THE BRITISH INTERNATIONAL SCHOOL BRATISLAVA
A NORD ANGLIA EDUCATION SCHOOL

IB COURSE DESCRIPTION GUIDE

2024-2026

CONTENT

INTRODUCTION

This booklet aims to give a description of each of the courses available in the International Baccalaureate Diploma Programme (IBDP) at the British International School Bratislava (BISB). For information about the IBDP in general, please refer to the 'Overview' booklet. Subjects are arranged according to their Group number within the IBDP framework. Most subjects can be studied at either Standard Level (SL) or Higher Level (HL), three of which must be at HL.

ENTRY REQUIREMENTS

We want our IB students to succeed in the IB programme. Success requires choosing the correct subjects, working hard and having a certain degree of aptitude for the IB course. To prepare for the IB, students need a sound grounding in whatever pre-IB course they take, for most students this is IGCSEs.

There will be some students for whom the IB Diploma is not the right option. In these cases, we intend to offer students the opportunity to do individual IB subject courses alongside a bespoke BISB certificate.

To be automatically accepted onto the IB Diploma course, students are required to achieve a minimum of 5A*-C grades which must include English and Mathematics. This is in addition to the entry requirement for each subject as laid out in the IB options booklet. There may be cases where students fall short of this by only 1 grade or so, in these cases we will look at past ATL scores and behaviour during IGCSE years or their equivalent. For any students who have demonstrated a sound work ethic prior to the IB course, we might be able to offer a one-term trial for the IB Diploma. A one term trial can also be used for students whom we have concerns about due to their approach to learning or general approach to school. During such trial periods, it would be important for students to fulfill the targets set out in the trial conditions in order to ensure continued study in the full IB diploma programme. The option of subject course certificates may be offered to students who do not fulfil their trial conditions.

For students whom the IBDP is not the right choice we will offer IB subject course certificates. This will usually be for students do not meet the IB Diploma entry criteria. These students will be accepted onto the IB subject course certificates programme as long as they have a minimum of 3 IGCSE A*-C grades. Students will be expected to choose a minimum of 3 subjects at IB and will still take part in Theory of Knowledge and Creativity, Activity and Service programmes. We will also make allowances during Year 12 for students to resit IGCSE subjects, in particular, English and maths. In addition, we would look to students to engage with an apprenticeship/ careers course, which will be tailored to individual students as per their interests.

IB DIPLOMA CORE CURRICULUM

A key part of the IB Programme is the 'IB Core'. In order to achieve the IB Diploma, all Diploma students must complete the following 3 Core components;

- Theory of Knowledge = learning how we learn and process information. Designed to make IB students better life-long learners
- Creativity, Activity and Service (CAS) = a weekly commitment to extracurricular experiences that develop the student as a whole, beyond the academics of the classroom.
- Extended Essay = a 4000 word essay that student must research and write independently

Failure to complete any of these three core components means failing the IB Diploma as a whole, regardless of academic performance in their main subjects.

IB Course students do not have to complete these Core components, although many chose to continue with one or more of them because of the benefits that they offer, particularly in terms of skills and advantages when applying for further education and careers.

To aid students during the IB we offer IB Core lessons, totaling three hours per fortnight. During this time, we run a series of different activities and lessons to suit the needs of the students and the IB Diploma Programme at that point in time. These sessions focus on the study and interpersonal skills needed to succeed in the IB, as well as the requirements and guidance for the 3 core components that they need to complete.

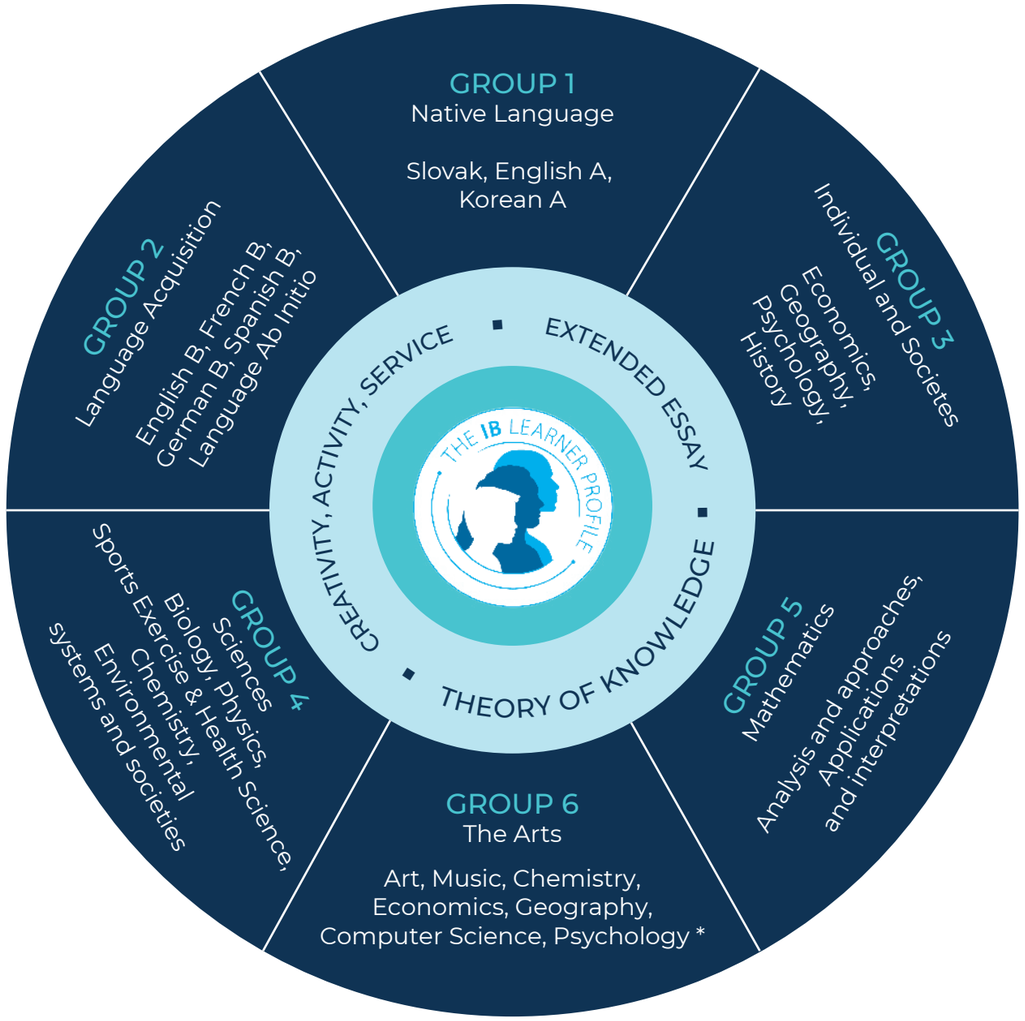
Typically, these sessions are delivered by the form tutor, in collaboration with the IB Coordinator, the Head of Year and the CAS Coordinator. Occasionally we bring the whole year group together for the sessions, particularly when we are introducing a new concept or assessment.

WHAT DOES IB CORE INCLUDE?

Because the IB Core programme is bespoke to our specific students' needs at that time, the exact programme changes week-by-week, but by the end of year each of the following will be covered and delivered during the Core time:

- Creativity, Activity and Service (CAS) – the rules and requirements of this Core IB component, ideas and inspiration, and time to complete various CAS activities and reflections.
- Extended Essay – the rules and requirements of this Core IB component, including the assessment criteria, critical thinking and essay-writing skills, with support and feedback.
- Theory of Knowledge (TOK) support – to go along with the TOK lessons that students have each week, these sessions offer additional guidance and support for the main TOK assessments.
- Approaches to Learning (ATL) – a variety of study skills to assist students in accessing the IB Diploma Programme, and ensuring they have all the necessary skills to succeed and achieve the highest possible grades.
- Personal, Social, Health Education (PSHE) – a series of inter-personal and emotional skills, along with sessions on how to become a valuable and conscientious global citizen, and how to register to vote, apply for job and other key 'life skills'.
- University Applications support – advice and guidance on making university choices around the world, the various application processes, writing a personal statement and interview skills.
- Whole-school events - such as guest speakers, Sports Day and tutor group challenges. These are all designed to broaden our students' horizons and challenge them in new ways.

SUBJECTS AVAILABLE AT BISB



In group 6, students who do not choose to study the Visual Arts or Music can make a second choice from one Group 3 or Group 4 above. This gives students the possibility of studying a second Science or a second option from Individuals and Societies.

*In exceptional circumstances, students may wish to take an additional language in Group 6. This would not be taught by BISB teachers. Please arrange an appointment with the IB Diploma Coordinator to discuss this.

LANGUAGES AND ELECTIVE SUBJECTS IN THE IBDP

Group 1 and Group 2 are associated with languages. Before reading about the content of the various courses it is important to explain the rules governing the study of languages in the IBDP. To be awarded the Diploma a student must study at least two languages. A Group 1 language and literature course is usually the student's home language (mother tongue) or one in which they are practically fluent. Many students at BISB may well consider English to be their Group 1 language, whilst for others it could be Slovak or Korean. Standard and Higher Level are available.

It is also possible to study a language as a Group 1 language and literature course with an external tutor. The school will support and coordinate the external tutors through the IB Coordinator to help them follow the course and to complete the necessary assessments. However, we will treat all requests on an individual basis since we need to be secure that the external tutor is suitably qualified and is prepared to accept the conditions the school sets for assessment and the reporting of progress. The school does not employ external tutors and the tutor's remuneration is the responsibility of the student's parents. If no external tutor can be found it is also possible to have a self-taught Group 1 language but this would require a very responsible approach on behalf of the student and under the IBO regulations self-taught Group 1 languages can only be studied at Standard Level.

In addition to this, a second language must be studied, usually a foreign language from Group 2, but it can also be a language in which a student is very strong. This gives the possibility of studying two Group 1 languages, in which case there is no need for a student to take a foreign language in Group 2. Both Standard and Higher Levels are available for Group 2 languages, except for an Ab Initio language (literally "from the beginning") which is a Standard Level only course.

GROUP 1:
STUDIES IN LANGUAGE AND LITERATURE OR LITERATURE

ENTRY REQUIREMENTS

This Language and Literature based course and the Literature and Performance course are suitable for students who have a standard of English which will allow them to read a variety of texts and/or language (including ESL) comfortably and with enjoyment. A pass equivalent in either GCSE or IGCSE English Literature at B or above would represent the minimum standard to allow automatic progression in these subjects at Standard Level. For Higher Level Language and Literature, the equivalent of a B pass at GCSE or IGCSE would normally be expected.

ENGLISH A LANGUAGE AND LITERATURE

One of our chosen options in English A1 is the 'Language and Literature' course. This is offered at Standard and Higher Levels.

WHAT WILL I STUDY?

Students will be encouraged to develop their skills of close analysis, both in understanding how meaning is created and how this is affected by its context. Students will engage in critical discourse and explore a wide range of texts, both literary and non-literary. They will practise the skills of focused commentary on language, content and structure as they explore these texts. A variety of written and oral assignments will be set, so students may develop the skills required to present sustained, coherent analyses both in speech and writing.

Students will be encouraged to see texts in their international and historical contexts, and to build an awareness of the effects that a writer's language, structure and style can have on the reader. Students will be required to undertake wider reading and research to explore areas of interest and to collect materials and information appropriate to the topics explored, texts read and tasks undertaken.

Specific texts and the order in which topics will be taught will be discussed before the start of the course. As the course progresses, texts and topics may be changed to reflect the nature, needs and interests of the student group.

LITERARY WORKS

At Higher level you will read six literary works. Across these six literary works, at least three literary forms, three time periods, and three places will be represented.

At Standard level you will read four literary works. Across these four literary works, at least two literary forms, two time periods and two places will be represented.

AREAS OF EXPLORATION

The Language and Literature course consists of three areas of exploration:

Readers, writers and texts

- How and why do people study language and literature?
- What are the different ways in which people are affected by texts?
- How can the 'meaning' of a text be constructed, negotiated, expressed and interpreted by readers and writers?
- How does the language vary among different types of text?
- How do the style and structure of a text affect its meaning?
- How can texts present challenges and offer insights?

Time and Space

- How can cultural contexts influence how texts are written and received?
- How do readers approach texts from different times and different cultures from their own?
- How can texts offer insights into other cultures?
- How can the meaning of a text and its impact change over time?
- How do texts engage with local and global issues?
- How can language represent social differences and identities?

Intertextuality: connecting texts

- How do texts follow or move away from the conventions associated with different types of text?
- How do the conventions of different types of texts develop over time?
- What can diverse texts have in common?
- How useful is it to describe a work as 'classic'?
- How can different texts offer different perspectives on a topic or theme?
- How can comparing texts transform readers?

ASSESSMENT

Standard Level

Paper 1: Guided textual analysis 35%

One commentary on one of two non-literary texts

Paper 2: Comparative essay 35%

A comparative essay on two literary texts based on one of four unseen questions

Individual Oral 30%

A 10-minute oral and a 5-minute discussion on two prepared passages chosen by the student: one literary passage and one non-literary passage, connected by a 'global issue' of choice.

Higher Level

Paper 1: Guided textual analysis 35%

Two commentaries on each of two non-literary texts

Paper 2: Comparative essay 25%

A comparative essay on two literary texts based on one of four unseen questions

Individual Oral 20%

A 10-minute oral and a 5-minute discussion on two prepared passages chosen by the student: one literary passage and one non-literary passage, connected by a 'global issue' of choice.

HL Essay 20%

A 1200–1500word essay on a literary or non-literary text and 'line of enquiry"

SLOVAK A - LITERATURE (STANDARD AND HIGHER LEVEL)

ENTRY QUALIFICATIONS

Normal minimum requirements: to have successfully completed Year 11 Slovak Language or its equivalent. Ideally, this means achieving an average grade '2' or better in Slovak during the IGCSE programme if the student wants to take SL level in IB, and an average '1' grade or higher if the student wants to choose HL. For the IB Diploma to be accepted by the Slovak authorities as an equivalent to the 'Maturita', Slovak students who want to continue their studies at Slovak Universities should choose Slovak A.

LANGUAGE A – LITERATURE

WHAT WILL I STUDY?

A wide range of world and Slovak literature published in Slovak is studied during this course, covering different forms (poetry, prose and drama), countries and periods in time. The study of language, literature and performance, as well as the development of the relevant skills, is divided into three areas of exploration—the exploration of the nature of the interactions between readers, writers and texts; the exploration of how texts interact with time and space; and the exploration of intertextuality and how texts connect with each other.

CURRICULUM AREAS

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

The IB has created an extensive Prescribed reading list of authors in a wide range of languages to accompany studies in language and literature courses. This searchable online list provides teachers with a resource from which they will be able to select a group of authors that guarantees diversity and compliance with course requirements. Six authors have been suggested as a starting point in the exploration of the literature of each language. Teachers can decide whether to follow this recommendation or not.

In selecting works, teachers should attempt to achieve a balance between literary form, period and place, and endeavour to include a variety of forms the human and artistic experience can take.

SL students must study at least nine works of which:

- a minimum of four must be written originally in the language studied, by authors on the Prescribed reading list
- a minimum of three must be works in translation written by authors on the Prescribed reading list
- two can be chosen freely—from the Prescribed reading list or elsewhere—and may be in translation.

There must be a minimum of two works studied for each area of exploration. Works must be selected to cover three literary forms, three periods and three countries or regions (as defined on the Prescribed reading list) in at least two continents.

HL students must study at least 13 works of which:

- a minimum of five must be written originally in the language studied, by authors on the Prescribed reading list
- a minimum of four must be works in translation written by authors on the Prescribed reading list
- four can be chosen freely—from the Prescribed reading list or elsewhere—and may be in translation.

There must be a minimum of three works for each area of exploration. Works must be selected to cover the four literary forms, three periods and four countries or regions as defined on the Prescribed reading list in at least two continents.

AIMS OF THE COURSE

The aims of all subjects in studies in language and literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures

2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing

3. develop skills in interpretation, analysis and evaluation

4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings

5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings

6. develop an understanding of the relationships between studies in language and literature and other disciplines

7. communicate and collaborate in a confident and creative way

8. foster a lifelong interest in and enjoyment of language and literature.

HOW WILL I STUDY?

An IB course of Slovak A1, which means Language A1 'Literature', is one in which ideas are shared and views about the texts are thought through and discussed. During the course students will be assessed on pieces of work which will include a selection of texts of different length, poems, novels, dramatic pieces and short stories. The choices will be made such that students will be able to discuss, compare and contrast different aspects.

ASSESSMENT

Standard level

External assessment 70 %:

Written examination comprises 2 papers:

Paper 1 – written commentary on an unseen text (35 %)

Paper 2 – comparative essay (35 %)

Internal assessment 30 %:

Internal oral based on two extracts from works studied (30 %)

Higher level

External assessment 80 %

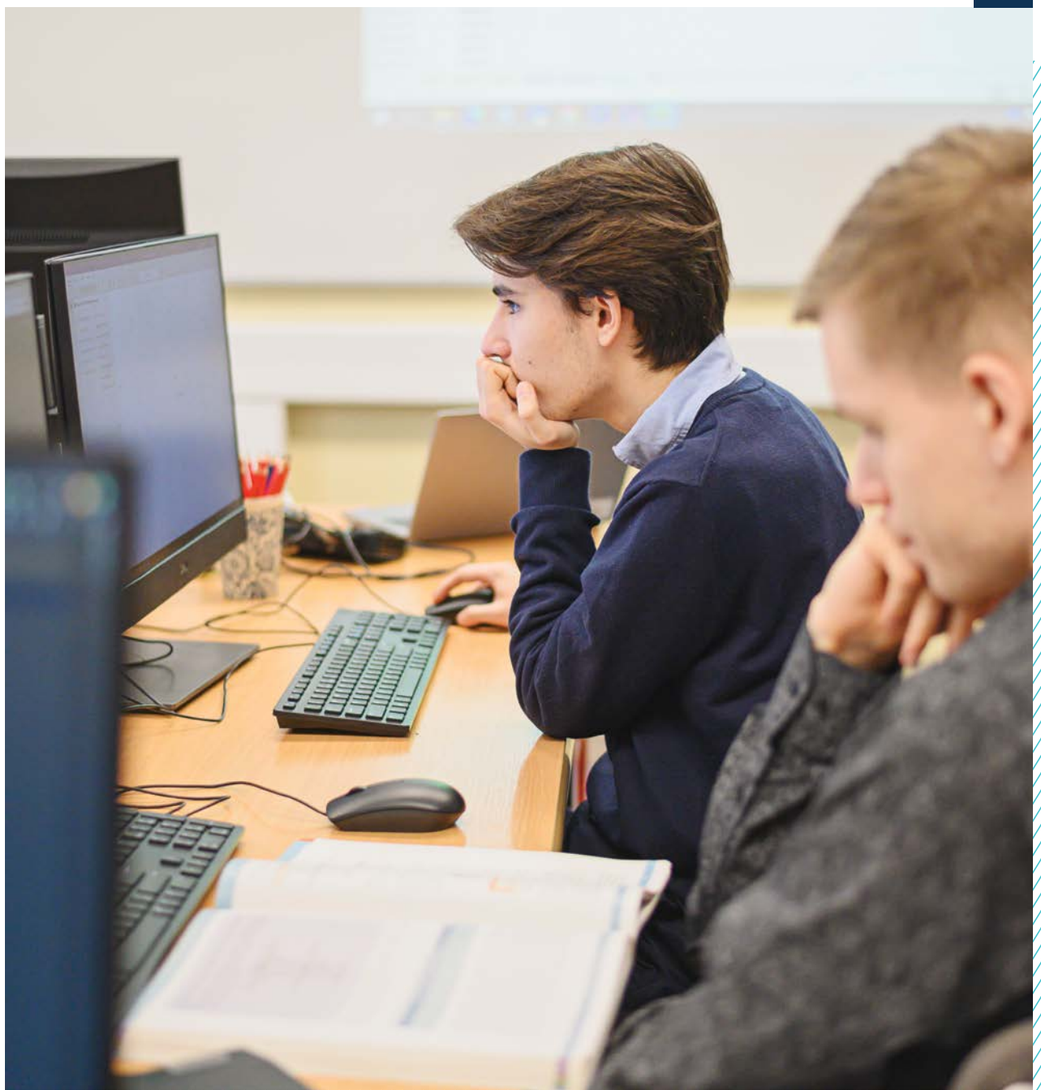
Paper 1 – guided literary analysis (35 %)

Paper 2 – comparative essay of two works studied in part 3 (25 %)

Higher level essay - Higher Level students write one assignment of between 1200 – 1500 words length (20 %)

Internal assessment

Internal oral based on two extracts from works studied (20 %)



KOREAN A LITERATURE

소개

IB 과목 6개 영역 중 Language A는 모국어 문학을 공부하는 과정입니다. 네 갈래 (서정문학, 서사문학, 극문학, 교술문학) 의 세계 문학 및 한국 문학 작품을 세 탐구 영역으로 나누어 2년에 걸쳐 학습합니다.

탐구 영역 (Area of Exploration)

- Readers, writers and texts (독자, 작가, 작품) – 이 탐구 영역은 문학 작품이 어떻게 생산되고 독자들은 이를 어떻게 읽고, 해석하고, 반응하고, 수용하는지 살펴보며 문학의 역할을 탐구합니다. 학생들은 텍스트 내 의미 형성 방법을 파악하기 위해 필요한 기술과 접근법 즉, 문학의 갈래, 문학적 어휘의 사전적 의미는 물론 함축적 의미, 인물, 갈등, 배경, 문체의 기능 등 주제 의식을 형성하는 요소에 대해 학습합니다.
- Time and space (시·공간) - 이 탐구 영역은 문학 작품이 생성되고 전달되는 맥락 하에 상호 작용하는 방식에 대해 학습합니다. 학생들은 작가의 삶, 작품이 생성된 시간적, 공간적 배경 등 다양한 요인이 작품에 어떤 영향을 주는지, 작품이 어떻게 삶과 문화의 일부가 되는지, 어떻게 표현되고, 반영되는지 연구하는 데에 필요한 기술과 접근 방식을 다룹니다.
- Intertextuality: Connecting texts (상호텍스트성) - 이 탐구 영역은 다양한 문학 작품, 작가 및 아이디어 간 연결에 중점을 둡니다. 학생들은 작품의 독특한 특성과 작품 사이의 흥미로운 연결 고리에 대해 깊이 이해하고, 작품이 서로 미치는 영향과 작품을 비교하고 대조하는 데에 필요한 기술과 접근 방식을 다룹니다.

과정 별 작품 수	표준 과정 (Standard Level)	고급 과정 (Higher Level)
한국 문학	4	5
번역 문학	3	4
자율 선택	2	4
총 작품 수	9	13

평가

외부 평가 (External assessment, SL 70%, HL 80%)

- Paper 1: 교육과정 내에서 학습하지 않은 두 작품 출제. SL은 두 작품 중 하나를 골라 문학 분석문 작성 (75분), HL은 두 작품 각각 문학 분석문 작성 (135분), 서사 문학, 서정 문학, 극문학, 교술 문학 중 출제.
- Paper 2: 교육과정 내에서 학습한 작품들 중 두 작품을 골라 비교, 대조하는 논술 작성(SL, HL 105분). 논리성 중요. 네 문항 중 하나를 골라 작성. 예- 문학은 독자들에게 교훈을 전해주고 인생의 진실을 보여주어 삶의 가치와 세상을 보는 올바른 인식을 하게 해 준다. 공부했던 작품들 중 최소한 두 작품을 예로 들어 비교, 대조하시오.
- Higher Level Essay: 교육과정 내에서 학습한 작품들 특정 주제를 골라 1,200-1,500 어절 길이로 쓰는 소논문. 독립적, 비판적, 창조적인 독자로서 문학의 가치 있는 주제를 골라 이를 논리적으로 풀어내는 활동.

내부 평가 (Internal assessment, SL 30%, HL 20%)

- Individual Oral: 학생 각자가 교육과정 중 학습한 작품들 중 공통된 국제적 쟁점이 드러난 한국 문학 1, 번역 문학 1 골라 적절한 발췌문을 선택하여 쟁점이 어떻게 드러나고 있는지 구술로 발표. 개인 구술 10분 + 교사와의 질의 응답 5분.

평가 구분	SL	평가 비율	HL	평가 비율
Paper 1	문학 분석문 1개 (1시간 15분)	35%	문학 분석문 2개 (2시간 15분)	35%
Paper 2	주제별 논술 (1시간 45분)	35%	주제별 논술 (1시간 45분)	25%
Individual Oral	한국 문학과 번역 문학에서 발췌된 지문을 읽고 국제적 쟁점을 중심으로 10분간 구술, 5분간 교사 질문에 답	30%	한국 문학과 번역 문학에서 발췌된 지문을 읽고 국제적 쟁점을 중심으로 10분간 구술, 5분간 교사 질문에 답	20%
Higher Level Essay	n/a	n/a	학습한 작품 내에서 주제 선정, 에세이 작성	20%

IB 과정을 마치면

IBDP과정을 성공적으로 마친 학생들은 유럽, 미주 대학 및 한국 대학 입시에서 유리한 고지를 점령할 수 있습니다. 긴 글을 읽고 분석하는 과정을 통해 논리적이고 비판적 사고를 함양함으로써 말과 글로 표현하는 논술과 구술 능력은 면접은 물론 전공을 불문하고 대학에서 이루어지는 폭넓고 깊이 있는 연구 과정에 없어서는 안 될 중요한 자산이 될 것입니다.

GROUP 2:

LANGUAGE ACQUISITION

ENGLISH B HL AND SL, GERMAN B HL AND SL, SPANISH B SL, FRENCH B SL AND GERMAN AB INITIO SL

ENTRY QUALIFICATIONS

For automatic entry at both Standard and Higher level, students need to attain a minimum grade A at IGCSE level in the chosen language, i.e. English as a Second Language, First Language English, English Literature, German, French and Spanish.

LANGUAGE B

Higher level and Standard level are language acquisition courses developed for students with some background in the target language; while learning an additional language, students will explore the culture/s connected to it. Therefore, the purposes of these courses are language acquisition and intercultural awareness.

All Language B courses cover the following themes. All the prescribed themes must be addressed equally in the language B course. At Higher level only, 2 works of literature are read.

IDENTITIES

What constitutes an identity? How do language and culture contribute to form our identity? Explore the nature of the self and what it is to be human.

Possible topics to study include lifestyles, health, beliefs and values, subcultures, language and identity.

EXPERIENCES

How does our past shape our present and our future? How would living in another culture affect our view? Explore and tell the stories of events, experiences and journeys that shape our lives. Possible topics to study are leisure activities, holidays and travel, life stories, rites of passage, customs and traditions, migration.

HUMAN INGENUITY

Explore the ways in which human creativity and innovation affect our world. We will try to find answers to the questions like: How do developments in science and technology influence our lives? How do arts help us understand the world?

Possible topics to cover are entertainment, communication and media, technology, scientific innovation.

SOCIAL ORGANIZATION

What is the individual' s role in the community? What roles does language play in a society? These and more questions help us to explore the ways in which groups of people organize themselves, or are organized, through common systems or interests. Possible topics are community, social engagement, education, law and order and the working world.

SHARING THE PLANET

What environmental and social issues present challenges to the world, and how can be these changes overcome? What challenges and benefits does globalization bring? These questions help us to explore the challenges and opportunities faced by individuals and communities in the modern world. Possible topics are the environment, human rights, peace and conflict, equality, globalization, ethics, urban and rural environment

LITERATURE (HIGHER LEVEL ONLY)

Reading literature in the target language can be an enjoyable journey into the culture/s studied; it will help students to broaden their vocabulary and to use language in a more creative manner, developing fluent reading skills, promoting interpretative and inferential skills and contributing to intercultural understanding. Students should understand the works in some depth, but literary criticism as such is not an objective of Language B HL course.

HOW WILL I STUDY?

Lessons will have a variety of activities to be completed individually and in groups. Students will be expected to complete a range of written and oral tasks, including writing informative articles, diary entries, reviews, argumentative essays and debates. All students will conduct several oral presentations as part of their preparation for IOAs. They will be expected to read independently and will be provided with a range of text types related to the topic options including books, magazines, newspapers, radio, the internet and DVDs. Much of the focus of most lessons will be language acquisition, students will develop their vocabulary base, refine and perfect grammar use and improve fluency.

ASSESSMENT

SL ASSESSMENT COMPONENT WEIGHTING	
External assessment	75%
Paper 1 (1 hour 15 minutes): Productive skills One writing task of 250 –400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions	25%
Paper 2 (1 hour 45 minutes): Receptive skills - separate sections for listening and reading Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
Internal assessment oral: Individual oral assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%
Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion on an additional theme.	25%

HL ASSESSMENT COMPONENT WEIGHTING	
External assessment	75%
Paper 1 (1 hour 30 minutes): Productive skills One writing task of 450-600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
Paper 2 (2 hours): Receptive skills Listening comprehension (1 hour), Reading comprehension (1 hour) Comprehension exercises are three audio passages and three written texts, drawn from all five themes.	50%
Internal assessment oral: Individual oral assessment This component is internally assessed by the teacher and externally moderated by the IB towards the end of the course.	25%
Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more themes from the syllabus.	25%

WHERE NEXT?

A good IB points score, at either level, is a clear indication of a student's academic potential, thus it is well regarded in higher education. It is also evidence of sufficient competence in the English language to be able to cope with the linguistic demands of a course of study, delivered through the medium of English, at university level, though for French, German and Spanish universities passing a proficiency test in those languages may be required.

A thorough knowledge of English, French, German or Spanish can help gain access to jobs in business, banking /finance, journalism, law, public relations, travel and the civil service of many countries. Knowledge of one of these key languages naturally enhances confidence and social skills and can increase career prospects in the global market-places.

GERMAN AB INITIO (STANDARD LEVEL ONLY)

ENTRY QUALIFICATIONS

No strict entry qualifications as the nature of the course requires all candidates to have little or no previous knowledge of the language to be studied. Ab initio courses are only available at Standard Level worldwide.

AIMS OF THE COURSE

The overall objective of this course is for students to be able to communicate in a variety of everyday situations. At the end of the language ab initio course candidates will be expected to demonstrate an ability to:

- communicate information and some basic ideas clearly and effectively, in a limited range of situations.
- understand and use a limited range of vocabulary.
- show an awareness of some elements of the culture(s) related to the language studied. The course will focus on the four key skills required to achieve this: speaking, reading, listening and writing. During the language ab initio course students are expected to become familiar with aspects of the everyday life and culture of the countries in which the language is spoken. The study of particular features of the culture is a means by which students learn about a different way of life, and consequently develop their language skills.

WHAT WILL I STUDY?

Over the course of the two years, students will encounter a range of topics, with material selected to show the use of the foreign language in a variety of everyday situations. These will also provide the opportunity for students to show their comprehension of the material and to respond orally or by writing. The ab

initio course is divided into five themes which contain a variety of different topics.

IDENTITIES

How do I present myself to others? How do I express my identity? Explore the nature of the self and how we express who we are. Possible topics to study include personal attributes, personal relationships, eating and drinking, physical wellbeing.

EXPERIENCES

How does travel broaden out horizons? What are the challenges being a teenager? Explore and tell the stories of the events, experiences and journeys that shape our lives. Possible topics to study are leisure activities, holidays and travel, daily routine.

HUMAN INGENUITY

How do science and technology affect my life? How do I use media in my daily life? Explore the ways in which human creativity and innovation affect our world.

Topics to cover are transport, media, entertainment and technology.

SOCIAL ORGANIZATION

What is my role in the community? What options do I have in the world of work? These and more questions help us to explore the ways in which groups of people organize themselves, or are organized, through common systems or interests. Possible topics are neighbourhood, education, the work place, social issues.

SHARING THE PLANET

What can I do to help the environment? What can I do to make the world a better place? These questions help us to explore the challenges and opportunities faced by individuals and communities in the modern world. Possible topics are the environment, global issues, physical geography, climate.

HOW WILL I STUDY?

Lessons cover a variety of activities including individual and group work. Students are expected to use as much of the target foreign language as possible inside and outside the classroom, make use of the Library facilities for private study (books, video, CD ROM, magazines etc.) and keep a general interest in all aspects of the language and culture.

ASSESSMENT

External assessment 75%

- Paper 1: productive skills – writing

  Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions. (25%)

- Paper 2: receptive skills

  Listening comprehension (45 minutes) (25%)

  Reading comprehension (1 hour) (25%)

  Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment: individual oral assessment 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. A conversation with the teacher, based on a visual stimulus and at least one additional course theme.

GROUP 3:
INDIVIDUALS AND SOCIETIES

ECONOMICS (STANDARD AND HIGHER LEVEL)

ENTRY QUALIFICATIONS

Typical minimum requirements: grade C in IGCSE English Language and Mathematics. It is also recommended that a student should have achieved at least a grade C in IGCSE Business Studies if they sat those papers.

WHAT WILL I STUDY?

Economics is an exciting, dynamic course wherein students 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 (limited resources with unlimited wants) which causes the dilemma of choice.

Economics is a social science; therefore, uses theories, models and key concepts to examine the how choices are made by: producers and consumers in individual markets (Microeconomics), government and overall economy (Macroeconomics), and different economies when interacting with each other (Global Economy). Students apply these theories, models and key concepts supported by empirical data to examine six real-world economic issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on real-world issues through the lens of nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students develop the knowledge, skills, values and attitudes to empower them to be responsible and critical global citizens.

CURRICULUM AREAS

- Introduction
- Microeconomics
- Macroeconomics
- Global Economy

AIMS OF THE COURSE

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of Microeconomics, Macroeconomics and the Global Economy
- apply economic theories, models, ideas and tools, and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making

HOW WILL I STUDY?

The course design strengthens students' ability to work independently and in groups. Students will gain awareness of a concept before exploring it in lessons through various activities. Students will assess and monitor their growth through the course, thus allowing them to adjust their study methods along the way to support their progress. Students actively work to ensure they are aware of the historical basis for modern theories and situations as well as keep up to date on current changes and future aims by reading beyond the textbook regularly (e.g., news, books, lectures, videos, relevant websites).

ASSESSMENT

External

- Paper 1: Extended response paper
- Paper 2: Data response paper
- (HL only) Paper 3: Policy paper

Internal

- Portfolio: three commentaries based on the main syllabus units (Microeconomics, Macroeconomics & Global Economy) analysing and evaluating economic concepts in published current news articles

WHERE WILL ECONOMICS TAKE ME?

Economics is a well-regarded academic discipline that builds a strong foundation of knowledge about how different groups (stakeholders) interact and the reasons for and implications of their decisions. Economics is directly tied to the complex issues our global society faces. Students gain a vocabulary and awareness that empowers them to engage in meaningful discussions and research in their future studies and everyday life. The analytical, evaluative and modelling skills gained are transferable to any field of study.

GEOGRAPHY (STANDARD AND HIGHER LEVEL)

ENTRY QUALIFICATIONS

No subject specific minimum requirements, although ideally an IGCSE grade B in Geography, English Language and Mathematics would demonstrate sufficient ability to cope with the demands of the subject at Higher Level and grade C for Standard Level. It is not necessary to have studied Geography at IGCSE level.

WHAT WILL I STUDY?

Geography is the study of our contemporary world and focuses on understanding and interpretation of social, economic, political and environmental conditions and change. Geography will develop your ability to collect, collate, analyse and interpret both qualitative and quantitative data, as well as developing your awareness and understanding of human and environmental issues.

In the context of understanding our future world, sustainability and resilience are key concepts, and you will have the opportunity to explore this through a range of relevant and important issues and themes.

CURRICULUM AREAS

Higher Level students will study the Core theme, three of the Optional themes, and the Higher Level extension.

Standard level students will study the Core theme and two of the Optional themes.

Core Themes (HL and SL):

Geographic Perspectives – Changing Population, Global Climate- vulnerability and resilience, Global Resource consumption and security

Optional Themes (HL choose three options. SL chose two options.):

Urban Environments (compulsory for SL and HL), Extreme Environments (Hot Deserts and Mountains), Geophysical Hazards (Earthquakes, Volcanoes and Mass Movements), Freshwater (River systems and management), Food and Health (Food security and spread of diseases)

Higher Level Extension (HL only):

Global Interactions - A study of how the complex process of globalisation interacts with the unique characteristics of different places.

AIMS OF THE COURSE

The aims of the IB Geography Course are to enable students to:

- Develop a global perspective and a sense of world interdependence.
- Develop an understanding of the interrelationship between people, place and the environment.
- Develop a concern for the quality of the environment, and an understanding of the need to plan and manage for present and future generations.
- Appreciate the relevance of Geography in analysing contemporary world issues.
- Recognise the need for social justice, equality and respect for others; appreciate diversity; and combat bias, prejudice and stereotyping.
- Develop an appreciation of the range of geographical methodologies and apply appropriate techniques of inquiry.

HOW WILL I STUDY?

A wide variety of teaching and learning methods is employed; didactic teaching, teacher-directed group work, student presentations, role-play simulations, project work, examination practice, computer-based learning and fieldwork. It is a visually stimulating and relevant subject, so guest speakers, films, documentaries, news reports, satellite images, GIS mapping, photographic resources and internet resources are all used regularly to enhance lessons.

As Geography is the study of the real world, there is an emphasis on students getting out of the classroom and observing what we are studying in the local area and beyond. Fieldwork is an integral part of the course and the assessment, and students will be expected to participate on all fieldwork trips.

Explore the IB Geography sections of Firefly for a flavour of the course.

ASSESSMENT

Standard Level

Written papers 75%:

- Paper 1 – Optional Themes [1 hour 30 minutes] 35%
- Paper 2 – Core Themes [1 hour 15 minutes] 40%

Internal Assessment 25%

- This will consist of hypothesis-based fieldwork related to one of the syllabus themes.

Higher Level

Written papers 80%:

- Paper 1 – Optional Themes [2 hour 15 minutes] 35%
- Paper 2 – Core Themes [1 hour 15 minutes] 25%
- Paper 3 – Higher Level Extension [1 hour] 20%

Internal Assessment 20%

- This will consist of hypothesis-based fieldwork related to one of the syllabus themes.

WHERE NEXT?

Geography will give students an in-depth understanding of the key issues in today's world, so it is particularly recommended to students wishing to follow a career related to international business, government/diplomacy, journalism and law. Geography would also be a suitable Group 3 subject for any student wishing to follow a science based career, as many universities will accept Geography as a science subject.

Geography is not career-specific, but it is highly regarded by universities as a rigorous academic subject which produces students who have been trained in many key skills. Students who continue to study Geography post-18 will often decide to specialise in one aspect of the subject, and eventually seek employment in that particular specialism. Otherwise, Geography provides an excellent foundation from which to launch into an extremely varied range of careers.

HISTORY (STANDARD AND HIGHER LEVEL)

ENTRY QUALIFICATIONS

Normal minimum requirements for automatic entry: IGCSE History Grade B. Also normally required is a grade C in IGCSE English Language.

WHAT WILL I STUDY?

IB History is a two-year course which can be taken at Standard or Higher level.

CURRICULUM AREAS

For Standard and Higher level candidates:

Paper 1:

- Rights & Protest – Civil rights movement in the United States 1954-65, Apartheid South Africa 1948-64

Paper 2:

- Topic 10: Authoritarian States: Czechoslovakia, Poland & Egypt
- Topic 12: Superpower tensions and rivalries: Impact of Cold War Czechoslovakia, Poland and Egypt.

  Students must also complete an independent historical investigation on any historical subject of their own choice.

For Higher Level students only:

Paper 3:

- Post War Central and Eastern Europe 1945-2000
- Post War Western Europe 1945-2000

- The Reformation (c.1517-1572)

AIMS OF THE COURSE

- develop an interest in the past and an appreciation of human endeavour;
- cultivate empathy with people living at different times and places;
- acquire knowledge and understanding selected periods and themes;
- think philosophically about the problematical nature of historical knowledge;
- understand how the past is used and how historians create historical knowledge;
- learn to research and write like an historian;
- think independently and make informed judgements of issues.

HOW WILL I STUDY?

We use a wide variety of methods of study: whole-class teaching, group and individual research and presentation of topics, essay-writing, and document work. The department places particular emphasis on the value of ICT to the history student but also expects students to value books and to love reading.

ASSESSMENT:

Standard Level

Coursework 25%

A Historical Investigation which is internally assessed and externally moderated. The other topics are examined through written papers at the end of the second year.

Paper 1 30% 1 Hour

This is a document-based paper set on a prescribed subject drawn from 20th century world topics.

There will be four questions on the prescribed subject: Rights & Protest – USA 1954-65, South Africa 1948-64

Paper 2 (World History topics) 45% 1 hour. This is an essay paper and students have to answer two questions, each from one of the five different topics.

Higher Level

Coursework 20% (same requirements and assessment as at Standard Level)

Paper 1 20% 1 hour (same requirements and assessment as at Standard Level)

Paper 2 (World History topics) 25% 1 hour (same requirements and assessment as at Standard Level)

Paper 3 (European Option) 35% 2 hours. This is an essay paper and students have to answer three questions.

WHERE NEXT?

IB History is highly regarded as preparation for careers in business, diplomacy, law, politics and journalism which demand a capacity for rapid mastery of large bodies of complex material, strong analytical skills and the ability to express ideas clearly and concisely. Its wide range of subject matter, covering political, economic, social, religious, intellectual and cultural issues gives the good history student a firm base from which to apply for most degree courses, including those of a vocational nature such as law, journalism or accountancy.

PSYCHOLOGY (STANDARD AND HIGHER LEVEL)

ENTRY REQUIREMENTS

No prior study of psychology is expected. No particular background in terms of specific subjects studied for national or international qualifications is expected or required of students. The skills needed for the psychology course are developed during the course itself. However; it is suggested that students should have achieved grade (B) IGCSE in English, Mathematics and Humanities as preparation for the course.

WHAT WILL I STUDY?

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

PSYCHOLOGY AND THE INTERNATIONAL DIMENSION.

Distinction between SL and HL

Both SL and HL students are assessed on the syllabus core in paper 1. In addition:

- SL students are assessed on their knowledge and comprehension of one option in paper 2, whereas HL students are assessed on two options
- HL students are assessed on their knowledge and comprehension of qualitative research methodology in paper 3.

The Internal assessment is an integral part of the course 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. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after the course has been taught.

The internal assessment requirements at SL and at HL are the same. Students will investigate a published study, theory or model relevant to their learning in psychology by conducting an experimental investigation and reporting the findings.

CURRICULUM AREAS

Core themes

IB psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behaviour and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

Optional themes:

The options have been chosen to provide continuity with the previous syllabus and to reflect

developing fields in psychology. There are four options.

- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships

Students at SL must study one option. Students at HL must study two options. The study of the core (levels of analysis) provides a foundation and a broad overview of psychology, whereas the options allow students the opportunity to study a specialized area of psych

THE AIMS OF THE COURSE

In addition, the aims of the psychology course at SL and at HL are to:

- develop an awareness of how psychological research can be applied for the benefit of human beings.
- ensure that ethical practices are upheld in psychological inquiry.
- develop an understanding of the biological, cognitive and sociocultural influences on human behaviour.
- develop an understanding of alternative explanations of behaviour.
- understand and use diverse methods of psychological inquiry.

HOW WILL I STUDY?

A wide range of teaching and learning is used to develop the students' interest and learning. Student learning includes group-work and presentation of topics; role play; simulation. Particular emphasis will focus on developing the students' critical essay writing skills ensuring students are well prepared for the final assessments.

Please look at our website for further details: https://bratislava.fireflycloud.net/psychology

ASSESSMENT OUTLINE (SL)

External assessment (3 hours)

Paper 1 (2 hours)

Section A: Three short-answer questions on the core approaches to psychology

(27 marks)

Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour (22 marks)

(Total 49 marks) (50%)

Paper 2 (1 hour)

One question from a choice of three on one option

(22 marks) (25%)

Internal assessment (20 hours)

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

Experimental study

A report on an experimental study undertaken by the student

(22 marks) (25%)

ASSESSMENT OUTLINE (HL)

External assessment (5 hours)

Paper 1 (2 hours)

Section A: Three short-answer questions on the core approaches to psychology

(27 marks)

Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. One, two or all of the essays will reference the additional HL topic (22 marks)

(Total 49 marks) (40%)

Paper 2 (2 hours)

Two questions; one from a choice of three on each of two options

(Total 44 marks) (20%)

Paper 3 (1 hour)

Three short-answer questions from a list of six static questions on approaches to research

(24 marks) (20%)

Internal assessment (20 hours)

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

Experimental study

A report on an experimental study undertaken by the student

(22 marks) (20%)

WHERE NEXT.

The opportunities for psychology students are endless. Students can enter areas, such as; Forensic and Criminal psychology; Business and industrial psychology; Clinical psychology; Educational psychology; Health psychology and Sports psychology. Students completing the course will also have a sound understanding of human behaviour which they can apply to any vocation or future studies.

GROUP 4:
SCIENCES

BIOLOGY (STANDARD AND HIGHER LEVEL)

ENTRY QUALIFICATIONS

The normal minimum requirements for automatic entry at both Standard and Higher Level entry are at least a grade B at IGCSE Biology, or BB at IGCSE Coordinated Science. Also normally required are grade Cs in IGCSE English Language and Mathematics.

WHAT WILL I STUDY?

This syllabus is designed to give flexibility to candidates and to place emphasis on the understanding and application of scientific concepts, principles and skills as well as on factual material, whilst still providing a thorough knowledge base for those who wish to study Biology.

CURRICULUM AREAS

The biology curriculum comprises four themes, each made up of two concepts. Each theme is a lens through which the biology content can be viewed.

- Theme A: Unity and diversity
- Theme B: Form and function
- Theme C: Interaction and interdependence
- Theme D: Continuity and change

The arrangement of syllabus content follows four levels of biological organization, which also serve as conceptual lenses.

- Level 1: Molecules
- Level 2: Cells
- Level 3: Organisms
- Level 4: Ecosystems

The content is further arranged into topics, each with two guiding questions as signposts for inquiry. These questions help students view the content of the syllabus through the conceptual lenses of both the themes and the levels of biological organization.

Linking questions strengthen students' understanding by making connections. Linking questions

encourage students to apply concepts from one topic to another. The ideal outcome of the linking questions is the networked knowledge of the entire curriculum.

Each topic contains SL material and additional HL material within it. Students choosing HL Biology will cover extra material in each topic in addition to the topics highlighted below marked as HL only.

	LEVEL OF ORGANIZATION			
Theme	1. Molecules	2. Cells	3. Organisms	4. Ecosystems
A Unity and diversity	Common ancestry has given living organisms many shared features while evolution has resulted in the rich biodiversity of life Earth.			
	A1.1 Water **A1.2** Nucleic acids	**A2.1** Origins of cells *(HL only)* **A2.2** Cell structure **A2.3** Viruses *(HL only)*	**A3.1** Diversity of organism **A3.2** Classification and cladistics *(HL only)*	**A4.1** Evolution and speciation **A4.2** Conversation of biodiversity

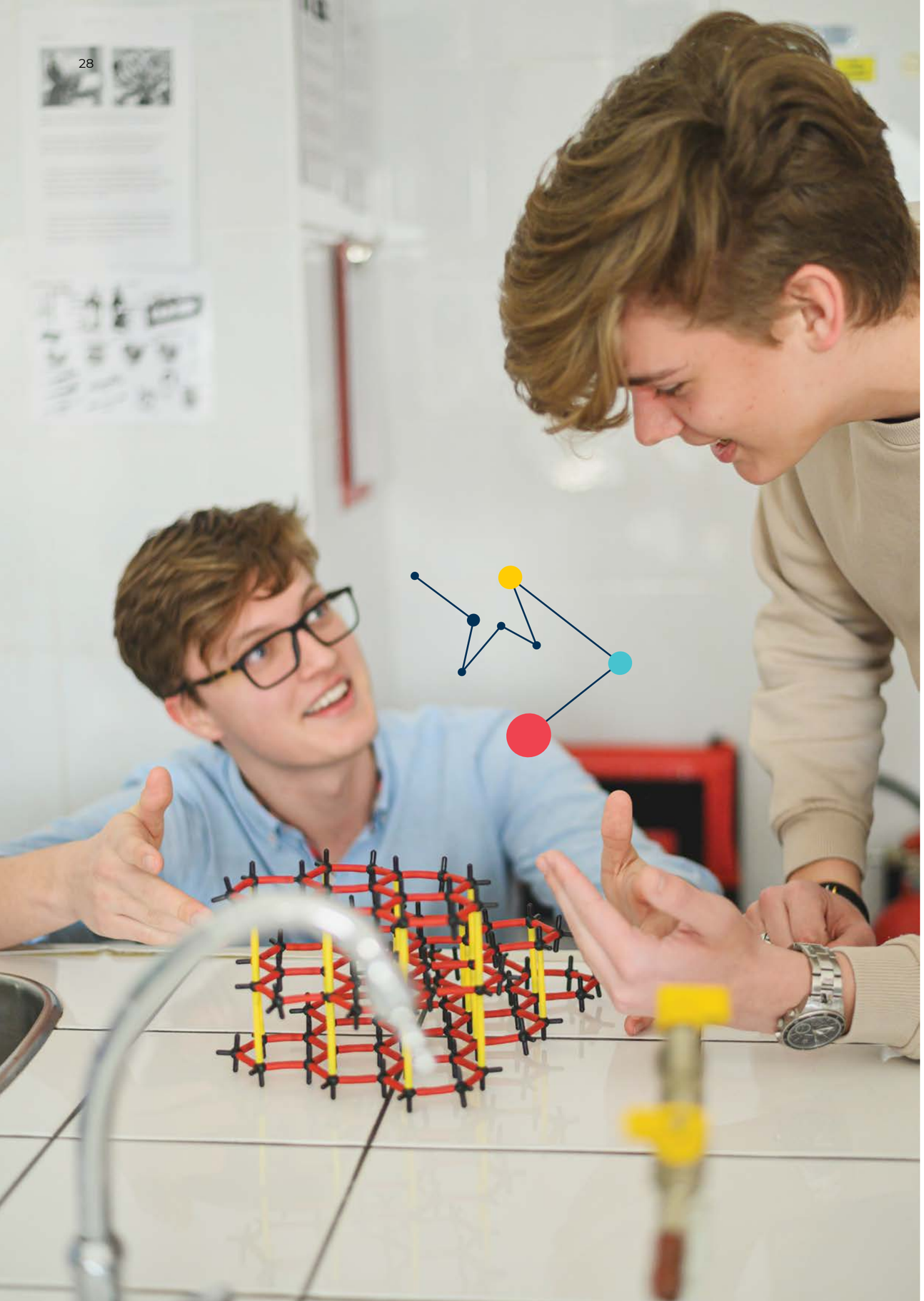
	LEVEL OF ORGANIZATION			
Theme	1. Molecules	2. Cells	3. Organisms	4. Ecosystems
B Form and function	Adaptations are forms that correspond to function. These adaptations persist from generation to generation because they increase the chances fo survival.			
	B1.1 Carbohydrates and lipids **B1.2** Proteins	**B2.1** Menbranes and membrane transport **B2.2** Organelles and compartmentalization **B2.3** Cell specialization	**B3.1** Gas exchange **B3.2** Transport **B3.3** Muscle and motility *(HL only)*	**B4.1** Adaptation to enviroment **B4.2** Ecological niches
C Interaction and Interdependence	Systems are based on interaction, interdependence and integration of components. Systems result in emergence of new properties at each level of biological organization.			
	C1.1 Enzymes and metabolism **C1.2** Cell respiration **C1.3** Photosynthesis	**C2.1** Chemical signalling *(HL only)* **C2.2** Neutral singalling	**C3.1** Integration of body system **C3.2** Defence against disease	**C4.1** Popolations and communities **C4.2** Transfers of energy and matter
D Continuity and change	Living things have mechanisms for maintaining equilibrium and for bringing about transformation. Environmental change as a driver of evolution by natural selection.			
	D1.1 DNA replication **D1.2** Protein synthesis **D1.3** Mutation and gene editing	**D2.1** Cell and nuclear division **D2.2** Gene expression *(HL only)* **D2.3** Water potential	**D3.1** Reproduction **D3.2** Inheritance **D3.3** Homeostasis	**D4.1** Natural selection **D4.2** Stability and change **D4.3** Climate change

AIMS OF THE COURSE

- To provide well designed studies of experimental and practical biological science.
- To become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific import.
- To acquire practical and intellectual skills through experimental investigation.
- To be able to apply knowledge and understanding to new situations.
- To be able to communicate scientific ideas and to think critically and be aware of the limitations of science.
- To encourage the awareness of the impact of science on society and to prepare the student for life in a technological age.
- To become life-long learners with a balanced, global outlook.

HOW WILL I STUDY?

The course consists of 240 hours (HL) and 150 hour course (SL), which include 60 hours (HL) or 40 hours (SL) of laboratory and project-based experiences, computer simulations and data analysis tasks. Of these practical work hours, 10 hours are devoted to the Collaborative Sciences Project and 10 hours to the single Internal Assessment piece of work.



ASSESSMENT

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	TIME (HOURS)
External assessment details - SL		
Paper 1	Multiple-choice questions and data-based questions (four questions that are syllabus related, addressing all themes)	1h30m
Paper 2	Data-based questions, short answer questions, extended-response questions	1h30m
External assessment details – HL		
Paper 1	Multiple-choice questions and data-based questions (four questions that are syllabus related, addressing all themes)	2h00m
Paper 2	Data-based questions, short answer questions, extended-response questions	2h30m
Internal assessment details (SL and HL)		
Internal Assessment	The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	

WHERE NEXT?

Biology is an increasingly important subject in the modern world. You can study Biology because you find living things fascinating for their own sake, or because you need it to gain entry into the applied biological professions such as medicine, veterinary medicine, dentistry, pharmacy, optics, genetics, genetic engineering, anthropology, botany or conservation. The biotechnology-based industries, which include pharmaceutical and chemical companies, are also major employers of biological scientists.

CHEMISTRY (STANDARD AND HIGHER LEVEL)

ENTRY QUALIFICATIONS

Normal minimum requirements for automatic entry at both Standard and Higher Level entry are at least a grade B at IGCSE Chemistry, or BB at IGCSE Coordinated Science. Also normally required are grade B's in IGCSE English Language and Mathematics.

WHAT WILL I STUDY?

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. The IB Chemistry course builds upon the knowledge of Chemistry introduced during IGCSE or equivalent courses and aims to stimulate interest and enjoyment of the subject.

CURRICULUM AREAS

Both Standard and Higher Level candidates study the following 6 broad units:

- Models of the particulate nature of matter
- Models of bonding and structure
- Classification of matter
- What drives chemical reactions?
- How much, how fast and how far?
- What are the mechanisms of chemical change?

Within these units, students will be developing their understanding of stoichiometric relationships, atomic structure, periodicity, chemical bonding, and structure, energetics/thermochemistry, chemical kinetics, and equilibrium.

Each of the 6 units have the core standard level content required by SL and HL students. HL students will then complete the additional higher level content, which builds on from the core content.

AIMS OF THE COURSE

- To provide well designed studies of experimental and practical chemistry.
- To become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific import.
- To acquire practical and intellectual skills through experimental investigation.
- To be able to apply knowledge and understanding to new situations.
- To be able to communicate scientific ideas and to think critically and be aware of the limitations of science.
- To encourage the awareness of the impact of science on society and to prepare the student for life in a technological age.
- To become life-long learners with a balanced, global outlook.

HOW WILL I STUDY?

Classwork is designed to build up students' understanding of the concepts and ideas in each area.

This is achieved through the delivery of the theory part of the curriculum, and practical work, including regular laboratory activities and the Group 4 Project. Class tasks involve a range of activities, including frequent problem-solving and questioning/answering. Written homework is set as required to aid understanding. The curriculum will be delivered using a variety of teaching methods, such as student-centred learning, co-operative learning, and critical thinking to help students develop their analytical and critical thinking skills.

The course consists of 240 hours (HL) or 150 hours (SL), including 60 (HL) or 40 (SL) hours of laboratory and project-based experiments. Ten hours are devoted to the Group 4 project, and 10 hours to the Independent Investigation.

ASSESSMENT

The assessment of this course has two distinct areas

- The assessment of knowledge and understanding, which are assessed through two formal written papers, the total of which accounts for 80% of the total mark.

For SL:

- Paper 1: 1hr 30 min, comprising of multiple-choice questions and data-based questions (36%)
- Paper 2: 1hr 30 min, short answer, and extended-response questions (44%)

For HL:

- Paper 1: 2hr, comprising of multiple-choice questions and data-based questions. (36%)
- Paper 2: 2hr, short answer and extended-response questions (44%)

The assessment of practical skills includes one scientific investigation. The areas assessed are: personal engagement, exploration, analysis, evaluation and communication.

Regular practical activities and the Group 4 Project amount to 40 Hours for SL students and 60 Hours for HL students (with the Group 4 project constituting a maximum of 10 hours to these totals). The range of practical work carried out will reflect the breadth and depth of the subject syllabus at each level.

WHERE NEXT?

The course provides an excellent basis for further study and employment. IB Chemistry students' progress to a wide range of degree courses ranging from Law to Engineering. Chemistry is essential for entry to degree courses in Medicine, Dentistry, Pharmacy, Veterinary Science, Biochemistry and Chemical Engineering, in addition to Chemistry itself. Many opportunities exist within the chemical and pharmaceutical industries for employment in research and development, quality assurance, marketing, sales and management. Many chemists are employed in service industries such as forensic science, pollution control, environmental health and hospital laboratories. A degree in Chemistry can also gain access to other employment such as accountancy, management and teaching.

PHYSICS (STANDARD AND HIGHER LEVEL)

ENTRY QUALIFICATIONS

Normal minimum requirements for automatic entry at both Standard and Higher Level entry are at least a grade B at IGCSE Physics, or BB at IGCSE Coordinated Science. Also normally required are grade Bs in IGCSE English Language and Mathematics. We would strongly advise candidates who are not confident in Mathematics to consider very carefully whether Physics is the correct subject choice for them.

WHAT WILL I STUDY?

IB Diploma Physics is a study of the mechanisms of the real world. It is split into 5 discrete areas, which then can be synthesized into a whole body of knowledge. The overview below shows you the 5 overarching themes and how these are broken down into linked units. Students at Higher Level study all of this program while Standard Level students will be doing all those except for those topics with 3 dots. Alongside the acquisition of this knowledge, you will be developing experimental and analytical skills through continuous practical investigations.

AIMS OF THE COURSE

- To provide well designed studies of experimental and practical Physics.
- To become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific import.
- To acquire practical and intellectual skills through experimental investigation.
- To be able to apply knowledge and understanding to new situations.
- To be able to communicate scientific ideas and to think critically and be aware of the limitations of science.
- To encourage the awareness of the impact of science on society and to prepare the student for life in a technological age.
- To become life-long learners with a balanced, global outlook.

HOW WILL I STUDY?

The course consists of 240 hours (HL) and 150 hours course (SL), including 60 (HL) or 40 (SL) hours of laboratory and project-based experiments. 10 hours of the laboratory-based experiment time is devoted to the Collaborative Sciences project and 10 hours to the single Internal Assessment piece of assessed work. Students will study the topics and practice the application of this knowledge through the use of: discussions; demonstrations; group work; experimental work; student presentations; problem-solving activities; past paper questions; student-centred learning activities; audio-visual resources and computer-based simulations, as well as teacher explanation. Practical skills will be promoted and experienced through regular practical work sessions.

ASSESSMENT

The assessment of this course has two distinct areas

- The assessment of knowledge and understanding, which are assessed through formal written papers, the total of which accounts for 80% of the total mark
- A single IA project that accounts for 20% of the total mark.

The Internally Assessed Project is an assessed activity that enables the student to plan, carry out and evaluate an investigation of their choosing. It can be based around the student gathering firsthand data, using secondary data, Physics modelling, the use of a simulation or any combination of the above. In its entirety it lasts 10 hours, which covers planning; carrying out; draft and final version writing.

WHERE NEXT?

The course provides an excellent basis for the further study of Physics itself, as well as being vital for careers such as: radiologist; pilot; all forms of engineering; architecture amongst many others. Due to the respect accorded to the intellectual rigour of the course and its promotion of logical and critical thinking, it is often sought after in career opportunities not directly linked with science, such as: law, journalism and the civil service.

SPORT EXERCISE AND HEALTH SCIENCE (SL AND HL)

ENTRY QUALIFICATIONS

Normal minimum requirements for entry at both Standard and Higher Level are at least a grade B at IGCSE (any Science subject), or BB at IGCSE Coordinated Science. Also normally required are grade Cs in IGCSE English Language and Mathematics.

WHAT WILL I STUDY?

Sports, Exercise, and Health Science (SEHS) course. This program focuses on the scientific study of human physiology, biomechanics, and psychology. The goal is to understand human physical and mental health and performance through various scientific approaches, techniques, controlled experimentation, and collaboration with other researchers.

In the DP SEHS course, students are encouraged to engage with real-world scientific issues related to sports, exercise, and health. They critically examine scientific knowledge claims in practical contexts, fostering interest and curiosity. The exploration of the subject aims to develop students' understanding, skills, and techniques that can be applied not only in their studies but also in real-life scenarios beyond the academic setting.

This approach aligns with the overall philosophy of the International Baccalaureate (IB) Diploma Program, which emphasizes a holistic education, international-mindedness, and the development of critical thinking skills. Students in the SEHS course is likely to gain insights into the interplay between scientific principles and their practical applications in the realm of sports, exercise, and health.

CURRICULUM AREAS

Both Standard and Higher-Level candidates study the following core subjects:

Syllabus content

A. Exercise physiology and nutrition of the human body

A.1—Communication

A.2—Hydration and nutrition

A.3—Response

B. Biomechanics

B.1—Generating movement in the body

B.2—Forces, motion and movement

B.3—Injury

C. Sports psychology and motor learning

C.1—Individual differences

C.2—Motor learning

C.3—Motivation C.4—Stress and coping

C.5—Psychological skills

Experimental program

Practical work

Collaborative sciences project

Scientific investigation

AIMS OF THE COURSE

The three pillars mentioned support a comprehensive and well-rounded experimental program within the IB Diploma Program, specifically in the Sports, Exercise, and Health Science (SEHS) course.

Experimental Program:

- The three pillars refer to the scientific study of human physiology, biomechanics, and psychology.
- The program provides a broad and balanced experimental curriculum.
- Students engage in traditional experimentation techniques and utilize technology for a more comprehensive understanding.

Development of Investigative Skills:

- Students' progress through the course, becoming familiar with various experimental techniques and technologies.
- The emphasis is on developing investigative skills, including the evaluation of the impact of error and uncertainty in scientific inquiry.

Scientific Investigation and Communication:

- The scientific investigation component places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge.
- This likely involves students conducting independent research or experiments and communicating their findings in a structured and scientific manner.

Collaborative Sciences Project:

- The collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context.
- This emphasizes teamwork and interdisciplinary collaboration, allowing students to work together beyond the specific focus of SEHS.

Nature of Science and SEHS Themes:

- The nature of science and the three SEHS themes serve as the foundational basis for developing conceptual understanding. This likely involves understanding the philosophical and methodological aspects of scientific inquiry.

Approaches to Learning and Skills:

- The approaches to learning and skills in the study of SEHS support students' learning processes during and beyond their IB experience.
- These likely include critical thinking skills, research skills, and other skills essential for scientific inquiry.

Application in Different Areas of Study:

- Throughout the syllabus, there are opportunities for students to practice and refine these skills and apply them in different areas of study, emphasizing the practical application of knowledge.

The IB DP SEHS course is designed to not only provide students with a deep understanding of scientific principles related to sports, exercise, and health but also to equip them with essential skills for inquiry, collaboration, and scientific communication that are valuable beyond their IB experience.

HOW WILL I STUDY?

Students use the inquiry process integrated into the Sports, Exercise, and Health Science (SEHS) course within the IB Diploma Program.

Experimental Techniques:

- Hands-on methods and procedures that students use to conduct experiments and investigations in the field of sports, exercise, and health science. It could include techniques related to data collection, analysis, and experimentation.

Technology:

- The use of technology is emphasized as a tool. This could involve the application of various technologies in data collection and analysis and presenting findings. Technology in this context may include tools for measurement, data recording, and analysis.

Mathematics:

- Mathematics is identified as a tool, suggesting that students are expected to apply mathematical principles in the context of SEHS. This could involve statistical analysis, data interpretation, and mathematical modeling relevant to the field.

Inquiry Process:

Exploring and Designing:

- This phase likely involves the initial stages of inquiry, where students explore the scientific questions or problems they want to investigate. They may also design their experiments or studies during this phase.

Collecting and Processing Data:

- This stage focuses on the practical aspects of data collection and processing. Students are likely to gather information through experiments, surveys, or other methods, and then process the data using relevant tools and techniques.

Concluding and Evaluating:

- The final phase involves drawing conclusions based on the collected data, evaluating the results, and reflecting on the significance of the findings. This step is crucial for the development of critical thinking skills and the ability to make informed interpretations.

ASSESSMENT

The structure and components of the assessment for the IB Sports, Exercise, and Health Science (SEHS) course information:

Paper 1A: Multiple-choice questions

- Duration: 1.5 hours
- Weighting: 1.5%
- Maximum Marks: 36
- Paper 1B: Data-based questions and questions on experimental work
- Duration: 1.75 hours
- Weighting: 1.75%
- Maximum Marks: 36

Paper 2: Short answer and extended-response questions

- Duration: 1.5 hours
- Weighting: 2.5%
- Maximum Marks: 40
- Internal Assessment (Scientific Investigation)
- Duration: Not specified (as it is an open-ended task completed independently by the student)
- Weighting: 10%
- Maximum Marks: 24

Description: The scientific investigation is an open-ended task where the student formulates and conducts their own research question. The student gathers and analyzes data and presents the outcome in a written report. The maximum word count for the report is 3,200 words.

It's important to note that the assessment components include a mix of multiple-choice questions, data-based questions, experimental work, short answer questions, and an internal scientific investigation. Internal assessment, in particular, allows students to engage in independent research and present their findings in a comprehensive report.

These assessments are designed to evaluate students' understanding of the subject matter, application of knowledge in experimental settings, and their ability to conduct and

communicate scientific research. The weightings indicate the proportion of the overall grade that each assessment component contributes. Students are expected to demonstrate a range of skills, from recalling information to conducting independent scientific investigations, reflecting the holistic approach of the IB Diploma Program.

WHERE NEXT?

Completing the IB Sports, Exercise, and Health Science (SEHS) course can open various pathways for further education and career opportunities. Here are several options that individuals who have completed this course might consider:

University Education:

- Pursue a bachelor's degree in Sports Science, Exercise Science, Kinesiology, or a related field. The IB SEHS course provides a strong foundation in these areas, making it an excellent preparation for further academic study.

Specialised Sports Degrees:

- Consider more specialized degrees such as Sports Medicine, Sports Management, Sports Nutrition, or Physical Therapy. The broad knowledge gained in the IB SEHS course can be applied to various specialized fields within sports science.

Physical Education Teaching:

- Pursue a career in education by becoming a physical education teacher. The IB SEHS course provides a solid background for individuals interested in teaching and promoting physical activity in schools.

Athletic Training:

- Explore careers in athletic training, where professionals work with athletes to prevent, diagnose, and treat injuries. The knowledge of anatomy, physiology, and biomechanics gained in the IB SEHS course can be beneficial in this field.

Fitness and Wellness Industry:

- Enter the fitness and wellness industry as a fitness trainer, exercise physiologist, or wellness coach. The practical skills and understanding of exercise principles acquired in the IB SEHS course can be applied in designing fitness programs.

Sports Coaching:

- Pursue a career in sports coaching, utilizing the knowledge of sports science to enhance athlete performance. This could involve coaching at various levels, from youth sports to professional teams.

Research and Sports Science Labs:

- Engage in research within sports science laboratories or contribute to studies related to exercise physiology, biomechanics, or sports psychology. Advanced study at the graduate level may be required for research-oriented roles.

Sports Journalism and Media:

- Combine the knowledge of sports science with communication skills to enter the field of sports journalism, sports broadcasting, or sports media. This allows individuals to bridge the gap between science and the public.

Health Promotion:

- Work in health promotion roles, promoting physical activity and healthy lifestyles in communities or workplace settings. The understanding of health science gained in the IB SEHS course is applicable to roles focused on public health.

Rehabilitation and Physical Therapy:

- Explore careers in rehabilitation or physical therapy, assisting individuals in recovering from injuries or surgeries. Knowledge of anatomy and biomechanics can be valuable in these fields.

ENVIRONMENTAL SYSTEMS AND SOCIETIES

ENTRY QUALIFICATIONS

Students will be able to study this course successfully with no specific previous knowledge of science or geography. However, as the course aims to foster an international perspective and awareness of local and global environmental issues, studying subjects such as IGCSE Geography and Biology will provide students with a strong foundation for this course.

WHAT WILL I STUDY?

Through studying Environmental Systems and Societies (ESS) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that we face.

The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues.

ESS is one of two interdisciplinary courses offered in the Diploma Programme, meaning that students can study this course and have it count as either an individuals and societies or a science course.

CURRICULUM AREAS

Syllabus connent:

The six central concepts, *Stewardship, Sustainability, Systems, Equilibrium, Perspectives, Justice,* permeate throught the course with some having greater emphasis in certain topics/sub-topics.

Topic 1 Foundations

- Scope
- Perspectives
- Enviromental justice

Topic 2 Ecology

- Individuals, populations, communities and ecosystems
- Energy and biomass in ecosystems
- Biogeochemical cycles
- Climate and biomes
- Zonation and change in ecosystems

Topic 2 Biodiversity and conservation

- Biodiversity and evolution
- Threats to biodiversity
- Conservation measures

Topic 3 Water

- Water systems
- Water use and acces
- Aquatic harvesting
- Water pollution
- Water security (HL only)

Topic 4 Land

- Soil
- Agriculture an forestry
- Land degradation

Topic 5 Atmosphere and climate change

- Introdution to the atmosphere
- Climate change - causes and impact
- Climate change - mitigation and adaptation
- Stratospheric ozone

Topic 6 Natural resources

- Concept of a natural resource
- Resource use, choices and impact
- Waste

Tipoc 7 Human populations and urban systems

- Human population system
- Urban system and sustainability
- Rethinking urban environment
- Urban air pollution (HL only)

Topic 8 Environmental economics and law (HL only)

- Environmental law
- Environmental Economics
- Environmental Education and Ethics

Topic 9 Environmental geology (HL only)

- Geologic time scale and species extinction
- Evidence for the Anthropocene
- Geoengineering

During the course, students will study seven different topics. An important aspect of the ESS course is hands-on work in the laboratory and/or out in the field. The higher level (HL) course contains additional content for each sub-topic together with two HL only topics. This will provide HL students with the capacity to address environmental issues and tensions that exist from multiple viewpoints with additional breadth and depth of both knowledge and insight. They will be better able to understand the wider complexities of environmental issues and critically evaluate solutions and proposed actions to address these issues. Further, they will better be positioned to discuss and suggest actions of their own to address challenging and complex environmental issues.

AIMS OF THE COURSE

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

1. Acquire the knowledge and understandings of environmental systems and issues at a variety of scales
2. Apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
3. Appreciate the dynamic interconnectedness between environmental systems and societies
4. Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
5. Be critically aware that resources are finite, that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
6. Develop awareness of the diversity of environmental value systems
7. Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
8. Engage with the controversies that surround a variety of environmental issues
9. Create innovative solutions to environmental issues by engaging actively in local and global contexts.

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	TIME (HOURS)	WEIGHTING OF FINAL GRADE (%)
External		**3**	**75**
Paper 1	Case study	1	25
Paper 2	Short answers and structured essays	2	50
Internal			
Individual investigation	Written report of a research question designed and implemented by the student	10	25

HOW WILL I STUDY?

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, we use a wide variety of stimulating methods of study: whole-class teaching, group and individual activities, essay-writing, and practical investigation work.

WHERE NEXT?

This course of study will provide the skills necessary for you to analyse, promote cultural awareness, connect technology and its influence on the environment, and realise that global societies are linked to the environment at a number of levels and at a variety of scales and the resolution of many of these issues rely heavily on international relationships and agreements.

ESS is designed to give you the analytical tools and content knowledge which will aid you as you grapple with global issues and others as you continue your scientific endeavours and fulfil your role as a global citizen.

COMPUTER SCIENCE – STANDARD AND HIGHER LEVEL

ENTRY QUALIFICATIONS

Normal minimum requirements for automatic entry at both Standard and Higher Level entry are at least a grade B at IGCSE Computer Science. Also normally required are grade Cs in IGCSE English Language and Mathematics.

WHAT WILL I STUDY?

This syllabus is designed to place emphasis on the understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

CURRICULUM AREAS

The course is engaging, accessible, inspiring and rigorous, and candidates study a common core consisting of the following four topics (SL topics):

- System fundamentals
- Computer organization
- Networks
- Computational thinking

All students will also study one option from the following:

- Databases
- Modelling and simulation
- Web science
- Object-orientated programming

AIMS OF THE COURSE:

- Provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning;
- Provide, and enable students to use and apply, a body of knowledge, methods and techniques that characterize computer science;
- Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems;
- Engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems;
- Develop logical and critical thinking as well as experimental, investigative and problem-solving skills;
- Develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively;
- 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 continued developments in IT systems and computer science;
- Encourage and understanding of the relationships between scientific disciplines and the overarching nature of the scientific method;

HOW WILL I STUDY?

The Standard Level course consists of 150 hours, which includes 80 hours of four core topics, 30 hours for the optional topic and 40 hours spent on the internal assessment. The Higher Level course includes an additional 90 hours of study which incorporates 3 extra core topics and further extension of the optional topic. Although we aim to offer both Standard and Higher Level courses, this is not always possible and depends on the level of student interest in each course.

ASSESSMENT

The assessment of the Standard Level course is conducted through two externally assessed examinations (contributing 45% and 25%) and the internal assessment (worth 30%). The assessment of the Higher Level course is conducted through three externally assessed examinations (contributing 80%) and the internal assessment (worth 20%).

WHERE NEXT?

If you see yourself designing and creating software systems, then computer science might be the right course of study for you. If you are thinking of becoming a manager or administrator of a technical enterprise, computer science could provide you with the background needed to achieve your goals. If you are thinking about becoming a researcher in a technical field, computer sciences could provide you with the skills and knowledge necessary to succeed.

Computer science is a dynamic and rapidly growing area that has become an integral part of the world that we live in today. Study in this field will provide you with a deep understanding of theories and emerging technologies. This knowledge and experience will allow you to develop cutting-edge solutions that address today's challenges. When applied in an interdisciplinary fashion, students can also draw on their other areas of interest such as Biology, Business, Economics, Mathematics, Physics, etc., to address a wider range of complex issues.

GROUP 5:
MATHEMATICS

All IB students study Mathematics. Two different strands are available at IB – **Analysis and approaches & Applications and interpretation** – depending on the interest of the student, and we aim to offer both strands at Standard and Higher Level, although this is not always possible and depends on the level of student interest in each course.

Analysis is designed "for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization." (IBO) Students should consider this course if they plan on pursuing a university degree which includes a strong mathematical component, such as Physics, Computer Science or Engineering.

Applications is designed "for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. [These students] will be those who enjoy mathematics best when seen in a practical context." (IBO) This course of study is best for those considering degrees in the Social Sciences or Business & Management.

ENTRY QUALIFICATIONS

Higher Level courses require students to have a good understanding of fundamental mathematical concepts and an ability to apply algebraic methods to solve problems, especially HL Analysis. Therefore, the department requires the following grades at IGCSE for automatic entrance onto the SL & HL IB Mathematics courses:

- minimum grade C at IGCSE for SL Applications
- minimum grade B at IGCSE for SL Analysis
- minimum grade A at IGCSE for HL Applications
- minimum grade A at IGCSE and the study of IGCSE Additional Maths topics for HL Analysis

Although we endeavour to ensure students are initially placed in the most suitable and appropriate course for them, there is the flexibility for some movement between the strands and different levels during Term 1 of Year 12.

ANALYSIS AND APPROACHES (STANDARD AND HIGHER LEVEL)

CURRICULUM AREAS

Both Standard and Higher Level candidates study the following: Sequences & series, Functions and equations, Exponents & logarithms, Trigonometry, Univariate & bivariate statistics, Probability & probability distributions, and Differentiation & integration.

Higher Level candidates study the previous areas in more depth and also study: Complex numbers, Vectors, and Differential equations.

APPLICATIONS AND INTERPRETATION (STANDARD AND HIGHER LEVEL)

CURRICULUM AREAS

Both Standard and Higher Level candidates study the following: Geometry & trigonometry, Univariate & bivariate statistics, Hypothesis testing, Mathematical modelling, Probability & probability distributions, Functions & equations, Differentiation & integration.

Higher Level candidates study the previous areas in more depth and also study: Vectors, Matrices & eigenvectors, Exponents & logarithms, Complex numbers, Differential equations, and Graph theory.

HOW WILL I STUDY?

An inquiry-based approach will be incorporated into lessons when appropriate to allow students to "discover" concepts for themselves, and at other times mathematical theories and techniques will be introduced in a more formal style. Great emphasis will be placed on allowing students to develop their problem-solving skills and ability to communicate reasoning. A graphing calculator is an essential tool for the course. Students must purchase their own calculator which will prove an invaluable resource in their continued studies of Mathematics and the Sciences. **The department insists on the Texas Instruments' TI-84 Plus CE model.**

ASSESSMENT

All courses will be studied over five terms (three in Year 12 and two in Year 13), and students' understanding will be assessed primarily through testing at least once per half term. At the end of the course, performance in the subject will be formally assessed externally, with examination papers in May of Year 13 (80% of final grade), and internally, with an essay called the Exploration (20% of final grade) investigating the mathematics in an area of each student's interest.

GROUP 6:

THE ARTS AND ELECTIVES

VISUAL ARTS (STANDARD AND HIGHER LEVEL)

ENTRY QUALIFICATIONS

It is usually expected that students have completed an IGCSE course in Art and Design and have achieved a pass at grade B or higher, though it is not compulsory to have studied Art at IGCSE level.

Great enthusiasm for, and a strong commitment to, the demands of Art and Design are important.

WHAT WILL I STUDY?

Each Visual Arts course consists of three linked compulsory parts in both the Higher Level and the

Standard Level:

Higher Level (3 compulsory parts) 240 hours

Standard Level (3 compulsory parts 120 hours

HIGHER LEVEL

This is designed for the specialist visual arts student, with creative and imaginative abilities, who may pursue the Visual Arts at university or college level.

Part 1: Comparative Study (Externally Assessed) 20%

Students submit 13 – 18 screens, analysing and comparing at least 3 different artworks by different

artists. In addition, HL students must submit 3 – 5 screens showing the extent to which this has

influenced their own work

Part 2: Process Portfolio (Externally Assessed) 40%

Students submit 13 – 25 screens showing how their work and practices (in at least three different artmaking forms) have been influenced by the art and artists examined.

Part 3: Exhibition (Internally assessed by the teacher and externally moderated by the IBO) 40%

Students submit 8 – 11 pieces of resolved artwork showing evidence of their technical accomplishment during the visual arts course and a curatorial rationale (not exceeding 700 words). The formal exhibition of the works should be accompanied by individual exhibition texts.

STANDARD LEVEL

This is designed for the visual arts student with creative and imaginative abilities.

Part 1: Comparative Study (Externally Assessed) 20%

Students submit 10 – 15 screens, analysing and comparing at least 2 different artworks by different artists.

Part 2: Process Portfolio (Externally Assessed) 40%

Students submit 9 - 18 screens showing how their work and practices (in at least two different artmaking forms) have been influenced by the art and artists examined

Part 3: Exhibition (Internally assessed by the teacher and externally moderated by the IBO) 40%

Students submit 4 -7 pieces of resolved artwork showing evidence of their technical accomplishment during the visual arts course and a curatorial rationale (not exceeding 400 words). The formal exhibition of the works should be accompanied by individual exhibition texts.

MUSIC (STANDARD AND HIGHER LEVEL)

The new IB Music curriculum is based on a brand new and exciting integrated syllabus, which is assessed through 100% coursework with no final exam. The course requires students to take on three important roles that are essential to any musician: the researcher, the creator, and the performer. Through these roles, students inquire, create, perform, and reflect on three musical processes.

- Exploring music in context
- Experimenting with music
- Presenting music

Through this course structure, students are able to make informed decisions on the direction of their own course, and personalise their learning based on the musical styles and genres that most interests them. A framework of Areas of Inquiry and Contexts (detailed below) has been devised to ensure that musical engagement during the course has sufficient diversity and breadth.

- **Music for sociocultural and political expression** – Examples may include protest songs, liturgical music, and national anthems.
- **Music for listening and performance** – Examples may include chamber music of the Western art tradition, jazz, or experimental music.
- **Music for dramatic impact, movement, and entertainment** – Examples may include music for film, ballet, or musical theatre.
- **Music technology in the electronic and digital age** – Examples may include electronic dance music, technology in popular music production.

AREA OF ASSESSMENT

There is no final examination for this course as it is based on 100% coursework with three areas of assessment at Standard Level, and an additional area of assessment at Higher Level.

1. **Exploring Music in Context**: Students submit a portfolio of work, based on their own research, which includes some composition and performance.

   This is assessed externally (SL 30%/HL 20%)

2. **Experimenting with Music**: Students submit an experimentation report with evidence of their musical processes in creating and performing focused on at least two Areas of Inquiry. This is assessed internally (SL 30%/HL 20%)
3. **Presenting Music**: Students submit a collection of works which demonstrate engagement with diverse musical material from the four Areas of Inquiry.

   This is assessed externally (SL 40%/HL 30%)

4. **The Contemporary Music Maker (HL ONLY)**: Students submit a continuous multimedia presentation documenting their real-life project.

   This is assessed internally (HL 30%)

ENTRY QUALIFICATIONS

It is preferable that students considering enrolling on the IBDP Music course have completed an IGCSE in music. However, this is NOT ESSENTIAL and students will be accepted onto the IBDP Music course through recommendation of an instrumental/vocal teacher, and showing an ongoing interest in music.

WHERE WILL THIS COURSE LEAD ME?

The IBDP Music course is an academically challenging and balanced programme of musical education that prepares students for success at University and numerous careers beyond.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