

WASHINGTON INTERNATIONAL SCHOOL



International Baccalaureate
Diploma Program
Grades Eleven & Twelve



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INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM

The IB Diploma Program (DP) is a challenging university preparatory course for the final two years of high school. Dating back to the first graduating class in 1977, all WIS graduates have pursued a DP course of study culminating in either an IB Diploma or multiple DP subject certificates. As one of the first schools in the world to offer the IB Diploma, WIS takes considerable pride in the depth of experience of its faculty and the levels of success they help our students achieve in their DP examinations. The quality of our students' preparation for the Diploma is greatly enhanced by the long and continuing relationship that exists between the school and the International Baccalaureate Organization (IBO), a relationship exemplified by the large number of faculty who hold positions as examiners within the IBO system.

In recent years the IB has experienced rapid growth in public and independent schools in the U.S.A, Canada and elsewhere. There are now over 2,000 IB Diploma Program schools worldwide and the number continues to grow. Increasing numbers of schools around the world are attracted to the IB Diploma Program as one of the most comprehensive, challenging and intellectually stimulating courses of study in the world. The DP provides a balanced educational experience with a global perspective and is designed for committed, academically capable students.

IB DIPLOMA CURRICULUM

The Diploma Program is often represented as a wheel with six academic areas surrounding a core (see below). In the second half of the grade 10 year, students select one subject from each of the six academic areas, which are then studied concurrently in grades 11-12. This course structure dictates an overall balance in the students' program and prevents over-specialization; however, it remains flexible enough to allow students to concentrate in particular areas of interest and to meet special requirements for university entrance.

Diploma candidates must take at least three of their subjects at a more intensive level called Higher Level (HL). Their remaining subjects are taken at Standard Level (SL). A few students may choose to take four HL subjects or seven subjects overall but the school typically does not encourage students to "overload" their program.

In addition to their six main subjects, students must also satisfy the three requirements that occupy the core of the curriculum: a major research essay known as the Extended Essay, a course in the Theory of Knowledge, and a range of extra-curricular activities known by the title Creativity, Action and Service (CAS).

Each year a few WIS students are better served by departing from the Diploma model and taking a proportionally larger number of standard courses. For example, a student might take two HL courses and four SL courses, or even six SL courses. Though this route does not lead to the IB Diploma (the student instead earns individual subject certificates), it may enable a student to obtain a stronger academic record in high school. Students are still expected to select their courses in a balanced manner from the six academic areas. They must also complete the Theory of Knowledge course and the CAS requirement from the core of the program; however, they do not have to complete the Extended Essay.

Choosing appropriate academic options for grades 11-12 is the subject of important meetings held between the college counselors and grade 10 students. Whichever route a student and his or her family selects, diploma or certificates, the student will concurrently fulfill the graduation requirements necessary to receive the WIS High School Diploma.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM



DP SUBJECT GROUPS AND COURSES OFFERED AT WIS

Group 1 –Studies in Language and Literature (Language A)

Every WIS student must complete a first language course designated in IB terminology as Language A. There are two courses students can choose from in the Language A realm; both are intended for native or fully bilingual speakers of a language. *Language A: Literature* focuses on the advanced study of literature while reinforcing oral and written skills. *Language A: Language & Literature* balances the focus areas of advanced study of literature and a thematic approach to advanced language study. Language A courses offered at WIS include **English, French, Spanish, and Dutch** at both Higher and Standard levels. Another 50 Language A options are available through a system of private tutoring.

Students seeking the bilingual diploma may take a combination of two Language A: Literature courses, or one Language A: Literature course and one Language A: Language and Literature course, or two Language A: Language and Literature courses.

Group 2 –Language Acquisition (Language B and *Ab initio*)

WIS students must also take a second language course. Those who are studying a language that is clearly their second or “foreign” language would pursue Language B. Beginners in a language would pursue an *Ab Initio* course, offered at Standard Level only.

Language B courses offered at WIS include **Chinese, English (rarely), French, Spanish, and Dutch** at both Higher and Standard levels.

Ab initio languages offered at WIS depend upon levels of enrollment. **Spanish** at Standard Level has been offered in previous years.

Group 3 – Individuals and Societies

WIS students must pursue at least one course from the group of subjects called Individuals and Societies; this group contains the humanities and social sciences. Group 3 subjects offered at WIS include **Economics, Geography and History** at both Higher and Standard levels, and **Psychology** at Standard Level only (as a Group 6 subject).

Group 4 –Sciences

WIS students are required to complete at least one course in an experimental science. Sciences offered at WIS include **Biology, Chemistry, Physics** and **Design Technology** at both Higher and Standard levels, and **Environmental Systems** at Standard Level.

Group 5 – Mathematics

All WIS students are required to complete a mathematics course. Three choices are available to cater to different degrees of student ability and interest. These courses are: **Mathematics Higher**, designed for the most able students with a strong background in mathematics. It is a good course selection for students interested in physics, engineering or technology. **Mathematics Standard** is designed for students with a sound knowledge of mathematics who may be interested in further studies in science, geography, economics or business. Mathematics Standard, like Mathematics Higher, contains calculus. **Mathematical Studies** at Standard Level stresses the application of mathematics to the real world; it contains an optional introduction to differential calculus.

Group 6 – The Arts

To complete their menu of six subjects, students must select either one of the arts subjects offered in Group 6, or they may choose a second subject from any of the Groups 1 through 4.

Group 6 subjects offered at WIS include **Visual Arts, Music** and **Theatre Arts**; they all are offered at both Higher and Standard levels.

DP SUBJECT GROUPS AND COURSES OFFERED AT WIS

SAMPLE PROGRAMS

Collected below are some sample IB Diploma Program courses of study that illustrate how a student with a particular interest can direct his/her program without losing the overall subject balance demanded by the IB. Again, a student must select a subject from each of Groups 1 through 5; however, for their sixth choice they can choose an arts subject or return to Groups 1 through 4 to “double up” in an area of interest. For example:

The budding astronaut might choose:

Mathematics HL, Physics HL, Chemistry HL, English A: Literature SL, French B SL, Economics SL

The emerging linguist might choose:

English A: Literature HL, French A: Literature HL, History HL, Spanish A: Language & Literature SL, Math Methods SL, Biology SL

The committed artist might choose:

Visual Arts HL, Geography HL, Spanish B HL, Math Studies SL, Environmental Systems SL, English A: Literature SL

RECOMMENDED INSTRUCTIONAL HOURS

The IB recommends a minimum of 240 instructional hours for Higher Level courses and 150 instructional hours for Standard Level courses.

CORE ELEMENTS

In addition to the six academic subjects, which give both breadth and depth to a student’s academic program, the IB has three additional required elements that encompass an intellectual overview of the process and substance of learning: an exercise in original research, and recognition of interests and activities outside of the classroom. These requirements are the Theory of Knowledge (TOK) course, the Extended Essay, and Creativity, Action and Service (CAS).

WIS ELECTIVE COURSES

WIS also requires students to select one elective course each in grade 11 and grade 12. These courses, designed by the school, form part of the WIS graduation requirement. They may be used to satisfy the “creativity” part of the IB’s CAS requirement.

WIS currently offers the following elective courses:

- Choral and Vocal Music
- Design Technology
- Drama
- Instrumental Music
- Journalism
- Physical Education
- Robotics
- Visual Arts
- Yearbook

DIPLOMA PROGRAM GRADING

SUBJECT GRADES

International Baccalaureate Diploma Program subjects are graded on a 7-point scale as follows:

Grade or Points	Description
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

An IB Diploma is awarded to candidates who earn a total of 24 points or more in their examined subjects. However, to prevent candidates from concentrating on a few subjects and letting other subjects slide, there are a number of conditions for the awarding of a diploma that ensure the overall points are achieved by an appropriate level of success in the majority of the subject areas.

Examples of a few of these additional provisions are:

- No Higher Level grade of 1 or 2
- No Higher Level grade of 3 unless compensated by a 5 in another Higher Level course
- No Standard Level mark of 1

A full list of the conditions for the awarding of an IB Diploma is available from the IB Diploma Program coordinator's office.

CORE ELEMENTS

The core elements of Theory of Knowledge and the Extended Essay are assessed on an A to E scale.

Grade	Description
A	Excellent
B	Good
C	Satisfactory
D	Mediocre
E	Poor

It is possible to earn bonus points from grades achieved in TOK and the Extended Essay; these points are subsequently added to the total of points a candidate has achieved from his/her subject examinations.

The chart on the next page illustrates the basis on which bonus points are awarded.

DIPLOMA PROGRAM GRADING

		Extended Essay				
		A	B	C	D	E
TOK	A	+3	+3	+2	+2	+1
	B	+3	+2	+1	+1	0
	C	+2	+1	+1	0	0
	D	+2	+1	0	0	0
	E	+1	0	0	0	Fail Diploma*

For example, a student who earns a B in the Extended Essay and an A in TOK would receive 3 bonus points. A student who receives an E in both elements would fail the Diploma irrespective of how many points have been awarded in the subject exams. The maximum possible points score for a Diploma candidate is 45: six subject scores of 7 points plus 3 bonus points.

*** A student earning a failing mark in either TOK or the Extended Essay could be in peril of failing the Diploma; not completing required coursework in any Diploma subject would cause a student to fail the Diploma.**

IB SUBJECT GROUPS ONE AND TWO: FIRST AND SECOND LANGUAGES

Language A: Literature Higher and Standard: Dutch, English, French, Spanish

AIMS

The aims of Language A: Literature at both Higher and Standard levels are to:

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

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living.

It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the Language A: Literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

Language A: Literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a syllabus that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus:

Part 1: Works in Translation

Part 2: Detailed Study

Part 3: Literary Genres

Part 4: Options (in which works are freely chosen)

SYLLABUS OUTLINE

Part One Works in Translation 3 works HL/2 SL

- Works in translation studied as a group
- Each work chosen from the IB Prescribed Works in Translation List (PWL) only
- All works linked by one or more aspects such as culture, genre, theme, period, style, type of literary study, methodology
- Each work originally written in a language different from the Language A studied
- Each work written by a different author

Part Two Detailed Study 3 works HL/2 SL

- Language A works studied in detail

IB SUBJECT GROUPS ONE AND TWO: FIRST AND SECOND LANGUAGES

- Each work chosen from a different genre (the novel, poetry, drama or non-fiction) listed on the IB Prescribed List of Authors (PLA) for the Language A studied—poetry required
- Each work written by a different author

Part Three Literary Genres

4 works HL/3 SL

- Language A works studied as a group
- All works chosen from the same genre
- All works chosen from the PLA for the Language A studied
- Each work written by a different author

Part Four Options

3 works HL & SL

- Three Language A works studied as a group (options beyond traditional literary texts possible)
- All three works “chosen freely”
- Each work written by a different author

ASSESSMENT OUTLINE – HIGHER & STANDARD

External Assessment

70%

Written Paper Component:

45%

Two written papers externally set and externally assessed

Paper One

Literary Commentary 2 hours HL/1.5 hours SL

20%

- Written commentary based on poetry or another text to which the techniques of literary criticism can be applied
- Two unseen texts (prose and poetry) for commentary; student selects one to write on.

Paper Two

Essay 2 hours HL/1.5 hours SL

25%

- Three essay questions on each genre available for study in Part Three: Literary Genres; student answers one question only, based on the Part Three works studied.

Written Assignment

25%

This literary essay is written on one work in translation studied during the course and is externally assessed; the essay must be between 1,250-1,500 words and must include a reflective statement of 300-400 words.

Internal Assessment

30%

Oral Component

Two compulsory oral activities to be internally assessed by the teacher and externally moderated by the IBO.

Individual Oral Commentary and Discussion 20 mins. HL/10 mins. SL 15%

Commentary on a poem/extract, chosen by the teacher, from a set text from Part 2 of the syllabus; at HL commentary is followed by a discussion on another of the works from Part 2.

Individual Oral Presentation

10-15 minutes 15%

Presentation of a topic, chosen by the student, based on a Part Four work.

IB SUBJECT GROUPS ONE AND TWO: FIRST AND SECOND LANGUAGES

EXAMPLES OF WORKS STUDIED AT WIS

Dutch A: Literature Higher and Standard

Part One: Works in Translation

<i>Het parfum</i>	Süskind
<i>Een dag uit het leven van Ivan Denisovitsj</i>	Solzjenitsyn
<i>De naam van de roos</i>	Eco

Part Two: Detailed Study

<i>Beatrijs</i>	
<i>Warenar</i>	Hooft
<i>De donkere kamer van Damocles</i>	Hermans
<i>De vogel phoenix</i>	Vasalis

Part Three: Literary Genres

<i>Karakter</i>	Bordewijk
<i>Blauwe maandagen</i>	Grunberg
<i>Een vlucht regenwulpen</i>	't Hart

Part Four: Options

<i>Mijn tante Coleta</i>	Peskens
<i>Het verlangen</i>	Claus
<i>De kleine blonde dood</i>	Buch
<i>Rode rozen en tortilla's</i>	Esquivel

English A: Literature Higher and Standard

Part One: Works in Translation

<i>Chronicle of a Death Foretold</i>	Garcia Marquez
<i>Hedda Gabler</i>	Ibsen
<i>The Sailor Who Fell from Grace with the Sea</i>	Mishima
<i>Broken April</i>	Kadare
<i>The Visit</i>	Durrenmatt

Part Two: Detailed Study

Selected Poets	Whitman, Frost, Dickinson, Hughes, Donne, Eliot, Yeats, Heaney, Plath
<i>Othello, King Lear</i>	Shakespeare
<i>Daisy Miller</i>	James
<i>Ethan Frome</i>	Wharton

Part Three: Literary Genres

<i>Purple Hibiscus</i>	Adiche
<i>As I Lay Dying</i>	Faulkner
<i>The Great Gatsby</i>	Fitzgerald
<i>Their Eyes were Watching God</i>	Neale Hurston
<i>The Adventures of Huckleberry Finn</i>	Twain

Part Four: Options

<i>Death and the Maiden</i>	Dorfman
<i>Master Harold and the Boys</i>	Fugard
<i>Oleanna</i>	Mamet
<i>The Glass Menagerie</i>	Williams
Selected poetry	
Selected short stories	

IB SUBJECT GROUPS ONE AND TWO: FIRST AND SECOND LANGUAGES

French A: Literature Higher and Standard

Part One: Works in Translation

Cent ans de solitude	Garcia Marquez
Le Vieux Gringo	Fuentes
La Tante Julia et la Scribouillard	Vargas Llosa

Part Two: Detailed Study

Le Jeu de l'Amour et du Hasard	Marivaux
La Venus d'Ille, Mateo Falcone	Merimée

Part Three: Literary Genres

Contes Philosophiques (selection)	Voltaire
Le Horla et autres nouvelles	de Maupassant
Nouvelles de Petersburg	Gogol

Part Four: Options

Le Misanthrope	Molière
Le Mariage de Figaro	Beaumarchais
Six personnages en quete d'auteur	Pirandello

Spanish A: Literature Higher and Standard

Part One: Works in Translation

Medea	Euripedes
Las tres hermanas	Chejov
Casa de Muñecas	Ibsen

Part Two: Detailed Study

Veinte poemas de amor	Neruda
Don Juan	Tirso de Molina
La casa de Bernarda Alba	Garcia Lorca

Part Three: Groups of Works

Doña Perfecta	Galdós
El túnel	Sábato
La tía Julia y el escribidor	Vargas Llosa

Part Four: Options

El Lazarillo de Tormes	Anónimo
Política para Amador	Angeles Mastretta
El país bajo mipiel	Gioconda Belli

IB SUBJECT GROUPS ONE AND TWO: FIRST AND SECOND LANGUAGES

Language A: Language & Literature Higher and Standard: Dutch, English, French, Spanish

AIMS

The aims of the Language A: Language & Literature course at Higher and Standard levels are to:

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

Language A: Language and Literature comprises four parts—two relate to the study of language and two to the study of literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live.

A key goal of the Language A: Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The Language A: Language and Literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

In view of the international nature of the IB and its commitment to intercultural understanding, the Language A: Language and Literature course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Program students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

SYLLABUS OUTLINE

Part 1: Language in Cultural Context

Texts are chosen from a variety of sources, genres and media.

Part 2: Language and Mass Communication

Texts are chosen from a variety of sources, genres and media.

Part 3: Literature—Texts and Contexts

SL: Two texts, one of which is a text in translation from the prescribed literature in translation (PLT) list and one, written in the language A studied, from the prescribed list of authors (PLA) for the language A studied, or chosen freely.

HL: Three texts, one of which is a text in translation chosen from the prescribed

IB SUBJECT GROUPS ONE AND TWO: FIRST AND SECOND LANGUAGES

literature in translation (PLT) list and one from the prescribed list of authors (PLA) for the language A studied. The other may be chosen freely.

Part 4: Literature—Critical Study

SL: Two texts, both of which are chosen from the prescribed list of authors (PLA) for the language A studied.

HL: Three texts, all of which are chosen from the prescribed list of authors (PLA) for the language A studied.

Dutch literary options have included:

<i>De dochter</i>	Durlacher
<i>Tralievader</i>	Friedman
<i>De aanslag</i>	Mulisch

English literary options have included:

<i>Macbeth</i> and <i>Othello</i>	Shakespeare
<i>Heat and Dust</i>	Prawer Jhabvala
<i>A Passage to India</i>	Forster
<i>1984</i>	Orwell
<i>The Picture of Dorian Gray</i>	Wilde

French literary options have included:

<i>Antigone</i>	Anouilh
<i>L'Amant</i>	Duras
<i>Stupeurs et tremblements</i>	Nothomb
<i>Le diable au corps</i>	Radiguet
<i>Don Juan</i>	Moliere

Spanish literary options have included:

<i>Como agua para chocolate</i>	Esquivel
<i>Peribanez y El Comendador de Ocana</i>	de Vega
<i>Etica para Amador</i>	Savater
<i>Poemas</i>	Neruda

ASSESSMENT OUTLINE – HIGHER & STANDARD

External Assessment

70%

Paper One: Textual Analysis 2 hours HL/1.5 hours SL **25%**
HL: Two pairs of unseen texts, each linked by a theme; student writes one comparative commentary on one of the pairs of texts.
SL: The paper consists of two unseen texts. Students write an analysis of one of these texts.

Paper Two: Essay 2 hours HL/1.5 hours SL **25%**
HL: In response to one of six questions students write an essay based on at least two of the literary texts studied in part 3.
SL: In response to one of six questions students write an essay based on both the literary texts studied in part 3. The questions are the same at HL but the assessment criteria are different.

Written Tasks

20%

HL: Students produce at least four written tasks based on material studied in the course. Students submit two of these tasks for external assessment. One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study. Each task must be 800–1,000 words in length; task 1 should be accompanied by a

IB SUBJECT GROUPS ONE AND TWO: FIRST AND SECOND LANGUAGES

rationale of 200–300 words, while task 2 should be accompanied by a short outline.
SL: Students produce at least three written tasks based on material studied in the course.
Students submit one written task for external assessment. This task must be 800–1,000 words in length plus a rationale of 200–300 words.

Internal Assessment

30%

Oral Component

Two oral activities to be internally assessed by the teacher and externally moderated by the IBO

Individual Oral Commentary

15%

Students comment on an extract from a literary text studied in part 4 of the course. Students are given two guiding questions.

Further Oral Activity

15%

Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course. The mark of one further oral activity is submitted for final assessment.

IB SUBJECT GROUPS ONE AND TWO: FIRST AND SECOND LANGUAGES

Language B Higher and Standard: Chinese, Dutch, English, French, Spanish

AIMS

There are six aims for the Language B course. Students will be assessed on their ability to:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. use language appropriate to a range of interpersonal and/or cultural contexts
3. understand and use language to express and respond to a range of ideas with accuracy and fluency
4. organize ideas on a range of topics, in a clear, coherent and convincing manner
5. understand, analyze and respond to a range of written and spoken texts
6. understand and use works of literature written in the target language of study (HL only).

SYLLABUS OUTLINE

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

The Language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the Language B course through the expansion of their receptive, productive and interactive skills.

SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

The core—with topics common to both levels—is divided into three areas and is a required area of study:

- Communication and media
- Global issues
- Social relationships

In addition, at both SL and HL, teachers select two from the following five options.

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

Also, at HL, students read two works of literature.

ASSESSMENT OUTLINE – HIGHER AND STANDARD

External Assessment

70%

Written Component

Paper One: Receptive Skills (exam) 1.5 hours **25%**
Text-handling exercises on written texts, based on the core (five tests for HL, four for SL).

Paper Two: Written Productive Skills (exam) 1.5 hours **25%**
HL & SL: One task of 250-400 words from a choice of five, based on the options.

HL only: Response of 150-250 words to a stimulus text, based on the core.

Written Assignment: Completed in class **20%**

IB SUBJECT GROUPS ONE AND TWO: FIRST AND SECOND LANGUAGES

Three-four hours to do in class. For SL, assignment is based on core topics using text types. For HL, it is based on one of the literary texts they have read.

Internal Assessment

30%

Oral Component

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

Individual Oral

15%

Based on the options: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher.

Interactive Oral Activity

15%

Based on the core: Three classroom activities assessed by the teacher.

IB SUBJECT GROUPS ONE AND TWO: FIRST AND SECOND LANGUAGES

Language *Ab initio* Standard Level: Spanish

AIMS

The aims of the *ab initio* course are to:

1. develop students' intercultural understanding
2. enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
3. encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. develop students' awareness of the role of language in relation to other areas of knowledge
5. develop students' awareness of the relationship between the languages and cultures with which they are familiar
6. provide students with a basis for further study, work and leisure through the use of an additional language
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Language *ab initio* is available at SL only.

SYLLABUS OUTLINE

The content of the program is divided into two parts:

Language

Language acquisition will be achieved through the development of receptive, productive and interactive skills and competencies. Elements of language include vocabulary, grammatical structures, register, pronunciation and intonation.

Receptive skills: the ability to comprehend straightforward written and spoken language. Receptive skills entail not only understanding the message but also its cultural and contextual connotations.

Productive skills: the ability to write and speak the target language effectively. Productive skills entail producing and delivering a message or text that is not only coherent but also appropriate to context and purpose.

Interactive skills: the ability to understand and respond effectively to written and spoken language. Interactive skills entail not only conveying messages and responding to written and spoken language but also demonstrating an awareness of social context.

Themes

The three themes (individual and society, leisure and work, urban and rural environment) are made up of a series of 20 topics. These serve as the foundation for the acquisition of the language and the study of different text types. Through the study of the three interrelated themes, students will develop the skills necessary to fulfill the assessment objectives of the language *ab initio* course.

The language *ab initio* course is organized into three themes:

- Individual and society
- Leisure and work
- Urban and rural environment

ASSESSMENT OUTLINE – STANDARD

There are five assessment objectives for the language *ab initio* course. Students will be assessed on their ability to:

1. demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics
2. communicate clearly and effectively in a range of situations
3. understand and use accurately the basic structures of the language
4. understand and use an appropriate range of vocabulary

IB SUBJECT GROUPS ONE AND TWO: FIRST AND SECOND LANGUAGES

5. use a register and a format that are appropriate to the situation.

External Assessment

75%

Paper 1 (1 hour 30 minutes): Receptive Skills **30%**
Understanding of four written texts.
Text-handling exercises.

Paper 2 (1 hour): Productive Skills **25%**
Two compulsory writing exercises.
Section A: One question to be answered from a choice of two.
Section B: One question to be answered from a choice of three.

Written assignment (2 hours): Receptive and Productive Skills **20%**
A piece of writing, 200–300 words, in the target language carried out in class under teacher supervision.

Internal Assessment: Interactive Skills

25%

Individual Oral

Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course.

- Part 1: Presentation of a visual stimulus (from a choice of two) by the student
- Part 2: Follow-up questions on the visual stimulus
- Part 3: General conversation including at least two questions on the written assignment

IB SUBJECT GROUP THREE: INDIVIDUALS AND SOCIETIES

Individuals and Societies: Economics (HL/SL), Geography (HL/SL), History (HL/SL), and Psychology (SL only)

AIMS

The aims of all subjects in **Group Three, Individuals and Societies**, are to:

1. Encourage the systematic and critical study of: human experience and behavior; physical, economic and social environments; and the history and development of social and cultural institutions
2. Develop in the student the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. Enable the student to collect, describe and analyze data used in studies of society, to test hypotheses, and to interpret complex data and source material
4. Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies
5. Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
6. Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

IB SUBJECT GROUP THREE: INDIVIDUALS AND SOCIETIES

Economics: Higher and Standard Levels

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

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

The ethical dimensions involved in the application of economic theories and policies permeate throughout the Economics course as students are required to consider and reflect on human end-goals and values. The Economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

AIMS

The aims of Economics at both HL and SL are to enable students to:

1. Develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
2. Develop an appreciation of the impact on individuals and societies of economic interactions between nations
3. Develop an awareness of development issues facing nations as they undergo the process of change.

SYLLABUS OUTLINE HL AND SL

Section One: Microeconomics

- Markets
- Elasticity
- Government intervention
- Market failure
- Theory of the firm and market structures (HL only)

Section Two: Macroeconomics

- The level of overall economic activity
- Aggregate demand and supply
- Macroeconomic objectives
- Fiscal policy
- Monetary policy
- Supply-side policies

Section Four: International Economics

- International trade
- Exchange rates
- Balance of payments
- Economic integration
- Terms of trade (HL only)

Section Five: Development Economics

- Economic development
- Measuring development
- The role of domestic factors

IB SUBJECT GROUP THREE: INDIVIDUALS AND SOCIETIES

The role of international trade
Foreign direct investment
Foreign aid and multilateral development assistance
International debt
The balance between markets and intervention

ASSESSMENT OUTLINE – HIGHER

External Assessment **80%**

Paper One 1.5 hours **30%**
This paper consists of two long essays, one on microeconomics and one on macroeconomics. Students write on one of two choices for each part.

Paper Two 1.5 hours **30%**
This paper consists of two sets of data-based questions, one on international economics and one on development economics. Students write on one of two choices for each part.

Paper Three 2 hours **20%**
This paper covers the entire syllabus and includes math and graph questions.

Internal Assessment **20%**
Portfolio of three commentaries.

ASSESSMENT OUTLINE – STANDARD

External Assessment **80%**

Paper One 1.5 hours **40%**
This paper consists of two long essays, one on microeconomics and one on macroeconomics. Students write on one of two choices for each part.

Paper Two 1.5 hours **40%**
This paper consists of two sets of data-based questions, one on international economics and one on development economics. Students write on one of two choices for each part.

Internal Assessment **20%**
Portfolio of three commentaries.

IB SUBJECT GROUP THREE: INDIVIDUALS AND SOCIETIES

Geography: Higher and Standard Levels

AIMS

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

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

Assessment Objectives in Practice

Objectives	Paper 1	Paper 2	Paper 3	Internal Assessment	Overall
1. Knowledge and understanding of specified content	45%	35%	35% (HL)	20%	35% (SL) 30% (HL)
2. Application and analysis of knowledge and understanding	30%	30%	35% (HL)	20%	30%
3. Synthesis and evaluation	5%	10%	20% (HL)	20%	10% (SL) 15% (HL)
4. Selection, use and application of a variety of appropriate skills and techniques	20%	25%	10% (HL)	40%	25%

SYLLABUS OUTLINE

Part 1: Core Theme—Patterns and Change (SL/HL)

There are four compulsory topics in this core theme.

1. Populations in transition
2. Disparities in wealth and development
3. Patterns in environmental quality and sustainability
4. Patterns in resource consumption

Part 2: Optional Themes (SL/HL)

There are **seven** optional themes; each requires 30 teaching hours. **Two** optional themes are required at **SL**. **Three** optional themes are required at **HL**.

- A. Freshwater—issues and conflicts
- B. Oceans and their coastal margins
- C. Extreme environments
- D. Hazards and disasters—risk assessment and response
- E. Leisure, sport and tourism
- F. The geography of food and health
- G. Urban environments

IB SUBJECT GROUP THREE: INDIVIDUALS AND SOCIETIES

Part 3: HL Extension—Global Interactions (HL only)

There are **seven** compulsory topics in the HL extension.

1. Measuring global interactions
2. Changing space—the shrinking world
3. Economic interactions and flows
4. Environmental change
5. Sociocultural exchanges
6. Political outcomes
7. Global interactions at the local level

Fieldwork (SL/HL) leading to one written report based on a fieldwork question, information collection and analysis with evaluation.

GEOGRAPHIC SKILLS (SL/HL)

These skills are essential to the study of geography and reflect the subject's distinctive methodology and approach. Teaching these skills enriches the students' understanding of geography and enables them to apply the techniques of geography and use appropriate terminology. It is essential that the skills are covered throughout the **whole** syllabus and that they are introduced and integrated where appropriate, depending on the context, in the different themes and the HL extension. It is essential that the skills are all taught at some stage of the course and are not treated in isolation.

Students are expected to demonstrate competence in the use of geographic skills in examination papers and internal assessment as appropriate. Those skills indicated below in italics are **not** assessed in the externally assessed examination papers.

It is recognized that the ability to use Geographic Information Systems (GIS) is a valuable geographic tool that goes beyond many of the skills listed below. Where GIS is accessible and practical, its use is encouraged. However, the syllabus does not require GIS and it will not be used in the assessment.

- 1) Locate and differentiate elements of the Earth's surface using: direction; latitude; longitude; grid references and area references; scale; political units.
- 2) Interpret, analyze and, when appropriate, construct tables, graphs, diagrams, cartographic material and images using all kinds of maps, including: isoline and isopleth maps; choropleth maps; topological maps; dot maps; flow maps; thematic maps (including mental maps); topographic maps; proportional symbols; aerial photographs; ground-level photographs; satellite images; graphs, including scatter, line, bar, compound, triangular, logarithmic, bipolar graphs; pie charts; flow diagrams/charts; population pyramids; Lorenz curves; cross-profiles (sections); rose diagrams; development diamonds.
- 3) Undertake statistical calculations to show patterns and summarize information such as: totals; averages (means, medians, modes); frequencies; ranges of data (differences between maximum and minimum); densities; percentages; ratios.
- 4) Research various types of data and information: measures of correlation (including Spearman rank and Chi-squared); measures of concentration and dispersion (including nearest neighbor and location quotients); measures of spatial interactions; measures of diversity; indices and ratios (including Gini coefficient, ecological footprint, Human Development Index (HDI), dependency ratio); textual information; observations; opinions, values and perceptions.
- 5) Develop abilities to process and interpret and be able to: classify data and information; analyze data and information; describe patterns, trends and relationships; make generalizations and identify anomalies; make inferences and predictions; make and justify decisions; draw conclusions; evaluate methodology.

IB SUBJECT GROUP THREE: INDIVIDUALS AND SOCIETIES

- 6) Collect and select relevant geographic information by: making observations and images; conducting interviews and taking measurements.
- 7) Evaluate sources of geographic information in terms of: accuracy; relevancy; bias.
- 8) Produce written material (including essays, reports and investigations) by: presenting material in a clear and well-structured way and responding appropriately to command terms.

ASSESSMENT OUTLINE – HIGHER

External Assessment

80%

Paper One

1½ hours

25%

Covers the core theme and relates to assessment objectives 1–4. In Section A students answer **all** short-answer questions; some include data. In Section B students answer **one** extended response question. Section A and section B are common to both SL and HL assessment.

Paper Two

2 hours

35%

Covers the three optional themes and relates to assessment objectives 1–4. Students answer **three** structured questions based on stimulus material, each selected from a different theme. For each theme there is a choice of two questions. Some stimulus material is included in the resources booklet. This paper is common to both SL and HL assessment.

Paper Three

1 hour

20%

This is the higher level extension and is related to assessment objectives 1–4. Students answer **one** of three essay questions.

Internal Assessment

20%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students can focus on any topic from the syllabus, producing a written report based on fieldwork. The report should be a maximum 2,500 words.

ASSESSMENT OUTLINE – STANDARD

External Assessment

75%

Paper One

1½ hours

40%

Covers the core theme and relates to assessment objectives 1–4. In Section A students answer **all** short-answer questions; some include data. In Section B students answer **one** extended response question. Section A and section B are common to both SL and HL assessment.

Paper Two

1½ hours

35%

Covers the two optional themes and relates to assessment objectives 1–4. Students answer **two** structured questions based on stimulus material, each selected from a different theme. For each theme there is a choice of two questions. Some stimulus material is included in the resources booklet. This paper is common to both SL and HL assessment.

Internal Assessment

25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students can focus on any topic from the syllabus, producing a written report based on fieldwork. The report should be a maximum 2,500 words.

IB SUBJECT GROUP THREE: INDIVIDUALS AND SOCIETIES

History: Higher and Standard Levels

AIMS

Having followed the history course at Higher or Standard Level, candidates will be expected to:

- Recall and select relevant historical knowledge
- Demonstrate an understanding of historical context
- Demonstrate an understanding of historical processes: cause and effect; continuity and change
- Understand historical sources (SL/HL paper 1)
- Deploy detailed, in-depth knowledge (HL paper 3)
- Demonstrate knowledge and understanding of a specific historical topic (IA)
- Apply historical knowledge as evidence
- Show awareness of different approaches to, and interpretations of, historical issues and events
- Compare and contrast historical sources as evidence (SL/HL paper 1)
- Present a summary of evidence (IA)
- Evaluate different approaches to, and interpretations of, historical issues and events
- Evaluate historical sources as evidence (SL/HL paper 1 and IA)
- Evaluate and synthesize evidence from both historical sources and background knowledge (SL/HL paper 1)
- Develop critical commentary using the evidence base (SL/HL paper 2 and HL paper 3)
- Synthesize by integrating evidence and critical commentary (HL paper 3)
- Present an analysis of a summary of evidence (IA)
- Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments (SL/HL paper 2 and HL paper 3)
- Demonstrate evidence of research skills, organization and referencing (IA)

In addition Higher Level students will be expected to:

- Demonstrate an in-depth historical understanding of approximately 100 years of history (from between circa 1750 to 1995) of one region, through the acquisition, selection, effective use, and synthesis of knowledge

SYLLABUS OUTLINE HL AND SL

- | | |
|-------------------|---|
| Part One | Prescribed subjects <ul style="list-style-type: none">• The Arab-Israeli Conflict 1945-1979 |
| Part Two | Twentieth century world history topics <ul style="list-style-type: none">• Causes, practices, and effects of war• Democratic states—challenges and responses• Origins and development of authoritarian and single-party states• Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states• The Cold War |
| Part Three | Regional options (Higher Level only) <ul style="list-style-type: none">• Americas• Asia and Oceania• Europe and the Middle East• Africa |

IB SUBJECT GROUP THREE: INDIVIDUALS AND SOCIETIES

WIS follows the Americas option, covering the United States and Latin America including the Caribbean. The option extends from the mid-18th century to 2000. Several themes, a wide range of events and more than one country should be studied. Examples of appropriate topics include the following:

- Independence movements
- Nation-building and challenges
- United States Civil War: causes, course and effects 1840-77
- The development of modern nations 1865-1929
- Emergence of the Americas in global affairs 1880-1929
- The Mexican Revolution, 1910 to 1940
- The Great Depression and the Americas 1929-39
- The Second World War and the Americas
- Political developments in the Americas after the Second World War 1945-79
- The Cold War and the Americas 1945-1981
- Civil rights and social movements in the Americas
- Into the 21st century—from 1980s to 2000

Part Four: Historical Investigation (HL and SL)

ASSESSMENT OUTLINE – HIGHER LEVEL

External Assessment

80%

Paper One	1 hour	20%
A document-based paper set on prescribed subjects drawn from Part 2, 20 th century world history topics		
Paper Two	1½ hours	25%
An essay paper based on 20 th century world history topics; two questions from different topic areas must be answered from a choice of 30 possible questions.		
Paper Three	2½ hours	35%
An essay paper based on the specific regional option studied; three questions from a possible 25 must be answered.		

Internal Assessment

20%

A historical investigation internally assessed by the teacher and externally moderated by the IBO

ASSESSMENT OUTLINE – STANDARD LEVEL

External Assessment

75%

Paper One	1 hour	30%
A document-based paper set on prescribed subjects drawn from Part Two, 20 th century world history topics		
Paper Two	1½ hours	45%
An essay paper based on 20 th century world history topics; two questions from different topic areas must be answered from a choice of 30 possible questions.		

Internal Assessment

25%

A historical investigation internally assessed by the teacher and externally moderated by the IBO

IB SUBJECT GROUP THREE: INDIVIDUALS AND SOCIETIES

PSYCHOLOGY STANDARD LEVEL

Psychology is the systematic study of behavior and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

DP psychology examines the interaction of biological, cognitive and sociocultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in this course.

No prior study of psychology is expected. No particular background in terms of specific subjects studied for national or international qualifications is expected or required of students. The skills needed for the psychology course are developed during the course itself.

AIMS

The aims of the **psychology** course at SL are to:

- develop an awareness of how psychological research can be applied for the benefit of human beings
- ensure that ethical practices are upheld in psychological inquiry
- develop an understanding of the biological, cognitive and sociocultural influences on human behavior
- develop an understanding of alternative explanations of behavior
- understand and use diverse methods of psychological inquiry.

SYLLABUS OUTLINE SL

Part 1: Core

- The biological level of analysis
- The cognitive level of analysis
- The sociocultural level of analysis

Part 2: Options (one option out of five at SL)

- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships
- Sport psychology

Part 3: Qualitative research methodology (HL only)

Part 4: Simple experimental study

- Introduction to experimental research methodology

ASSESSMENT OUTLINE – STANDARD LEVEL

External Assessment

75%

Paper One

2 hours

50%

Section A: Three compulsory questions on Part 1 of the syllabus.

Section B: Three questions on Part 1 of the syllabus. Students choose one question to answer in essay form.

IB SUBJECT GROUP THREE: INDIVIDUALS AND SOCIETIES

Paper Two

1 hour

25%

Fifteen questions on Part 2 of the syllabus. Students must choose one question to answer in essay form.

Internal Assessment

25%

A report of a simple experimental study conducted by the student.

IB SUBJECT GROUP FOUR: SCIENCES

Sciences: Biology (HL/SL), Chemistry (HL/SL), Design Technology (HL only), Environmental Systems (SL only), Physics (HL/SL)

AIMS

Students will:

1. Demonstrate an understanding of:
 - Scientific facts and concepts
 - Scientific methods and techniques
 - Scientific terminology
 - Methods of presenting scientific information
2. Apply and use:
 - Scientific facts and concepts
 - Scientific methods and techniques
 - Scientific terminology to communicate effectively
 - Appropriate methods to present scientific information
3. Construct, analyze and evaluate:
 - Hypotheses, research questions, and predictions
 - Scientific methods and techniques
 - Scientific explanations
4. Demonstrate the personal skills of cooperation, perseverance, and responsibility appropriate for effective scientific investigation and problem solving
5. Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety

INTERNAL ASSESSMENT REQUIREMENTS FOR GROUP 4 SUBJECTS

The internal assessment (IA) model is the same for all Group 4 subjects. The IA, worth 24% of the final assessment, consists of an interdisciplinary project and a mixture of subject specific short and long term practical investigations. The IA is graded internally using eight assessment criteria that cover a range of practical skills. The work is then moderated externally by the IBO.

IB SUBJECT GROUP FOUR: SCIENCES

Biology Higher and Standard Levels

SYLLABUS OUTLINE – CORE (HL AND SL)

Topic 1: Statistical Analysis

Topic 2: Cells

- 2.1 Cell theory
- 2.2 Prokaryotic cells
- 2.3 Eukaryotic cells
- 2.4 Membranes
- 2.5 Cell division

Topic 3: The Chemistry of Life

- 3.1 Chemical elements and water
- 3.2 Carbohydrates, lipids and proteins
- 3.3 DNA structure
- 3.4 DNA replication
- 3.5 Transcription and translation
- 3.6 Enzymes
- 3.7 Cell respiration
- 3.8 Photosynthesis

Topic 4: Genetics

- 4.1 Chromosomes, genes, alleles and mutations
- 4.2 Meiosis
- 4.3 Theoretical genetics
- 4.4 Genetic engineering and biotechnology

Topic 5: Ecology and Evolution

- 5.1 Communities and ecosystems
- 5.2 The greenhouse effect
- 5.3 Populations
- 5.4 Evolution
- 5.5 Classification

Topic 6: Human Health and Physiology

- 6.1 Digestion
- 6.2 The transport system
- 6.3 Defense against infectious disease
- 6.4 Gas exchange
- 6.5 Nerves, hormones and homeostasis
- 6.6 Reproduction

ADDITIONAL HIGHER LEVEL TOPICS

Topic 7: Nucleic Acids and Proteins

- 7.1 DNA structure
- 7.2 DNA replication
- 7.3 Transcription
- 7.4 Translation
- 7.5 Proteins
- 7.6 Enzymes

Topic 8: Cell Respiration and Photosynthesis

- 8.1 Cell respiration
- 8.2 Photosynthesis

IB SUBJECT GROUP FOUR: SCIENCES

Topic 9: Plant Science

- 9.1 Plant structure and growth
- 9.2 Transport in angiospermophytes
- 9.3 Reproduction in angiospermophytes

Topic 10: Genetics

- 10.1 Meiosis
- 10.2 Dihybrid crosses and gene linkage
- 10.3 Polygenic inheritance

Topic 11: Human Health and Physiology

- 11.1 Defense against infectious disease
- 11.2 Muscles and movement
- 11.3 The kidney
- 11.4 Reproduction

Standard Level students complete any two options from A to G. Higher Level students complete any two options from D to H. Higher Level options contain more detailed information and require greater class time.

Option A: Human nutrition and health

Option B: Physiology of exercise

Option C: Cells and energy

Option D: Evolution Core (SL and HL)

Option E: Neurobiology and Behavior Core (SL and HL), Extension (HL only)

Option F: Microbes and biotechnology Core (SL and HL)

Option G: Ecology and Conservation Core (SL and HL), Extension (HL only)

Option H: Further Human Physiology This option is available at HL only.

ASSESSMENT OUTLINE – HIGHER

External Assessment

76%

Paper One

1 hour

20%

Forty multiple-choice questions based on the core and additional HL material

Paper Two

2¼ hours

36%

Section A: one data-based question and several short-answer questions on the core and additional HL material (all compulsory)

Section B: two extended response questions based on the core and additional HL material (from a choice of four)

Paper Three

1¼ hours

20%

Several short-answer questions and one extended response question in each of the two options studied (all compulsory)

Internal Assessment

24%

Practical investigations and Group 4 Project collected in a lab book or similar written form, internally assessed and externally moderated by the IBO

IB SUBJECT GROUP FOUR: SCIENCES

ASSESSMENT OUTLINE – STANDARD

External Assessment **76%**

Paper One 15 minutes **20%**
Thirty multiple-choice questions based on the core

Paper Two 2¼ hours **32%**
Section A: one data-based question and several short-answer questions on the core (all compulsory)
Section B: one extended response question based on the core (from a choice of three)

Paper Three 1 hour **24%**
Several short-answer questions in each of the two options studied (all compulsory)

Internal Assessment **24%**
Practical investigations and Group 4 Project collected in a lab book or similar written form, internally assessed and externally moderated by the IBO

IB SUBJECT GROUP FOUR: SCIENCES

Chemistry Higher and Standard Levels

SYLLABUS OUTLINE – CORE (HL AND SL)

Topic 1: Quantitative Chemistry

- 1.1 The mole concept and Avogadro's constant
- 1.2 Formulas
- 1.3 Chemical equations
- 1.4 Mass and gaseous volume relationships in chemical reactions
- 1.5 Solutions

Topic 2: Atomic Structure

- 2.1 The atom
- 2.2 The mass spectrometer
- 2.3 Electron arrangement

Topic 3: Periodicity

- 3.1 The periodic table
- 3.2 Physical properties
- 3.3 Chemical properties

Topic 4: Bonding

- 4.1 Ionic bonding
- 4.2 Covalent bonding
- 4.3 Intermolecular forces
- 4.4 Metallic bonding
- 4.5 Physical properties

Topic 5: Energetics

- 5.1 Exothermic and endothermic reactions
- 5.2 Calculation of enthalpy changes
- 5.3 Hess's law
- 5.4 Bond enthalpies

Topic 6: Kinetics

- 6.1 Rates of reaction
- 6.2 Collision theory

Topic 7: Equilibrium

- 7.1 Dynamic equilibrium
- 7.2 The position of equilibrium

Topic 8: Acids and Bases

- 8.1 Theories of acids and bases
- 8.2 Properties of acids and bases
- 8.3 Strong and weak acids and bases
- 8.4 The pH scale 1

Topic 9: Oxidation and Reduction

- 9.1 Introduction to oxidation and reduction
- 9.2 Redox equations
- 9.3 Reactivity
- 9.4 Voltaic cells
- 9.5 Electrolytic cells

Topic 10: Organic Chemistry

- 10.1 Introduction
- 10.2 Alkanes

IB SUBJECT GROUP FOUR: SCIENCES

- 10.3 Alkenes
- 10.4 Alcohols
- 10.5 Halogenoalkanes
- 10.6 Reaction pathways

Topic 11: Measurement and Data Processing

- 11.1 Uncertainty and error in measurement
- 11.2 Uncertainties in calculated results
- 11.3 Graphical techniques

ADDITIONAL HIGHER LEVEL TOPICS

Topic 12: Atomic Structure

- 12.1 Electron configuration

Topic 13: Periodicity

- 13.1 Trends across period
- 13.2 First-row d-block elements

Topic 14: Bonding

- 14.1 Shapes of molecules and ions
- 14.2 Hybridization
- 14.3 Delocalization of electrons

Topic 15: Energetics

- 15.1 Standard enthalpy changes of reaction
- 15.2 Born–Haber cycle
- 15.3 Entropy
- 15.4 Spontaneity

Topic 16: Kinetics

- 16.1 Rate expression
- 16.2 Reaction mechanism
- 16.3 Activation energy

Topic 17: Equilibrium

- 17.1 Liquid–vapor equilibrium
- 17.2 The equilibrium law

Topic 18: Acids and Bases

- 18.1 Calculations involving acids and bases
- 18.2 Buffer solutions
- 18.3 Salt hydrolysis
- 18.4 Acid–base titrations
- 18.5 Indicators 1

Topic 19: Oxidation and Reduction

- 19.1 Standard electrode potentials
- 19.2 Electrolysis

Topic 20: Organic Chemistry

- 20.1 Introduction
- 20.2 Nucleophilic substitution reactions
- 20.3 Elimination reactions
- 20.4 Condensation reactions
- 20.5 Reaction pathways
- 20.6 Stereoisomerism

IB SUBJECT GROUP FOUR: SCIENCES

OPTION STANDARD LEVEL

Option A Higher physical organic chemistry

OPTIONS STANDARD LEVEL/HIGHER LEVEL

Option B Medicines and drugs
Option C Human biochemistry
Option D Environmental chemistry
Option E Chemical industries
Option F Fuels and energy

OPTIONS HIGHER LEVEL

Option G Modern analytical chemistry
Option H Further organic chemistry

ASSESSMENT OUTLINE – HIGHER

External Assessment

76%

Paper One 1 hour **20%**
Forty multiple-choice questions based on the core and additional HL material

Paper Two 2¼ hours **36%**
Section A: one data-based question and several short-answer questions on the core and additional HL material (all compulsory)
Section B: two extended response questions based on the core and additional HL material (from a choice of four)

Paper Three 1¼ hours **20%**
Several short-answer questions and one extended response question in each of the two options studied (all compulsory)

Internal Assessment

24%

Practical investigations and Group 4 Project collected in a lab book or similar written form, internally assessed and externally moderated by the IBO

ASSESSMENT OUTLINE – STANDARD

External Assessment

76%

Paper One 45 minutes **20%**
Thirty multiple-choice questions based on the core

Paper Two 2¼ hours **32%**
Section A: one data-based question and several short-answer questions on the core (all compulsory)
Section B: one extended response question based on the core (from a choice of three)

Paper Three 1 hour **24%**
Several short-answer questions in each of the two options studied (all compulsory)

Internal Assessment

24%

Practical investigations and Group 4 Project collected in a lab book or similar written form, internally assessed and externally moderated by the IBO

IB SUBJECT GROUP FOUR: SCIENCES

Design Technology Higher and Standard Levels

This course is designed for the student who may pursue a career in architecture, engineering, or design. It is an *ab initio* course that does not require any previous experience.

AIMS

Through studying design technology, students should become aware of how designers work and communicate with each other. While the design methodology may take on a wide variety of forms, it is the emphasis on a practical approach through design work that characterizes this subject.

The aims of the subject should enable students, through the overarching theme of the nature of design, to develop:

- a sense of curiosity as they acquire the skills necessary for independent and lifelong learning and action through inquiry into the technological world around them
- an ability to explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology
- initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making
- an ability to understand and express ideas confidently and creatively using a variety of communication techniques through collaboration with others
- a propensity to act with integrity and honesty, and take responsibility for their own actions in designing technological solutions to problems
- an understanding and appreciation of cultures in terms of global technological development, seeking and evaluating a range of perspectives
- a willingness to approach unfamiliar situations in an informed manner and explore new roles, ideas and strategies so they can articulate and defend their proposals with confidence
- an understanding of the contribution of design and technology to the promotion of intellectual, physical and emotional balance and the achievement of personal and social well-being
- empathy, compassion and respect for the needs and feelings of others in order to make a positive difference to the lives of others and to the environment
- skills that enable them to reflect on the impacts of design and technology on society and the environment in order to develop their own learning and enhance solutions to technological problems.

SYLLABUS OUTLINE CORE

- Topic 1: Human factors and ergonomics
- Topic 2: Resource management and sustainable production
- Topic 3: Modeling
- Topic 4: Raw material to final product
- Topic 5: Innovation and design
- Topic 6: Classic design

ADDITIONAL HIGHER LEVEL

- Topic 7: User-centered design (UCD)
- Topic 8: Sustainability
- Topic 9: Innovation and markets
- Topic 10: Commercial production

PRACTICAL WORK

- Design project
- Group 4 project
- Teacher-directed activities

IB SUBJECT GROUP FOUR: SCIENCES

ASSESSMENT OUTLINE HIGHER LEVEL

External Assessment			60%
Paper 1	1 hour	20%	
Paper 2	1.5 hours	20%	
Paper 3	1.5 hours	20%	
Internal Assessment			40%
Design project		40%	

ASSESSMENT OUTLINE STANDARD LEVEL

External Assessment			60%
Paper 1	$\frac{3}{4}$ hour	30%	
Paper 2	1.5 hours	30%	
Internal Assessment			40%
Design project		40%	

IB SUBJECT GROUP FOUR: SCIENCES

Environmental Systems and Societies Standard Level

Environmental Systems and Societies is offered only at the Standard Level.

SYLLABUS OUTLINE – CORE

Topic 1: Systems and Models

Topic 2: The Ecosystem

- 2.1 Structure
- 2.2 Measuring abiotic components of the system
- 2.3 Measuring biotic components of the system
- 2.4 Biomes
- 2.5 Function
- 2.6 Changes
- 2.7 Measuring changes in the system

Topic 3: Human Population, Carrying Capacity and Resource Use

- 3.1 Population dynamics
- 3.2 Resources—natural capital
- 3.3 Energy resources
- 3.4 The soil system
- 3.5 Food resources
- 3.6 Water resources
- 3.7 Limits to growth
- 3.8 Environmental demands of human populations

Topic 4: Conservation and Biodiversity

- 4.1 Biodiversity in ecosystems
- 4.2 Evaluating biodiversity and vulnerability
- 4.3 Conservation of biodiversity

Topic 5: Pollution Management

- 5.1 Nature of pollution
- 5.2 Detection and monitoring of pollution
- 5.3 Approaches to pollution management
- 5.4 Eutrophication
- 5.5 Solid domestic waste
- 5.6 Depletion of stratospheric ozone
- 5.7 Urban air pollution
- 5.8 Acid deposition

Topic 6: Global Warming

Topic 7: Environmental Value Systems

ASSESSMENT OUTLINE – STANDARD

External Assessment

76%

Paper 1 45 minutes **20%**
Thirty multiple-choice questions based on the core

Paper 2 2¼ hours **32%**
Section A: one data-based question and several short-answer questions on the core (all compulsory)
Section B: one extended response question based on the core (from a choice of three)

IB SUBJECT GROUP FOUR: SCIENCES

Paper 3

1 hour

24%

Several short-answer questions in each of the two options studied (all compulsory)

Internal Assessment

24%

Practical investigations and Group 4 Project collected in a lab book or similar written form, internally assessed and externally moderated by the IB

IB SUBJECT GROUP FOUR: SCIENCES

Physics Higher and Standard Levels

SYLLABUS OUTLINE – CORE (HL AND SL)

Topic 1: Physics and Physical Measurement

- 1.1 The realm of physics
- 1.2 Measurement and uncertainties
- 1.3 Vectors and scalars

Topic 2: Mechanics

- 2.1 Kinematics
- 2.2 Forces and dynamics
- 2.3 Work, energy and power
- 2.4 Uniform circular motion

Topic 3: Thermal Physics

- 3.1 Thermal concepts
- 3.2 Thermal properties of matter

Topic 4: Oscillations and Waves

- 4.1 Kinematics of simple harmonic motion (SHM)
- 4.2 Energy changes during simple harmonic motion (SHM)
- 4.3 Forced oscillations and resonance
- 4.4 Wave characteristics
- 4.5 Wave properties

Topic 5: Electric Currents

- 5.1 Electric potential difference, current and resistance
- 5.2 Electric circuits

Topic 6: Fields and Forces

- 6.1 Gravitational force and field
- 6.2 Electric force and field
- 6.3 Magnetic force and field

Topic 7: Atomic and Nuclear Physics

- 7.1 The atom
- 7.2 Radioactive decay
- 7.3 Nuclear reactions, fission and fusion

Topic 8: Energy, Power and Climate Change

- 8.1 Energy degradation and power generation
- 8.2 World energy sources
- 8.3 Fossil fuel power production
- 8.4 Non-fossil fuel power production
- 8.5 Greenhouse effect
- 8.6 Global warming

ADDITIONAL HIGHER LEVEL TOPICS

Topic 9: Motion in Fields

- 9.1 Projectile motion
- 9.2 Gravitational field, potential and energy
- 9.3 Electric field, potential and energy
- 9.4 Orbital motion

IB SUBJECT GROUP FOUR: SCIENCES

Topic 10: Thermal Physics

- 10.1 Thermodynamics
- 10.2 Processes
- 10.3 Second law of thermodynamics and entropy

Topic 11: Wave Phenomena

- 11.1 Standing (stationary) waves
- 11.2 Doppler effect
- 11.3 Diffraction
- 11.4 Resolution
- 11.5 Polarization

Topic 12: Electromagnetic Induction

- 12.1 Induced electromotive force (emf)
- 12.2 Alternating current
- 12.3 Transmission of electrical power

Topic 13: Quantum Physics and Nuclear Physics

- 13.1 Quantum physics
- 13.2 Nuclear physics

Topic 14: Digital technology

- 14.1 Analogue and digital signals
- 14.2 Data capture; digital imaging using charge-coupled devices (CCDs)

OPTIONS STANDARD AND HIGHER LEVEL

Each of the following options contains core material and extension material that explores the option in greater depth.

OPTIONS SL

- Option A: Sight and wave phenomena
- Option B: Quantum physics and nuclear physics
- Option C: Digital technology
- Option D: Relativity and particle physics

OPTIONS SL AND HL

- Option E: Astrophysics
- Option F: Communications
- Option G: Electromagnetic waves

OPTIONS HL

- Option H: Relativity
- Option I: Medical physics
- Option J: Particle physics

ASSESSMENT OUTLINE – HIGHER

External Assessment

76%

Paper One

1 hour

20%

Forty multiple-choice questions based on the core and additional HL material

Paper Two

2¼ hours

36%

Section A: one data-based question and several short-answer questions on the core and additional HL material (all compulsory)

IB SUBJECT GROUP FIVE: MATHEMATICS

Mathematics: Higher Level, Standard Level, Studies-Standard Level

The aims of all courses in Group Five are to enable students to:

- enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking, and patience and persistence in problem-solving
- employ and refine their powers of abstraction and generalization
- apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

IB SUBJECT GROUP FIVE: MATHEMATICS

Mathematics Higher Level

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.

SYLLABUS OUTLINE - CORE

All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in the subject guide. Students are also required to be familiar with the topics listed as prior knowledge.

- Topic 1—Algebra
- Topic 2—Functions and equations
- Topic 3—Circular functions and trigonometry
- Topic 4—Vectors
- Topic 5—Statistics and probability
- Topic 6—Calculus

Optional Syllabus Content

Students must study all the sub-topics in one of the following options as listed in the syllabus details.

- Topic 7—Statistics and probability
- Topic 8—Sets, relations and groups
- Topic 9—Calculus
- Topic 11—Discrete mathematics

Mathematical Exploration

Internal assessment in Mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

ASSESSMENT OUTLINE – HIGHER

External Assessment **80%**

Paper 1 2 hours **30%**

No calculator allowed. Section A: compulsory short-response questions based on the whole syllabus.
Section B: compulsory extended-response questions based on the whole syllabus.

Papers 2 2 hours **30%**

Graphic display calculator required. Section A: compulsory short-response questions based on the whole syllabus. Section B (20%): compulsory extended-response questions based on the whole syllabus.

Paper 3 1 hour **20%**

Graphic display calculator required. This paper consists of a small number of compulsory extended-response questions based on the option chosen.

Internal Assessment **20%**

The exploration is internally assessed by the teacher and externally moderated by the IB.

IB SUBJECT GROUP FIVE: MATHEMATICS

Mathematics Standard Level

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. 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.

SYLLABUS OUTLINE

The course consists of the study of seven topics.

Requirements

All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in the subject guide. Students are also required to be familiar with the topics listed as prior knowledge.

Topic 1—Algebra

Topic 2—Functions and equations

Topic 3—Circular functions and trigonometry

Topic 4—Vectors

Topic 5—Statistics and probability

Topic 6—Calculus

Mathematical Exploration

Internal assessment in Mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

ASSESSMENT OUTLINE

External Assessment

80%

Paper 1

1½ hours

40%

No calculator allowed. Section A (20%): compulsory short-response questions based on the whole syllabus. Section B (20%): compulsory extended-response questions based on the whole syllabus.

Paper 2

1½ hours

40%

Graphic display calculator required. Section A (20%): compulsory short-response questions based on the whole syllabus. Section B (20%): compulsory extended-response questions based on the whole syllabus.

Internal Assessment

20%

The exploration is internally assessed by the teacher and externally moderated by the IB.

IB SUBJECT GROUP FIVE: MATHEMATICS

Mathematical Studies Standard Level

This course is available only at Standard Level, and is equivalent in status to mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. 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 Studies SL course in their future studies.

SYLLABUS OUTLINE

- Topic 1—Number and algebra
- Topic 2—Descriptive statistics
- Topic 3—Logic, sets and probability
- Topic 4—Statistical applications
- Topic 5—Geometry and trigonometry
- Topic 6—Mathematical models
- Topic 7—Introduction to differential calculus

PROJECT

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

ASSESSMENT OUTLINE – STUDIES STANDARD LEVEL

External Assessment			80%
Paper 1	1½ hours	40%	
Fifteen compulsory short-response questions based on the whole syllabus.			
Paper 2	1½ hours	40%	
Six compulsory extended-response questions based on the whole syllabus.			
Internal Assessment (Project)			20%
The exploration is internally assessed by the teacher and externally moderated by the IB.			

IB Subject Group Six: The Arts

Music Higher Level

This course is designed for the specialist music student with a background in musical performance and composition, who may pursue music at university or conservatory level.

AIMS

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

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.

Candidates who have completed the Higher Level program will be expected to demonstrate:

- Development of their performance skills through solo music making
- Development of their compositional skills through exploration and investigation of musical elements
- Use of appropriate musical language and terminology to describe and reflect their critical understanding of music
- Development of perceptual skills in response to music
- Knowledge and understanding of music in relation to time and place

SYLLABUS OUTLINE

There are three compulsory sections to the higher-level program.

Part One Musical Perception and Analysis

This part of the syllabus, which is common to the Standard Level courses, consists of:

- Study of prescribed work
- Study of musical genres and styles
- Musical investigation

Part Two Solo Performance

Voice or instrument with one or more recitals (approximately 20 minutes)

Part Three Composition

Three contrasting compositions (5-15 minutes when performed)

ASSESSMENT OUTLINE – HIGHER

External Assessment

50%

Listening Paper

2½ hours

30%

Five musical extracts and five compulsory questions based on the Musical Perception and Analysis part of the syllabus

- One question on the prescribed work 10%
- Four questions on other work 20%

Musical Investigation

20%

A written script of 1,200-1,500 words investigating the relationship between two musical genres

Internal Assessment

50%

IB Subject Group Six: The Arts

These components are internally assessed by the teacher and externally moderated by the IB at the end of the course.

Solo Performance **25%**
Presentation of one or more solo recitals (approximately 20 minutes)

Composition **25%**
Three contrasting compositions (5-15 minutes when performed), with recordings and a written statement

Music Standard Level

There are three options for Music Standard Level: Solo Performance, Group Performance, and Composition.

SYLLABUS OUTLINE

Solo Performance Option

This program is designed for the student who has a background in musical performance. There are two compulsory parts to this standard level option:

Part One Musical Perception and Analysis

- Study of prescribed work
- Study of musical genres and styles
- Musical investigation

Part Two Solo Performance

Voice or instrument with one or more recitals (approximately 15 minutes)

Group Performance Option

This program is designed for students with a general interest in music, or those without prior experience, particularly members of ensembles. There are two compulsory parts to this Standard Level option.

Part One Musical Perception and Analysis

- Study of prescribed work
- Study of musical genres and styles
- Musical investigation

Part Two Group Performance

Presentation of two public performances (15-30 minutes)

Composition Option

This program is designed for students with a background in musical composition. There are two compulsory parts to this Standard Level option.

Part One Musical Perception and Analysis

- Study of prescribed work
- Study of musical genres and styles
- Musical investigation

Part Two Composition

Two contrasting compositions (5-15 minutes when performed)

ASSESSMENT OUTLINE – STANDARD

External Assessment

50%

IB Subject Group Six: The Arts

Listening Paper

2½ hours

30%

Five musical extracts and five compulsory questions based on the Musical Perception and Analysis part of the syllabus

- One question on the prescribed work **10%**
- Four questions on other work **20%**

Musical Investigation

20%

A written script of 1,200-1,500 words investigating the relationship between two musical genres

Internal Assessment

50%

One of the following assessments must be completed depending on the Standard Level option being pursued. These components are internally assessed by the teacher and externally moderated by the IB at the end of the course.

Solo Performance

One or more solo recitals

Group Performance

Two public performances

Composition

Two contrasting compositions with supporting recordings and written statement

IB Subject Group Six: The Arts

Theatre Arts Higher and Standard Levels

AIMS

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

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.

Having completed the course at Higher or Standard level a student will be expected to have demonstrated:

- A knowledge of the major developments and techniques in the theatrical history of more than one culture
- An ability to interpret and illuminate play scripts and other theatrical texts analytically and imaginatively
- An understanding of the art of the stage and of criticism in relation to it
- An ability to perform before an audience, and to demonstrate an understanding of, and some skill in, acting techniques
- The acquisition of sufficient technical skill to produce satisfactory work in at least one of the theatrical arts and crafts
- An understanding of the process of theatrical production
- An ability to research imaginatively, selectively and with persistence

THEATRE ARTS HIGHER LEVEL: SYLLABUS OUTLINE

The Higher Level syllabus consists of five compulsory parts:

Part One Performance Skills

An introduction to:

- ensemble work
- performance techniques
- acting techniques and characterization

Part Two World Theatre Studies

Studies from an international perspective of selected texts and traditions; study in detail of at least three contrasting practices; a minimum of three play texts from more than one theatrical tradition and more than one culture, in the original or in translation, to be included

Part Three Practical Play Analysis

IB Subject Group Six: The Arts

Active exploration of extracts and complete play texts as plans for action; practical engagement with the challenge of imagining a play script from a director's point of view, considering both overall concept and ways of staging

Part Four Theatre Production

A practical study of the principles and practices of theatre production; involvement in at least two productions

Part Five Individual Project

A project, chosen by the student in consultation with the teacher, on a specific aspect of Theatre Arts

ASSESSMENT OUTLINE – HIGHER

External Assessment **50%**

Research Commission **25%**

Presentation of a study based on World Theatre Studies, Part 2 of the program, approximately 2,500 words

Practical Play Analysis **25%**

Oral presentation (20-30 minutes maximum) of a directorial approach to a play prescribed by the IBO for Part 3 of the program

Internal Assessment **50%**

These components are internally assessed by the teacher and externally moderated by the IBO:

Performance Skills and Theatre Production **25%**

Contribution to, and participation in, practical class work and Theatre Production (program Part One and Part Four)

Portfolio and Individual Project **25%**

Portfolio (15%) of approximately 4,500 words reflecting on the candidate's learning and development in Theatre Arts, including

- Performance Skills (Part One)
- Theatre Production (Part Four)
- Critical responses to external productions (Part Two)

The Individual Project (10%) is a record of the student's development and findings (Part Five).

THEATRE ARTS STANDARD LEVEL SYLLABUS OUTLINE

The Standard Level syllabus consists of four compulsory parts:

Part One Performance Skills

An introduction to:

- ensemble work
- performance techniques
- acting techniques and characterization

Part Two World Theatre Studies

IB Subject Group Six: The Arts

Studies from an international perspective of selected texts and traditions; study in detail of at least two contrasting practices; a minimum of two play texts from more than one theatrical tradition and more than one culture, in the original or in translation, to be included

Part Three Practical Play Analysis

Active exploration of extracts and complete play texts as plans for action; practical engagement with the challenge of imagining a play script from a director's point of view, considering both overall concept and ways of staging

Part Four Theatre Production

A practical study of the principles and practices of theatre production; involvement in at least one production

ASSESSMENT OUTLINE – STANDARD

External Assessment **50%**

Research Commission **25%**

Presentation of a study based on World Theatre Studies, Part 2 of the program, approximately 1,750 words

Practical Play Analysis **25%**

Oral presentation (15-20 minutes maximum) of a directorial approach to a play prescribed by the IBO for Part Three of the program

Internal Assessment **50%**

These components are internally assessed by the teacher and externally moderated by the IBO.

Performance Skills and Theatre Production **25%**

Contribution to, and participation in, practical class work and Theatre Production (program Part One and Part Four)

Portfolio **25%**

Portfolio of approximately 3,000 words reflecting on the candidate's learning and development in Theatre Arts, including

- Performance Skills (Part One)
- Theatre Production (Part Four)
- Critical responses to external productions (Part Two)

IB Subject Group Six: The Arts

Visual Arts Higher and Standard Levels

AIMS

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

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.

In addition, the aims of Visual Arts at SL and HL are to enable students to:

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

ASSESSMENT OBJECTIVES

Having followed the visual arts course at SL or HL, students will be expected to:

Assessment objective 1: demonstrate knowledge and understanding of specified content

- f. Identify various contexts in which the visual arts can be created and presented
- g. Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
- h. Recognize the skills, techniques, media, forms and processes associated with the visual arts
- i. Present work, using appropriate visual arts language, as appropriate to intentions

Assessment objective 2: demonstrate application and analysis of knowledge and understanding

- a. Express concepts, ideas and meaning through visual communication
- b. Analyze artworks from a variety of different contexts
- c. Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making

Assessment objective 3: demonstrate synthesis and evaluation

- a. Critically analyze and discuss artworks created by themselves and others and articulate an informed personal response
- b. Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
- c. Demonstrate the use of critical reflection to highlight success and failure in order to progress work
- d. Evaluate how and why art-making evolves and justify the choices made in their own visual practice

Assessment objective 4: select, use and apply a variety of appropriate skills and techniques

- a. Experiment with different media, materials and techniques in art-making
- b. Make appropriate choices in the selection of images, media, materials and techniques in art-making
- c. Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
- d. Produce a body of resolved and unresolved artworks as appropriate to intentions

APPROACHES TO LEARNING IN VISUAL ARTS

The visual arts course is student-centered and places student exploration at the heart of a holistic learning experience. Students have a free choice to identify, select and explore artists, artworks, cultural contexts, and media and forms for study which interest and excite them. They also have freedom to present their studies in a variety of creative ways, including presentations, demonstrations and exhibitions.

Learning about visual arts relies on action and the course must be experienced practically. Communication is essential to the visual arts and students should experience and reflect on the

IB Subject Group Six: The Arts

processes of communicating their work, and the benefits and challenges of doing so. Organization, self-management and independent study skills are important, as well as higher-order thinking skills, such as analysis and synthesis. Students should also learn to make decisions about what is relevant and useful for their own investigations and how to put their knowledge and understanding into practice, transforming ideas into action.

Through this course students should learn not only about visual arts from a variety of cultural contexts, but also about the importance of making their own practical work with integrity, informed by theory and research, with an awareness of the impact their work and ideas may have on the world.

The visual arts course encourages students to research using not only traditional academic methods but also by experimenting and coming to understandings through their own embodied experiences. The visual arts embody many of the approaches to teaching and learning (ATL) skills (social, research, thinking, communication and self-management) that empower teachers and students to facilitate meaningful learning experiences. The visual arts journal, for example, which is regarded as a central element of the visual arts course, brings together a number of ATL skills through the process of reflection, which features as a taught activity throughout the course.

ASSESSMENT

External Assessment

60%

The purpose of the investigation workbooks is to encourage personal investigation into visual arts, which must be closely related to the studio work undertaken.

The investigation workbooks should incorporate contextual, visual, and critical investigation. They should function as working documents and support the student's independent, informed investigation and studio practice. Investigation workbooks provide an opportunity for reflection and discovery and they play a key role in allowing ideas to take shape and grow. They should contain visual and written materials that address contextual, visual, and critical aspects of the investigation. They should also reflect the student's interests and include wide-ranging first-hand investigations into issues and ideas related to visual arts. There should be a balance in the investigation between analytical and open-ended discussion, illustrating the student's creative thinking.

Studio work, 60% of final mark

Students are introduced to art concepts and techniques through practical work in the studio. A structured approach in the studio allows students:

- the exploration of media, including the use of material and equipment
- the exploration and development of artistic qualities in visual arts
- the study of relationships between form, meaning, and content in visual arts
- the study of a variety of social and cultural functions of visual arts
- the appreciation and evaluation of their own work and that of others.

The development of studio techniques is essential to help students explore the potential for expression and to understand the relationship between theory and practice.

ADDITIONAL REQUIREMENTS FOR IB DIPLOMA CANDIDATES AND ALL WIS GRADUATES

Theory of Knowledge

AIMS

The overall aim of TOK is to encourage students to formulate answers to the question, “How do you know?”, in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

Specifically, the aims of the TOK course are for students to:

- make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
- develop an awareness of how individuals and communities construct knowledge and how this is critically examined
- develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
- critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
- understand that knowledge brings responsibility which leads to commitment and action.

ASSESSMENT OUTLINE

External Assessment

67%

Essay on a prescribed title (maximum length: 1,600 words) chosen from a list of six provided by the IBO for each examination session

Internal Assessment

33%

A 10-minute oral presentation to the class accompanied by a written planning document

See page 6 for the specific TOK and Extended Essay points matrix which explains how bonus points are awarded to diploma candidates for the grades received in TOK and for the Extended Essay.

Creativity, Action and Service (CAS)

WHAT IS CAS?

CAS is a framework for experiential learning, designed to involve students in new roles outside the traditional academic experience. The emphasis is on learning by doing real tasks that have real consequences, reflecting on these experiences over time, and working toward the realization of eight essential learning outcomes:

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

The most meaningful CAS experiences come from spending time with others to build relationships and develop the self-worth of both the student and improve the lives of others.

The following are some examples of CAS activities undertaken by some recent graduates of WIS:

ADDITIONAL REQUIREMENTS FOR IB DIPLOMA CANDIDATES AND ALL WIS GRADUATES

- Camp counselor with Columbia Lighthouse for the Blind.
- Building houses with Habitat for Humanity (Washington DC area, Thailand, Senegal, India, El Salvador).
- Running a basketball clinic for disadvantaged kids.
- Working as a counselor for the Therapeutic Riding Program at the Rock Creek Horse Center.
- Organization of peer-performance ensembles for nursing home and public school performances.

There are three defined aspects of the CAS program. They are **Creativity**, **Action** and **Service**.

Creativity

Creativity is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal diploma program which include creative thinking. WIS students participate in theatrical and musical performances, organize and publish the student newspaper, *International Dateline*, and Yearbook, challenge themselves to learn new forms of art and often exhibit their final products for the WIS community and beyond. Reflection on a specific project within the aesthetic elective may also be part of this fulfillment.

Action

The typical WIS student fulfills the Action component of the CAS program through involvement in sports teams or creating an individualized fitness program, in consultation with the physical education department or other athletic venues and classes. Students may also fulfill this requirement in developing practical physical skills in the completion of service activities or creative activities.

Service

The school requires each graduate to complete 60 hours of community service prior to April 1st of the senior year. These service hours satisfy the WIS graduation requirement and the Service element of the IB's CAS program. Projects may be self-initiated, done in cooperation with others, or identified through resources of available service activities.

Students must show evidence of working toward and/or achieving the eight learning outcomes, through the entire course of CAS activities. (It is NOT necessary that each activity attain each outcome.) Evidence may be in the form of written reflection and recordation of activities (completion of CAS form), photos (with comments), and other digital media.

ADDITIONAL REQUIREMENTS FOR IB DIPLOMA CANDIDATES AND ALL WIS GRADUATES

EXTENDED ESSAY (IB DIPLOMA CANDIDATES ONLY)

Every IB diploma candidate must submit an Extended Essay. WIS students who are enrolled for certificates do not complete an Extended Essay. Retake candidates may submit a new or revised Extended Essay.

Supervision

It is WIS's responsibility to ensure that each student submitting an Extended Essay is supervised by a teacher at the school with appropriate qualifications and/or experience in the subject chosen by the student. Essay supervisors are assigned in the spring of 11th grade once the students have indicated the IB subject area they wish to write their essay in.

Language of the Essay

Extended Essays submitted in Group One and Group Two languages must be written in that language. For example, an essay concerning Japanese literature submitted as part of either the Group One or Two languages must be written in Japanese. Essays submitted in other groups must be written in one of the IB's three official languages: for example, a Mathematics essay must be written in English, French, or Spanish.

Choice of Subject

The IB subject area that the student wishes to write an essay in is selected in the spring of 11th grade. The student is then assigned a supervisor who gives them advice on the kinds of topics that fall within the guidelines for their chosen subject.

The IB subject chosen for the Extended Essay does not have to be one of the subjects being studied by the candidate for their diploma. For example, students have written essays in psychology and philosophy, both courses that are not taught at WIS. This is considered a difficult option and only a handful of students have pursued it in recent years.

Malpractice

The IB defines malpractice as the attempt by a student to gain an unfair advantage in any assessment component. A candidate is engaged in *collusion* when he knowingly allows his or her work to be submitted for assessment by another candidate. *Plagiarism* is defined by the IBO as the submission for assessment of the unacknowledged work, thoughts or ideas of another person as the candidate's own.

In order to avoid charges of plagiarism, candidates must always ensure that they acknowledge fully and in detail the words and or ideas of another person. The same piece of work, or two versions of the same work, cannot be submitted to meet the requirements of both the Extended Essay and another assessment component of a subject contributing to the diploma, e.g. the subject of a world literature piece for a Language A1 requirement cannot be the same as the subject of the Extended Essay.

ADDITIONAL REQUIREMENTS FOR IB DIPLOMA CANDIDATES AND ALL WIS GRADUATES

Elective Courses

In grades 11-12, students have one elective block course each of the two years. They may choose among the following selections: Choral and Vocal Music, Design Technology, Drama, Instrumental Music, Journalism, Physical Education, Visual Arts and Yearbook. The courses meet twice over an eight-day cycle and students are assessed according to the WIS grading scale.

Course Descriptions

Choral and Vocal Music (all year or one semester)

The choirs sing a varied repertoire of vocal literature, including folk songs from around the world, jazz, a cappella and contemporary music, show tunes and music from musical theatre, as well as traditional pieces from the Renaissance through the 20th century Classical periods. Students will learn vocal and rehearsal techniques, reading on a vocal score (Octavo) and proper vocal health. A strong emphasis is placed on sound choral technique, harmony and blend, which will enable students to develop their vocal potential. Performances include in-school assemblies, evening concerts, and community events.

Design Technology (one semester)

This course is project-oriented and designed to give students in grades 11 and 12 the opportunity to expand their experience and capabilities in design technology without having to take IB Diploma-level DT. Students will work independently on projects of their own choice.

Drama (one semester)

The drama course will introduce students to a broad range of theatre skills encompassed by theatre in the world, theatre in the making, and theatre in production. All drama classes are geared to the exploration from a practical as well as theoretical perspective. Opportunity for advanced work or independent study within the theatre arts is possible with permission of the instructor. While the course will be progressive from year to year, no previous experience or instruction is required at any level.

Instrumental Music (all year or one semester)

Instrumental classes are formed according to level of interest and instrumentation. Orchestral instrumentalists, classical guitarists, and pianists are grouped with students of similar reading and playing skills. Students learn to work together in small ensembles on music of their choice or music given by the teacher. Individual study is also an option for piano players or solo instruments with guidance from the teacher. Students practice and perform standard repertoire for the specific instrumentation of the chamber group. Groups perform a varied repertoire of instrumental music, including types of jazz styles and traditional pieces from the Renaissance through the 20th century. All students are required to perform twice per term in class or with additional opportunity for performance in assemblies, lunchtime concerts, school concerts, and community events. Students will also learn about types of music history including jazz, rock, folk, and music from around the world.

Journalism (all year or one semester)

The grade 11-12 journalism course will continue its transition from print to new media, exploring ways to make use of emerging communications technologies effectively while preserving high journalistic standards. In a student-driven, collaborative environment, we will seek out the best mix of local and international reporting, serving our immediate community with news that's relevant to the school while expanding our internationally relevant coverage online. Students will be expected to think creatively about digital storytelling, making frequent use of multimedia techniques, and should be prepared to try their hand at many different kinds of reporting.

Physical Education (all year or one semester)

Students will choose organized physical activities from various options. Being active physically and having fun are the two main goals. Students will be allowed to use the cardio machines and weights for class, but they will also be offered a variety of team sport activities and lifetime activities. Student input will be encouraged.

ADDITIONAL REQUIREMENTS FOR IB DIPLOMA CANDIDATES AND ALL WIS GRADUATES

Robotics (one semester)

In this semester-long course students will explore basic engineering and robotics as part of the WIS Robotics Team. We will work with Lego EV3, Vex and Ardrunio Hummingbird robotics materials to meet the regional and national competition challenges. In a student-driven collaborative environment students will design, test and build unique robots with discrete functions. This course focuses on creative solutions to problem solving throughout all stages of a design cycle. Students participating on the Upper School Robotics Team will be given enrollment preference in this course.

Visual Arts (one semester)

This course will be based on student and teacher interests in the visual arts. There will be opportunities for independent investigations, but several options for focused study will be on offer:

- Book Arts: simple fold construction, expanding to more complex constructions; if time allows, an exploration of altered books
- Still-Life Drawing: exploration of composition, line quality, and the use of value, using a variety of drawing materials and tools
- Printmaking: investigation of the printmaking process, starting with silkscreen prints and moving on to reduction block prints; photography and Adobe Photoshop skills can be incorporated
- Clay: (hand building techniques): exploration of clay hand building techniques, including slab construction, coiling, and slip molds
- 3D Creature/Character Design: exploration of 3D creature and character design using clay and virtual tools; form following function will be stressed

Yearbook (fall semester only)

In this course students will learn layout design, journalistic writing, formatting techniques, photography, writing strategies, online development and publishing of pages, Adobe Photoshop techniques and more. Assessment will be based on students' ability to design layout, draft and edit articles, write leads/captions/titles, organize photography of events /sports, format/design a theme-based, school-wide publication, and meet deadlines.