's. We examine the issues of ethics versus profit/shareholder. Business and related subjects (such as the 'FAME' group – finance, accounting, management and economics) are among the most popular fields of study at universities worldwide, particularly at graduate level. Business graduates are in high demand worldwide and this course provides you with excellent foundations for an undergraduate Degree. Business touches on pretty much every aspect of modern human society, future careers with a business degree are diverse and often highly paid.

If you have not studied Business Studies at GCSE before it does not matter. However, a 'C' in Maths would benefit you greatly in this course. As long as you have a healthy interest in current affairs, politics and economics that will be enough.

### Course Content – Higher Level ONLY HL Business Management

Topic 6 Business Strategy: We study: Strategic analysis, Strategic choice and Strategic implementation by applying this to the Business & Management case study.

### Course Content – HL & SL Business Management

Topic One - Business Organisation and Environment: we study the nature of business activity, types of legal business organisations, organisational objectives, stakeholder groups, external environment, organisational planning tools, growth and evolution of businesses, change and management and globalisation.

Topic Two - Human Resource Management: we study human resource planning, organisational structure, communication, leadership and management, motivation, organisational and corporate cultures, employer and employee relations and crisis management and contingency planning.

Topic Three - Accounts and Finance: we study sources of finance, investment appraisal, working capital, budgeting, financial accounts and ratio analysis.

Topic Four - Marketing: we study the role of marketing, marketing planning, product, price, place/distribution, promotion, place, international marketing and E-commerce.

Topic Five - Operations Management: we study production methods, costs and revenues, break-even analysis, quality assurance, location, innovation, production planning and project management.

### Assessment IA HL Business Management

Students must develop their own individual questions. Worth 25% of the final grade. A 2,000 word written report, where primary research will need to be carried out.

### Assessment IA SL Business Management

Students must develop their own individual question. Worth 25% of the final grade. A 1,500 word written commentary based on secondary research.

Written Exam:

Written Exam Papers	HL	SL
Paper 1 – Pre-Seen Case study	40% (2hrs and 15 minutes)	35% (1hr and 15 minutes)
Paper 2	35% (2hrs and 15 minutes)	40% (1hr and 40 minutes)
Internal Assessment/IA	25% final grade	25% grade

## GROUP THREE: GEOGRAPHY (SL & HL)

### What is Geography at IB?

We live in a world of amazing beauty, infinite complexity and rigorous challenge. Through studying Geography, we build an appreciation of how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions, and what a diverse range of cultures and societies exist and interconnect. Geography is a subject which builds on our young people's own international experiences, helping them to formulate questions, develop their intellectual skills and find answers to issues affecting their lives. Geography helps us investigate and to think critically and creatively about the complexities of places, and different views and feelings relating to places. Geography is studied best through enquiry, this requires the formulation of effective questions and fieldwork and outdoor education are essential tools to allow this happen.

Pre-requisites: A keen interest in the world around you and ability to keep up with current geographical affairs. To study IB Geography at Higher Level, a minimum of a B grade at IGCSE is desirable.

Teaching & Learning - The Geography Department is supported by [www.ibgeographypods.org](http://www.ibgeographypods.org) where all the schemes of work and teaching and learning resources for the units below can be found.

		Time	SL	HL
Paper 1	Core Themes Options 1. Freshwater (HL only) 2. Sports Leisure Tourism 3. Urban Environments	60 hours SL 90 hours HL	35% 45 minutes per option Total 1 hour 30 minutes	35% 45 minutes per option Total 2 hour 15 minutes
Paper 2	Perspectives 1. Population Distribution 2. Climate Vulnerability 3. Global Resources	70 hours	40% 1hr 15 mins	25% 1hr 15 mins
Paper 3	Global Interactions 1. Power, Places & Networks 2. Human Diversity 3. Global risks & Resilience	60 hours	N/A	20% 1 hour
Internal Assessment	1 Essay of 2500 words based on fieldwork to Spain at the end of Grade 11.	20 hours	25%	20%

### Note on Internal Assessment

Internal Assessment is based on a residential fieldwork visit to Spain in May 2020. This visit normally takes place in May – June of Grade 11 and costs around €300. The resultant fieldwork is a written report of no more than 2500 words.

### Future Studies and Careers

Geographers look at wide range of issues spanning the social and physical sciences. By doing so, they develop a breadth of skills which are attractive to a very diverse range of future employers. Research highlights that Geography graduates have a better than average chance of finding work and that they are amongst the least likely to be unemployed. One of the reasons for this is the flexibility a geography degree offers in terms of future career paths. As a recent article in the UK Guardian newspaper highlighted, 'if you're not sure what to do, you can't go wrong with Geography...Geography doesn't have a set career path like the disciplines showing the highest levels of unemployment.' Many employers prize the knowledge and skills that studying Geography can provide and Geography in higher education is thriving.

### **GROUP THREE: History (SL & HL)**

#### What is History at IB?

A study of History at IB Level covers the most dramatic and important recent events and personalities who have shaped the modern world. It is a genuinely global course which encourages students to compare and contrast developments in Europe, Asia, the Americas and Africa. Through a combination of detailed case studies and open-ended independent research projects, students grapple with such big issues as how war can be avoided and how democracy can be defended against the threat of dictatorship. They will learn about the difference between political ideologies ranging from communism and fascism on the extremes, socialism and conservatism in the centre. Skills of analysis, debate, presentation and essay-writing will be developed.

Pre-requisites: Previous study of History at IGCSE level or equivalent is desirable but not essential, as is a willingness to get involved in debate. More important is a genuine interest in how past events and personalities have impacted upon current affairs.

#### Course content

Course content changes in focus based on ensuring that nothing is repeated from IGCSE, but includes topics like:

##### Standard Level (Global History)

- Rights and Protest: The Anti-Apartheid Movement in South Africa (focus: Mandela)
- Rights and Protest: The Civil Rights Struggle in the USA (focus: Martin Luther King, Jr)
- The Rise and Rule of Single Party States (focus on Franco, Pol Pot, Mao, Stalin, Mussolini)
- Origins, Practices and Effects of War (focus on WW1, WW2, Spanish Civil War)
- The Origins and Development of the Cold War, c.1945-1990 (focus on Cuba, Vietnam)

##### Higher Level (Americas)

- US involvement in the Korean and Vietnam Wars and student protest movements
- The Presidencies of Kennedy, Johnson, and Nixon, including the Watergate scandal
- The rise and rule of Fidel Castro in Cuba: communism in the Americas
- The rise and rule of Augusto Pinochet in Chile: military dictatorship in the Americas

### Assessment

<b>Method of Assessment</b>	<b>SL</b>	<b>HL</b>
Internal Assessment (1500-2000 words) on a topic of your own choice	25%	20%
Paper 1: Sourcework on Rights and Protest (1 hour)	30%	25%
Paper 2: Two 45-minute essays on the other Standard Level topics listed above	45%	35%
Paper 3 (HL): Three 60-minute essays on the Higher Level Topics listed above	N/A	35%

### Future Studies and Careers

A History qualification is highly respected by universities as providing a broad range of skills including research, analysis, debate and presentation. It is therefore useful whatever future direction you take, but is particularly useful to students considering a university course related to international affairs, politics, law, journalism as well as to those focusing directly on a history-related degree (Modern History or History of Art, for example).

## GROUP FOUR: BIOLOGY (SL & HL)

What is Biology at IB?

Biology is the study of life. There are more than 8 million different species alive today. This diversity makes Biology both an endless source of fascination and a considerable challenge.

Furthermore, Biology has brought us many great advances in quality of life. Today few people die from infectious diseases and some diseases, including smallpox, have been almost completely eradicated. Progress in the treatment of cancer and AIDS is advancing rapidly and soon it may be possible to control the genetic causes of disease or even aging. Advances in Ecology and Agriculture continue to develop crops with a higher resistance to drought and disease, increasing yields and allowing us to feed a growing world population.

This progress is not without moral and ethical dilemmas, for example, genetic engineering, the human genome project and infertility treatment. One thing is certain, during the next century Biology will change the society you live in.

### Pre-requisites:

General school minimum requirements for IB – 5 grade C's at GCSE, including B's for HL.

An interest in the subject is most important, ability to remember biological explanations is useful and so are problem solving ability, careful practical skills and a sense of humour when biological materials don't behave as they should.

### Course content

#### **Standard level Core (SL)** (95 teaching hours)

1. Cell biology
2. Molecular biology
3. Genetics
4. Ecology
5. Evolution and biodiversity
6. Human physiology

#### **Additional higher level (AHL)** (60 teaching hours)

7. Nucleic acids
8. Metabolism, cell respiration and photosynthesis
9. Plant biology
10. Genetics and evolution
11. Animal physiology

#### **Option (only one option is required)** (15 teaching hours SL, plus 10 hours AHL)

- A: Neurobiology & behaviour
- D. Human physiology

### Assessment

Regular formative and summative assessment takes place throughout the course in line with the IST assessment policy. There are three final examinations which include multiple choice, data analysis, short and long structured questions. Twenty percent of the final marks are for an individual investigation.

### Future Studies and Careers

IB Biology is good preparation for many university courses. There are many transferable skills in the subject and it is obviously especially useful for scientific courses including medicine, biochemistry, genetics, zoology or ecology.

## GROUP FOUR: CHEMISTRY (SL & HL)

### What is Chemistry at IB?

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.

Pre-requisites: We advise students that a minimum of a grade B (recommended an A/A\*) at GCSE (or equivalent) would be required for Higher Level. Students need to be **highly motivated** and have a **studious work ethic** both inside and outside of class to work on set targets and improve their skills. Due to the inclusion of Mathematics in this subject, a grade B/A is also recommended to help the transition to IB Chemistry.

### Course content

#### Core

1. Stoichiometric relationships
2. Atomic structure
3. Periodicity
4. Chemical bonding and structure
5. Energetics/thermochemistry
6. Chemical kinetics
7. Equilibrium
8. Acids and bases
9. Redox processes
10. Organic chemistry
11. Measurement and data processing

#### Option

- D. Medicinal chemistry

#### Additional higher level (AHL)

12. Atomic structure
13. The periodic table—the transition metals
14. Chemical bonding and structure
15. Energetics/thermochemistry
16. Chemical kinetics
17. Equilibrium
18. Acids and bases
19. Redox processes
20. Organic chemistry
21. Measurement and analysis

Practical scheme of work (weighting of 20%)

Practical activities

Individual investigation (internal assessment—IA)

Group 4 project

### Assessment

#### External:

	Paper 1	Paper 2	Paper 3
Weighting % (SL)	20	40	20
Duration (SL)	$\frac{3}{4}$ hour	1 $\frac{1}{4}$ hours	1 hour
Weighting % (HL)	20	36	24
Duration (HL)	1 hour	2 $\frac{1}{4}$ hours	1 $\frac{1}{4}$ hours

### Future Studies and Careers

Apart from being a subject worthy of study in its own right, Chemistry is a prerequisite for many other courses in higher education, such as Medicine, Veterinary Science, Biological Science and Environmental Science, and serves as useful preparation for employment.



## GROUP FOUR: COMPUTER SCIENCE (SL & HL)

### What is Computer Science at IB?

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

The Diploma Programme computer science course is engaging, accessible, inspiring and rigorous. It has the following characteristics:

- draws on a wide spectrum of knowledge;
- enables and empowers innovation, exploration and the acquisition of further knowledge;
- interacts with and influences cultures, society and how individuals and societies behave;
- raises ethical issues and
- is underpinned by computational thinking.

Computational thinking involves the ability to:

- think procedurally, logically, concurrently, abstractly, recursively and think ahead;
- utilize an experimental and inquiry-based approach to problem-solving;
- develop algorithms and express them clearly and
- appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.

Pre-requisites: Students should have a grade C or above in ICT at (I)GCSE. In cases where a student does not have an ICT or computing qualification, a similar requirement will be expected of them in maths, science and English.

### Course content

#### Core (HL & SL)

The topics that must be studied, including some practical work, are:

- Topic 1: System fundamentals
- Topic 2: Computer organization
- Topic 3: Networks
- Topic 4: Computational thinking, problem-solving and programming

#### Extension (HL only)

The topics that must be studied, including some practical work, are:

- Topic 5: Abstract data structures
- Topic 6: Resource management
- Topic 7: Control

### Assessment

- 2 exam papers (plus a case study paper for HL)
- 1 internally assessed programming project

### Future Studies and Careers

This course offers an excellent head start for computing and information systems degrees. Good computing skills are important for most professions; this course can lead directly to a job as a programmer, IT consultant, web developer, games developer, systems analyst or network engineer.

## GROUP FOUR: DESIGN TECHNOLOGY (SL & HL)

### What is Design Technology at IB?

This is a Product Design focused course. Students will have the opportunity to design and manufacture a range of products using the latest design software and computer controlled equipment available. In addition to access to an extensive array of CNC facilities students will be taught all aspects of the designing process. Consequently, they will be expected to develop Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) skills of the highest level

Pre-requisites: Prior experience at (I)GCSE is desirable but not essential. A commitment to be highly motivated and to meet the coursework deadlines is essential.

### Course content

The course is divided into three distinct parts;

- 6 Core Units which focus on all aspects of Designing and Manufacturing.
- 4 Additional Higher Level Units which investigate aspects of designing in more detail
- The Practical Work

In addition to the theoretical study there will be several Design and Make Projects undertaken which are intended to consolidate subject knowledge and provide experiences essential for the completion of the externally assessed Design Project. Students will work independently and in groups to apply their new skills to the designing and production of a range of items using the full range of facilities available. They will use 2D and 3 Dimensional design software as well as 3D Scanning to design various products which will then be made using the Laser Cutter, 3D Printer, 4 axis CNC Milling machine as well as hand finishing techniques. As well as subject expertise all of the units are intended to contribute to the development of the person qualities described in the Learner Profile and to the Theory of Knowledge aspects of the IB course.

- Standard Level Student will study the 6 Core Units
- Higher Level Students will study an additional 4 AHL Units

### Assessment

Internal Assessment: Every unit will be teacher assessed in order to monitor progress, understanding and to prepare students for the official external assessments. The various Design and Make skill building projects will also be assessed in the same way.

### External Assessment

- The Design & Make this will be marked by the teacher and then by external examiners.
- The Group 4 Project This activity will be marked by the teachers supervising the activity.
- Final examination papers (2 papers for SL students & 3 papers for HL students).

### Future Studies and Careers

This course will provide an excellent basis for any student intending to follow a degree course in any design, engineering, manufacturing or management course. The CAD & CAM learning experiences offered on this course will provide a head start over those students from most other establishments where there has not been the investment in the latest software and CNC equipment.

Career routes open to students from this course include, for example, any design, manufacturing or research based career.

## GROUP FOUR: PHYSICS (SL & HL)

### What is Physics at IB?

Physics is a tortured assembly of contrary qualities: of scepticism and rationality, of freedom and revolution, of passion and aesthetics, and of soaring imagination and trained common sense.

*Leon M Lederman (Nobel Prize for Physics, 1988)*

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies.

*IB Subject Guide 2014*

### Pre-requisites

*Essential:* In line with school policy, students must have a grade B or above at (I)GCSE Physics and/or Science to enter HL.

*Recommended:* A/A\* in (I)GCSE Physics or Science for HL; B or higher in (I)GCSE Physics or Science for SL.

### Course content

Topics: Measurements and Uncertainties, Mechanics, Thermal Physics, Waves, Electricity and Magnetism, Circular Motion and Gravitation, Atomic, Nuclear and Particle Physics, Energy Production and, as options: Relativity, Engineering Physics, Imaging, Astrophysics.

Practical Scheme of Work: Practical and demonstrated experiments, Individual investigation, Group 4 project.

### Assessment

	SL % of final mark	HL % of final mark
Paper 1	20	20
Paper 2	40	36
Paper 3	20	24
Internal Assessment	20	20

### Future Studies and Careers

Physics students are trained to analyse evidence and handle equations, and this way of thinking can be applied to many job roles. Below is a list of the skills developed and Physics related careers:

#### Skills you should have picked up include:

- communication and presentation skills
- computational and data-processing skills
- data analysis using a range of appropriate statistical methods and packages
- identify and predict trends and patterns
- problem solving skills
- report writing
- research skills"
- ICT
- risk analysis

#### Careers for Physics graduates include:

- teaching
- aerospace engineering
- energy and power provision
- environmental consultancy
- manufacturing (including computers, electronics, medical equipment)
- medical technologies
- patent work
- research and development
- scientific publishing
- telecommunications

## GROUP FIVE: MATHEMATICS

Further information about the different Mathematics courses, including a video, can be found at <https://www.thinkib.net/mathapplications/page/36498/which-mathematics-course>

### GROUP FIVE: MATHEMATICS: Analysis and Approaches (SL & HL)

#### What is Mathematics Analysis and Approaches HL/SL at IB?

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (e.g. Functions, Trigonometry, Calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both HL and SL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. There will be a recognition that the development of mathematical thinking is important for a student.

Students who choose Mathematics: analysis and approaches at both Standard and Higher level should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at Higher Level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Pre-requisites: For the HL option it is required that students have a 'B' Grade IGCSE or equivalent to start the course. It is highly recommended that anyone who starts the HL course will have at least an 'A' grade. More important is that students have a real thirst for and enjoyment of mathematics and are prepared to engage fully with it.

#### Course content

Topic 1 - Number and Algebra	Topic 2 - Functions	Topic 3 - Geometry and trigonometry	Topic 4 – Statistics and probability
Topic 5 - Calculus	The toolkit and 'mathematical exploration'		

#### Assessment

##### External assessment HL

Paper 1 (2 hours 30%) - No calculator allowed. (110 marks)

Section A - Compulsory short-response questions based on the core syllabus.

Section B - Compulsory extended-response questions based on the core syllabus.

Paper 2 (2 hours 30%) - Graphic display calculator required. (110 marks)

Section A - Compulsory short-response questions based on the core syllabus.

Section B - Compulsory extended-response questions based on the core syllabus.

Paper 3 (1 hour 20%) - Graphic display calculator required. (50 marks)

Two extended-response problem-solving questions.

##### External assessment SL

Paper 1 (90 minutes 40%) - No calculator allowed. (80 marks)

Section A - Compulsory short-response questions based on the core syllabus.

Section B - Compulsory extended-response questions based on the core syllabus.

Paper 2 (90 minutes 40%) - Graphic display calculator required. (80 marks)

Section A - Compulsory short-response questions based on the core syllabus.

Section B - Compulsory extended-response questions based on the core syllabus.

### HL and SL - The toolkit and mathematical exploration - Internal assessment (20%)

Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.

#### Future Studies and Careers HL

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. It is suitable for Engineering, computer science, maths and physics, HL Analysis keeps the most options open.

#### Future Studies and Careers SL

The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. It is suitable for some medicine and sciences (that do not require HL) and for *some other* university courses, SL Analysis **may** keep the most options open. (we recommend checking)

### **GROUP FIVE: MATHEMATICS: Applications and Interpretation (HL and SL)**

#### What is Mathematical Applications and Interpretation SL at IB?

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

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

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

### Pre-requisites:

For the HL option it is required that students have a 'B' Grade IGCSE or equivalent to start the course. It is highly recommended that anyone who starts the HL course will have at least an 'A' grade. More important is that students have a real thirst for and enjoyment of mathematics and are prepared to engage fully with it

We recommend that students starting the Mathematics: Applications and Interpretation SL course have at least a 'C' grade at IGCSE or equivalent.

### Course content

Topic 1 - Number and Algebra	Topic 2 - Functions	Topic 3 - Geometry and trigonometry	Topic 4 – Statistics and probability
Topic 5 - Calculus	The toolkit and 'mathematical exploration'		

All topics are compulsory.

The exploration is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.

### Assessment

#### External assessment HL

Paper 1 (2 hours 30%) - No calculator allowed. (110 marks)

Section A - Compulsory short-response questions based on the core syllabus.

Section B - Compulsory extended-response questions based on the core syllabus.

Paper 2 (2 hours 30%) - Graphic display calculator required. (110 marks)

Section A - Compulsory short-response questions based on the core syllabus.

Section B - Compulsory extended-response questions based on the core syllabus.

Paper 3 (1 hour 20%) - Graphic display calculator required. (50 marks)

Two extended-response problem-solving questions.

#### External assessment SL

Paper 1 (90 minutes 40%) - No calculator allowed. (80 marks)

Section A - Compulsory short-response questions based on the core syllabus.

Section B - Compulsory extended-response questions based on the core syllabus.

Paper 2 (90 minutes 40%) - Graphic display calculator required. (80 marks)

Section A - Compulsory short-response questions based on the core syllabus.

Section B - Compulsory extended-response questions based on the core syllabus.

#### HL and SL - The toolkit and mathematical exploration - Internal assessment (20%)

Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.

### Future Studies and Careers HL

This course is seen by many as equivalent to the Analysis HL course and is certainly a rigorous mathematics course that involves much of the same affinity with and enjoyment of mathematics. The difference is the nature of the topics covered and an increased emphasis on technology, not the difficulty level. As such, it is suitable for many of the same avenues. It is suitable for sciences (except “some” physics courses) and data sciences. For many engineering and computer science degrees, this course is also accepted.

#### Future Studies and Careers SL

Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical applications SL course in their future studies.

## GROUP SIX: MUSIC (SL & HL)

### What is Music at IB?

Music is an essential part of the human experience and a unique mode of creativity, expression and communication. The study of music encourages inquiry into creative and performance processes, and students develop listening, creative and analytical skills as well as encouraging cultural understanding and international mindedness. The course challenges students to engage practically with music as researchers, performers and creators and to be driven by their unique passions and interest while also broadening their musical and artistic perspectives.

Pre-requisites: Although previous study of music is ideal, the course is open to all students who have a keen interest in music. Students with little or no experience of music are encouraged to study at SL. HL is aimed at students who can play an instrument, or can sing, and might be considering studying the subject at university or conservatoire.

### Course content

There are 4 components, in each of which students will take on the role of researcher, performer and composer.

- Exploring Music in context – through areas of inquiry and within personal, local and global contexts
- Experimenting with music – dealing with the process of performing and composing music
- Presenting music – producing compositions and performances to an audience
- The Contemporary Music Maker (HL only) - a collaborative music project inspired by real-life practices in contemporary music-making

All students—whether SL or HL—will be encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of music. The course is very flexible, inquiry based, with much of the content chosen by students with guidance from teachers. The course values the importance of music as a ‘hands-on’ practical subject and students are encouraged to explore and participate in as much music outside of school as possible. There will be trips to concerts, opera etc. in Toulouse and the possibility of visits further afield.

### Assessment

Both HL and SL courses are assessed by a combination of externally graded work (50%) and internally marked work (50%) that is moderated by the IBO. (There is no written exam.)

Internal Assessment:

- Exploring Music in context – Portfolio of work to include written work, composition and performing exercises
- Presenting Music – A collection of works including concert performances and compositions, and programme notes

External Assessment:

- Experimenting with Music – An experimentation report with evidence of musical processes in composing and performing
- The Contemporary Music -maker – A multimedia presentation documenting their real-life project

### Future Studies and Careers

IB Music graduates have gone on to study a range of music courses at university including song writing and music technology, and have successful careers performing music or working in the industry. Music is highly regarded by universities and employers in general as its study encourages teamwork, leadership, and cooperating with others, as well as disciplined self-study, presentation and organizational skills.



## GROUP SIX: THEATRE (SL & HL)

### What is Theatre at IB?

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through practical enquiry, experimentation, risk taking and the presentation of ideas to others.

The basis of theatre is inquiry into the human condition; what makes us human, the actions we take and the stories we tell, how we interact and how we share our visions.

Participation in the DP theatre course results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

*(Extracts from the IBO Theatre Guide)*

Pre-requisites: No prior study of drama required but students must be highly motivated and committed. If (I)GCSE Drama has been completed, students should normally achieve at least a grade B to follow the course at HL.

### Course content

The IB Theatre course offers the opportunity to study a wide range of theatrical practices and students are given the opportunity to develop their skills by working in a range of roles such as creator, designer, director, performer and spectator. The core requirements ask students to work through the following activities:

- Staging play texts
- Exploring world theatre traditions
- Collaboratively creating original theatre
- Performing theatre theory (HL only)

\*\*\*Students are sometimes asked to work outside of formal lessons when, for example, attending workshops or master classes or attending live theatre performances\*\*\*

### Assessment

1. Production proposal (HL 20% SL 30%. Internal assessment). Students choose a published play and create a vision for the design and theoretical staging of the entire play for an audience.
2. Research presentation (HL 20% SL 30%. Externally assessed). Students plan, deliver and record an individual research presentation to present their research and practical explorations of a chosen world theatre tradition.
3. Collaborative Project (HL 25% SL 40%. Externally assessed). Students create and perform an original piece of theatre as a fully-realized production.
4. Solo theatre piece (HL 35%. Externally assessed). 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 that demonstrates the practical application of this theory to a theatre piece for an audience.

### Future Studies and Careers

IB Theatre graduates have gone onto study drama and the performing arts at universities and have also secured places in conservatoires. Theatre develops key skills that help students embark on a wide variety of careers in areas as diverse as, for example, law, academia, the civil service, teaching, business and health.

## GROUP SIX: VISUAL ARTS (SL & HL)

### What is Visual Arts at IB?

The IB Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

Pre-requisites: The study of Art to GCSE level or equivalent is an advantage but not essential

### Course content

The course is very flexible, allowing it to be tailored to the needs and interests of the group. Grade 11 begins with tightly taught units to ensure all students are able to analyse their own and others' work, make effective use of their journals, understand how to use a variety of materials and manipulate the basic artistic elements to communicate meaning. As these skills are consolidated, students are expected to work with more and more independence in choosing their themes and selecting the most appropriate methods to achieve their aims.

By Grade 12 students will be working completely independently, in terms of their themes and visual exploration, but will continue to receive taught lessons and one to one tutorials to ensure that their core skills continue to develop in sophistication.

The department can support work in a wide variety of media. Beyond the usual range of art materials, there are expertise and facilities for ceramics, oil painting, a wide range of print techniques and even some textiles.

### Assessment

There are three main aspects to the IB visual Arts studies; comparative study (20%), process portfolio (40%) and exhibition (40%). Although these three aspects are marked separately, they are very closely linked. Students use their journal (sketchbook) to explore themes, ideas, artists, techniques, etc. The artists for the comparative study will be chosen from those explored in the journal. The studio pieces, used for the exhibition, will be developed in the journal. The work selected for the process portfolio will mainly come from the journal.

### Future Studies and Careers

The course is an excellent base from which to apply for further and higher education courses in Art and Design but, more importantly, it enables all students to strengthen qualities such as curiosity, divergent thinking, making connections, learning from others, visualization, conceptual thinking, risk taking and determination. No matter what your chosen future career path, these qualities will help you become a more adaptable person able to take a creative approach to problem solving.