International School of Western Australia

Educating Global Citizens

Secondary School Course Handbook

Diploma Programme

Middle Years Programme

Our Purpose

Empowering students' unique development in an inclusive, inquiry-focused environment, to thrive in the world.

Our Commitments

Community
We value a diverse community where everyone is safe, included, appreciated, and feels free to be themselves. We recognise that our school community, the host country, and the international community provide an invaluable opportunity for us to be enriched by the perspectives of others. We are committed to collaborate and communicate effectively, and with empathy.

International Mindedness
We embrace the opportunity to see the world from various perspectives. We respect the ideas and cultures of others. We create new understandings through connections. We are committed to a diverse, equitable, and inclusive society, and maintaining a global perspective.

Student Advocacy
We believe that self-directed learners are more inspired to find and pursue their passions and in doing so develop deeper engagement with their learning. We are committed to teaching students to take a proactive role in designing and evaluating their own learning, as well as finding their own voice as advocates.

Personalisation
We are an inclusive international school whose learners have different skills and interests and come from diverse educational experiences. Everyone has a unique background, learns differently, and at their own pace. We are committed to adapting and refining our strategies and approaches to support those differences.

Sustainability
We recognise we live in a world of limited resources. We are committed to encourage and create actions and behaviours for sustainability around the school, within our communities, and the world, to share these limited resources and ensure a viable future for everyone.

Concept-Based Inquiry
We are committed to teaching students through a rigorous program of inquiry to think critically, ask questions and solve problems. We commit to nurturing inquiry and curiosity that engages students actively in their own learning to relate to, explore and understand the world around them.

International School of Western Australia

International Baccalaureate 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 organisation works with schools, governments and international organisations 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.

Enabled by competencies of communication and collaboration, they speak more than one language, adapt to their circumstances, and work together with respect for themselves and the customs and beliefs of those around them.

Learner Profile

All International Baccalaureate programs aim to develop internationally minded people who recognise their common humanity and shared guardianship of the planet, helping to create a better and more peaceful world. Here at ISWA, our learners strive to be:

Risk Takers
We are brave and have the confidence to try new things. We protect and stand up for people who need us and for things we believe in.

Caring
We show understanding, care and respect for each other. We help others who need us and try to improve the lives of people around us.

Communicators
We communicate with confidence and creativity. We try to speak more than one language. We work well in groups and listen to everyone's ideas, which can differ from our own.

Thinkers
We communicate with confidence and creativity. We try to speak more than one language. We work well in groups and listen to everyone's ideas, which can differ from our own.

Principled
We know the difference between right and wrong, so we always try to do the right thing. We are honest and want to be fair and respectful to everyone.

Knowledgeable
We know many things, like concepts and ideas, that are important to the world and our community. We are always learning new things and growing our understanding of the world.

Balanced
We understand that our brains, bodies and hearts are all important to our Well-being. We work to be healthy and balanced in our lives.

Open Minded
We love our own culture and the cultures of everyone in our community. We listen to everyone's ideas and try to understand everyone around us. We are happy for others to share their views.

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Reflective
We know what we are good at and what we need to work harder at to learn. We think about our work and the world around us. We make good changes when we can.

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 susitain our love of learning throughout life.

International Baccalaureate Diploma Programme

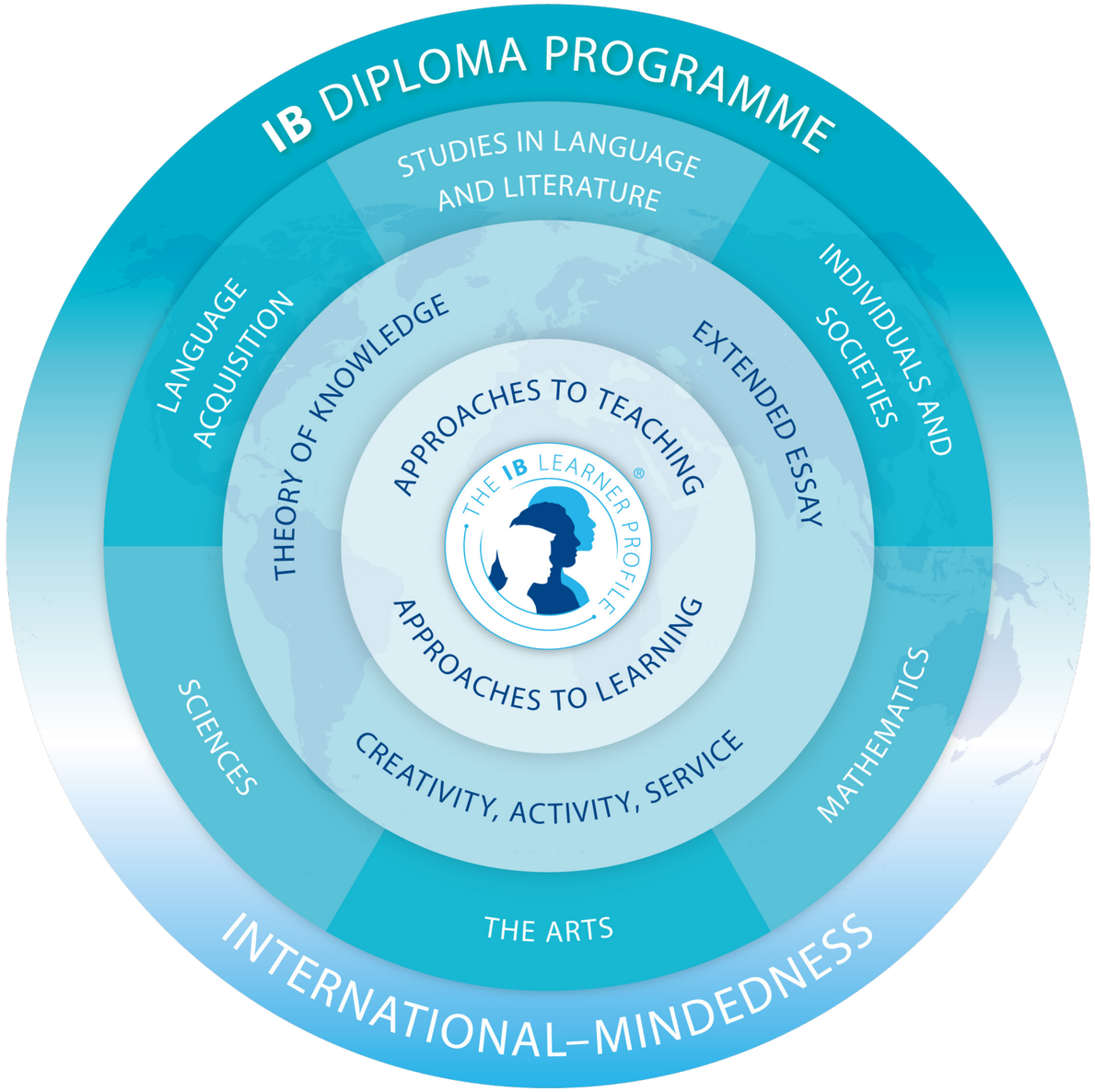
The IB Diploma Programme is a comprehensive two-year curriculum course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The IB Diploma Programme is widely recognised by the world's leading universities. The program is unique in that it is based on no particular national education system, but is a deliberate balance between breadth and the specialisation which is required by many universities.

The Diploma Programme prepares students for university and encourages them to develop:

- Critical thinking and analysis skills
- An international mindedness necessary to live and work in a global community
- An understanding of global issues and a concern for others in our community and the broader world
- A strong sense of their own identity and culture
- A balanced education for the 'whole' student
- An extensive knowledge and skill base in preparation for university and adult life.

Diploma Programme



International Baccalaureate Diploma Curriculum

At ISWA, we align strongly with the Diploma's emphasis upon international-mindedness. This stands firmly in line with our vision for our graduates to have an understanding of global issues and a concern for others in our community and the broader world. The IB believes that students must also develop an understanding of their own cultural and national identity. For this reason, all students study two languages. We believe the IB Diploma Programme will assist students in developing the skills they need to live and work in an international context which is essential for life in the 21st Century. It provides a balanced education for the 'whole' student and provides excellent preparation for both university and adult life.

The Diploma Curriculum Framework has six academic areas surrounding the three core requirements.

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

- Study six subjects chosen from the six subject groups. Normally students' study loads comprise:
  - 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).
- Complete an Extended Essay
- Follow a Theory of Knowledge course (TOK)
- Participate in Creativity, Activity, Service (CAS).

The International Baccalaureate has set very clear guidelines and regulations that students must achieve in order to receive the Diploma qualification. A summary is provided in this Handbook to inform parents and students of these requirements

10 Reasons

Diploma Programme

why the IB Diploma Programme (DP) is ideal preparation for university

1 **It increases academic opportunity**

Research*shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2 **IB students care about more than just results**

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3 **It encourages you to become a confident and independent learner**

For example, the extended essay requires independent research through an in-depth study.

4 **It's an international qualification**

The DP is recognized globally by universities and employers.

5 **Graduates are globally minded**

Language classes encourage an international mindset, key for increasingly globalized societies.

6 **The IB encourages critical thinking**

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

7 **DP students have proven time management skills**

Take good study habits and strong time management to further education and the working world.

8 **It assesses more than examination techniques**

Learn to understand, not just memorize facts or topics and prepare for exams.

9 **Subjects are not taught in isolation**

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10 **It encourages breadth and depth of learning**

You are able to choose courses from six subject groups and study subjects at different levels.

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*Based on IB research - www.ibo.org/research

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International Baccalaureate Diploma Regulations

Summary for Parents and Students

A student must engage in a full programme of subjects selected from the six (6) groups. IB does allow some specific variations.

A student must also complete requirements of:

- CAS – Creativity, Activity, Service
- EE – Extended Essay
- TOK – Theory of Knowledge

Higher Level / Standard Level Subjects

Of the six subjects studied, a minimum of three (3) must be studied at Higher Level and the remainder at Standard Level. A maximum of four (4) can be taken at Higher Level.

The difference in Higher / Standard Level is the number of teaching hours:

Higher Level – 240 hours per course
Standard Level – 150 hours per course

Different Subject courses differentiate between the HL / SL in different ways to achieve this. Examples of differences include:

- Core standard course in both with additional topics in HL.
- The same topics in each but covered to a different depth.
- Differing assessment requirements.

Subject Gradings

Achievement in each subject is rated from 1 to 7.

HL / SL subjects are treated the same in the contribution to the total diploma score.
i.e. A 6 rating in an SL subject is not worth less than a 6 rating in the equivalent HL subject.

A maximum score of 45 can be achieved in a diploma.

6 subjects x 7 score = 42points plus 3 for TOK + Extended Essay (See Diploma Points Matrix)

Achieving the Diploma

A diploma will be awarded to a candidate subject to the conditions below.

1. CAS requirements have been satisfied.
2. Candidate's total points are at least 24.
3. An N has not been given for Theory of Knowledge, Extended Essay or for a contributing subject.
4. No grade of E has been awarded for one or both of Theory of Knowledge and the Extended Essay.
5. No grade of 1 awarded in any subject / level.
6. Grade of 2 has been awarded less than three (3) times (HL or SL).
7. Grade of 3 or below has been awarded less than four (4) times (HL or SL).
8. Candidate has gained at least 12 points on HL subjects (for candidates who register for four (4) HL subjects, the three (3) highest grades count).
9. Candidate has gained at least 9 points on SL subjects (candidates who register for two (2) SL subjects must gain at least 5 points at SL).

NOTE: Theory of Knowledge / Extended Essay Matrix A grade of E in EITHER Extended Essay OR Theory of Knowledge is a failing condition and therefore the student will not be awarded the IB Diploma.

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Examination Results

Examination results are available in early July following the May IB Examination Session. If requested by the student, results are made available to universities either in electronic format or as a transcript of grades, as appropriate.

The results indicate the grade a candidate has been awarded for each subject, including the additional Diploma requirements of Theory of Knowledge and the Extended Essay. The results also indicate the completion of Creativity, Activity, Service (CAS) and total number of points for the Diploma, if a Diploma has been awarded.

If a Diploma is not awarded, other pathways may be explored on an individual case basis with support from the College Counsellor. Alternatively, IB offers a retake opportunity:

IB Inner Core - Theory of Knowledge

Course Focus and Outcomes

TOK explores questions about knowledge and the process of knowing. TOK emphasises comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and the perspectives of others. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.

This course will enable students:

- to encourage students to reflect on the central question, “How do we know that?” and to recognise the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

Assessment

Essay - The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

Exhibition - The TOK Exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB. For this task, students are required to create an exhibition of three objects that connect to a prompt provided to the student. They must also submit an accompanying written commentary on each object of 950 words total.

IB Inner Core - CAS

Course Focus and Outcomes

CAS is at the heart of the Diploma Programme and complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. CAS enables students to grow as unique individuals through experiential learning, and to understand they are members of local and global communities with responsibilities towards each other and the environment.

At ISWA we are passionate about the vital role creative thinking plays in society through expressing ideas, developing empathy, giving a voice to the voiceless, advocating for change, and defining culture and identity. By connecting and aligning Service with our creative identity, we discover a sense of purpose and value extending far beyond our time at ISWA.

The Three Strands of CAS are:

Creativity — exploring and extending ideas leading to an original or interpretive product or performance

Activity — physical exertion contributing to a healthy lifestyle

Service — collaborative and reciprocal engagement with the community in response to an authentic need

Learning Outcomes

To complete their CAS program, students are required to achieve the seven CAS learning outcomes comprising:

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognise the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognise and consider the ethics of choices and actions

IB Inner Core - Extended Essay

Course Focus and Outcomes

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student's six chosen subjects for the IB Diploma. It provides students with an opportunity to engage in personal research in a topic of their choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the chosen subject. Students begin the research process during Year 11 and submit in the second year of IB study.

This compulsory independent research project will enable students to:

- Pursue independent research on a focused question that relates to an area of interest.
- Develop research and communication skills.
- Develop the skills of creative and critical thinking.
- Engage in a systematic process of research appropriate to the subject.
- Experience the excitement of intellectual discovery.
- Complete a planning and progress form.

Assessment Essay

- The 4000 word essay is graded on a scale of A – E
- The essay is marked according to criteria set out in the IB Guidelines
- The essay is externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IB Diploma. (Refer to Matrix)

An oral assessment is a 10 minute interview with the Supervisor after final submission to clarify any issues, confirm ownership and reflect on what has been learned. It is an aid to the Supervisor's Report.

Please note: Extended Essay supervisors are permitted to give a maximum of 5 hours individual assistance to each student. A grade of E on the Extended Essay means a failure of the IB Diploma.

Group 1: Language and Literature

Language A: English Language and Literature at Standard Level or Higher Level

In the Language A: Language and Literature course students learn about the complex and dynamic nature of language, and explore both its practical and aesthetic dimensions. They explore the crucial role language plays in communication, reflecting experience and shaping the world.

Students learn about their own roles as producers of language and develop their productive skills. Throughout the course, students explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems.

Students engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the reader.

Assessment

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1: Guided textual analysis	Guided analysis of unseen non-literary passage/passages from different text types.	1.25	2.25	35	35
Paper 2: Comparative essay	Comparative essay based on two literary works written in response to a choice of one out of four questions.	1.75	1.75	35	25
HL essay	Written coursework component: 1,200–1,500 word essay on one literary work or a non-literary body of work studied.				20
Internal					
Individual oral	Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue.			30	20

Group 2: French or Spanish

Language B: French or Spanish at Standard or Higher Level

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. Both Language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

Assessment

Language B SL and HL assessment outline		Weighting
External 75%	**Paper 1** (productive skills) One writing task from a choice of three Writing—30 marks	**25%**
	Paper 2 (receptive skills) Separate sections for listening and reading Listening—25 marks Reading—40 marks	 **25%** **25%**
Internal 25%	**Individual oral assessment** 30 marks	**25%**

Group 2: Ab Initio

Language B: Spanish Ab Initio (Beginner)

Language ab initio is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate effectively in a range of situations where the language studied is spoken. The course is designed for students who have very little or no prior experience with the language. To maintain the integrity of the IB philosophy, if a student is already proficient in a language or has had extensive tuition in this subject they are encouraged to consider studying at a standard or higher level or another language at ab initio level. In certain cases, a proficiency test may be necessary to determine appropriate course of study.

The language ab initio course is organised into five prescribed themes.

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

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. Language ab initio is available at Standard Level only.

This course enables learners to:

- Develop international-mindedness through the study of languages, cultures, ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop an understanding of the relationship between languages and cultures with which they are familiar.
- Develop an awareness of the importance of language in relation to other areas of knowledge.
- Partake in the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills.
- Establish a basis for further studies in the language whether it be for work or personal pleasure.

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

Assessment

Language ab initio SL assessment outline		Weighting
External 75%	**Paper 1** (productive skills) Two written tasks—each from a choice of three Writing—30 marks	**25%**
	Paper 2 (receptive skills) Separate sections for listening and reading Listening—25 marks Reading—40 marks	**25%** **25%**
Internal 25%	**Individual oral assessment** 30 marks	**25%**

Group 3: History

Individuals and Societies, History: Standard or Higher Level

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past.

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past.

The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness. Teachers have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course meets their students' needs and interests regardless of their location or context.

Assessment

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		2.5	75
Paper 1	Source-based paper based on the five prescribed subjects	1	30
Paper 2	Essay paper based on the 12 world history topics	1.5	45
Internal			
Historical investigation	A historical investigation into a topic of the student's choice.	20	25

Standard Level

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		5	80
Paper 1	Source-based paper based on the five prescribed subjects	1	20
Paper 2	Essay paper based on the 12 world history topics	1.5	25
Paper 3	Essay paper based on one of the four regional options	2.5	35
Internal			
Historical investigation	A historical investigation into a topic of the student's choice.	20	20

Higher Level

Group 3: Economics

Individuals and Societies, Economics: Standard or Higher Level

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world.

At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The DP economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics)
- at the level of the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy).

The choices made by economic agents (consumers, producers and governments) generate positive and negative outcomes and these outcomes affect the relative well-being of individuals and societies. As a social science, economics examines these choices using models and theories. The DP economics course allows students to explore these models and theories, and apply them, using empirical data, through the examination of six real-world issues.

As economic growth and increased efficiency become prominent goals, two other important global economic issues related to these goals are; the ways in which economic activity impacts the environment, and the challenges facing the world in terms of fair access to resources, goods and services. When exploring these significant global issues, sustainability and equity become key concepts for DP economic students to understand.

In all areas of economic activity, the economic agents can be divided up into the private sector (consumers and producers) and the public sector (governments). To different extents and with different outcomes, the public sector in any economy assumes some responsibility for monitoring and regulating the behaviour of the private sector. This government intervention is a significant concept that appears throughout the course and students are expected to critically evaluate the balance between the market forces of the private sector and intervention by governments.

Given the rapidly changing world, economic activity and its outcomes are constantly in flux. Therefore, students are encouraged, throughout the course, to research current real-world issues. Through their own inquiry, it is expected that students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes.

Assessment

Group 3: Economics

By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the DP economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

Assessment

Standard Level

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		3 hours	70
Paper 1	Extended response paper based on all units of the syllabus	1 hour 15 mins	30
Paper 2	Data response paper based on all units of the syllabus	1 hour 45 mins	40
Internal			
Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	30

Higher Level

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		4 hours 45 mins	80
Paper 1	Extended response paper based on all units of the syllabus	1 hour 15 mins	20
Paper 2	Data response paper based on all units of the syllabus	1 hour 45 mins	30
Paper 3	Policy paper based on all units of the syllabus	1 hour 45 mins	30
Internal			
Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	20

Group 3: Geography

Individuals and Societies, Geography: Standard or Higher Level

Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space.

It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places, on a variety of scales and from different perspectives.

Geography as a subject is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The course integrates physical, environmental and human geography, and students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines, helping students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Students at both SL and HL are presented with a common core and optional geographic themes. HL students also study the HL core extension. Although the skills and activity of studying geography are common to all students, HL students are required to acquire a further body of knowledge, to demonstrate critical evaluation and to further synthesise the concepts in the HL extension.

Assessment

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		2.75	4.5	75	80
Paper 1	Each option has a structured question and one extended answer question from a choice of two.	1.5	2.25	35	35
Paper 2	Three structured questions, based on each SL/HL core unit. Infographic or visual stimulus, with structured questions. One extended answer question from a choice of two.	1.25	1.25	40	25
Paper 3	Choice of three extended answer questions, with two parts, based on each HL core extension unit.		1		20
Internal		20	20	25	20
Fieldwork	One written report based on a fieldwork question from any suitable syllabus topic, information collection and analysis with evaluation.	20	20	25	20

Group 3 or 4: ESS

Interdisciplinary, Environmental Systems and Societies (ESS) Standard Level or Higher Level

Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences and individuals and societies and is offered at both standard level (SL) and higher level (HL).

As such, ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies. ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines.

Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasises the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level.

ESS aims to empower and equip students to:

- develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere
- develop knowledge of diverse perspectives to address issues of sustainability
- engage and evaluate the tensions around environmental issues using critical thinking
- develop a systems approach that provides a holistic lens for the exploration of environmental issues
- be inspired to engage in environmental issues across local and global contexts.

Assessment

Type of assessment	Format of assessment	Time (hours) SL	Time (hours) HL	Weighting of final grade %
External		**3.0**	**4.5**	**75 (SL)**
				80 (HL)
Paper 1	Students will be provided with data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory.	1.0	2.0	25 (SL) 30 (HL)
Paper 2	Section A is made up of short-answer and data-based questions. Section B requires students to answer structured essay questions. There is a limited amount of choice.	2.0	2.5	50 (SL/HL)
Internal		**10**		**25 (SL)**
				20 (HL)
Individual investigation	The individual investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the Individual investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		25 (SL) 20 (HL)

Group 4: Biology

IB Diploma Sciences, Biology: Standard or Higher Level

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organisation, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Assessment:

Type of assessment	Format of assessment	Time (hours) SL	Time (hours) HL	Weighting of final grade
External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	1.5	2	36
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	2.5	44
Internal		**10**		**20**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

Group 4: Sports, Exercise and Health Science

IB Diploma Sciences, Sports, Exercise and Health Science: Standard or Higher Level

As one of the sciences subjects in the IB Diploma Programme, sports, exercise and health science (SEHS) is primarily concerned with the scientific study of human physiology, biomechanics and psychology. Scientists working in these fields attempt to make sense of human physical and mental health and performance through a variety of approaches and techniques including controlled experimentation and collaboration with other researchers.

DP SEHS enables students to engage constructively with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

The course is organised under three main themes: exercise physiology and nutrition of the human body; biomechanics; sports psychology and motor learning. These themes are distinct, but also share many overlapping features; studying the similarities and connections between them is a central component of the course. Integral to the student experience of the DP SEHS course is the learning that takes place through scientific inquiry, both in the classroom and in field work or the laboratory. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

Assessment:

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		3	4.5	80	80
Paper 1	**SL:** 30 multiple choice questions on the core. **HL:** 40 multiple choice questions on the core and the AHL.	0.75	1	20	20
Paper 2	One data-based and several short answer questions **SL:** one extended response question. **HL:** two of four extended response questions.	1.25	2.25	35	35
Paper 3	Several short answer questions in each of the two options. **HL:** additional extended response questions.	1	1.25	25	25
Internal		10	10	20	20
Individual investigation		10	10	20	20

Group 4: Physics

IB Diploma Sciences, Physics: Standard or Higher Level

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies.

Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

HL students are required to study the fundamental concepts of Physics in greater depth and complete a larger volume of work, extending the core topics studied by the SL students. Options also have Higher Level components requiring students to learn more detailed aspects.

Assessment:

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions	1.5	2	36
Paper 2	Short-answer and extended-response questions	1.5	2.5	44
Internal		**10**		**20**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

Group 4: Chemistry

IB Diploma Sciences, Chemistry: Standard or Higher Level

The DP chemistry course promotes concept-based teaching and learning to foster critical thinking. The DP chemistry course is built on:

• approaches to learning
• nature of science
• skills in the study of chemistry.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of chemistry.

Assessment:

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	1.5	2	36
Paper 2	Short answer and extended-response questions	1.5	2.5	44
Internal		**10**		**20**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

Group 5: Mathematics

IB Diploma Mathematics

Which level do I choose?

All levels of IB Mathematics are rigorous and challenging. They cover an extensive range of mathematical skills and applications at a rapid pace. In making the decision regarding which level to choose, students should consider their mathematical, especially algebraic, skill level, their organisational skills and the prerequisite of their desired university course.

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems. The assessment objectives are common to Mathematics: analysis and approaches and to Mathematics: applications and interpretation.

- Knowledge and understanding: Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- Problem solving: Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
- Communication and interpretation: Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardised notation; use appropriate notation and terminology.
- Technology: Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- Reasoning: Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.
- Inquiry approaches: Investigate unfamiliar situations, both abstract and from the real world, involving organising and analysing information, making conjectures, drawing conclusions, and testing their validity.

Exploration is an integral part of the course and its assessment and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

Applications and Interpretations, Standard or Higher Level:

The IB DP Mathematics: Applications and Interpretations course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling.

To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalisations. Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics.

All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

Assessment:

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	Technology allowed. Compulsory short-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed. Compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed. Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

Group 5: Mathematics

Analysis and Approaches, Standard or Higher Level

The IB DP Mathematics: analysis and approaches course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts.

Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Assessment

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	No technology allowed. **Section A:** compulsory short-response questions based on the syllabus. **Section B:** compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed. **Section A:** compulsory short-response questions based on the syllabus. **Section B:** compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed. Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

Group 6: Theatre

IB Diploma Arts, Theatre Standard or Higher Level

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, underpinned by a strong theoretical base. It provides students the opportunity to explore the art form through an inquiry cycle focusing on the dimensions of inquiry, development, presentation and evaluation, as creators, designers, directors and performers working individually and as part of an ensemble. Through a critical analysis of their own processes, artistic works and the work of others, students develop an appreciation of the diversity of theatre practices across time, place and culture, an appreciation which in turn informs their own cultural context.

This course enables learners to:

- Experience and participate in a wide and varied range of theatre activities and develop proficiency in theatre techniques
- Become familiar with forms of theatre from their own and different cultures
- Explore different theatre traditions in their historical contexts
- Develop academic skills appropriate for the study and understanding of theatre
- Become reflective and critical practitioners in theatre
- Develop the confidence to explore, to experiment and to work individually and collaboratively on innovative contemporary theatre projects
- Understand the dynamic, holistic and evolving nature of theatre.

Learning Outcomes

- Demonstrate a theoretical and practical knowledge of theatrical traditions
- Demonstrate an understanding of production elements and theatre practices
- Evaluate critically a range of diverse performances
- Engage practically in creating and presenting performances
- Reflect on their own development in theatre through continual self-evaluation and recording
- Demonstrate an ability to interpret play texts and other types of performance texts
- Demonstrate initiative and perseverance in both individual and group projects.

Assessment

Assessment task	Assessment task details	SL	HL
	Internal		
Production proposal	Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following. 1. A production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.	30%	20%
	External		
Research presentation	Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following. 1. A video recording of the student's research presentation (15 minutes maximum). 2. A list of all sources cited and any additional resources used by the student during the presentation.	30%	20%
Collaborative project	Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. Each student submits the following. 1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used. 2. A video recording of the final piece (7-10 minutes maximum).	40%	25%
Solo theatre piece (HL only)	Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4-7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following. 1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited. 2. A continuous unedited video recording of the whole solo theatre piece (4-7 minutes maximum).	X	35%

Group 6: Visual Arts

IB Diploma Arts, Visual Arts, Standard or Higher Level

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.

IB Visual Art Units

- Abstraction: Exploring our built environment through processes of painting, photography, digital design.
- Exploring the Natural World: Textiles, soft sculpture, video montage, animation
- In Conversation: Exploring the work of influential artists to guide comparative study.

Assessment

Standard Level

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	• 10–15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists • A list of sources used	20
Process portfolio	• 9–18 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities	40
Internal		40
Exhibition	• A curatorial rationale that does not exceed 400 words • 4–7 artworks • Exhibition text (stating the title, medium, size and intention) for each artwork	40

Higher Level

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	• 10–15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists • 3–5 screens which analyse the extent to which the student's work and practices have been influenced by the art and artists examined • A list of sources used	20
Process portfolio	• 13–25 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities	40
Internal		40
Exhibition	• A curatorial rationale that does not exceed 700 words • 8–11 artworks • Exhibition text (stating the title, medium, size and intention) for each artwork	40