

IB Subject Guide 2019

[To be consulted as part of the Year 10 Subject Selection process]



Key dates:

Year 10 Morrisby testing Thursday 2nd May

Year 10 Introduction to Subject Selection Friday 10th May

Year 10 Parent Information Evening Wednesday 15th May

Year 10 Subject Selection Forum Friday 17th May

Subject selection form submitted by students by end of Week 1, Term 3

Staff consultation and school approvals of preliminary subject selections, especially related to timetabling, Term 3

Subject selections finalised by the end of Term 3



Introduction

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 (EE)
2. Theory of Knowledge (TOK) –this course represents 100 hours of teaching
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 has different examination procedures).
- The CAS requirement must be satisfactorily completed.

TKIS Promotion Policy

Promotion to the next year level at the end of year is not automatic. It is conditional upon a satisfactory conduct record and satisfactory academic progress.

Providing there is a satisfactory conduct record, students will be promoted to the next year level at year's end if they meet the following conditions:

1. All Approaches to Learning grades are "S", "G" or "E" none are "N".
2. Final examination results are satisfactory (see report comments).
3. GRADES: There is a no grade 1 awarded in a subject/level.
Grade 2 has not been awarded three or more times
4. An average grade of at least 4 in core subjects (excludes PE and Drama)

Students must achieve a minimum of 24 points by calculating the core subjects. This accumulated score does not include PE, Drama, Art or Music if the student is not continuing this subject in DP.

The student's report must indicate motivation and respect in the classroom and consistent completion of work tasks across subjects.

Approval for Higher Level DP subject

Students must achieve a minimum grade of 5 in the Year 10 subject to qualify for the Higher Level subject at DP. This is to support the student's best strategic plan for academic success in DP.

Group 1 Studies in Language and Literature (SL/HL) –last exams November 2020 First exams May 2021 (Thai and Vietnamese)

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.

All Group 1 courses explore elements of language, literature and performance and focus on:

- the relationships between readers, writers and texts
- the range and functions of texts across geographical space and historical time
- aspects of intertextuality.

Within this framework, each course has its own emphases.

Language A: Literature (SL/HL offered in English, Chinese, Korean, Japanese, Indonesian, Thai, Vietnamese)

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.

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

Language A: Language and Literature (SL/HL offered in English only)

In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others. Currently, Language and Literature is ONLY offered in English.

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*

PLEASE NOTE:

Commencing semester 2, 2019, Thai and Vietnamese students will begin their IBDP Language A subject, a new course that stresses the elements of literature, language and performance to a different degree, but all engage with them to some extent. The study of language, literature and performance, as well as the development of the relevant skills, is divided into three areas of exploration:

1. the exploration of the nature of the interactions between readers, writers and texts;
2. the exploration of how texts interact with time and space; and
3. the exploration of intertextuality and how texts connect with each other.

At standard level (SL), at least 9 works must be studied across the three areas of exploration while at higher level (HL), at least 13 works must be studied.

Assessment outline

Assessment component SL	Worth	Assessment component HL	Worth
Paper 1: Guided literary analysis (1 hour 15 minutes) (20 marks)	35%	Paper 1: Guided literary analysis (2 hours 15 minutes) (40 marks)	35%
Paper 2 Comparative essay (1 hour 45 minutes) (30 marks)	35%	Paper 2 Comparative essay (1 hour 45 minutes) (30 marks)	25%
Individual oral (15 minutes) A prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	30%	Individual oral (15 minutes) A prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	20%
		Higher level (HL) essay Students submit an essay on one literary text or work studied during the course, 1,200–1,500 words (20 marks)	20%

Group 2 Language Acquisition

Language B is offered in English, Chinese, Hindi, Indonesian at SL/HL

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).

International students enrolled in ESL are recommended to select English B at **Standard Level**.

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 course, at both SL and HL, consists of five prescribed themes with a range of recommended topics for study. For the purposes of teaching and learning in a language acquisition course, the Language B and Language ab initio syllabuses organize written, visual, audio and audio-visual texts into three broad categories: personal, professional and mass media texts. The study of two literary works originally written in the target language is a requirement at HL in Language B. HL students are expected to understand fundamental elements of the literary works studied, such as themes, plot and characters.

Prescribed Themes	Text types	Literature (HL ONLY)
Identities Experiences Human ingenuity Social organisation Sharing the planet	Including blog, diary, email, personal/formal letter, essay, proposal, report, survey, advertisement, article, brochure, film, interview, speech, review	2 literary works of prose fiction/non-fiction, poetry or drama. Linked to a prescribed theme
Assessment		
Students are assessed externally in Productive skills (writing), Receptive skills (Reading comprehension and Listening comprehension). Internal assessment takes the form of an Individual Oral.		

Language ab initio (“from the beginning”) is offered in Japanese, Indonesian and German in 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.

NOTE: As German ab initio is examined in the May session, students wishing to select it as part of their IBDP, must commence this course in Year 10.

Syllabus and Assessment

Prescribed themes	Prescribed topics	Text types
Identities Experiences Human ingenuity Social organisation Sharing the planet	Include personal attributes and relationships, eating and drinking, physical wellbeing, daily routines, leisure, holidays, festivals and celebrations, transport, media, entertainment, technology, education, the workplace, climate, the environment, global issues	Including blog, diary, email, personal/formal letter, essay, proposal, report, survey, advertisement, article, brochure, film, interview, speech, review
Assessment:		
Students are assessed externally in Productive skills (writing), Receptive skills (Reading comprehension and Listening comprehension). Internal assessment takes the form of an Individual Oral.		

Group 3 Individuals and Societies

Business Management, Economics, Geography, History, Environmental Systems and Societies

Business Management (SL/HL)

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.

Emphasis is placed on strategic decision-making and the operational business functions of

- human resource management
- finance and accounts
- marketing
- 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
- Strategy

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.

Economics (SL/HL)

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 course emphasises

- microeconomics, which deal with economic variables affecting individuals, firms and markets.
- 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
- environmental sustainability.

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.

Geography (SL/HL)

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	SL	HL
Part 1 Optional themes	<i>Leisure, tourism and sport; Food and health; Urban environments; Freshwater; Oceans and coasts; Extreme environments; Geophysical hazards.</i>	<i>Leisure, tourism and sport; Food and health; Urban environments; Freshwater; Oceans and coasts; Extreme environments; Geophysical hazards.</i>
Part 2 COMPULSORY Core themes	<i>Population distribution (changing population); Global climate vulnerability and resilience; Global resource consumption and security.</i>	<i>Population distribution (changing population); Global climate vulnerability and resilience; Global resource consumption and security.</i>
PART 2 Core Extension	N/A	<i>HL (only) Power, places and networks; Human development and diversity; Global risks and resilience.</i>

History (SL/HL)

The IB 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.

Syllabus	SL	HL
Core SL and HL	<i>Both</i> SL and HL students undertake one prescribed topic such as The Move to Global War or Rights and Protest. 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.	
Additional Higher Level Extension		<i>Higher Level</i> (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.

Environmental Systems and Societies (SL only)

Environmental Systems and Societies is an interdisciplinary group 3 and 4.

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.

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.

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.

Biology, Chemistry, Physics, Environmental Systems and Societies

Throughout these challenging courses, 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.

Biology (SL/HL)

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.

Syllabus	SL	HL
Core Topics <i>SL and HL</i>	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	
Additional Higher Level Topics		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

Chemistry (SL/HL)

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.

Syllabus	SL	HL
Core Topics <i>SL and HL</i>	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	
Additional Higher Level Topics		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.

Physics (SL/HL)

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. Students study the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implication of the work of physicist.

Syllabus	SL	HL
Core Topics <i>SL and HL</i>	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	
Additional Higher Level Topics		wave phenomena, fields, electromagnetic induction, quantum physics and nuclear physics

Group 5 Mathematics

1. **Mathematics: Analysis and approaches course** will be offered at both SL and HL. It is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization.
2. **Mathematics: Applications and interpretation course** will be offered at both SL and HL for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

MATHEMATICS: ANALYSIS AND APPROACHES

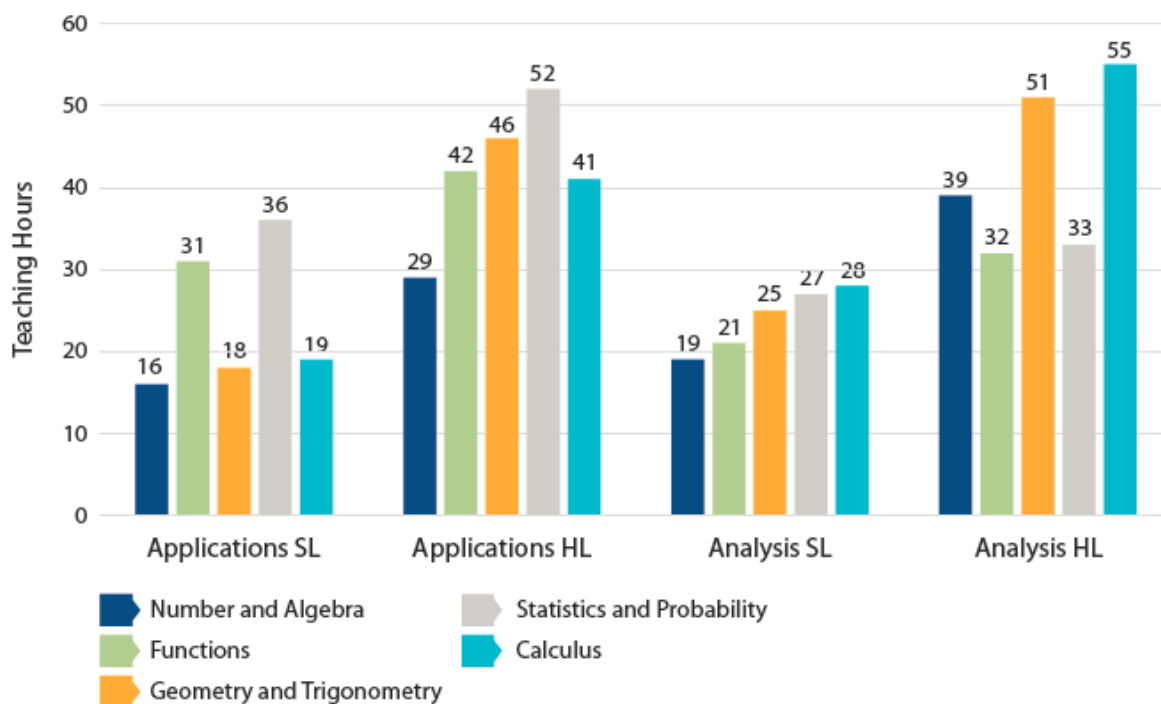
- Offered at both SL and HL
- Emphasis on algebraic methods
- Develop strong skills in mathematical thinking
- Real and abstract mathematical problem solving
- For students interested in mathematics, engineering, physical sciences, and some economics

MATHEMATICS: APPLICATIONS AND INTERPRETATION

- Offered at both SL and HL
- Emphasis on modelling and statistics
- Develop strong skills in applying mathematics to the real-world
- Real mathematical problem solving using technology
- For students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design

Mathematics Subject Breakdown

All courses cover the same 5 topics within mathematics but with varying emphasis



Group 6 the Arts

Visual Arts (SL/HL)

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.

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.

Assessment outline

Students are assessed on the following submissions:

Part 1: Comparative Study 20%

Part 2: Process Portfolio 40%

Part 3: Exhibition 40%

Parts 1 and 2 are assessed externally; Part 3 is internally assessed and moderated externally at the end of the course.

Key staff contacts:

- **Mr Kenny Ong, Yr 10 Wellbeing Leader**
- **Ms Elizabeth McCormick, Careers Advisor**
- **Ms Deanna Krilis, IBDP Coordinator**
- **Dr Judith Rutter, Director of Teaching and Learning**