



# TIGS

The Illawarra Grammar School

## Course Information Diploma Programme

Year 11 2019

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Academic • Christian • Caring

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## MISSION STATEMENT

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The International Baccalaureate Organisation 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 IBO 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.

## BACKGROUND TO THE IB

### 1.1 THE IB DIPLOMA

The International Baccalaureate is a two-year, pre-University certificate for Senior students, designed and administered by the International Baccalaureate Office in Geneva; and examined by an International Body of Curriculum and Assessment (IBAC), representing many countries and cultural traditions, located in Cardiff, Wales. Administration for the Asia-Pacific Region of which TIGS is a member school, is carried out in Singapore.

It is characterized by:

- The attention that it gives to international awareness
- Its academic breadth, depth and rigour which is recognized for university entry world-wide
- Its attention to developing socially responsible citizens of the world.

### 1.2. THE IB IS FOR EVERYONE

Any student who aspires to tertiary study at University in Australia or overseas and is interested in a senior certificate that is international in curriculum content, recognized by universities around the world for its combination of in-depth academic study, and activities which encourage a sense of adventure and social responsibility, is well-suited to the IB. The IB Diploma caters for a great range of student needs and talents and fosters an intrinsic interest in learning in a breadth of areas.

#### IS YOUR SON/DAUGHTER SUITED TO THE IB?

While the IB Diploma undoubtedly and admirably suits the high achiever, extending them to the limits of their ability, it also suits the hard-working student of average and above average ability who is "an all rounder" aspiring to tertiary study and is looking for a course that will challenge them. The student's choice of HL subjects will be important for their success. They will need to make those choices in areas that will bring out their strengths.

In conclusion, whichever choice you make, staff who teach both the HSC and the IB will advise you. As a mark of the School's commitment to the Diploma IB classes will generally be run separately, and by staff who are well qualified and whose qualifications have been scrutinized by the International Baccalaureate Organisation each year to strengthen their skills.

### 1.3 WORLD-WIDE CAREER OPPORTUNITIES AND UNIVERSITY ENTRANCE WITH THE IB

The IB provides an alternative method of achieving tertiary entrance that is highly regarded by universities in Australia and around the world. The IB Diploma gives direct access to the most prestigious universities, and is similar in depth and scope to British 'A' levels, the French Baccalaureate and the US Advanced Placement Programme. Since 1969, universities in over one hundred and thirty countries have accepted the IB.

### 1.4 THE IB AT TIGS

The IB is offered at TIGS to continue the journey commenced with the PYP and MYP.

The IB programme

- Complements TIGS mission and values;
- Complements all elements of TIGS traditional curricular, co-curricular and Community Service practice;
- Provides an internationally recognised curriculum and examinations

## FACTORS TO CONSIDER IN CHOOSING SUBJECTS

### 2.1 MEETING THE REQUIREMENTS OF THE IB

Structure of the Diploma: the programme consists of

- a study of six subjects; the curriculum content of which has strong international emphasis: a compulsory study of the student's native language (Language A) as well as a second language (Language B or an ab initio language), a mathematics, a science/technology and a humanities requirement as well as a choice from a sixth area which offers Visual Arts and Music, yet allows for another choice from Science.
- Three subjects studied at a Higher level and the remaining three studied at Standard level. The six subjects are taken for the duration of the two-year period. They are assessed both externally and internally; the external examinations take place in November of the second year.
- The requirement of **three subjects at Higher Level** means students are being extended in a way that prepares them well for the demands of university curriculum. Indeed, some subjects offered at HL may, and often do, attract added advantages such as Advanced standing e.g. Harvard will grant Sophomore access, i.e. straight into Second Year university in that subject – for those achieving 6 or 7 in an HL subject. In effect, the IB offers a level of difficulty not currently available in the HSC, an aspect that deserves very careful attention indeed.

In addition all students undertake:

- an Extended Essay (EE), which is a 4000 word essay designed to introduce them to the rigours of personal research
- compulsory participation in a range of physical, artistic and aesthetic activities, most of which are covered by TIGS co-curricular requirements (CAS)
- a stipulated community service requirement
- A Theory of Knowledge (TOK) course which helps them to explore the nature of knowledge and which is, in essence, an introduction to philosophy.

#### THE IB Curriculum Choices at TIGS

Group 1   Language A	Literature SL and HL
Group 2   Language B	French B Spanish Ab Initio Japanese SL
Group 3   Individuals and Society	Economics SL and HL History SL and HL ESS SL only Psychology SL only
Group 4   Experimental Sciences	Biology SL and HL Chemistry SL and HL Physics SL and HL ESS SL only Sports, Exercise and Health SL
Group 5   Mathematics	Mathematics SL and HL Mathematical Studies
Group 6   Option	Visual Arts SL and HL Music SL and HL Chemistry SL and HL Film SL and HL Theatre SL and HL Dance SL and HL

*A subject will only run if there are sufficient students choosing it to form a viable class. Students will be advised if they need to alter their initial subject choice.*

## 2.2 ASSESSMENT

A narrow approach to examinations is avoided by giving schools freedom to interpret the syllabuses in an individual style. Schools are permitted to use a wide variety of assessment techniques, including:

- written examinations: multiple choice, short answer and extended response papers will be used where appropriate;
- oral examinations, using digital recordings;
- major assignments, such as the World literature component of Language A and Guided Courses work in History; Portfolios/Explorations in Mathematics;
- Teacher assessment of clearly defined aspects of class work such as practical work and reports in Sciences.

## 2.3 AWARD OF THE DIPLOMA

2.3.1 All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB Diploma. The IB Diploma will be awarded to a candidate provided that all the following requirements have been met:

- CAS requirements have been met
- The candidate's total points are 24 or more
- There is no 'N' awarded for Theory of Knowledge and/or the extended essay or for a contributing subject
- There is no Band E awarded for Theory of Knowledge and/or the extended essay
- There is no grade 1 awarded in a subject/level
- There are no more than two grade 2s awarded (HL or SL)
- There are no more than three grade 3s or below awarded (HL or SL)
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has gained 12 points or more on SL

2.3.2 A maximum of three examinations sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not to be consecutive.

## 2.4 STARTING A SECOND LANGUAGE

Students who have not studied a second language in Year 9 and 10 should not be discouraged from undertaking the IB Diploma. However, students should have had a successful, enjoyable and positive language learning experience in Year 7 and 8 if they intend to do a language at ab initio level. Students in this situation, as well as those who wish to study two second languages, are eligible for the ab initio (intensive, accelerated) course in Group 2.

- The expectation of a language means that students are equipped to confront a global society. At TIGS we will offer Language B and Ab Initio to allow students to fulfill IB requirements.

## IB LEARNER PROFILE

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As IB learners we strive to be:

### **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

### **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 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 recognise 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.

## LITERATURE

This course is built on the assumption that literature is concerned with our conceptions, interpretation and experiences of the world. The study of literature can there for be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in their lives. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of the literary works.

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

**COURSE AIMS**

The aims of Language A: Literature at HL and SL are to:

1. Introduce students to a range of texts from different periods, genres and style
2. Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
3. Develop the students' powers of expression, both in oral and written communication
4. Encourage students to recognise the importance of the contexts in which texts are written and received
5. Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. Promote in student an enjoyment of, and lifelong interest in, language and literature
8. Develop in students an understanding of the techniques involved in literary criticism
9. Develop the students' ability to form independent literary judgment and to support those ideas

**COURSE OUTLINE**

Language A: Literature is divided into four parts, each with a particular focus.

Part 1 – Works in translation

Part 2 – Detailed study

Part 3 – Literacy genres

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

ASSESSMENT OUTLINE HL		%
External	<b>Paper 1 – Literary commentary (2 hours)</b> The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary (20 marks)	20
	<b>Paper 2 – Essay (2 hours)</b> The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studies in Part 3 (25 marks)	25
	<b>Written assignment</b> Students submit a reflective statement and literary essay on one work studies in Part 1 (25 marks) The reflective statement must be 300-400 words in length. The essay must be 1,200 – 1,500 words in length	25
<b>External assessment (4 hours)</b>		<b>70</b>
Internal	<b>Individual oral commentary and discussion</b> Formal oral commentary on poetry studies in Part 2 with subsequent questions (10 min), followed by a discussion based on one of the other Part 2 works (10 min – 30 marks)	15
	<b>Individual oral presentation (10 – 15 minutes)</b> The presentation is based on works in Part 4. It is internally assessed and externally moderated through the Part 2 internal assessment task (30 marks)	15
<b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course		<b>30</b>

ASSESSMENT OUTLINE SL		%
External	<b>Paper 1 – Guided literary analysis (1 hour 30 min)</b> The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary (20 marks)	20
	<b>Paper 2 – Essay (1 hour 30 min)</b> The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studies in Part 3 (25 marks)	25
	<b>Written assignment</b> Students submit a reflective statement and literary essay on one work studies in Part 1 (25 marks) The reflective statement must be 300-400 words in length. The essay must be 1,200 – 1,500 words in length	25
<b>External assessment (4 hours)</b>		<b>70</b>
Internal	<b>Individual oral commentary (10 min)</b> Formal oral commentary on poetry studies in Part 2 with subsequent questions (10 min), followed by a discussion based on one of the other Part 2 works (10 min – 30 marks)	15
	<b>Individual oral presentation (10 – 15 minutes)</b> The presentation is based on works in Part 4. It is internally assessed and externally moderated through the Part 2 internal assessment task (30 marks)	15
<b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course		<b>30</b>

## JAPANESE or FRENCH

That is a requirement of the IB that students must study at least one modern foreign language or one classical language, is something in which TIGS rejoices. The mastery of another language promotes the development of so many of the academic skills we regard as essential and fosters the values, which are at the core of the concept of the Global Village.

The depth and variety of linguistic, sociological and literary themes even at the Standard Level are such as to provide even the most gifted foreign language learner with challenge after challenge.

**COURSE AIMS**

The aims of Language B Programme are to:

- Develop the ability to communicate accurately and effectively in speech and in writing within a range of contexts
- Develop the ability to understand and respond to the language demands of transactional and social contacts
- Provide students with a sound linguistic base for further study, work and leisure
- Offer insights into the culture of the countries where the language is spoken
- Provide the opportunity for enjoyment, creativity and intellectual stimulation

## Target students

Students who have 2-5 years' experience of the target language, who are not taught other subjects in the target language and who are normally taught outside a country where the language is spoken may be able to do the Language B course at Standard Level. Students who have 4 – 5 year experience of target language, who are not taught at other subjects in the target language and who are normally taught outside a country where the language is spoken may be able to do the Language B course at Higher Level.

**COURSE OUTLINE**

The language B syllabus comprises:

- The three core topic areas: communication and Media, Global Issues and Social Relationships. In addition at least two of the following areas are also studied: Cultural Diversity, Customs and Traditions, Health, Leisure and Science and Technology
- The study of both the written and the spoken language, including of course vocabulary, grammar, idiom and style.

ASSESSMENT OUTLINE SL		%
External	<b>Paper 1 – Written Component (1 hour 30 minutes)</b> Text handling. Questions on five texts based on the core topics	25
	<b>Paper 2 – Written Component (1 hour 30 minutes)</b> One writing task based on the options (250 – 400 words)	25
	<b>Written assignment</b> To be completed in the student's own time in their final year. 300 - 400 words , plus a 150 – 250 word rationale, on one of the literary text studies	20
<b>External assessment (4 hours)</b>		<b>70</b>
Internal	<b>Oral Component</b> The oral component consists of a two part test 1. Individual Oral (based on options) 2. Interactive Oral (based on core topic)	20 10
	<b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course	30

## SPANISH AB INITIO

The ab initio programme is an intensive, accelerated foreign language-learning programme designed to be studied over two years at **Standard Level** by students who have no previous experience of learning the target language.

**COURSE AIMS**

The aims of the ab initio programme is to:

- Develop the students' ability to communicate in speech and writing to enable them to deal adequately with familiar and practical needs.
- Introduce students to the culture of the countries where the language is spoken through the study of the target language
- Provide enjoyment and intellectual stimulation
- Encourage positive attitudes to the language learning of other languages and to their speakers and countries.

**COURSE OUTLINE**

The content of the programme is divided into two parts:

- **The Core Syllabus** | This syllabus sets out three prescribed topic areas namely: Individual and Society, Leisure and Work and Urban and Rural Environment.
- **The Language Specific Syllabus** | This contains the grammar and vocabulary to be covered.

ASSESSMENT OUTLINE AB INITIO		%
External	<b>Written Component   Paper 1</b> 1 ½ hours   Text handling. Understanding of four texts	30
	<b>Written Component   Paper 2</b>	25
	<b>Written assignment</b> 200 – 300 words in the target language, completed at home	20
<b>External assessment</b>		<b>75</b>
Internal	<b>Oral Component</b> Three Part Speaking test: 1. Presentation on Visual Stimulus by student 2. Questions on student presentation 3. General conversation with at least two questions on the written assignment 4. Candidates are assessed by the teacher and the marks are externally moderated by the IBO	25
	<b>Internal assessment</b>	<b>25</b>

ECONOMICS

Economics is a dynamic social science, forming part of the study of individual and societies. The study of Economics is essentially about the concept of scarcity and the problem of resource allocation.

Although Economics involves the formulation of theory, it is not a purely theoretical subject: Economic theories can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study.

Students are taught to consider economic theories, ideas and happenings from the points of view of different individuals, nations and cultures in the world economy. Although complete knowledge is impossible, students can search for understanding through a wide range of different aspects of the global economy. Their search may inspire a lifelong interest in the promotion of international understanding.

**COURSE AIMS**

The aims of the DP economics course are to enable students to:

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

**COURSE OUTLINE**

1. Microeconomics
2. Macroeconomics
3. International economics
4. Development economics

ASSESSMENT OUTLINE HL		%
External	Paper 1 1.5 hours   An extended response paper (50marks)	30
	Paper 2 1.5 hours   A data response paper (40 marks)	30
	Paper 3 1hr   HL extension paper	20
External assessment		80
Internal	Internal assessment HL/SL Common  The assessment is externally 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 different sections of the syllabus and on published extracts from the news media.  Maximum. 750 words x 3 (45 marks)	20
	Internal assessment	20

ASSESSMENT OUTLINE SL		%
External	Paper 1 1.5 hours   An extended response paper (50marks)	40
	Paper 2 1.5 hours   A data response paper (40 marks)	40
External assessment		80
Internal	Internal assessment HL/SL Common  The assessment is externally 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 different sections of the syllabus and on published extracts from the news media.  Maximum. 750 words x 3 (45 marks)	20
	Internal assessment	20

HISTORY

The IB Diploma Programme high and standard level history courses aim to promote and understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

**COURSE AIMS**

The aims of the DP history course are to enable students to:

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources

**COURSE OUTLINE**

The **Standard** course consists of the study of two World History topics, At TIGS the two topics, which will be undertaken, are:

- Causes and Effects of the 20<sup>th</sup> Century Wars: WWI and WWII, Chinese Civil War, Spanish Civil War.
- Authoritarian states (20th Century) Stalin's USSR, Hitler's Germany and Mao's China, Mussolini's Italy.

The prescribed Subject (3) of "The move to global war 1931-1941" will be the subject of detailed source-based study.

The **Higher Level** course ADDS the study of one regional option. At TIGS the Option of 'History of Europe' will be studied.

Imperial Russia, revolution, establishment of the Soviet Union 1855 – 1924

Europe and First World War 1871-1918

European states in the interwar years 1918 – 1939

Versailles to Berlin: Diplomacy in Europe 1919 - 1945

ASSESSMENT OUTLINE HL		%
External	Paper 1 1 hour   A documented/extract based paper with set questions	20
	Paper 2 1.5 hours   Two essays chosen from two different topics of world history	25
	Paper 3 2.5 hours   Three essays chosen from Regional Option studied	35
External assessment   written exam   5 hours		80
Internal	Internal assessment HL/SL Common Historical investigation: an in depth study of any historical subject (2200 words) externally moderated.	20
	Internal assessment	20

ASSESSMENT OUTLINE SL		%
External	Paper 1 1 hour   A documented/extract based paper with set questions	30
	Paper 2 1.5 hours   Two essays chosen from two different topics of world history	45
External assessment   written exam   5 hours		75
Internal	Internal assessment HL/SL Common Historical investigation: an in depth study of any historical subject (2200 words) externally moderated.	25
	Internal assessment	25

## PSYCHOLOGY SL

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject, which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.

**COURSE AIMS**

The aims of the psychology course at SL and at HL are to:

1. develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
2. apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
3. understand diverse methods of inquiry
4. understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
5. ensure that ethical practices are upheld in all psychological inquiry and discussion
6. develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.

**COURSE OUTLINE****Core**

1. Biological approach to understanding behavior
2. Cognitive approach to understanding behavior
3. Sociological approach to understanding behavior
4. Approaches to researching behavior

**Options**

1. Abnormal psychology
2. Developmental psychology
3. Health psychology
4. Psychology of human relationships

ASSESSMENT OUTLINE SL		%
External	Paper 1   2 hours	50
	Paper 2   1 hour	25
External assessment   written exam		75
Internal		25
Internal assessment		25

## 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. This diversity makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels using the many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Many areas of research in biology are extremely challenging and many discoveries remain to be made. Scientific progress in this discipline is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species, and is threatening the very planet we occupy.

**COURSE AIMS**

Through the overarching theme of the nature of science, the aims of the DP biology course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire, apply and use a body of knowledge, methods and techniques that characterize science and technology
3. develop an ability to analyse, evaluate and synthesize scientific information
4. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
5. develop experimental and investigative scientific skills including the use of current technologies

**COURSE OUTLINE****Core**

1. Cell biology
2. Molecular biology
3. Genetics
4. Ecology
5. Evolution and biodiversity
6. Human physiology

**Additional higher level (AHL)**

7. Nucleic acids
8. Metabolism, cell respiration and photosynthesis
9. Plant biology
10. Genetics and evolution
11. Animal physiology

**Options**

- A. Neurobiology and behaviour
- B. Biotechnology and bioinformatics
- C. Ecology and conservation
- D. Human physiology

ASSESSMENT OUTLINE HL		%
External	Paper 1   1 hour	20
	Paper 2   2 hours 15 minutes	36
	Paper 3   1 hour 15 minutes	24
External assessment   written exam		80
Internal	Internal assessment	20

ASSESSMENT OUTLINE SL		%
External	Paper 1   45 minutes	20
	Paper 2   1 hours 15 minutes	40
	Paper 3   1 hour	20
External assessment   written exam		80
Internal	Internal assessment	20

## CHEMISTRY

Chemistry is an experimental science that continues 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. 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. This chemistry course allows development in traditional practical skills and techniques, the use of mathematics, together with interpersonal skills, and digital technology skills, which are essential in 21<sup>st</sup> century scientific endeavor and are important life-enhancing, transferable skills in their own right.

**COURSE AIMS**

Through the overarching theme of the nature of science, the aims of the DP chemistry course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire, apply and use a body of knowledge, methods and techniques that characterize science and technology
3. develop an ability to analyse, evaluate and synthesize scientific information
4. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
5. develop experimental and investigative scientific skills including the use of current technologies

**COURSE OUTLINE****Core**

1. Stoichiometric relationships
2. Atomic structures
3. Periodicity
4. Chemical bonding and structure
5. Energetics/thermochemistry
6. Chemical kinetics
7. Equilibrium
8. Acids and Bases
9. Redox processes
10. Organic chemistry
11. Measurement and data processing

**Additional higher level (AHL)**

12. Atomic structure
13. The periodic table – the transition metals
14. Chemical bonding and structure
15. Energetics/thermochemistry
16. Chemical kinetics
17. Equilibrium
18. Acids and Bases
19. Redox processes
20. Organic Chemistry
21. Measurement and analysis

**Options**

- A. Materials
- B. Biochemistry
- C. Energy
- D. Medicinal Chemistry

ASSESSMENT OUTLINE HL		%
External	Paper 1   1 hour	20
	Paper 2   2 hours 15 minutes	36
	Paper 3   1 hour 15 minutes	24
External assessment   written exam		80
Internal	Internal assessment	20

ASSESSMENT OUTLINE SL		%
External	Paper 1   45 minutes	20
	Paper 2   1 hours 15 minutes	40
	Paper 3   1 hour	20
External assessment   written exam		80
Internal	Internal assessment	20

PHYSICS

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. Classical physics, built upon the great pillars of Newtonian mechanics, electromagnetism and thermodynamics, went a long way in deepening our understanding of the universe. Observations remain essential to the very core of physics, and models are developed to try and understand observations. Physics is therefore, above all, a human activity, and students need to be aware of the context of dynamic change in which physicists work.

**COURSE AIMS**

Through the overarching theme of the nature of science, the aims of the DP physics course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire, apply and use a body of knowledge, methods and techniques that characterize science and technology
3. develop an ability to analyse, evaluate and synthesize scientific information
4. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
5. develop experimental and investigative scientific skills including the use of current technologies

**COURSE OUTLINE**

**Core**

1. Measurement
2. Mechanics
3. Thermal physics
4. Waves
5. Electricity and magnetism
6. Circular motion and gravitation
7. Atomic, nuclear and particle physics
8. Energy production

**Additional higher level (AHL)**

9. Wave phenomena
10. Fields
11. Electromagnetic induction
12. Quantum and nuclear physics

**Options**

- A. Relativity
- B. Engineering Physics
- C. Imaging
- D. Astrophysics

ASSESSMENT OUTLINE HL		%
External	Paper 1   1 hour	20
	Paper 2   2 hours 15 minutes	36
	Paper 3   1 hour 15 minutes	24
External assessment   written exam		80
Internal	Internal assessment	20

ASSESSMENT OUTLINE SL		%
External	Paper 1   45 minutes	20
	Paper 2   1 hours 15 minutes	40
	Paper 3   1 hour	20
External assessment   written exam		80
Internal	Internal assessment	20

ENVIRONMENTAL SYSTEMS AND SOCIETIES

Environmental Systems and Societies (ESS) is an interdisciplinary offered only at Standard Level. This course can fulfill either the Individuals and Societies or the science requirement. Alternatively, this course enables students to satisfy the requirements of both subject groups simultaneously while studying one course.

ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will be equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world.

**COURSE AIMS**

The aims of the DP environmental systems and societies course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire, apply and use a body of knowledge, methods and techniques that characterize science and technology
3. develop an ability to analyse, evaluate and synthesize scientific information
4. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
5. develop experimental and investigative scientific skills including the use of current technologies

**COURSE OUTLINE**

1. Foundations of environmental systems and societies
2. Ecosystems and ecology
3. Biodiversity and conservation
4. Water and aquatic food production systems and societies
5. Soil systems and terrestrial food production systems and societies
6. Atmospheric systems and societies
7. Climate change and energy production
8. Human systems and resource use

**The group 4 project**

ESS students have the option to participate in the group 4 project. For those who participate, 10 hours of practical activities will be replaced with 10 hours of work on the group 4 project. The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together.

ASSESSMENT OUTLINE		%
External	Paper 1   1 hour	25
	Paper 2   2 hours	50
External assessment   written exam		75
Internal		25
Internal assessment		25

## SPORTS, EXERCISE AND HEALTH SCIENCE SL

The IB DP course in sports, exercise and health science standard level (SL) involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

**COURSE AIMS**

The aims of the sports, exercise and health science SL course are to:

- provide stimulating and challenging opportunities for scientific study and creativity within a global context •
- provide a body of knowledge, methods and techniques that characterize science and technology
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- develop and apply the students' information and communication technology skills in the study of science
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology develop an appreciation of the possibilities and limitations associated with science and scientists
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

**COURSE OUTLINE**

1. Anatomy
2. Exercise physiology
3. Energy systems
4. Movement analysis
5. Skill in sport
6. Measurement and evaluation of human performance

**Options**

Students are required to study any two of four options.

- A. Optimizing physiological performance
- B. Psychology of sport
- C. Physical activity and health
- D. Nutrition for sport, exercise and health

ASSESSMENT OUTLINE HL		%
External	Paper 1   45 minutes	20
	Paper 2   1 hour and 25 minutes	32
	Paper 3   1 hour	24
External assessment		76
Internal	Investigation	30
	Group 4 Project	10
Internal assessment		40

## MATHEMATICS SL

This course caters for students who **already** possess knowledge of basic mathematical concepts, and who are **already** equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The course focuses on introducing important mathematical concepts through the development of mathematical techniques and introduced in a comprehensible and coherent way, rather than insisting on the mathematical rigour required for Mathematics HL.

The internally assessed component the exploration (worth 20%), offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. This course does not have the depth found in the Mathematics HL courses.

**Recommendation** | This course would be suitable for those who obtained a minimum Grade A- or above in their Year 10 Mathematics Course. This course is of similar level of difficulty and somewhere between HSC Mathematics Extension 1 and Mathematics 2U course.

### COURSE AIMS

The aims of all mathematics courses in group 5 are to enable students to:

- enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- employ and refine their powers of abstraction and generalization
- apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course.

### COURSE OUTLINE

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus
- Mathematical exploration

ASSESSMENT OUTLINE SL		%
External	Paper 1   1 hour and 30 minutes   90 marks	40
	Paper 2   1 hour 30 minutes   90 marks	40
External assessment   written exam   3 hours		80
Internal	Mathematical Exploration   20 marks	20
Internal assessment		20

## MATHEMATICS HL

This course caters for students with a very good background in mathematics and who are already 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.

The course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way and is achieved by students applying their mathematical knowledge to solve problems set in a variety of meaningful contexts. 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 and be encouraged to develop their skills to continue their mathematical growth in other learning environments.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

**Recommendation** | This course would be suitable only for those who obtained a Grade A+ in their Year 10 Mathematics Course. This course is of similar level of difficulty and somewhere between HSC Mathematics Extension 1 and Mathematics Extension 2 course and more difficult in some sections.

### COURSE AIMS

The aims of all mathematics courses in group 5 are to enable students to:

- enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- employ and refine their powers of abstraction and generalization
- apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course.

### COURSE OUTLINE

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus

Students must study all the sub-topics in "one" of the following options: Statistics and Probability; Sets, relations and groups; Calculus; Discrete Mathematics; Mathematical exploration

ASSESSMENT OUTLINE HL		%
External	Paper 1   2 hours   120 marks	30
	Paper 2   2 hours   120 marks	30
	Paper 3   1 hour   60 marks	20
External assessment   written exam   5 hours		80
Internal	Mathematical Exploration   20 marks	20

## MATHEMATICAL STUDIES SL

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The IB DP mathematical studies standard level course focuses on important interconnected mathematical topics. The syllabus focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to solve problems in a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking.

### COURSE AIMS

The aims of all mathematics courses in group 5 are to enable students to:

- enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- employ and refine their powers of abstraction and generalization
- apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course.

### COURSE OUTLINE

1. Numbers and algebra
2. Descriptive statistics
3. Logic, sets and probability
4. Statistical application
5. Geometry and trigonometry
6. Mathematical models
7. Introduction to differential calculus

ASSESSMENT OUTLINE		%
External	<b>Paper 1   1 hour and 30 minutes</b> Graphical display calculator required 15 compulsory short-response questions based on the whole syllabus	40
	<b>Paper 2   1 hour 30 minutes marks</b> Graphics display calculator required 6 compulsory extended response questions based on the whole syllabus	40
External assessment   written exam   3 hours		80
Internal	<b>Project:</b> An individual piece of work involving the collection of information or the generation of measurements, and subsequent analysis and evaluation	20
Internal assessment		20

**VISUAL ARTS**

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have sociopolitical impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others.

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.

**COURSE AIMS**

The aims of the programme in Visual Arts are to enable students to:

- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time, place and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills
- Make artwork that is influenced by personal and cultural contexts
- Become informed and critical observers and makers of visual arts and media
- Develop skills, techniques and processes in order to communicate concepts and ideas

**COURSE OUTLINE**

Throughout the course students at both SL and HL level are required to maintain a visual arts journal. Students can work in two-dimensional (drawing, painting, printmaking, graphics), three-dimensional (sculpture, designed objects, site specific, textiles) or lens based, electronic and screen based forms (time based and sequential art, lens media, digital/screen based).

ASSESSMENT OUTLINE				
COMPONENT	WEIGHTING	ASSESS	HL	SL
Comparative Study	20%	External	As for SL plus a reflection of how their work has been influenced by the works studied 3-5 screens	Compare minimum 3 artworks by a minimum of 2 artists 10-15 screens.
Process Portfolio	40%	External	13-25 screens (from journal). Submitted works should be in at least 3 different forms	9-18 screens (from journal) Submitted works should be in at least 2 different forms.
Exhibition	40%	External	8-11 pieces with exhibition text for each. A curatorial rationale (700 word min)	4-7 pieces with exhibition text for each. A curatorial rationale (400 word min)

**MUSIC**

The IB Music Course is designed to help students to come to understand music as a means of personal and communal identity and expression, which embodies the social and cultural values of individuals and communities. It provides a vibrant musical education that fosters curiosity and openness with both familiar and unfamiliar music. Students will explore the similarities, differences and links between music of our own culture and that of others across time.

The Diploma Programme Music course provides an excellent foundation for further musical study at the tertiary level, whilst encouraging students to develop the qualities recognized in the IB learner profile.

**COURSE AIMS**

It aims to enable students to enjoy lifelong engagement with the arts; to express ideas with confidence and competence; to develop perceptual and analytical skills; and to develop their knowledge and potential as musicians, both personally and collaboratively.

**COURSE OUTLINE**

**Standard Level**

- Comparative study of two prescribed works in detail
- Study a variety of musical cultures and styles
- Musical Links Investigation
- Option: Solo Performance, Group Performance or Creating

**Higher Level**

- Comparative study of two prescribed works.
- Study if music representing a range of cultures and styles
- Musical Links Investigation
- Solo Performance Recital (one or more solo recitals of contrasting works, approx.. 20 minutes)
- Three pieces of coursework in "creating" with recordings and reflective statements as appropriate.

ASSESSMENT OUTLINE HL		%
External	Listening Paper   3 hours	30
	Musical Investigation   1200 – 1500 words	20
<b>External assessment</b>		<b>50</b>
Internal	Solo Performance   performance of contrasting works (totaling 20 minutes)	25
	Composition   3 pieces of coursework	25
<b>Internal assessment</b>		<b>50</b>

ASSESSMENT OUTLINE SL		%
External	Listening Paper   2 hours 15 minutes	30
	Musical Investigation   1200 – 1500 words	20
<b>External assessment</b>		<b>50</b>
Internal	One of the following:	50
	Solo Performance   performances of contrasting works (totaling 15 minutes)	
	Group performance   2 public performances of 20-30 minutes Composition   2 pieces of coursework	
<b>Internal assessment</b>		<b>50</b>

## FILM

The IB Diploma Programme film course aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

Students also develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. The course emphasizes the importance of working individually and as a member of a group. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind.

**COURSE AIMS**

In addition, the course is designed to promote:

- an appreciation and understanding of film as a complex art form
- an ability to formulate stories and ideas in film terms
- the practical and technical skills of production
- critical evaluation of film productions by the student and by others
- a knowledge of film-making traditions in more than one country.

**COURSE OUTLINE**

**Reading film** Examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and analysing how film elements combine to create meaning.

**Contextualizing film** Explore the evolution of film across time and culture. Examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts.

**Exploring film production roles** Explore various film production roles through engagement with all phases of the filmmaking process. Acquire, develop and apply skills through filmmaking exercises, experiments and completed films.

**HL only:** Collaboratively producing film Focus on the collaborative aspects of filmmaking and experience working in core production teams to fulfill shared artistic intentions. Work in chosen film production roles and contribute to all phases of the filmmaking process to collaboratively create original completed films.

ASSESSMENT OUTLINE		%
External	<b>Independent Study</b> rationale, script and list of sources for a short documentary production of 12-15 pages on an aspect of film theory and/or film history. Based on a study of a minimum four films. The chosen films must originate from more than one country	25
	<b>Presentation</b> an oral presentation of a detailed critical analysis of a continuous extract from a prescribed film. Maximum length of presentation   15 minutes	25
<b>External assessment</b>		<b>50</b>
Internal		50
<b>Internal assessment</b>		<b>50</b>

## THEATRE

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

**COURSE AIMS**

The aims of all DP arts subjects are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills In addition, the aims of the HL theatre course are to enable students to:
7. explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
8. understand and engage in the processes of transforming ideas into action (theatre processes)
9. develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)
10. understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).

**COURSE OUTLINE**

1. Theatre in Context
2. Theatre Processes
3. Presenting Theatre

ASSESSMENT OUTLINE SL		%
External	Director's Notebook	35
	Research Presentation   15 Minute Presentation	30
<b>External assessment</b>		<b>65</b>
Internal	Collaborative Project   Theatre Piece	35
<b>Internal assessment</b>		<b>35</b>

ASSESSMENT OUTLINE HL		%
External	Solo Theatre Piece   4-8 minutes	35
	Director's Notebook	20
	Research Presentation   15 Minute Presentation	20
<b>External assessment</b>		<b>75</b>
Internal	Collaborative Project   Theatre Piece	25
<b>Internal assessment</b>		<b>25</b>

## DANCE

The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

**COURSE AIMS**

The course enables students to:

- understand dance as a set of practices with their own histories and theories, and to understand that these practices integrate physical, intellectual and emotional knowledge
- experience dance as an individual and collective exploration of the expressive possibilities of bodily movement
- understand and appreciate mastery in various dance styles, traditions and cultures familiar and unfamiliar
- recognize and use dance to create dialogue among the various traditions and cultures in their school environment, their society and the world at large.

**COURSE OUTLINE**

**Composition and Analysis:** The development of the creative aspect of making dances.

- Composing original work

**World Dance Studies:** The development of a comparative knowledge of several dance styles from more than one culture and/or tradition

- Exploring dances, gaining both a physical and theoretical understanding
- Individual investigation

**Performance:** The development of an understanding of and facility in performing dances

- Movement skills appropriate to the dancer's performance
- Clarity in relationship to space, time, dynamics and movement qualities appropriate to the work
- Communicative expression in relation to other performers and to the audience

ASSESSMENT OUTLINE SL		%
External	Composition and analysis   two dance works	40
	Dance Investigation   30 minutes	20
<b>External assessment</b>		<b>60</b>
Internal	Performance	40
	<b>Internal assessment</b>	

ASSESSMENT OUTLINE HL		%
External	Composition and analysis   three dance works	35
	Dance Investigation   1 hour	25
<b>External assessment</b>		<b>60</b>
Internal	Performance	40
	<b>Internal assessment</b>	

**COURSE AIMS**

The aims of the TOK course are to:

- Develop a fascination with the richness of knowledge as a human endeavor, and understanding of the empowerment that follows from reflecting upon it
- Develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed, by communities and individuals
- Encourage students to reflect on their experiences as learners, in everyday life and in the Diploma Programme, and to make connections between academic disciplines and between thoughts, feelings and actions
- Encourage an interest in the diversity of ways of thinking and ways of living of individuals and communities, and an awareness of personal and ideological assumptions, including participants' own
- Encourage consideration of the responsibilities originating from the relationship between knowledge, the community and the individual as citizen of the world.

**COURSE OUTLINE**

The Programme consists of the following parts:

**Part 1** | Knowledge issues, knowers and knowing, recognizing perspectives, culture and knowledge

**Part 2** | Ways of knowing: sense perception, language, reason, emotion, intuition, memory, imagination, faith

**Part 3** | Areas of knowledge: mathematics, natural sciences, human sciences, history, the arts, ethics, religious knowledge systems and indigenous knowledge systems

**Part 4** | Linking questions: belief, certainty, culture, evidence, experience, explanation, interpretation, intuition, technology, truth, values

The assessment model in the theory of knowledge (TOK) comprises two components, both of which should be completed within the 100 hours designated for the course.

ASSESSMENT OUTLINE		%
External	Essay on a prescribed title   1200-1600 words	66
	One essay on a title chosen from a list of six titles prescribed by the IBO for each examination session	
<b>External assessment</b>		<b>66</b>
Internal	The presentation   approximately 10 minutes per student	34
	One presentation to the class  One written presentation planning document and presentation making form, using the relevant form from the Handbook of Procedures including: <ul style="list-style-type: none"> <li>- The knowledge issue that is the focus of the presentation</li> <li>- A summary in note form of the knowledge issues to be treated during the presentation</li> <li>- Achievement levels for each of the four assessment criteria, briefly justified, from both student and teacher</li> </ul> The presentation should be integral part of the TOK course	
<b>Internal assessment</b>		<b>34</b>

**COURSE AIMS**

Creativity, Action, Service (CAS) is at the heart of the Diploma Programme. The three strands of CAS, which are 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 Diploma Programme.
- Service:** an unpaid and voluntary exchange that has a learning benefit for the student.

For student development to occur, CAS should involve:

- Real, purposeful activities, with significant outcomes
- Personal challenge—tasks must extend the student and be achievable in scope
- Thoughtful consideration, such as planning, reviewing progress, reporting
- Reflection on outcomes and personal learning.

Concurrency of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months. **Successful completion of CAS is a requirement for the award of the IB Diploma.** CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved eight key learning outcomes.

**Learning Outcomes:**

1. Increased their awareness of their own strengths and areas for growth
2. Undertaken new challenges
3. Planned and initiated activities
4. Worked collaboratively with others
5. Shown perseverance and commitment in their activities
6. Engaged with issues of global importance
7. Considered the ethical implications of their actions
8. Developed new skills

Students are required to:

1. self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme
2. plan, do and reflect (plan activities, carry them out and reflect on what they have learned)
3. take part in a range of activities, including at least one project, some of which they have initiated themselves
4. keep records of their activities and achievements
5. show evidence of achievement of the eight CAS learning outcomes.

## EXTENDED ESSAY

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The Extended Essay is defined as an in-depth study of a limited topic within a subject. Its purpose is to provide students with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation.

The choice is broad and can be from any subject domain offered by the International Baccalaureate Diploma Programme, including the new 'World Studies' subject area, thus the student can follow his own interest.

Examiners appointed by the International Baccalaureate Organization externally assess all Extended Essays. They are graded using General and Subject Assessment criteria published by the International Baccalaureate Organization.

Up to an additional three bonus points may be earned from the Extended Essay and Theory of Knowledge. A candidate's Performance in each will fall into one of five bands.

Band A	Work of an excellent standard
Band B	Work of a good standard
Band C	Work of a satisfactory standard
Band D	Work of a mediocre standard
Band E	Work of a poor standard (failing condition)

The total number of bonus points awarded will be determined according to the following matrix

EXTENDED ESSAY	THEORY OF KNOWLEDGE				
	A	B	C	D	E
A	+3	+3	+2	+2	F
B	+3	+2	+2	+1	F
C	+2	+2	+1	0	F
D	+2	+1	0	0	F
E	F	F	F	F	F