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The IB Learner Profile

Inquirers
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

IB Learners Structure to be:

Knowledgeable
They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers
They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded
They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective
They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
The IB Diploma Program

The curriculum is modelled by a circle with six academic areas surrounding the three core requirements.

Over the course of the two-year programme, students:

- study six subjects chosen from the six subject groups
- complete an extended essay
- follow a theory of knowledge course (TOK)
- participate in creativity, action, service (CAS)

Normally, three of the six subjects are studied at higher level (courses representing 240 teaching hours). The remaining three subjects are studied at standard level (courses representing 150 teaching hours).

Core Requirements

1. Extended essay
2. Theory of Knowledge (TOK)
3. Creativity, Action and Service (CAS)

Assessment

- Each subject is graded on a scale of 1 (minimum) to 7 (maximum)
- Three additional points can be gained from a student’s performance in the Extended Essay and Theory of Knowledge.
- All subjects have an internal assessment component; with final examinations in most subjects (Visual Arts and Theatre have different examination procedures).
- The CAS requirement must be satisfactorily completed.
The Award of the IB Diploma

The award of the Diploma requires a **minimum total of 24 points** (with a **maximum of 45 points** possible), and:

- The satisfactory completion of the Extended Essay, TOK and CAS.
- The completion of one subject from each of the six groups with at least three, and not more than four, of the subjects at Higher Level and the others at Standard Level.

To be a successful IB Diploma student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record, and to complete work on time and to an appropriate standard. In all courses, students must complete mandatory coursework assignments; typically this coursework amounts to 25% of the final grade for each course, although in some cases it may be higher or lower. The key to doing this work to an acceptable standard is organisation, and the importance of keeping to internal deadlines cannot be stressed enough.

The IB Diploma will be awarded to a candidate who total score is 24 points, provided all the following requirements have been met.

1. CAS requirements have been met.
2. Candidate’s points total or are greater than 24.
3. An N has not been given for theory of knowledge, extended essay or for a contributing subject. [This would occur if academic misconduct is detected].
4. A grade E has not been awarded for one or both of theory of knowledge and the extended essay.
5. There is a no grade 1 awarded in a subject/level.
6. Grade 2 has not been awarded three or more times (HL or SL).
7. Grade 3 or below has not been awarded four or more times (HL or SL).
8. Candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Diploma Matrix

The following matrix shows how the bonus points are allocated, from the TOK and Extended Essay (EE) marks. These points are in addition to the conditions above.

<table>
<thead>
<tr>
<th>TOK / EE</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Failing condition</td>
</tr>
</tbody>
</table>

** A + E combination now results in zero points and a failing condition (previously 1 point)
Extended Essay

The extended essay of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest, usually one of the student's six DP subjects, and acquaints them with the independent research and writing skills expected at university. It is intended to promote high-level research and writing skills, intellectual discovery and creativity – resulting in approximately 40 hours of work. It provides students with an opportunity to engage in personal research on a topic of their choice, under the guidance of a supervisor. This leads to a major piece of formally presented, structured writing of no more than 4,000 words, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject. It is recommended that students follow the completion of the written essay with a short, concluding interview – vice voce – with the supervisor. In countries where normally interviews are required prior to acceptance for employment or for a place at university, the extended essay had proved to be a valuable stimulus for discussion.

Theory of Knowledge (TOK)

Theory of knowledge aims to develop each student’s ability to think critically about the world around them and to ask questions about information and its sources. It encourages students to reflect on how knowledge in various disciplines is constructed, developed, tested, supported and challenged. We examine the strengths and weaknesses of knowledge claims in specific disciplines and what distinguishes, for example, scientific discovery from ethical understanding.

This is achieved through:

- Analysis of different ways of knowing - Reasoning; Sense perception; Language; Emotion; Faith
- Comparisons between the scope, underlying assumptions and methodologies of a range of knowledge areas - Natural sciences; Human science; History; Ethic; Religious knowledge systems; Mathematics; The arts

Along the way we distinguish between personal and shared knowledge and look at the impact of concepts such as culture, evidence, authority and technology on what and how we know. Students are expected to apply these analytical skills to real life situations both within the school environment and in the wider world.
Creativity, action, service (CAS)

Creativity, action, service is at the heart of the Diploma programme, involving students in a range of activities that take place alongside their academic studies throughout the IB Diploma Programme. The component’s three strands, often interwoven with particular activities, are characterised as follows:

- **Creativity** – arts and other experiences that involve creative thinking
- **Action** – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Programme
- **Service** – an unpaid and voluntary exchange that has a learning benefit for the student.

Creativity, action, service (CAS) encourages students to be involved in activities as individuals and as part of a team that take place in local, national and international contexts. Creativity, action, service enables students to enhance their personal and interpersonal development as well as their social and civic development, through experiential learning, lending an important counterbalance to the academic pressures of the rest of the IB Diploma Programme. It should be both challenging and enjoyable – a personal journey of self-discovery that recognises each student’s individual starting point.

Activities should provide:

- real, purposeful activities, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress and reporting
- reflection on outcomes and personal learning.
Group 1 Language A1

English, Chinese, Korean, Japanese, Indonesian, Thai, Vietnamese
(Standard Level) (SL) or (Higher Level) (HL)

Recommended Background Knowledge
It is highly recommended that all students have a background study in literature in their intended Language A1 at some level. Students should enjoy reading literature and have a capacity for diligent study and commitment. The student may be considering the study of literature as a major beyond secondary school.

Rationale for group 1
Group 1 courses are designed to support future academic study by developing high levels of language competence and communication skills as well as social, aesthetic and cultural literacy. Literature plays a central role in the courses, which aim to support lifelong learning through engaging students as actively as possible with the texts they study.

Group 1 courses are suitable for students who have experience of using the language in an academic context. It is recognized that students have language backgrounds that vary significantly. There are some students for whom the target language is their only proficient language, whereas other students have complex language profiles and are competent in more than one language. One path to a bilingual diploma is to take two group 1 courses, each in a different language (in any combination). Special-request language A and school supported self-taught options remain available in language A: literature. By providing these options, group 1 supports additive bilingualism through the support and development of the student’s mother tongue.

Texts are selected from the IB’s Prescribed List of Authors and Prescribed Works in Translation list. These lists change from time to time to keep up with changing literature trends.
Group 1 | Language A: Literature (SL/HL)

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.

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>SL (10 literary works)</th>
<th>HL (13 literary works)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1 Works in translation</td>
<td>A literary study of two works in translation</td>
<td>A literary study of three works in translation</td>
</tr>
<tr>
<td>Part 2 Detailed study</td>
<td>Close study and analysis of two works, each of a different genre</td>
<td>Close study and analysis of three works, each of a different genre and one of which is poetry</td>
</tr>
<tr>
<td>Part 3 Literary genres</td>
<td>Literary study of three works of the same literary genre</td>
<td>Literary study of four works of the same literary genre</td>
</tr>
<tr>
<td>Part 4 Options</td>
<td>Three works are chosen by the school; the approach to the study of works is chosen from four options</td>
<td>Three works are chosen by the school; the approach to the study of works is chosen from four options</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External assessment</th>
<th>SL</th>
<th>HL</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1 Literary analysis</td>
<td>1 hour 30 minutes</td>
<td>2 hours</td>
<td>20%</td>
</tr>
<tr>
<td>Paper 2 Literary essay</td>
<td>1 hour 30 minutes</td>
<td>2 hours</td>
<td>25%</td>
</tr>
<tr>
<td>Written assignment Coursework</td>
<td>1,200–1,500 words</td>
<td>1,200–1,500 words</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral commentary</td>
<td>10 minutes: literary commentary</td>
<td>10 minutes: literary commentary based on poetry, followed by a 10-minute interview on one other work studied</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>10–15 minutes: individual presentation</td>
<td>10–15 minutes: individual presentation</td>
</tr>
</tbody>
</table>
**Group 1**  
**Language A: Language and Literature (SL/HL)**

Language A: language and literature comprises four parts—two relate to the study of language and two to the study of literature. Currently, Language and Literature is ONLY offered in English.

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 aim 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.

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>SL (4 literary works)</th>
<th>HL (6 literary works)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1</strong> Language in cultural context</td>
<td>Texts are chosen from a variety of sources, genres and media</td>
<td>Texts are chosen from a variety of sources, genres and media</td>
</tr>
<tr>
<td><strong>Part 2</strong> Language and mass communication</td>
<td>Texts are chosen from a variety of sources, genres and media</td>
<td>Texts are chosen from a variety of sources, genres and media</td>
</tr>
<tr>
<td><strong>Part 3</strong> Literature—texts and contexts</td>
<td>Study of two works, one of which is a text in translation from the prescribed literature in translation (PLT) list</td>
<td>Study of three works, one or two of which is (are) a text(s) in translation from the prescribed literature in translation (PLT) list</td>
</tr>
<tr>
<td><strong>Part 4</strong> Literature—critical study</td>
<td>Study of two works chosen from the prescribed list of authors (PLA) for the language A studied</td>
<td>Study of three works chosen from the prescribed list of authors (PLA) for the language A studied</td>
</tr>
<tr>
<td>External assessment</td>
<td>SL</td>
<td>HL</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Paper 1: Textual analysis | 1 hour 30 minutes  
The paper consists of two unseen texts.  
Students write an analysis of one of these texts. (20 marks) | 2 hours  
Comparative textual analysis  
The paper consists of two pairs of unseen texts.  
Students write a comparative analysis of one pair of texts. (20 marks) | 25%       |
| Paper 2 Essay       | 1 hour 30 minutes  
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. (25 marks) | 2 hours  
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. (25 marks) | 25%       |
| Written task        | 800–1,000 words in length plus a rationale of 200–300 words  
Students produce at least three written tasks based on material studied in the course.  
Students submit one written task for external assessment. (20 marks) | 800–1,000 words in length; task 1 should be accompanied by a rationale of 200–300 words, while task 2 should be accompanied by a short outline.  
Students produce at least four written tasks based on material studied in the course.  
Students submit two of these tasks for external assessment. (20 marks for each task)  
One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study. | 20%       |
| Internal assessment  |                                                                     |                                                                     |           |
| Oral commentary      | Students comment on an extract from a literary text studied in part 4 of the course. (30 marks)  
Students are given two guiding questions. | Students comment on an extract from a literary text studied in part 4 of the course. (30 marks)  
Students are given two guiding questions. | 15%       |
| Further oral activity| 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. (30 marks) | 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. (30 marks) | 15%       |
**Group 2  Language B (SL/HL)**

Current languages studied in Group 2: English, Chinese, Hindi, Indonesian, German

**Recommended Background Knowledge**
Students should have studied the language for *two to five years immediately prior to beginning* the course, but motivated students with less experience of the language can also attempt the course (after getting approval from the Director of Studies).

**Course description**
Language B SL and HL are language acquisition courses for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

**Syllabus and assessment**
The core, which is common to both SL and HL, consists of three topics and is a required area of study. In addition, teachers select two options from a choice of five.

At HL, two works of literature are studied.

<table>
<thead>
<tr>
<th>External assessment</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1</strong></td>
<td><strong>Receptive skills</strong></td>
<td><strong>Receptive skills</strong></td>
</tr>
<tr>
<td></td>
<td>1 hour 30 minutes: questions on four texts</td>
<td>1 hour 30 minutes: questions on five texts</td>
</tr>
<tr>
<td><strong>Paper 2</strong></td>
<td><strong>Written productive skills</strong></td>
<td><strong>Written productive skills</strong></td>
</tr>
<tr>
<td></td>
<td>1 hour 30 minutes: response to one task (250–400 words)</td>
<td>1 hour 30 minutes: two written tasks—one text type response (250– 400 words) and one argumentative response (150–200 words)</td>
</tr>
<tr>
<td><strong>Written assignment</strong></td>
<td><strong>Receptive and written productive skills</strong></td>
<td><strong>Receptive and written productive skills</strong></td>
</tr>
<tr>
<td></td>
<td>300–400 words: creative response to 3 unseen texts from core</td>
<td>500–600 words: creative response to literature</td>
</tr>
<tr>
<td></td>
<td>100 word rationale</td>
<td>150 word rationale</td>
</tr>
<tr>
<td><strong>Internal assessment</strong></td>
<td><strong>SL</strong></td>
<td><strong>HL</strong></td>
</tr>
<tr>
<td><strong>Individual Oral</strong></td>
<td><strong>Interactive skills</strong></td>
<td><strong>Interactive skills</strong></td>
</tr>
<tr>
<td></td>
<td>3-4 minutes: individual oral presentation about an unseen photo</td>
<td>3-4 minutes: individual oral presentation about an unseen photo</td>
</tr>
<tr>
<td></td>
<td>followed by 5-6 minute discussion with the teacher</td>
<td>followed by 5-6 minute discussion with the teacher</td>
</tr>
<tr>
<td><strong>Interactive oral</strong></td>
<td><strong>Interactive skills</strong></td>
<td><strong>Interactive skills</strong></td>
</tr>
<tr>
<td></td>
<td>Classroom interaction: three tasks including one listening task</td>
<td>Classroom interaction: three tasks including one listening task</td>
</tr>
</tbody>
</table>

**External assessment 70%**

<table>
<thead>
<tr>
<th>External assessment</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1 (1 hour 30 minutes): Receptive skills</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2 (1 hour 30 minutes): Written productive skills</td>
<td>25%</td>
</tr>
<tr>
<td>Written assignment: Receptive and written productive skills</td>
<td>20%</td>
</tr>
<tr>
<td>Internal assessment 30%</td>
<td></td>
</tr>
<tr>
<td>Individual oral (8–10 minutes)</td>
<td>20%</td>
</tr>
<tr>
<td>Interactive oral activity</td>
<td>10%</td>
</tr>
</tbody>
</table>

**TOPICS OF STUDY:**

<table>
<thead>
<tr>
<th>Core (BOTH SL AND HL)</th>
<th>2 options (BOTH SL AND HL)</th>
<th>Literature (HL ONLY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and media</td>
<td>Cultural diversity</td>
<td>2 works: eg</td>
</tr>
<tr>
<td>Global issues</td>
<td>Customs and traditions</td>
<td>The Curious Incident of the Dog in the Night time</td>
</tr>
<tr>
<td>Social relationships</td>
<td>Health</td>
<td>Five People You Meet in Heaven</td>
</tr>
<tr>
<td></td>
<td>Leisure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science and technology</td>
<td></td>
</tr>
</tbody>
</table>
Group 2 Language Ab initio (‘from the beginning’) SL ONLY

Recommended Background Knowledge
The language ab initio course is designed for students with little or no prior experience of the language they wish to study. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language ab initio course should be a challenging educational experience for the student.

- Japanese
- Indonesian
- German

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXTERNAL ASSESSMENT</strong></td>
<td>75%</td>
</tr>
<tr>
<td>Paper 1 (1 hour 30 minutes): Receptive skills</td>
<td>30%</td>
</tr>
<tr>
<td>Understanding of four written texts. (40 marks)</td>
<td></td>
</tr>
<tr>
<td>Text-handling exercises.</td>
<td></td>
</tr>
<tr>
<td>Paper 2 (1 hour): Productive skills</td>
<td>25%</td>
</tr>
<tr>
<td>Two compulsory writing exercises. (25 marks)</td>
<td></td>
</tr>
<tr>
<td>Section A (7 marks): One question to be answered from a choice of two.</td>
<td></td>
</tr>
<tr>
<td>Section B (18 marks): One question to be answered from a choice of three</td>
<td></td>
</tr>
<tr>
<td>Written assignment (2 hours): Receptive and productive skills</td>
<td>20%</td>
</tr>
<tr>
<td>A piece of writing, 200–300 words, in the target language carried out in class under teacher supervision. (20 marks)</td>
<td></td>
</tr>
<tr>
<td>Internal assessment (10 minutes): Interactive skills</td>
<td>25%</td>
</tr>
<tr>
<td>Individual oral (25 marks)</td>
<td></td>
</tr>
<tr>
<td>3 Interactive orals – one must be based on audio, and one final individual oral will be assessed outside the school</td>
<td>25%</td>
</tr>
<tr>
<td>SL: choose one photo from two options of unseen photos, 15 minutes preparation with max of 10 dot points</td>
<td></td>
</tr>
<tr>
<td>HL: based on one unseen photo, 15 minutes preparation with max of 10 dot points</td>
<td></td>
</tr>
</tbody>
</table>

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.
### Prescribed topics

<table>
<thead>
<tr>
<th>Individual and society</th>
<th>Leisure and work</th>
<th>Urban and rural environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily routines</td>
<td>Employment</td>
<td>Environmental concerns</td>
</tr>
<tr>
<td>Education</td>
<td>Entertainment</td>
<td>Global issues</td>
</tr>
<tr>
<td>Food and drink</td>
<td>Holidays</td>
<td>Neighbourhood</td>
</tr>
<tr>
<td>Personal details, appearance</td>
<td>Media</td>
<td>Physical geography</td>
</tr>
<tr>
<td>and character</td>
<td>Sport</td>
<td>Town and services</td>
</tr>
<tr>
<td>Physical health</td>
<td>Technology</td>
<td>Weather</td>
</tr>
<tr>
<td>Relationships</td>
<td>Transport</td>
<td></td>
</tr>
<tr>
<td>Shopping</td>
<td></td>
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</table>

### Examples of text types

<table>
<thead>
<tr>
<th>Advertisement</th>
<th>Notice</th>
<th>Article from journal, magazine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novel</td>
<td>Blog</td>
<td>Picture</td>
</tr>
<tr>
<td>Book</td>
<td>Poem</td>
<td>Brochure</td>
</tr>
<tr>
<td>Postcard</td>
<td>Diary</td>
<td>Poster</td>
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<tr>
<td>Email</td>
<td>Questionnaire</td>
<td>Essay</td>
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<tr>
<td>Radio programme</td>
<td>Film</td>
<td>Recipe</td>
</tr>
<tr>
<td>Flyer</td>
<td>Report</td>
<td>Interview</td>
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<tr>
<td>Review</td>
<td>Invitation</td>
<td>Short story</td>
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<tr>
<td>Label</td>
<td>Social networking site</td>
<td>Letter: formal/informal</td>
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<tr>
<td>Song</td>
<td>List</td>
<td>Speech</td>
</tr>
<tr>
<td>Map</td>
<td>Survey</td>
<td>Menu</td>
</tr>
<tr>
<td>Timetable</td>
<td>Message</td>
<td>Travel guide</td>
</tr>
<tr>
<td>Note</td>
<td>Web page</td>
<td></td>
</tr>
</tbody>
</table>
Business Management

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterize most business organizations.

Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. Business management is, therefore, perfectly placed within the individuals and societies subject area: aiming to develop in students an appreciation both for our individuality and our collective purposes.

The Diploma Programme business management course is designed to develop students’ knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course, as this integration promotes a holistic overview of business management. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalization, innovation and strategy), the business management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

The course encourages the appreciation of ethical concerns, as well as issues of corporate social responsibility (CSR), at both a local and global level. The course aims to develop transferable skills relevant to today’s students: These include the ability to:

- think critically;
- make ethically sound and well-informed decisions;
- appreciate the pace, nature and significance of change;
- think strategically
- undertake long term planning, analysis and evaluation.
- undertake financial analysis.

The Course and Assessment Methods

<table>
<thead>
<tr>
<th></th>
<th>Paper 1 Case Study paper</th>
<th>Paper 2 Structured questions paper</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL</td>
<td>1 hours and 15 minutes</td>
<td>1 hour and 45 minutes</td>
<td>Written Commentary</td>
</tr>
<tr>
<td></td>
<td>35%</td>
<td>40%</td>
<td>25%</td>
</tr>
<tr>
<td>HL</td>
<td>2 hours and 15 minutes</td>
<td>2 hours and 15 minutes</td>
<td>Research Project</td>
</tr>
<tr>
<td></td>
<td>35%</td>
<td>40%</td>
<td>25%</td>
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</tbody>
</table>
The HL course differs from the SL course in terms of:

- Teaching hours
- The SL Written Commentary involves secondary research whilst the HL Research Project is based on primary research
- HL course includes a number of extension topics
- HL involves more higher order assessment

**Recommended Background Knowledge**

Business Management assumes no prior knowledge and is open to all students, however, a familiarity or interest in how businesses operate would be an advantage.
Group 3 Environmental Systems and Societies

Environmental Systems and Societies is an interdisciplinary group 3 and 4 course that is only offered at standard level (SL). The course involves a scientific exploration of the structure and function of environmental systems and an exploration of cultural, economic, ethical, political and social interactions of societies with the environment. Students will develop the ability to perform research and investigations and to participate in philosophical discussion. Students will be encouraged to think holistically about environmental issues and to develop solutions from a personal to a community and to a global scale.

As an interdisciplinary subject, Environmental Systems and Societies may count as either a group 3 subject or as a group 4 subject or as both. This introduces more flexibility into the IB Diploma Programme. A student who is particularly interested in science may select two mainstream sciences such as Chemistry and Biology, or Chemistry and Physics as the group 4 and group 6 subjects, and then select Environmental Systems and Societies as the group 3 subject. A student who is humanities-oriented may choose Environmental Systems and Societies as a group 4 subject, and then choose two humanities subjects as the group 3 and group 6 selections.

The Course and Assessment

- Subject specific core – 120 hours
- Practical work / field work / activities – 20 hours
- Individual investigation – 10 hours

The Environmental Systems and Societies course incorporates the following topics: foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, water and aquatic food production systems and society, soil systems and terrestrial food production systems and society, atmospheric systems and society, climate change and energy production, human systems and resource use.

Assessment

- Two written examination papers comprising 75% of the final mark
- Internal assessment – individual investigation comprising 25% of the final mark

Recommended Background Knowledge

Students will be able to study this course successfully with no specific previous knowledge of science or geography.

Some mathematical knowledge is required but only to the level obtained by the end of year 10.
Group 3  Economics

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

The 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.

The Course and Assessment Methods

<table>
<thead>
<tr>
<th></th>
<th>Paper 1 (1.5 hr)</th>
<th>Paper 2 (1.5 hr)</th>
<th>Paper 3 (1 hr)</th>
<th>Internal assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extended response paper</td>
<td>Data response paper</td>
<td>HL Numerical response paper</td>
<td>Portfolio of three commentaries</td>
</tr>
<tr>
<td>SL</td>
<td>40%</td>
<td>40%</td>
<td>-</td>
<td>20%</td>
</tr>
<tr>
<td>HL</td>
<td>30%</td>
<td>30%</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

While the skills and activity of studying economics are common to both SL and HL students, the HL student is required to acquire further body of knowledge – including the ability to analyse, synthesise and evaluate that knowledge – and to develop quantitative skills in order to explain and analyse economic relationships. These quantitative skills are specifically assessed at HL in paper 3.

Recommended Background Knowledge
The economics course requires no specific prior learning. No particular background in terms of specific subjects for national or international qualifications is expected or required. The specific skills of economics course are developed within the context of the course itself. The ability to understand and explain abstract concepts and the ability to write in a logically structured manner are distinct advantages in economics.
Group 3 Geography

IB Geography integrates physical and human geography and examines how societies live, are distributed and interact with their environment. It also investigates how people adapt and respond and manage environmental change. Geography connects theoretical knowledge into real-world examples through case studies. Students are therefore encouraged to keep up with current events occurring around the world in order to develop a concern for human welfare and the quality of the environment.

Syllabus Outline
Part One: Optional Themes – Leisure, tourism and sport; Food and health; Urban environments; Freshwater; Oceans and coasts; Extreme environments; Geophysical hazards.
SL undertake two options  HL undertake 3 options
Part Two: Core Themes – Population distribution (changing population); Global climate vulnerability and resilience; Global resource consumption and security..
Compulsory for SL and HL
Part Two Core Extension: Power, places and networks; Human development and diversity; Global risks and resilience.
HL only
Internal Assessment: Fieldwork leading to a written report.
Compulsory for SL and HL
Assessment Methods:

<table>
<thead>
<tr>
<th></th>
<th>Paper 1: Optional themes</th>
<th>Paper 2: Core themes</th>
<th>Paper 3: HL extension</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL</td>
<td>2 topics/ options 35%</td>
<td>40%</td>
<td>None</td>
<td>25%</td>
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<tr>
<td>HL</td>
<td>3 topics/ options 35%</td>
<td>25%</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Recommended Background Knowledge
No specific prior learning is required for geography, skills needed for the geography course are developed within the context of the course itself

“Studying geography often leads people into fascinating careers, addressing major challenges facing the world. The field of Geographical Information is set to boom over the next 10-20 years, making this a great field for those who wish to combine geographical know-how with an interest in new technology.” (Nick Ferguson, Senior Vice President of Network Mapping Group)
History

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

Outline of topics undertaken:

Both SL and HL students undertake one prescribed topic such as The move to Global War or Rights and Protest. This material is examined as a source-based examination in paper 1. Students study two World History Topics such as The Cold War, Authoritarian States, Independence movements (1800–2000) or Causes and effects of 20th-century wars. This material is examined in essay form in paper 2.

Higher Level (only) students also complete an in-depth study of the history of a particular region, with one selected from History of Africa and the Middle East, History of the Americas, History of Asia and Oceania, History of Europe. Three topics are studied within the chosen region. This material is examined in essay form in paper 3.

The internal assessment requirements at SL and at HL for history are the same. All students complete a historical investigation into a historical topic of their choice.

The Course and Assessment Methods

While many of the skills of studying history are common to both SL and HL, there is a greater depth of study required for HL. The difference between the history course at SL and the course at HL can be summarized as follows.

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>Standard Level</th>
<th>Higher Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One prescribed subject</td>
<td>One prescribed subject</td>
</tr>
<tr>
<td></td>
<td>The study of two world history topics</td>
<td>The study of two world history topics</td>
</tr>
<tr>
<td></td>
<td>A historical investigation</td>
<td>The study of three topics within the HL regional option</td>
</tr>
<tr>
<td>Assessment</td>
<td>Paper 1: A source-based paper set on the prescribed subjects (30%)</td>
<td>Paper 1: A source-based paper set on the prescribed subjects (20%)</td>
</tr>
<tr>
<td></td>
<td>Paper 2: An essay paper based on the world history topics (45%)</td>
<td>Paper 2: An essay paper based on the world history topics (25%)</td>
</tr>
<tr>
<td></td>
<td>Internal assessment (IA): A historical investigation (25%)</td>
<td>Paper 3: An essay paper on one of the four HL regional options (35%)</td>
</tr>
<tr>
<td></td>
<td>Internal assessment (IA): A historical investigation (25%)</td>
<td>Internal assessment (IA): A historical investigation (20%)</td>
</tr>
</tbody>
</table>

Recommended Background Knowledge

No specific prior learning is required for History as content is developed over the course. Students should be aware that essays are required to be written at both SL and HL. It is therefore an advantage if students have the ability to write in English at length in a logical and structured manner.
Group 4  Experimental Sciences

Biology, Chemistry, Physics

Standard Level, SL or Higher Level, HL

Environmental Systems and Societies

Standard Level only, but an interdisciplinary group 3 and group 4 subject.

Which Experimental Science should be chosen?

Students who are considering a career in a scientific or technological field are advised to research degree course requirements carefully. It can be advantageous, and in certain cases necessary, to have studied two sciences at Higher Level in seeking admission to certain degree courses. Prerequisites for a number of related courses at a number of tertiary institutions should be investigated.

Students who do not need a science subject for tertiary studies should choose the science subject which will allow them to achieve their maximum IB score. This is probably the most enjoyable subject.

For all HL subjects, students must be able to follow instructions and work confidently in practical classes.

Assessment

The Biology, Chemistry and Physics courses, Higher and Standard Level, have the same general assessment pattern:

- Three external written examination papers comprising 80% of the final mark,

  and

- An internally assessed component – individual investigation, comprising 20% of the final mark.

Recommended Background knowledge

For all Standard Level Experimental Science courses little background knowledge is required, beyond that which you would get from any Year 10 science course.

Some mathematics is required but again only that which you would get from a Year 10 mathematics course. The most important requirement is an interest in why the world works the way it does.

The recommended background knowledge to all Higher Level Experimental Science courses is a grade 5 or above in a science subject at Year 10.
Group 4    Biology

The Biology course covers the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant science and genetics, among many other topics to further their understanding of and learning about biology.

Throughout this challenging course, students become aware of how scientists work and communicate with each other. Students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

Curriculum model overview and the Course

Standard Level

- Subject specific core – 95 hours
- Options – 15 hours
- Practical activities – 20 hours
- Individual investigation (IA) -10 hours
- Group 4 Project – 10 hours

Standard Level topics include: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, human physiology

One additional topic must be studied from the options: neurology and behaviour, biotechnology and bioinformatics, ecology and conservation, human physiology

Higher Level

- Subject specific core – 95 hours
- Additional Higher Level material – 60 hours
- Options – 25 hours
- Practical activities – 20 hours
- Individual investigation (IA) -10 hours
- Group 4 Project – 10 hours

Additional Higher Level material includes: nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, animal physiology

One additional topic must be studied from the options: neurology and behaviour, biotechnology and bioinformatics, ecology and conservation, human physiology
Group 4 Chemistry

The study of Chemistry combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other topics.

Throughout this challenging course, students become aware of how scientists work and communicate with each other. Students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

Curriculum model overview and the Course

Standard Level

- Subject specific core – 95 hours
- Options – 15 hours
- Practical activities – 20 hours
- Individual investigation (IA) -10 hours
- Group 4 Project – 10 hours

Standard Level topics include: stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics/thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, measurement and data processing

One additional topic must be studied from the options: materials, biochemistry, energy, medicinal chemistry

Higher Level

- Subject specific core – 95 hours
- Additional Higher Level material – 60 hours
- Options – 25 hours
- Practical activities – 40 hours
- Individual investigation (IA) -10 hours
- Group 4 Project – 10 hours

Higher Level topics cover the same topics and options as the Standard Level course but with additional material. This additional material is challenging and requires mathematical competency with logs (base 10 and natural), indices and quadratics. It is an advantage if students are able to plot and analyse graphs with graphics display calculators.
Group 4  Physics

The study of Physics allows students to develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of Physics. They also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavours – and are important life-enhancing, transferable skills in their own right. Students study the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implication of the work of physicists.

Throughout this challenging course, students become aware of how scientists work and communicate with each other. Students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

Curriculum model overview and the Course

Standard Level

- Subject specific core – 95 hours
- Options – 15 hours
- Practical activities – 20 hours
- Individual investigation (IA) -10 hours
- Group 4 Project – 10 hours

Standard Level topics include: measurement and uncertainty, electricity and magnetism, circular motion and gravitation, atomic nuclear particle physics, energy production, relativity, engineering physics, imaging, astrophysics

Two additional topics must be studied from the options: sight and wave phenomena, quantum physics and nuclear physics, digital technology, relativity and particle physics, astrophysics, communication, electromagnetic waves

Higher Level

- Subject specific core – 95 hours
- Additional Higher Level material – 60 hours
- Options – 25 hours
- Practical activities – 40 hours
- Individual investigation (IA) -10 hours
- Group 4 Project – 10 hours

Higher Level topics include the same topics as for the Standard Level course.

Additional Higher Level material includes: wave phenomena, fields, electromagnetic induction, quantum physics and nuclear physics
Group 4 Environmental Systems and Societies

Environmental Systems and Societies is an interdisciplinary group 3 and 4 course that is only offered at standard level (SL). The course involves a scientific exploration of the structure and function of environmental systems and an exploration of cultural, economic, ethical, political and social interactions of societies with the environment. Students will develop the ability to perform research and investigations and to participate in philosophical discussion. Students will be encouraged to think holistically about environmental issues and to develop solutions from a personal to a community and to a global scale.

As an interdisciplinary subject, Environmental Systems and Societies may count as either a group 3 subject or as a group 4 subject or as both. This introduces more flexibility into the IB Diploma Programme. A student who is particularly interested in science may select two mainstream sciences such as Chemistry and Biology, or Chemistry and Physics as the group 4 and group 6 subjects, and then select Environmental Systems and Societies as the group 3 subject. A student who is humanities-oriented may choose Environmental Systems and Societies as a group 4 subject, and then choose two humanities subjects as the group 3 and group 6 selections.

The Course and Assessment

- Subject specific core – 120 hours
- Practical work / field work / activities – 20 hours
- Individual investigation – 10 hours

The Environmental Systems and Societies course incorporates the following topics: foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, water and aquatic food production systems and society, soil systems and terrestrial food production systems and society, atmospheric systems and society, climate change and energy production, human systems and resource use.

Assessment

- Two written examination papers comprising 75% of the final mark
- Internal assessment – individual investigation comprising 25% of the final mark

Recommended Background Knowledge

Students will be able to study this course successfully with no specific previous knowledge of science or geography.

Some mathematical knowledge is required but only to the level obtained by the end of year 10.
Group 5  Mathematics

- Mathematics – Higher Level
- Mathematics – Standard Level
- Mathematics Studies – Standard Level

There are three courses in Mathematics offered within the IB curriculum, which is designed to accommodate students of different abilities, and who may have different mathematical requirements for entry to university education.

Mathematics HL (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.

Part I: Compulsory Core. (Algebra, Functions, Trigonometry, Vectors, Statistics and Calculus)

Part II: Optional topics: One Optional topic must be studied

Exploration: A short written report on a topic chosen by the student

Parts I and II of Mathematics HL are assessed by external examination which comprises 80% of the final grade.

The Exploration, which is internally assessed, contributes 20% of the final grade.

Recommended Background Knowledge

A high amount of background knowledge is presumed. Students must have a genuine interest and ability in mathematics. Students should have obtained a minimum grade 6 at year 10 HL and seek a recommendation from the Head of Mathematics.
Group 5  Mathematics SL (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.

- **Topics:** Algebra, Functions, Trigonometry, Vectors, Statistics and Calculus
- **Exploration:** A short written report on a topic chosen by the student

Mathematics SL is assessed by external examination which comprises 80% of the final grade.

The Exploration, which is internally assessed, contributes 20% of the final grade.

**Recommended Background Knowledge**

A substantial level of mathematical ability and background knowledge is required to handle this demanding course.

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**Mathematical Studies (Standard Level)**

This course is available at Standard Level (SL) only. It caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of Mathematics in students who do not anticipate a need for Mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes. The course concentrates on Mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations.

The students most likely to select this course are those whose main interests lie outside the field of Mathematics, and for many students this course will be their final experience of being taught formal Mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting with first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered nature of the subject formulae. Students likely to need Mathematics for the achievement of further qualifications should be advised to consider an alternative Mathematics course.

- Seven compulsory topics must be covered
- 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.

Mathematics SL is assessed by external examination which comprises 80% of the final grade.

The project, which is internally assessed, contributes 20% of the final grade.
Group 6   The Arts

Visual Arts

Students are encouraged to develop a personal view of the world by discovering ways of seeing and perceiving the world through art; and through a lively, inquiring and informed attitude towards the rich artistic heritage of many cultures, both modern and historic. They are able to express their ideas, opinions and judgements, develop their own sense of taste, and expand their perspective of themselves within cultural and historic contexts.


While not all university courses in these creative fields require Visual Art at Year 12 as a prerequisite, a higher level education in this subject can be beneficial, through exposure to a range of techniques and materials used, Art Issues and Concepts, and enquiring, critical, reflective and creative practices.

Course Outline:

- Respond to and analyse critically and contextually the function, meaning and artistic qualities of past, present and emerging art, using the specialist vocabulary of visual arts.

- Develop and present independent ideas and practice, and explain the connections.

- Explore and develop ideas and techniques for studio work through integrated contextual study and first-hand observations between these and the work of others.

- Develop and maintain a close relationship between investigation and a purposeful, creative process in studio work.

- Produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness.

- Develop and demonstrate technical Studio work competence and artistic qualities that challenge and extend personal boundaries and technical competence and self-direction.
The Course and Assessment Methods – There are 2 HL & 2 SL options

Assessment in Visual Arts consists of an evaluation of the body of work as a whole. Please note that at the beginning of 2015 the new curriculum begins. There is a new component (details to follow) where all students will prepare a written investigation into works of art of different cultures.

<table>
<thead>
<tr>
<th>Higher Level Option A</th>
<th>Higher Level Option B</th>
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</thead>
<tbody>
<tr>
<td><strong>External Assessment</strong></td>
<td><strong>External Assessment</strong></td>
</tr>
<tr>
<td>Studio work (12-18 works) 60%</td>
<td>Investigation workbooks (30-40 workbook pages) 60%</td>
</tr>
<tr>
<td>Exhibition and interview</td>
<td>Research workbooks and interview</td>
</tr>
<tr>
<td><strong>Internal assessment</strong></td>
<td><strong>Internal assessment</strong></td>
</tr>
<tr>
<td>Investigation workbooks (25-30 workbook pages) 40%</td>
<td>Studio work (8-12 works) 40%</td>
</tr>
<tr>
<td>This is internally assessed by the teacher and externally moderated by the IBO at the end of the course.</td>
<td>This is internally assessed by the teacher and externally moderated by the IBO at the end of the course.</td>
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</table>

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
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<td><strong>External assessment</strong></td>
</tr>
<tr>
<td>Studio work (8-12 works) 60%</td>
<td>Investigation workbooks (25-30 workbook pages) 60%</td>
</tr>
<tr>
<td>Exhibition and interview</td>
<td>Research workbooks and interview</td>
</tr>
<tr>
<td><strong>Internal assessment</strong></td>
<td><strong>Internal assessment</strong></td>
</tr>
<tr>
<td>Investigation workbooks (15-20 workbook pages) 40%</td>
<td>Studio work (6-8 works) 40%</td>
</tr>
<tr>
<td>This is internally assessed by the teacher and externally moderated by the IBO at the end of the course.</td>
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</tr>
</tbody>
</table>
**Homework**

Homework is an extension of the regular daily school work and is given in all courses. The functions of homework are to help students prepare for classes, and develop the skills of organisation, time management, independent responsibility, self-direction and self-discipline.

Long-range assignments such as reports and projects take careful planning and good organisation on the part of the student. Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students’ work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers, counsellors and the learning support department.

The amount of homework assigned normally increases as the student progresses through school and varied throughout the year. By grades 11 and 12 this will be between a minimum of 10 and 12 hours a week.

**All assignments are due by the deadline set by the teacher** (Diploma coursework or any other assignment). It is the class teacher’s responsibility to ensure that the due date – for written work and oral presentations – is clearly understood by all of the students in the class. IB Diploma Deadlines are placed in the schools Assessment timeline and communicated to the parents.

Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss a possible extension. An extension may be granted if the teacher judges that there is an acceptable and legitimate reason.

**Tutorials**

We provide tutorials after school to help students with schoolwork and assignments. This is our way of ensuring the best academic progress possible for your child. Students may be asked to attend a particular tutorial so that specialist teachers can help individual students who are experiencing specific difficulties. Tutorials are very important to academic success and students are strongly advised to attend.
Academic Honesty Policy

TKIS is committed to academic honesty and will ensure that all students in the IB Diploma Programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Academic Dishonesty and Malpractice

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one’s own.

copying: taking work of another student, with or without his or her knowledge and submitting it as one’s own.

exam cheating: communicating with another candidate in an exam, bringing unauthorised material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.

duplication: submitting work that is substantially the same for assessment in different courses is not allowed.

falsifying data: creating or altering data which have not been collected in an appropriate way.

collusion: helping another student to be academically dishonest.

Prevention of Academic Dishonesty

Students will be taught the correct methods for using citations and referencing, while preparing their assessments. Examples of correct and incorrect methods of citation, paraphrasing and use of other people’s work will be extensively provided in class and on internal studentshare servers. Students are advised to follow their teacher’s advice on these techniques and seek help whenever they are unsure. Ignorance of the rules is not a defence that is accepted by the school of the IB.

TKIS, in line with IB recommendations and practice, may submit random or selected pieces of work to external bodies for verification and evaluation of sources. Students should be able to submit electronic copies of any work to either the teacher or the relevant curriculum co-ordinator for such verification at any time. It is recommended that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

Procedure for Investigating Suspected Cases of Academic Dishonesty

If a teacher, or another member of staff, suspects that a student may have breached the school’s standards of academic honesty, he or she will inform the IB DP Co-ordinator. The latter will investigate the matter, and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the IB DP Co-ordinator will make a recommendation to the Principal as to whether or not the case is one of academic dishonesty, or of an academic infringement. Again in line with the IB’s policy and practice, the determining difference between these two possibilities will be one of intent. The Principal will decide the outcome of the case.
The Consequences of Academic Dishonesty

Any student who has found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student’s parents. If the work has been submitted as an official piece of IB coursework, it will not be accepted; if there is time for him or her to do so, the student will be allowed to resubmit another piece of work in its place. If there is not time for the student to produce new work, he or she will normally not receive a grade for that course and will therefore not receive an IB Diploma. A second violation will result in the student being removed from that particular IB DP course, and his or her being disallowed from being able to take an IB certificate in that subject. In addition the student will not receive credit towards the high school Diploma for the course. If a student submits work to the IB which is later recognised as having been produced dishonestly, the IB will not award a Diploma to the student.

Students should recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

Turnitin.com

TKIS currently uses “turnitin.com” as a useful tool for electronically collecting work that will be submitted to Diploma Examiners. All Extended Essays and TOK Essays will be submitted this way, as will other pieces of assessment at times, and subject teachers will tell students if they want any particular piece of work to be submitted through “turnitin”. We encourage student to use the draft submission facility prior to the deadline. This will identify all their quotations, with their sources.
Combinations of IB subjects appropriate for particular undergraduate courses (for Australia and the UK). Please see Mrs McCormick for further details.

The examples below are intended to **serve as a general guideline** in selecting IB subjects. Very competitive Universities will require the most rigorous course combinations. When selecting subjects, however, one must keep in mind one’s own ability in the subject. Conversely, selecting a less rigorous subject combination will disqualify applicants with a comparatively unappealing subject combination.

**Examples of Subject Choices**

<table>
<thead>
<tr>
<th>Group</th>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Subject 3</th>
<th>Subject 4</th>
<th>Subject 5</th>
<th>Subject 6</th>
<th>Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL/SL</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>English A1</td>
<td>Indonesian</td>
<td>History</td>
<td>Biology</td>
<td>Maths Studies</td>
<td>Visual Arts</td>
<td>English</td>
</tr>
</tbody>
</table>

Peter likes English and is also very good at Art. He is thinking about studying Journalism or Law at University. He is not very good at Maths and needs a high score so he strategically selects Maths Studies. He has studied Indonesian before and would like to continue with this.

<table>
<thead>
<tr>
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</table>

Claire is interested in Science and might want to take a health related course at university. She has never studied a language before and feels that her main weakness is in humanities.

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<td>6</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>English A1</td>
<td>German AB</td>
<td>ESS</td>
<td>Biology</td>
<td>Maths</td>
<td>Chemistry</td>
<td>Biology</td>
</tr>
</tbody>
</table>

Xiaomeng is a keen Mathematician. He has a good level of English but knows that his strengths lie away from the humanities. He would like to study Engineering at University.

<table>
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<td>6</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Chinese A</td>
<td>English B</td>
<td>Economics</td>
<td>Physics</td>
<td>Maths</td>
<td>Japanese Ab Initio</td>
<td>Physics</td>
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</tbody>
</table>

Jin is still uncertain of her career goals and wants to keep open as many options as possible.

<table>
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<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Chinese A</td>
<td>English B</td>
<td>Geography</td>
<td>Physics</td>
<td>Maths</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
</tbody>
</table>

33
<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>PROPOSED IB SUBJECT COMBINATIONS (for Australia)</th>
<th>PROPOSED IB SUBJECT COMBINATIONS (for the UK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Visual Arts HL/SL will assist with folio preparation or drawing tests.</td>
<td>Math HL and Visual Arts HL. Physics SL may also be useful, but only for a very small number of universities.</td>
</tr>
<tr>
<td>Engineering</td>
<td>Chemistry HL/SL and/or Physics HL/SL, depending on area of interest. Maths HL/SL</td>
<td>Maths must be HL; Chem HL or Physics HL depending on area of interest.</td>
</tr>
<tr>
<td>Media</td>
<td>The level of English chosen should be the highest to which the student can successfully meet the standards and expectations.</td>
<td>The level of English chosen should be the highest to which the student can successfully meet the standards and expectations. A second humanities subject is preferred.</td>
</tr>
<tr>
<td>Graphic Arts, Design, Textiles</td>
<td>Visual Arts HL/SL.</td>
<td>Visual Arts HL.</td>
</tr>
<tr>
<td>Law</td>
<td>The level of English chosen should be the highest to which the student can successfully meet the standards and expectations. A second essay based subject at HL is strongly recommended.</td>
<td>The level of English chosen should be the highest to which the student can successfully meet the standards and expectations. For the competitive Law Departments, English A HL and History HL is highly recommended.</td>
</tr>
<tr>
<td>Economics</td>
<td>Maths HL/SL. Economics HL/SL will assist but is not a prerequisite.</td>
<td>Math HL is needed for competitive universities. Economics HL (preferably) will further strengthen other aspects of the application.</td>
</tr>
<tr>
<td>Accountancy / Finance</td>
<td>Economics HL/SL will assist but is not required.</td>
<td>Accountancy / Finance: Math HL (preferably); though Math SL may suffice for some universities. Economics HL (preferably) will further strengthen such an application.</td>
</tr>
<tr>
<td>Medicine / Biomedicine/ Dentistry</td>
<td>Chemistry HL required and Biology HL is strongly recommended.</td>
<td>Chemistry HL and Biology HL. Maths HL at competitive universities</td>
</tr>
<tr>
<td>IT applications</td>
<td>Maths HL/SL</td>
<td>Math HL at competitive universities</td>
</tr>
<tr>
<td>Software Engineering</td>
<td>Maths HL and Physics HL/SL are recommended</td>
<td>Maths HL is required and preferably Physics HL.</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology HL/SL and Chemistry HL/SL.</td>
<td>Biology HL and Chemistry HL. Although Chemistry is preferred, in some cases Math HL can be an alternative.</td>
</tr>
<tr>
<td>Pharmacy / Pharmacology</td>
<td>Chemistry HL and Biology HL/SL. Maths HL/SL</td>
<td>Chemistry HL and Biology HL.. Maths HL/SL</td>
</tr>
<tr>
<td>Philosophy, Politics, Economics (PPE)</td>
<td>English HL and a second essay based subject at HL is strongly recommended. Maths SL</td>
<td>At least one Humanities HL, and Mathematics HL at the competitive universities.</td>
</tr>
</tbody>
</table>
**IB TIMELINE - a brief overview.**  CORE tasks

**Term One**

Begin CAS activities – plan weekly activities, look for possible projects  
Theory of Knowledge (TOK) – practice oral in classes.  
CAMP – some CAS activities

**Term Two**

CAS – continue weekly activities; define the activity that will be focussed on for the CAS project.  
TOK – practice oral to be completed as a written task and marked using final criteria [for guidance].  
EE – information provided to students for consideration over the mid-year break.

**Term Three**

Group 4 project – 1 ½ days (during class time) for IB assessment. Week 3 &/or 5  
CAS CAMP – 25 hours available  
Extended Essay – requirements explained from earlier information, supervisors chosen, topics proposed  
TOK - focus on resources for the final oral

**Term Four**

**FINAL TOK oral** presented in final two weeks of term. Contributes 20% of TOK grade.  
Extended Essay – work with supervisors, gather data, begin draft,

**End of first year**

Extended Essay Research over holidays – read relevant material

**Term Five**

Study camp - Field work, Workshop of TOK Essay titles, EE drafting into required format  
[TOK Essay topics released on 1st March – topics for assessable essay at end of Diploma]

**Term Six**

Complete CAS – finish hours, complete workbook, compile evidence book by end of term  
Extended Essay – Full draft of Essay completed. Final submission Week 8.  
Mid year break to finalise TOK essay and EE referencing.

**Term Seven**

Theory of Knowledge Essay IB assessment submitted at end of week 4  
REVISION in all subjects  
MOCK EXAMS WEEKS – last week of term and first week of break

**Term eight** (3 or 4 weeks)

Visual Arts exhibition  
Exam preparation

**Final exams** – Final IB exams begin in the end October, over 3 weeks.
IB Diploma Student Subject Choice Procedure - 2018 – 2019

Key to Stage by Stage Process of Choosing Subjects
It is expected of potential IB students that they should complete this form to the best of their ability.

We expect you to spend some time thinking, researching, consulting and weighing up the options

1. You should complete the SUBJECT SELECTION form ONLY after reading the IB Diploma Subject Guide, which is designed to assist you in making your IB subject choices.

2. In particular, look carefully at the sections, ‘How to Select your Subjects…’ and ‘IB Subject Guides’.

3. To make the best decisions, you are also expected to undertake some individual research about university courses and requirements. It is very important that you record what universities require in terms of total IB Diploma points and what HL subjects they require and what HL points are required. Make sure you record the university, the degree course name and their requirements.

See the Careers and Higher Education Coordinator and use the Careers Resource Room for research materials.

4. First, on the ‘IB Diploma Programme Subject Selection at Kilmore International School 2018 – 2019’ (Page 37) are the Groups of subjects: you MUST choose ONE subject each from Groups 1 to 5. (However Environmental Studies can count for both groups 3 and 4) This allows one or two subjects that can be chosen form Group 3, 4 or 6 as well as Japanese Ab Initio.

5. Remember you must choose THREE Higher Level (HL) subjects and THREE Standard Level (SL) subjects. Choose your THREE Higher Level subjects first.

6. Then make a second choice of subjects (not Groups 1,2 or 6) to complete the Second Subject Choice.

7. Hand the two forms to Ms Treanor by Friday 28th July, 2017
To start, highlight one subject from each of groups 1 to 5 and one more subject from groups 1 to 6. 
(Note that Group 6 is optional.)

Please Note - Subject choices are not guaranteed:
- A subject may not be offered if student numbers are too low
- There are academic entry requirements for all subjects
- Not every subject combination can be timetabled
- Student numbers in some classes may be capped

**Subject Groups and courses offered at TKIS in 2018-2019**

<table>
<thead>
<tr>
<th>Group 1</th>
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<tr>
<td>English A Literature HL</td>
<td>English B HL</td>
<td>Economics HL</td>
<td>Chemistry HL</td>
<td>Math Studies SL</td>
<td></td>
</tr>
<tr>
<td>English A Literature SL</td>
<td>English B SL</td>
<td>Economics SL</td>
<td>Chemistry SL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English A L&amp;L HL</td>
<td>German Ab Initio</td>
<td>Env. Syst &amp; Soc. SL</td>
<td>Env. Syst. &amp; Soc. SL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English A L&amp;L SL</td>
<td>Hindi B HL</td>
<td>Geography HL</td>
<td>Physics HL</td>
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</tr>
<tr>
<td>Indonesian A HL</td>
<td>Hindi B SL</td>
<td>Geography SL</td>
<td>Physics SL</td>
<td></td>
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</tr>
<tr>
<td>Indonesian A SL</td>
<td>Indonesian Ab Initio</td>
<td>History HL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese A HL</td>
<td>Indonesian B SL</td>
<td>History SL</td>
<td></td>
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<tr>
<td>Japanese A SL</td>
<td>Indonesian B HL</td>
<td></td>
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<tr>
<td>Korean A HL</td>
<td>Japanese Ab Initio</td>
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<tr>
<td>Korean A SL</td>
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<tr>
<td>Thai A HL</td>
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<td>Thai A SL</td>
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<tr>
<td>Vietnamese A HL</td>
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