



### **IB Mission Statement**

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

## **The Cathedral & John Connon School**

### **Mission**

The Cathedral and John Connon School aims to provide an education to young minds that will allow them to: learn how to learn, understand how to adapt to the changing world around them, become global citizens with a local vision and develop a sense of international mindedness while cherishing the individuality of man and the commonality of mankind.

### **Vision**

The Cathedral and John Connon School understands that today, more than ever, an education is incomplete if it does not add to the value system of a child. The School therefore is an institution that will provide an enriching learning experience based on a rich value system that shall hold its students in good stead in the future. The School has a curriculum that aids this belief by extending the boundaries of learning, outside of us as well as within.



## **IB Learner Profile**

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**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced:** We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

*The IB learner profile embodies ten attributes valued by IB World Schools. We believe that these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.*

### **International Baccalaureate:**

The IB Diploma Programme is designed as a 2-year pre-university course that amalgamates the preferences of some universities requiring depth of study and that of others emphasising breadth.

It is one of the best known pre-university courses, preferred and respected by many universities around the world for its rigour, emphasis on skill development and its criterion-based assessment process.

While the IB program is a rigorous pre-collegiate curriculum, it also challenges students to think about global issues, cultural assumptions and our place in the world community. When taken in its entirety the program requires a broad focus in many areas, both academic and non-academic. Students move beyond the classroom, become involved in the service of their community and learn to work creatively. Through TOK students are challenged to think about what knowledge means in various disciplines. Ideally, these elements converge through the experience of designing and executing an individual research question or project in the Extended Essay.

Students who best succeed in the program have a strong commitment to the ideals of the mission statement, a genuine enthusiasm about learning and sincere curiosity about other cultures and the world around them.

The IB Diploma is designed to afford every student an opportunity to study from a diverse range of subjects while inculcating skills of research, analysis, critical thinking and report writing.

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, activity, service (CAS)

Normally :

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

### **Subjects offered:**

Currently, the Diploma Programme at the Cathedral & John Connon School offers the following subjects;

**Group 1:** English language and literature (*HL & SL*)

**Group 2:** French ab initio, Spanish ab initio and Hindi B (*SL*)

**Group 3:** Economics, History, Business management & Psychology (*HL & SL*)

**Group 4:** Physics, Chemistry, Biology, Computer science (*HL & SL*)

**Group 5:** Mathematics (*HL & SL*),  
Mathematical studies (*SL*)

**Group 6:** Visual arts (*HL & SL*)

(Students may choose a second subject from Group 3 or Group 4 instead of Visual Arts)

### **Core requirements**

The core of the curriculum model consists of three components.

#### • **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 - *viva 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 has proved to be a valuable stimulus for discussion.

#### • **Theory of knowledge (TOK)**

The interdisciplinary TOK course is designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The theory of knowledge course is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy. The extent and impact of the changes vary greatly in different parts of the world, but everywhere their implications for knowledge are profound. Theory of knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of what they encounter. Its core content focuses on questions such as the following:

- What counts as knowledge?
- How does it grow?
- What are its limits?
- Who owns knowledge?
- What is the value of knowledge?
- What are the implications of having, or not having, knowledge?



TOK activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections may be made between knowledge encountered in different Diploma Programme subjects, in CAS experience or in extended essay research; distinctions between different kinds of knowledge may be clarified.

- **Creativity, activity, service (CAS)**

Creativity, activity, 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 characterized as follows:

- Creativity - arts and other experiences that involve creative thinking
- Activity - 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, activity, 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, activity, 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 recognizes each student's individual starting point.

Activities should provide:

- real, purposeful meaning, 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: Studies in language and literature**

#### **English language and literature**

In studying a group 1 course, students are introduced to a range of texts from different periods, styles and genres and are able:

- to develop the ability to engage in close, detailed analysis of individual texts and make relevant connections
- to develop powers of expression, both in oral and written communication
- to recognize the importance of the contexts in which texts are written and received
- to develop, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- to appreciate the formal, stylistic and aesthetic qualities of texts
- to develop in students an enjoyment of, and lifelong interest in, language and literature.

- to develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- to think critically about the different interactions between text, audience and purpose.

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. The range of texts studied in language A courses is broad, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. A specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression.

### Course content

The syllabus comprises four sections. In Parts 1 and 2, a wide range of texts are studied to introduce students to the linguistic topics of 'language in a cultural context,' as well as 'language and mass communication.' In Parts 3 and 4, students study literary texts of different genres and from different regions, periods and contexts. HL students study six literary texts while SL students study four. Work encompasses a variety of oral, written, creative and analytical activities, designed to encourage students to respond in different ways to the widest range of texts such as images with or without text, literary and non-literary texts, films and their scripts, oral texts and electronic texts.

### Assessment SL

#### External assessment (3 hours) – 70%

- **Paper 1:** Textual analysis (1 hour 30 minutes) – 25%  
The paper consists of two unseen texts. Students write an analysis of one of these texts (20 marks).
- **Paper 2:** Essay (1 hour 30 minutes) – 25%  
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).
- **Written task** – 20%  
Students produce at least three written tasks based on material studied in the course. Students submit one written task for external assessment (20 marks). This task must be 800–1,000 words in length plus a rationale of 200–300 words.

#### Internal assessment – 30%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

- **Individual oral commentary** – 15%

Students comment on an extract from a literary text studied in Part 4 of the course (30 marks). Students are given two guiding questions.

- **Further oral activity** – 15%

Students complete at least two further oral activities, one based on Part 1 and one based on Part 2 of the course. The mark of one further oral activity is submitted for final assessment (30 marks).

### Assessment HL

#### External assessment (4 hours) – 70%

**Paper 1:** Comparative textual analysis (2 hours) – 25%  
The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts (20 marks).

- **Paper 2:** Essay (2 hours) – 25%

In response to one of six questions students write an essay based on at least two of the literary texts studied in Part 3. The questions are the same at SL but the assessment criteria are different (25 marks).

- **Written tasks** – 20%

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. Each task must be 800–1,000 words in length, task 1 must be accompanied by a rationale of 200–300 words, while task 2 should be accompanied by an outline.

#### Internal assessment – 30%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

- **Individual oral commentary** – 15%

Students comment on an extract from a literary text studied in Part 4 of the course (30 marks). Students are given two guiding questions.

- **Further oral activity** – 15%

Students complete at least two further oral activities, one based on Part 1 and one based on Part 2 of the course. The mark of one further oral activity is submitted for final assessment (30 marks).



## Group 2: Language acquisition

Group 2 consists of three modern language courses—language ab initio and language B—that are offered in French, Hindi and Spanish. Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity.

The group 2 courses use a balance between approaches to learning that are teacher-centred (teacher-led activities and assessment in the classroom) and those that are learner-centred (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning. The two modern language courses—language *ab initio* and language B—develop students' linguistic abilities through the development of receptive, productive and interactive skills.

### Course content

#### Language ab initio

The language ab initio course is organized into three themes.

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

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Language ab initio is available at SL only.

#### Language B

The course is designed for students with previous experiences of learning a foreign language (normally 3–5 years), and is suitable for those who have displayed both ability and interest in their previous foreign language classes. The syllabi for both HL and SL are

similar in content, although HL is a more intensive course and the proficiency level achieved is higher. HL courses also offer students the possibility to explore some literary texts.

The objective of the Language B course is for students to communicate clearly and effectively in different styles and contexts while studying the cultures associated with the language. Students gain a better understanding and use of grammatical structures and vocabulary through studying a variety of topics. These topics all offer a cultural perspective and enable students to take part in discussions on a wide variety of issues. Examples of topics include communication and media, global issues and social relationships. Students are encouraged to reflect upon their own perspectives, those of the school and those of the target language culture.

### Skills developed

#### Language ab initio (French/Spanish)

Receptive skills: Understand, both aurally and in writing, simple sentences and some more complex sentences related to the three themes and related topics. Understand simple authentic (adapted where appropriate) written texts and questions related to them in the target language.

Productive skills: Express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. Communicate orally and respond appropriately to most questions on the three prescribed themes and related topics. Communicate clearly, in writing, some simple information and ideas in response to a written task.

Interactive skills: Understand and respond clearly to some information and ideas within the range of the three prescribed themes and related topics. Engage in simple conversations. Demonstrate some intercultural understanding by reflecting on similarities and differences between the target culture(s) and the student's own and by providing some appropriate examples and information.

#### Language B SL (Hindi)

Receptive skills: Understand straightforward recorded or spoken information on the topics studied. Understand authentic written texts related to the topics studied and that use mostly everyday language.



Productive skills: Communicate orally in order to explain a point of view on a designated topic. Describe with some detail and accuracy experiences, events and concepts. Produce texts where the use of register, style, rhetorical devices and structural elements are generally appropriate to the audience and purpose.

Interactive skills: Demonstrate interaction that usually flows coherently, but with occasional limitations. Engage in conversations on the topics studied, as well as related ideas. Demonstrate some intercultural engagement with the target language and culture(s).

### **Assessment – Language ab initio SL**

#### **External assessment – 75%**

• **Paper 1:** receptive skills (1 hour 30 minutes) – 30%  
Understanding of four written texts (40 marks); text-handling exercises

• **Paper 2:** productive skills (1 hour)– 25%

Two compulsory writing exercises (25 marks)

- Section A: one question to be answered from a choice of two (7 marks)

- Section B: one question to be answered from a choice of three (18 marks)

• **Written assignment:** receptive and productive skills – 20% -a piece of writing, 200–350 words, in the target language (20 marks).

#### **Internal assessment (10 minutes): Interactive skills – 25%**

• **Individual oral** (25 marks)

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

- Part 1: presentation of a visual stimulus (from a choice of two) by the student

- Part 2: follow-up questions on the visual stimulus

- Part 3: general conversation including at least two questions on the written assignment

### **Assessment -Language B**

Language B is an additional language-learning course designed for students with some previous learning of that language. It will be offered at SL for students who have existing knowledge of the French language and at HL and SL for those with knowledge of Hindi. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the culture(s) concerned.

### **Assessment – SL**

#### **External assessment – 70%**

• **Paper 1:** receptive skills (1 hour 30 minutes) – 25%  
Text handling exercises on four written texts, based on the core

• **Paper 2:** written productive skills (1 hour 30 minutes) – 25%

One writing exercise of 250–400 words from a choice of five, based on the options

• **Written assignment:** receptive and written productive skills – 20%

Inter-textual reading followed by a written exercise of 300–400 words plus a 150-200 word rationale, based on the core

#### **Internal assessment – 30%**

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

• **Individual oral** (8–10 minutes) – 20%

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

• **Interactive oral activity** – 10%

Based on the core: three classroom activities assessed by the teacher

### **Group 3: Individuals and societies**

Commonly known as the Humanities group, courses within this group may be taken without prior knowledge or study of the subject. CAJCS offers the following courses in Group 3;

#### **Economics**

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 emphasizes the theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the 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.

### Course content

- Introduction to Economics
- Microeconomics: markets, theory of the firm (HL only) and market failure
- Macroeconomics: macro models and policies, economic growth, unemployment, inflation and distribution of income
- International economics: reasons for trade, protectionism, economic integration, WTO, balance of payments and exchange rates
- Development economics: sources, consequences, barriers and strategies for growth and/or development

### Skills developed

- Providing students with a core knowledge of economics
- Critical thinking
- Awareness and understanding of internationalism
- Synthesis and evaluation of ideas

### Assessment SL

#### External assessment (3 hours) – 80%

- **Paper 1** (1 hour 30 minutes) – 40%  
an extended response paper (50 marks)
- Assessment objectives 1, 2, 3, 4

- **Section A:** syllabus content: section 1 – *microeconomics*

Students answer one question from a choice of two (25 marks)

- **Section B:** syllabus content: section 2 *macroeconomics*

Students answer one question from a choice of two (25 marks)

- **Paper 2** (1 hour 30 minutes) – 40% a data response paper (40 marks)

- Assessment objectives 1, 2, 3, 4

- **Section A:** syllabus content: section 3 – *international economics*; students answer one question from a choice of two (20 marks)

- **Section B:** syllabus content: section 4 – *development economics*; students answer one question from a choice of two (20 marks)

#### Internal assessment (20 teaching hours) – 20%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries based on current news events and drawn from topics from different sections of the syllabus.

### Assessment HL

#### External assessment (3 hours) – 80%

- **Paper 1** (1 hour 30 minutes) – 30%  
An extended response paper (50 marks)

- Assessment objectives 1, 2, 3, 4

- **Section A:** syllabus content: section 1 – *microeconomics*; students answer one question from a choice of two (25 marks)

- **Section B:** syllabus content: section 2 – *macroeconomics*; students answer one question from a choice of two (25 marks)

- **Paper 2** (1 hour 30 minutes) – 30%

A data response paper (40 marks)

- Assessment objectives 1, 2, 3, 4

- **Section A:** syllabus content: section 3 – *international economics*; students answer one question from a choice of two (20 marks)

- **Section B:** syllabus content: section 4 – *development economics*; students answer one question from a choice of two (20 marks)

- **Paper 3** (1 hour) – 20%

HL extension paper (50 marks)

- Assessment objectives 1, 2 and 4

- Syllabus content (including HL extension material)

**Section 1–4:** microeconomics, macroeconomics, international economics, development economics.

Students answer two questions from a choice of three (25 marks per question)

#### Internal assessment (20 teaching hours) – 20%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries based on current news events and



drawn from topics from different sections of the syllabus.

## History

The vision of others can at times provide greater clarity than our own. For us to be true to the mission statement of CAJCS, we must be willing to see the world, which was, is and will be, through the eyes of others. History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposures to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

## Course content

SL and HL courses share the same core syllabus.

**Paper 1**-Prescribed subjects; HL and SL students study the Prescribed subject 3: The Move to Global War -Two case studies are prescribed, from different regions of the world, and both of these case studies must be studied.

Case study 1: Japanese expansion in East Asia (1931–1941)

Case study 2: German and Italian expansion (1933–1940)

**Paper 2:** 20th century world history—topics; HL and SL students study the two topics listed below:

Authoritarian states (20th century)

Causes and effects of 20th-century wars

HL options – HL students are required to undertake an in-depth study of a period of history.

**Paper 3**- History of Europe. HL students only

- Europe and the First World War (1871–1918)
- European states in the inter-war years (1918–1939)
- Versailles to Berlin: Diplomacy in Europe (1919–1945)

## Skills developed

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, continuity, causation, consequence significance and perspectives.

- Ability to make cogent arguments
- Ability to make reasoned judgments
- Understanding the values and limitations of arrange of sources of information
- Critical thinking
- Analysis, synthesis and interpretation of information
- Construction of substantiated analyses about the past
- Research and selection of material

## Assessment SL

**External assessment (2 hours 30 minutes) – 75%**

**Paper 1 (1 hour) 30%**

Source-based paper based on the five prescribed subjects. Choose **one** prescribed subject from a choice of five. Answer four structured questions. (24 marks) assessment objectives: 1–3

**Paper 2 (1 hour 30 minutes) 45 %**

Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks) assessment objectives 1–4

**Internal assessment – 25%**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Historical investigation based on a research question of the student's own devising - approximately 20 hours - assessment objectives 1–4 (25 marks)

## Assessment HL

**External assessment (5 Hours) – 80%**

**Paper 1 (1 hour) – 20 %**

Source-based paper based on the five prescribed subjects. Choose **one** prescribed subject from a choice of five. Answer four structured questions. (24 marks) assessment objectives: 1–3

**Paper 2 (1 hour 30 minutes) -25 %**

Essay paper based on the 12 world history topics.

Answer two essay questions on two different topics. (30 marks)

Assessment objectives 1–4

**Paper 3 (2 hours 30 minutes) -35%**

Separate papers for each of the four regional options.



For the selected region, answer three essay questions. (45 marks)

Assessment objectives 1–4

### **Internal assessment (20 hours) – 20%**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Historical investigation based on a research question of the student's own devising- approximately 20 hours - assessment objectives 1–4 (25 marks)

### **Business management**

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 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.

### **Course content**

HL and SL share a common core syllabus, which comprises:

Business organisation and environment

Human resource management

Finance and accounts

Marketing

Operations management

#### **Higher Level:**

Organisational planning tools

Organisational culture

Employee relations

Final Accounts (some part)

Efficiency ratio analysis

Investment appraisal

The extended marketing mix of seven Ps

International marketing

Budgets and sales forecasts

Lean production and Quality management

Production planning

Research and Development

Crisis management and contingency planning

### **Skills developed**

- Understanding of organizational ethos
- Analysis of markets and functioning
- Synthesis and evaluation of business strategies
- Research based on primary and secondary resources
- Interpreting data and applying analytical tools

### **Assessment SL**

#### **External assessment (3 hours) 75%**

- **Paper 1** (1 hour and 15 minutes) 30%

Based on a case study issued in advance, with additional unseen material included in section B.

Assessment objectives 1, 2, 3, 4 (40 marks)

#### **Section A**

Syllabus content: Units 1–5

Students answer two of three structured questions based on the pre-seen case study. (10 marks per question)

#### **Section B**

Syllabus content: Units 1–5

Students answer one compulsory structured question primarily based on the additional stimulus material. (20 marks)

- **Paper 2** (1 hour and 45 minutes) 45%

Assessment objectives 1, 2, 3, 4 (50 marks)

#### **Section A**

Syllabus content: Units 1–5



Students answer one of two structured questions based on stimulus material with a quantitative focus. (10 marks)

### **Section B**

Syllabus content: Units 1–5

Students answer one of three structured questions based on stimulus material. (20 marks)

### **Section C**

Syllabus content: Units 1–5

Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (20 marks).

### **Internal assessment (15 teaching hours) 25%**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

#### **Written commentary**

Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words. (25 marks)

### **Assessment HL**

### **External assessment (4 hours and 30 minutes) 75%**

- **Paper 1** (2 hour and 15 minutes) 35%

Based on a case study issued in advance, with additional unseen material included in sections B and C.

Assessment objectives 1, 2, 3, 4 (60 marks)

#### **Section A**

Syllabus content: Units 1–5 including HL extension topics

Students answer two of three structured questions based on the pre-seen case study. (10 marks per question)

#### **Section B**

Students answer one compulsory structured question primarily based on the additional stimulus material. (20 marks)

#### **Section C**

Syllabus content: Units 1–5 including HL extension topics

Students answer one compulsory extended response question primarily based on the additional stimulus material. (20 marks)

- **Paper 2** (2 hour and 15 minutes) 40%

Assessment objectives 1, 2, 3, 4 (70 marks)

#### **Section A**

Syllabus content: Units 1–5 including HL extension topics

Students answer one of two structured question based on stimulus material with a quantitative focus.

(10 marks)

#### **Section B**

Syllabus content: Units 1–5 including HL extension topics

Students answer two of three structured questions based on stimulus material. (20 marks per question)

#### **Section C**

Syllabus content: Units 1–5 including HL extension topics. Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (20 marks)

### **Internal assessment (30 teaching hours) 25%**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

#### **Research project**

Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2000 words. (25 marks)

### **Psychology**

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. In the Diploma program, psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

### **Course Content**

In the Psychology Diploma program, SL and HL share the study of the core or Paper I. This includes 90 hours



devoted to the understanding of human behaviour from three different perspectives. These are the Biological, the Cognitive and the Sociocultural level of analysis.

In Paper 2 i.e. Options, SL students are required to learn only one Applied field of Psychology whereas HL students are required to learn two fields. There are 5 options that students can choose from. These are Abnormal Psychology, Developmental Psychology, the Psychology of Human Relationships, Health Psychology and Sports Psychology.

Paper 3 only applies to HL students and this is based on methods and analysis in psychological research.

### **Skills developed**

- Ask questions, challenge assertions.
- Define the problem.
- Examine the evidence for and against. – Evaluate the research that gives support, fails to give support, or contradicts a theory.
- Avoid emotional reasoning and be aware of one's own biases. – Reflexivity can be used to reduce a student's own bias.
- Do not oversimplify. – Recognize reductionist arguments.
- Consider alternative explanations. – Be aware of the findings of other studies or alternative theories.
- Tolerate uncertainty – It is acceptable to say that research is inconclusive or contradictory.
- Employ cultural evaluation.
- Employ gender evaluation.
- Employ methodological evaluation.
- Employ ethical evaluation.
- Evaluate by comparison.

### **Assessment SL**

External assessment (3 hours) 75%

**Paper 1** (2 hours) 50%

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

Section B: Three questions on part 1 of the syllabus.

Students choose one question to answer in essay form. (46 marks)

**Paper 2** (1 hour) 25%

Fifteen questions on part 2 of the syllabus. Students choose one question to answer in essay form. (22 marks)

### **Internal assessment 25%**

A report of a simple experimental study conducted by the student. (20 marks)

### **Assessment HL**

External assessment (4 hours) 80%

**Paper 1** (2 hours) 35%

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

Section B: **Three** questions on part 1 of the syllabus.

Students choose **one** question to answer in essay form. (46 marks)

**Paper 2** (2 hours) 25%

**Fifteen** questions on part 2 of the syllabus. Students choose **two** questions to answer in essay form. (44 marks)

**Paper 3** (1 hour) 20%

**Three** compulsory questions based on an unseen text, covering part 3 of the syllabus. (30 marks)

### **Internal assessment (20%)**

A report of a simple experimental study conducted by the student. (28 marks)

## **Group 4: Sciences**

### **Physics**

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, certain aspects have remained unchanged. Observations remain essential to the very core of physics, sometimes requiring a leap of imagination to decide what to look for. Models are

developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Theories are not always directly derived from observations but often need to be created. At the school level both theory and experiments should be undertaken by all students. They should complement one another naturally, as they do in the wider scientific

community. The Diploma Programme physics course allows students to develop traditional practical skills and techniques and increase their abilities in the use of



mathematics, which is the language of physics. It also allows students to develop interpersonal and digital communication skills which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right.

### Course content

SL and HL courses share the core syllabus. Core syllabus component covers the following topics:

- measurements and uncertainties
- mechanics
- thermal physics
- waves
- electricity and magnetism
- circular motion and gravitation
- atomic, nuclear and particle physics
- energy production

### Additional topics (HL students only)

- wave phenomena
- fields
- electromagnetic induction
- quantum and nuclear physics

### Options SL and HL

Students will study one option to be chosen by the teacher from the following topics:

- relativity
- engineering physics
- imaging
- astrophysics

### Skills developed

- Understanding of methodologies and terminologies of science
- Application of concepts and techniques
- Formulation of hypotheses
- Analysis and evaluation of data
- Research and personal skills

### Assessment SL

#### External assessment (3 hours) – 80%

- **Paper 1** (45 minutes) – 20%

30 multiple-choice questions on the core

- **Paper 2** (1 hour 15 minutes) – 40%

Short-answer and extended-response questions on core material

- **Paper 3** (1 hour) – 20%

This paper will have questions on core and SL option material.

- **Section A:** one data-based question and several short-answer questions on experimental work

- **Section B:** short-answer and extended-response questions from one option

### Assessment HL

#### External assessment (4 hours 30 minutes) – 80%

- **Paper 1** (1 hour) – 20%

40 multiple-choice questions (approx 15 common to SL)

- **Paper 2** (2 hour 15 minutes) – 36%

short-answer and extended-response questions on the core and AHL material

- **Paper 3** (1 hour 15 minutes) – 24%

This paper will have questions on core, AHL and option material.

- **Section A:** one data-based question and several short-answer questions on experimental work

- **Section B:** short-answer and extended-response questions from one option

#### Internal assessment HL and SL – 20%

- Individual investigation of 10 hours in duration

- Time allocation for practical work

Students at SL are required to spend a total of 40 hours, and students at HL 60 hours, on practical activities (excluding time spent on writing). These times include 10 hours for the Group 4 project and 10 hours for the internal assessment investigation.

### Biology

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today.

Estimates vary, but over the course of evolution 4 billion species could have been produced. Most of these flourished for a period of time and then became extinct as new, better-adapted species took their place. There have been at least five periods when very large numbers of species became extinct and biologists are concerned that another mass extinction is under way, caused this time by human activity. Nonetheless, there are more species alive on Earth today than ever before. This diversity makes biology both an endless source of fascination and a considerable challenge. There are a variety of approaches to the teaching of biology. By its very nature, biology lends itself to an experimental approach, and this is reflected throughout the IB Biology course.

### Course content

SL and HL courses share the core syllabus. Core syllabus component covers the following topics:

- cell biology
- molecular biology
- genetics



- ecology
- evolution and biodiversity
- human physiology

#### **Additional topics (HL students only):**

- nucleic acids
- metabolism, cell respiration and photosynthesis
- plant biology
- genetics and evolution
- animal physiology

#### **Options**

SL and HL students will study one option to be chosen by the teacher from the following topics:

- neurobiology and behaviour
- biotechnology and bioinformatics
- ecology and conservation
- human physiology

#### **Skills developed**

- Understanding of methodologies and terminologies of science
- Application of concepts and techniques
- Formulation of hypotheses
- Analysis and evaluation of data
- Research and personal skills
- TOK and internationalism aspects of Biology

#### **Assessment HL**

##### **External assessment (4 hours 30 minutes) – 80%**

- **Paper 1** (1 hour) – 20%

40 multiple-choice questions (approx. 15 common to SL)

- **Paper 2** (2 hour 15 minutes) – 36%

Short-answer and extended-response questions on the core and AHL material

- **Paper 3** (1 hour 15 minutes) – 24%

This paper will have questions on core, AHL and option material.

-- **Section A:** One data-based question and several short-answer questions on experimental work

-- **Section B:** Short-answer and extended-response questions from one option

#### **Assessment SL**

##### **External assessment (3 hours) – 80%**

- **Paper 1** (45 minutes) – 20%

30 multiple-choice questions on the core

- **Paper 2** (1 hour 15 minutes) – 40%

short-answer and extended-response questions on core material

- **Paper 3** (1 hour) – 20%

This paper will have questions on core and SL option material.

- **Section A:** one data-based question and several short-answer questions on experimental work

- **Section B:** short-answer and extended-response questions from one option

##### **Internal assessment HL and SL – 20%**

- Individual investigation of 10 hours in duration

- Time allocation for practical work

Students at SL are required to spend a total of 40

hours, and students at HL 60 hours, on practical

activities (excluding time spent on writing). These times

include 10 hours for the Group 4 project and 10 hours

for the internal assessment investigation.

#### **Chemistry**

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment. The Diploma Programme chemistry course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. It also allows students to develop interpersonal skills, and digital technology skills, which are essential in 21st century scientific endeavour and are important life-enhancing, transferable skills in their own right.

#### **Course content**

SL and HL courses share the core syllabus. Core syllabus component covers the following topics:

- 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

#### **Additional topics (HL students only)**

- atomic structure
- the periodic table - transition metals
- chemical bonding and structure
- energetics/thermochemistry
- chemical kinetics



- equilibrium
- acids and bases
- redox processes
- organic chemistry
- measurement and analysis

### Options SL and HL

Students will study one option to be chosen by the teacher from the following topics:

- materials
- biochemistry
- energy
- medicinal chemistry

### Skills developed

- Understanding of methodologies and terminologies of science
- Application of concepts and techniques
- Formulation of hypotheses
- Analysis and evaluation of data
- Research and personal skills
- ToK and internationalism aspects of Chemistry
- Visualisation of abstract forms of atomic structures

### Assessment HL

**External assessment (4 hours 30 minutes) – 80%**

- **Paper 1** (1 hour) – 20%

40 multiple-choice questions (approx. 15 common to SL)

- **Paper 2** (2 hour 15 minutes) – 36%

Short-answer and extended-response questions on the core and AHL material

- **Paper 3** (1 hour 15 minutes) – 24%

This paper will have questions on core, AHL and option material.

- **Section A:** one data-based question and several short-answer questions on experimental work

- **Section B:** short-answer and extended-response questions from one option

### Assessment SL

**External assessment (3 hours) – 80%**

- **Paper 1** (45 minutes) – 20%

30 multiple-choice questions on the core

- **Paper 2** (1 hour 15 minutes) – 40%

Short-answer and extended-response questions on core material

- **Paper 3** (1 hour) – 20%

This paper will have questions on core and SL option material.

- **Section A:** one data-based question and several short-answer questions on experimental work

- **Section B:** short-answer and extended-response questions from one option

**Internal assessment HL and SL – 20%**

- Individual investigation of 10 hours in duration

Students at SL are required to spend a total of 40

hours, and students at HL 60 hours, on practical

activities (excluding time spent on writing). These times

include 10 hours for the Group 4 project and 10 hours

for the internal assessment investigation.

### Computer science

Computer science is an experimental science that offers a rigorous and practical problem-solving discipline, which, as a methodology, can be applied to all walks of life.

Broadly speaking, Computer science is the study of information processes. It is concerned with the inherent structure and organization of information, how that data can be transformed into different kinds of knowledge, and how and to what extent those transformations can be automated. At the school level students will be taught to use a programming language, but programming is only a means of achieving the far more important outcomes of developing our student's ability to solve problems through algorithmic processes that they develop through a scientific methodology. This ability transcends disciplinary boundaries and will be essential to students whether they are working with chemical compounds, studying ecosystems, modifying genetic material, or seeking a deeper understanding of medieval manuscripts. In any area of application, a Computer science student will seek to understand the transformative information processes used in the application area. Students will hypothesize an algorithm-based model of how the data is transformed into knowledge and then experimentally validate this model by developing a program that implements the model. If the model is correct, the program should be able to accomplish the same transformations that are observed in the field. A very nice side-effect of this experimental validation is that the program can then be used as tool for further work in the field. This combination of an experiment-based scientific method with algorithmic representation of information processes is very broadly applicable as the principles are the same, regardless of the field in which the information process being studied occurs.

### Course content

SL and HL courses share the core syllabus. Core syllabus component covers the following topics:

- System fundamentals
- Computer organization



- Networks
- Computational thinking, problem-solving and programming measurements and uncertainties

#### **Additional topics (HL students only)**

- Abstract data structures
- Resource management
- Control

#### **Options SL Core and HL Extension**

Students will study one option to be chosen by the teacher from the following topics:

- Option A: Databases
- Option B: Modelling and simulation
- Option C: Web science
- Option D: Object-oriented programming (OOP)

#### **Skills developed**

Understanding of methodologies and terminologies of Computer science

Application of concepts and techniques

Formulation of algorithm

Analysis and evaluation of data

Research and personal skills

#### **Assessment SL**

##### **External Assessment (2 hours 30 minutes) – 70%**

###### **Paper 1 (1 hour 30 minutes) – 45%**

Section A (30 minutes approximately) consists of several **compulsory** short answer questions. The maximum mark for this section is 25.

Section B (60 minutes approximately) consists of three **compulsory** structured questions. The maximum mark for this section is 45

Total marks = 70

###### **Paper 2 (1 hour) – 25%**

Paper 2 is an examination paper linked to the option studied.

The paper consists of between two and five **compulsory** questions.

Total marks = 45

**Calculators:** The use of calculators is **not** permitted in any computer science examination.

##### **Internal Assessment (40 hour) – 30%**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

#### **Solution (30 hours)**

The development of a computational solution.

Students must produce:

- a cover page that follows the prescribed format
- a product
- supporting documentation (word limit 2,000 words).

Total marks = 34

#### **Assessment HL**

##### **External assessment (4 hours 30 minutes) – 80%**

###### **Paper 1 (2 hours 10 minutes) – 40%**

Paper 1 is an examination paper consisting of **two compulsory sections**.

• Section A (30 minutes approximately) consists of several **compulsory** short answer questions. The maximum mark for this section is 25.

• Section B (100 minutes approximately) consists of five **compulsory** structured questions. The maximum mark for this section is 75.

Total marks=100 marks

###### **Paper 2 (1 hour 20 minutes) – 20%**

Paper 2 is an examination paper linked to the option studied.

The paper consists of between three and seven **compulsory** questions.

The SL/HL core questions are common and worth 45 marks, HL extension is worth 20 marks.

Total marks= 65 marks

###### **Paper 3 (1 hour) – 20%**

Paper 3 is an examination paper of **1 hour** consisting of **four compulsory** questions based on a pre-seen case study.

Total marks= 30 marks

**Calculators:** The use of calculators is **not** permitted in any Computer science Examination

##### **Internal assessment HL – 20%**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

#### **Solution (30 hours)**

The development of a computational solution.

Students must produce:

- a cover page that follows the prescribed format
- a product
- supporting documentation (word limit 2,000 words).

Total marks = 34



### The Group 4 project

The group 4 project is a collaborative activity where students from different group 4 subjects work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared in line with aim 10—that is, to “develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge”. The project can be practically or theoretically based. Collaboration between schools in different regions is encouraged. The group 4 project

allows students to appreciate the environmental, social and ethical implications of science and technology. It may also allow them to understand the limitations of scientific study, for example, the shortage of appropriate data and/or the lack of resources. The emphasis is on interdisciplinary cooperation and the processes involved in scientific investigation, rather than the products of such investigation.

All DP students have to necessarily participate in the Group 4 project.

### Group 5: Mathematics

The school is offering three courses in mathematics depending on the level students wish to acquire in line with their aspirations for university courses.

#### Mathematics HL

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

#### Course content

Core syllabus component that will be studied over the two-year course, covers the following topics:

- algebra
- functions and equations
- circular functions and trigonometry
- vectors
- statistics and probability
- calculus

#### HL Options

One of the following topics has to be studied as part of the HL syllabus:

- statistics and probability
- sets, relations and groups
- calculus
- discrete mathematics

#### Mathematical exploration

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

#### Skills developed

- Algebraic skills and problem solving
- Technology and use of mathematical software
- Application of mathematics in other areas
- Transformation of common contexts into mathematics
- Reasoning and deduction

#### Assessment

##### External assessment (5 hours) – 80%

- **Paper 1** (2 hours) – 30%
  - No calculator allowed (100 marks)
  - **Section A:** Compulsory short-response questions based on the core syllabus
  - **Section B:** Compulsory extended-response questions based on the core syllabus
- **Paper 2** (2 hours) – 30%
  - Graphic display calculator required (100 marks)
  - **Section A:** Compulsory short-response questions based on the core syllabus
  - **Section B:** Compulsory extended-response questions based on the core syllabus
- **Paper 3** (1 hour) – 20%
  - Graphic display calculator required (50 marks)
  - Compulsory extended-response questions based mainly on the syllabus options

##### Internal assessment – 20%

This component is internally assessed by the teacher and externally moderated by IB at the end of the



course. It takes the form of a **Mathematical exploration**, which is a piece of written work that involves investigating an area of mathematics.

## Mathematics (SL)

This course is designed to provide mathematical techniques and methods for those needing substantial mathematical skills in other subject areas. In order to gain success in this course a high level of mathematical ability is required as well as sustained effort and commitment.

### Course content

Core syllabus component that will be studied over the two-year course, covers the following topics:

- algebra
- functions and equations
- circular functions and trigonometry
- vectors
- statistics and probability
- calculus

### Skills developed

All mathematics courses seek to develop the following skills at the appropriate level for that course:

- manipulative algebraic skills
- facility with mathematical software and technology via the graphic display calculator
- discrimination between methods of solution to a given problem in order to determine the most efficient
- applicability of the subject to other disciplines

### Assessment

#### External assessment (5 hours) – 80%

- **Paper 1** (1 hour 30 minutes) – 40%
  - No calculator allowed (90 marks)
  - *Section A*: Compulsory short-response questions based on the whole syllabus
  - section B*: compulsory extended-response questions based on the whole syllabus
- **Paper 2** (1 hour 30 minutes) – 40%
  - Graphic display calculator required (90 marks)
  - *Section A*: compulsory short-response questions based on the whole syllabus
  - *Section B*: compulsory extended-response questions based on the whole syllabus

#### Internal assessment – 20%

This component is internally assessed by the teacher and externally moderated by IB at the end of the course.

#### Mathematical exploration

Internal assessment in Mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics (20 marks).

## Mathematical studies (SL)

This course is designed for students whose proposed university course does not lie in a field where mathematical skills and techniques will be at the fore, though the modelling and statistical flavour of this course will be beneficial to those students who pursue the social sciences. It is, however, a demanding course in its own right and requires commitment and a sound level of mathematical facility from the student.

### Course content

The following topics will be studied over the two-year course:

- number and algebra
- descriptive statistics
- logic, sets and probability
- statistical applications
- geometry and trigonometry
- mathematical models
- introduction to differential calculus

### Skills developed

All mathematics courses seek to develop the following skills at the appropriate level for that course:

- manipulative algebraic skills
- facility with mathematical software and technology via the graphic display calculator
- discrimination between methods of solution to a given problem in order to determine the most efficient
- applicability of the subject to other disciplines

### Assessment

#### External assessment (3 hours) – 80%

- **Paper 1** (1 hour 30 minutes) – 40%  
15 compulsory short-response questions based on the whole syllabus (90 marks)
- **Paper 2** (1 hour 30 minutes) – 40%  
Six compulsory extended-response questions based on the whole syllabus (90 marks)

#### Internal assessment – 20%



This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

### **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 (20 marks).

## **Group 6: The arts**

### **Visual arts**

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

### **Course content**

The course encompasses a wide range of activities designed to encourage students to explore and discover new possibilities in the visual arts.

Students develop ideas and themes for their studio work and refine their skills in the investigation workbook. New art processes and concepts, the use of media, and learning research techniques that yield many possibilities for studio works are the driving force for work in the investigation workbook. Gallery visits, drawings, experiments with materials and approaches, and historical and critical analysis are included. Divergent and convergent strategies are employed. In the studio, students develop an exciting and highly personal portfolio of work in preparation for their exam/show. The portfolio of work serves a second purpose for those who choose to attend post-secondary education in the visual arts; it can form the basis of their university admissions portfolio.

### **Skills developed**

- Visual literacy and observation skills
- Visual research and in-depth investigation
- The ability to experiment with a range of visual solutions for communicating their intentions
- Critical analysis of artwork

To consider the social, historical, geographical and cultural influences on art

### **Assessment HL**

#### **Option A**

##### *Studio*

##### **External assessment – 60%**

The student presents their studio work in the form of an exhibition. A selection of the artwork is photographed and uploaded digitally to the IB.

##### *Investigation*

##### **Internal assessment – 40%**

The student presents selected pages of his or her investigation workbooks assessed by the teacher and externally moderated by the IB at the end of the course, also uploaded digitally to the IB.

#### **Option B**

##### *Investigation*

##### **Internal assessment – 60%**

The student presents selected pages of his or her investigation workbooks assessed by the teacher and externally moderated by the IB at the end of the course, also uploaded digitally to the IB.

##### **External assessment – 40%**

The student presents their studio work in the form of an exhibition. A selection of the artwork is photographed and uploaded digitally to the IB.

### **Assessment SL**

#### **Option A**

##### *Studio*

##### **External assessment – 60%**

The student presents their studio work in the form of an exhibition. A selection of the artwork is photographed and uploaded digitally to the IB.

##### *Investigation*

##### **Internal assessment – 40%**

The student presents selected pages of their investigation workbooks assessed by the teacher and externally moderated by the IB at the end of the course, also uploaded digitally to the IB.



## **Option B**

### *Investigation*

#### **Internal assessment – 60%**

The student presents selected pages of their investigation workbooks assessed by the teacher and externally moderated by the IB at the end of the course, also uploaded digitally to the IB.

#### **External assessment – 40%**

The student presents their studio work in the form of an exhibition. A selection of the artwork is photographed and uploaded digitally to the IB. Both the studio work and the investigation workbook are assessed frequently throughout the course so that students can track their progress. At the end of the course the work of the student will be both externally and internally assessed for the purpose of assigning the final mark.

#### **Studio work**

In studio work the examiner is looking for evidence of:

- experimentation and the development of ideas in artwork leading to successful resolution
- the selection and use of a variety of artistic and cultural strategies, media and styles
- an ongoing process of review, modification and refinement
- inventive approaches to experimentation and exploration using diverse strategies, ideas, techniques and media
- the ability to select and employ materials appropriately leading to coherent use of materials
- the development of a sense of self in relation to other people, places and times
- cultural and historical sources being used appropriately to inform and construct artwork
- knowledge of how to make informed reflective, critical judgments, and use them when evaluating their own studio work (HLA/SLA) or the ability to pose questions and work towards solving their own problems (HLB/SLB)

#### **The investigation workbook**

In investigation the examiner is looking for evidence of:

- depth and breadth of ideas in relation to exploration of arts in historical and cultural contexts
- coherent, focused and individual investigative strategies into visual qualities
- the use of diverse strategies for investigating artworks through theory and practice, examining visual qualities, ideas and contexts
- the ability to use vocabulary and language accurately in relation to discussing art and art-making

- clearly communicated ideas presented via text and image in an effective and aesthetic manner
- work presented articulately, thoughtfully, coherently and comprehensively
- a range of primary and secondary sources included in the sample pages and fully referenced
- practical use of varied skills, techniques and processes, using experimental and sustained approaches in order to develop art making ideas
- the application and use of a variety of skills, techniques and processes when writing, discussing, interpreting and responding to artworks and presenting reasoned opinions
- the practical application of studies of selected topics both in depth and in breadth
- connections between the student's work and the work of others
- a variety of skills, techniques and processes that demonstrate the relationship between investigation and studio

*For further information,*

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**or write in at:**  
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