



# **Emirates International School Meadows**



**Diploma  
Programme  
Curriculum Booklet  
2023 - 2024**



Dear Parents,

Welcome to the International Baccalaureate Diploma Programme for Emirates International School Meadows. We want to provide both students and parents with enough information regarding our suite of subjects so that we arrive at the best possible combination of studies for your child. We strongly believe that our suite of subjects offered will provide an education rich in the skills required for a life-long education that will continue to pay dividends in any area they choose to apply it to.

The IB Programmes present a combination of academically rigorous, yet holistic curricula that *'aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect'* (IBO Mission Statement).

This booklet will outline all the courses of study on offer at EISM and explain the application process for securing a place on the IBDP.

Each combination of subjects successfully promotes the education of the whole person, emphasizing intellectual, personal, emotional and social growth through various domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, these programmes offer the breadth for educating the whole person as a lifelong learner.

We believe that our programme is *'student centred but teacher led'* and as a result EISM staff are highly motivated, appropriately qualified and internationally minded teachers. Exceptional quality support, both academic and pastoral, is offered at a structural and individual level for our students in order to create a highly conducive environment for learning and teaching throughout all subject areas.

All our subject choices offer an exciting and challenging curriculum that requires students to have an excellent work ethic along with an extremely resilient approach to learning in order to succeed. If you want your child to become an independent lifelong learner who is knowledgeable, principled, open-minded, caring and balanced with an inquiring mind and the ability to take risks and communicate effectively, then EISM will be the place your child will be most successful.

Regards

Ms Joanne Branicki-Tolchard

*IB Diploma Programme Coordinator*

# The IB Diploma at EISM



# What is the International Baccalaureate?



The International Baccalaureate Organisation was established in 1968 to meet the educational needs of students in International Schools. From these early days it has grown to an organisation that teaches over 1 million students in 3681 schools in 146 countries. The IB is now taught in both International Schools and State sector schools across the globe, with the highest number of schools being in the United States.

The International Baccalaureate Organization (IBO) is based in Geneva with its head curriculum office for the Africa, Europe and Middle Eastern (AEM) region located in The Hague, Netherlands.

There are regional offices that deal with Professional Development and administration of the program in different parts of the world in the Asia Pacific, South America, North America and Europe, Middle East and Africa.

The IB offers three programmes, the Primary Years Programme (PYP); the Middle Years Programme (MYP) and the Diploma Programme (DP). EISM is a continuum school and we follow all 3 IB Programmes. This offers a seamless transition and fully embeds the IB philosophy in students from entry into the school.

## Why has EISM chosen to be an IB World School?

The IB is recognized as one of the pre-eminent curriculum programmes worldwide. It is a holistic, rigorous curriculum that helps prepare students for the realities of life in the 21<sup>st</sup> century. It is heavily focused on critical thinking and problem solving, whilst attempting to encourage international mindedness, compassion, tolerance and a love for learning.

Whilst the IBDP may not be for everybody, the breadth of the programme and the focus on internationalism and critical thinking in the parameters of a robust curriculum are recognised as an excellent preparation for university and beyond. One of the driving motivations for implementing the IBDP is the fact that it is acknowledged by universities worldwide as an excellent qualification and it is particularly sought after by the world's top Universities.

## IBO Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## Curriculum



The IBDP is a comprehensive two year pre-university course that aims to prepare students for the rigours of university but also to be caring, compassionate, global citizens with an appreciation of lifelong learning. Students must do a range of subjects, one taken from each of the six groups, doing three subjects at Higher Level and three at Standard Level over two years, as well as compulsory studies in Theory of Knowledge (TOK), Creativity, Activity and Service (CAS), and a 4000 word Extended Essay (EE). Students are examined at the end of their second year.

***Because of this, graduates with IB qualifications are not only recognized, but are highly sought after by universities around the world.***

## University Recognition – IB Diploma

The International Baccalaureate Diploma Programme is widely recognized and often pursued by universities around the world as a qualification of excellence. In many cases IB graduates are often preferred over other qualifications because of the breadth of their prior studies. Even a modest Diploma pass fares favorably with other qualifications like the British A level. Students wishing to study in the UK are given very generous UCAS points with an IBDP pass. Many Universities in the United States even give advanced credit for IBDP graduates. Nevertheless, like all High School qualifications, it is important to check your target university to see specific university and course requirements. MEADOWS will offer clear, informed guidance on university selection and tertiary options over the course of the Diploma Programme.

# IB Diploma Programme



# Curriculum Groups

## Group 1 - English

English Literature HL/ SL

English Language & Literature HL/ SL

## Group 2 - Languages

French HL/SL and Ab Initio\* SL

Spanish HL/SL and Ab Initio\* SL

Arabic HL/SL and Ab Initio\* SL

*\*Note: Ab Initio language is an entry level language focusing more on conversational language – students choosing Ab Initio courses are not expected to have any prior language study in the chosen language. Students who have studied the designated language in previous years cannot study the same language at Ab Initio level.*

## Group 3 - Individuals and Society

History HL/ SL

Geography HL/ SL

Business Management HL/ SL

Economics HL/SL

Psychology HL/ SL

## Group 4 - Experimental Sciences

Biology HL/ SL

Chemistry HL/ SL

Physics HL/ SL

Computer Science HL/ SL

Environmental Systems and Societies SL Only

Sports Exercise and Health HL/ SL

## Group 5 - Mathematics

Mathematics: Analysis and Approaches HL/ SL

Mathematics: Applications and Interpretation HL/ SL

## Group 6 - The Arts (and Electives)

Visual Arts HL/SL

Theatre HL/SL

Music HL/SL

## Standard Level and Higher Level

Students choose three subjects at Standard Level and three at Higher Level. Standard level subjects require a minimum 150 hours of teaching time over the two years, whilst higher level subjects require a minimum 240 hours of teaching time. Higher level is differentiated from Standard Level by the depth and breadth of work studied as opposed to the difficulty per se. Some Standard and Higher level classes may be joined.

# The IB Diploma Programme

## Core

### **Creativity, Activity and Service (CAS)**

CAS is a core requirement for all IB students. This requires students to participate in extra-curricular activities related to *creativity*, *activity* and *service* and underpinned by the idea that the students “think globally, act locally”. It is an excellent opportunity to get involved in activities both here at MEADOWS and also in the wider context of Dubai and beyond. Student talents and skills are given a structured and reflective framework through which to explore their sense of holistic education.

This area of the IB Diploma is where the student can develop their personal interests and try out new things and is core to the whole ethos of the IB in developing internationally aware, healthy young people. The requirement of meeting 8 defined outcomes spread across the three areas over two years is an expansive opportunity for students to cultivate themselves beyond the purely academic rigours of school life.

### **Theory of Knowledge (TOK)**

The Theory of Knowledge (TOK) course encourages critical thinking about knowledge itself with the aim of trying to help young people make sense of what they encounter. As such, it constitutes a flagship element at the core of the Diploma Programme. By its very nature, TOK is an interdisciplinary course that aims to identify and critically analyse how we learn, by transcending and unifying different academic areas, as well as encouraging appreciation of other cultural perspectives, in an attempt to arrive at a coherent approach to learning. TOK instruction is approximately 150 hours spread out over the two years of the IB Diploma. Its core content is questions like these:

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

It is a commonplace to say that the world has experienced a digital revolution and that we are now part of a global information economy. The extent and impact of the changes signaled by such grand phrases vary greatly in different parts of the world, but their implications for knowledge are profound. Reflection on such huge cultural shifts is one part of what the TOK course is about. Its context is a world immeasurably different from that inhabited by “renaissance man”. Knowledge may indeed be said to have exploded: it has not only expanded massively but also become increasingly specialized, or fragmented. At the same time, discoveries in the 20th century (quantum mechanics, chaos theory) have demonstrated that there are things that it is impossible for us to know or predict.

Students entering the Diploma Programme typically have 16 years of life experience and more than 10 years of formal education behind them. They have accumulated a vast amount of knowledge, beliefs and opinions from academic disciplines and their lives outside the classroom. In TOK they have the opportunity to step back from this relentless acquisition of new knowledge, in order to consider knowledge issues.



The course encourages students to share ideas with others and to listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Student will learn to make connections between knowledge encountered in different Diploma Programme subjects, in CAS experience or in extended essay research and learn to make distinctions between different kinds of knowledge.

## **This course aims to:**

1. Make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
2. Develop an awareness of how individuals and communities construct knowledge and how this is critically examined.
3. Develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions.
4. Critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives.
5. Understand that knowledge brings responsibility which leads to commitment and action.

## **The Extended Essay (EE)**

The Extended Essay (EE) is the final compulsory element of the course. Students are required to plan, research and write a 4000 word essay on a subject of their choice (accompanied by a 500 word reflection piece on the process). Students will be allocated an extended essay supervisor who will assist in the planning and drafting of the essay along with comprehensive instruction on how to research, draft and annotate their work. The EE is seen by universities as a very positive and preparatory undertaking because it ensures students have had access to the conventions of extended writing, research skills and intellectual honesty. Many an extended essay has formed the basis of university theses and academic journal publications and as such constitutes the perfect stepping stone for the rigours of university life.

# The IB Courses Programme

The IB Courses programme enables students to take a number of IB courses as individual qualifications. The courses offered are identical to those offered on the Diploma programmes. The academic requirements within the subjects offered are exactly the same as the academic requirements within the Diploma subjects.

Therefore, if a student takes Physics SL as an IB Course that student will be in the same class as a Physics SL student who is taking the IB Diploma programme. The curriculum is identical as are the assessment requirements, so a Physics SL IB courses student attends the same lessons and is required to submit the same coursework and sit the same examinations as a Physics SL Diploma student.

## **So how are courses different?**

A student who selects to take IB courses has more flexibility in the way they combine their subjects and in the time they devote to their academic subjects outside of the classroom.

A student taking IB Courses is not required to complete any of the core requirements that are a compulsory part of the Diploma, so they do not need to complete CAS, EE or TOK. However, they can opt into any of these core components if they wish to. This means that IB Courses students will have more time outside of lessons to devote to the consolidation of their learning in their IB Courses subjects.

In addition, an IB Courses student is not required to take 3 subjects at HL, the student can decide if they wish to take all subjects as SL or to only take one or two subjects at HL.

If a student is contemplating taking IB Courses as an alternative to the Diploma programme they must consult with the DP Coordinator and the Careers Counsellor to ensure that their future pathways to university are still accessible.

Students who take the IB Courses option are still able to continue on to university and pursue their chosen careers. However individual universities set their minimum entry requirements and these must be checked before making this decision.

IB Courses is an alternative pathway allowing for the successful completion of an internationally recognised qualification that is accepted by universities across the globe.

# Application Process

## IB Diploma Programmes

The procedure for application and entry into the Courses Programme or the Diploma Programme is outlined below:

### Entrance Criteria – General Expectations

Applicants should be able to demonstrate the following:

- Full commitment to their studies
- Excellent record of behavior and attitude to studies
- High levels of attendance during the academic year
- Willingness to take responsibility for their own learning
- Ability to act as a positive role model to the rest of the school
- Ability to embrace all opportunities afforded them
- Willingness to get involved in many areas of school life
- Willingness to undertake positions of leadership

### Entrance Criteria – IB Diploma Programme (IBDP)

| Subject                                     | MYP recommendations         |
|---|-----------------------------|
| <b>Physics HL</b>                           | Level 6 or above            |
| <b>Chemistry HL</b>                         | Level 6 or above            |
| <b>Biology HL</b>                           | Level 6 or above            |
| <b>Mathematics HL</b>                       | Level 6 or above            |
| <b>English Language &amp; Literature HL</b> | Level 6 or above            |
| <b>French B HL</b>                          | Level 6 or above            |
| <b>Spanish B HL</b>                         | Level 6 or above            |
| <b>Psychology HL</b>                        | Level 5 or above in English |
| <b>Geography HL</b>                         | Level 5 or above in English |
| <b>Economics HL</b>                         | Level 5 or above in English |
| <b>History HL</b>                           | Level 5 or above in English |

**Options Form:** All students need to complete the application form where they select their subject pathways.

**External Students:** You will be required to attend an interview. Please note that priority is given to MEADOWS students first. Whilst we will accept applications up to a year in advance for September entry, we will only review the application in mid-April when we have concluded internal applications.

# The IB Learner Profile



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. The IB Learner Profile is embedded in all assessment and as such constitutes the beating heart of the Programme.

## IB learners strive to be

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

# Assessment



## How does assessment work?

The maximum total marks available for an IBDP student are 45. Each of the six subjects are given a final mark out of 7 meaning that a total of 42 is available for subjects areas, whilst a total of 3 marks is given for the EE and TOK assessments combined. Each subject area has between 20-35% coursework that is internally marked and externally moderated. The remainder of the marks, constituting the final examinations, are externally marked.

Generally, a student needs to achieve a minimum of 24 marks to receive their Diploma and must successfully complete all three elements of the core.



### Pass Requirements

The following failing conditions have come into effect and will lead to the Diploma not being awarded:

|   |  |
|---|--|
| 1 | CAS requirements have not been met.  |
| 2 | The candidate's total points are fewer than 24.  |
| 3 | An "N" has been given for TOK, the EE or for a contributing subject.   |
| 4 | A grade E has been awarded for one or both of TOK and the EE.  |
| 5 | There is a grade 1 awarded in a subject/level.   |
| 6 | Grade 2 has been awarded three or more times (SL or HL).   |
| 7 | Grade 3 or below has been awarded four or more times (SL or HL).   |
| 8 | The candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count). |
| 9 | The candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).     |

# IBDP Subject



# English Literature

## [Group 1]

### Course Description

The IB Diploma Programme Language A: Literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In Language A: Literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts. This course supports both a broader understanding of texts as a product of their contexts of production and reception, and a personal engagement with the detail of each writer’s stylistic choices. The development of students as accomplished critical readers is achieved through the wide range of works studied, and the varied nature of assessments carried out in this course.

Students completing this course will have gained a thorough knowledge of a range of texts and an understanding of diverse cultural perspectives. They will also have developed skills of close analysis and the ability to support an argument both orally and in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

| Types of Works Studied in Previous Years has Included: |                                 |
|--|---------------------------------|
| Macbeth  | <b>William Shakespeare</b>      |
| The Great Gatsby                                       | <b>F. Scott Fitzgerald</b>      |
| Jane Eyre  | <b>Charlotte Bronte</b>         |
| A Doll’s House   | <b>Henrik Ibsen</b>             |
| A Streetcar Named Desire                               | <b>Tennessee Williams</b>       |
| Poetic Works   | <b>Sylvia Plath, John Keats</b> |
| Antigone   | <b>Sophocles</b>                |

Texts studied are chosen from the prescribed list of authors (PLA) with a focus on diversity. The new Literature course (first examination in 2021) will offer students the opportunity to embed global issues into their study.

While students in the Literature course will undergo significant development in their ability to use language for a range of purposes, these are not language-acquisition courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue. The Literature course is designed to provide students with the understanding of literary techniques involved in literary criticism and promote the ability to form independent literary judgments.

| Assessment at a glance |  |           |     |
|------------------------|--|-----------|-----|
| Type                   | Format   | Weighting |     |
| <b>External</b>        |  | SL        | HL  |
| <b>Paper 1</b>         | Literary Comments and analysis of unseen texts | 35%       | 35% |
| <b>Paper 2</b>         | Essays on two work studied                     | 35%       | 25% |
| <b>Essay</b>           | Literary analysis on works studied             | N/A       | 20% |
| <b>Internal</b>        |  |           |     |
| <b>Oral Work</b>       | Individual Oral                                | 30%       | 20% |



# English Language & Literature

## [Group 1]

### Course Description

The three studies in language and literature courses each have their own identity and are designed to support future academic study or career related paths by developing social, aesthetic and cultural literacy, as well as improving language competence and communication skills. For each course, the syllabus and assessment requirements are identical for all languages offered. The teaching and assessment of any particular studies in language and literature course will be conducted in that language.

The study of literary, non-literary, visual and performance texts provides a focus for understanding how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. Thinking critically about texts, as well as responding to, producing or performing them, leads to an understanding of how language sustains or challenges ways of thinking and being. The study additionally builds an awareness that all texts may be understood in relation to their form, content, purpose, audience and their associated contexts, such as social, historical and cultural circumstances

### Topics

This course is divided into three sections and a range of works of different genres are studied through the course of two years.

In *Readers, writers and texts* students will focus on Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms.

*Time and space* will allow students to study Non-literary texts and literary works that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large.

Finally, *Intertextuality: connecting texts* has the students focus on Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course.

### Assessment at a glance

| Type                   | Format   | Weighting |     |
|------------------------|--|-----------|-----|
|                        |  | SL        | HL  |
| <b>External</b>        |  |           |     |
| <b>Paper 1</b>         | Analysis of non-literary texts   | 35%       | 35% |
| <b>Paper 2</b>         | Comparative essay based on texts studied   | 35%       | 25% |
| <b>Essay</b>           | Literary analysis on works studied <u>OR</u> analysis of non-literary text   | N/A       | 20% |
| <b>Internal</b>        |  |           |     |
| <b>Individual Oral</b> | Examine the ways in which the global issue of your choice is presented through two of the texts that you have studied. | 30%       | 20% |

# French and Spanish

## [Group 2]

### Course Description

The Ab initio language courses are language-learning courses for beginners, designed to be followed over two years by students who have no previous experience of learning the target language or have not studied this language at MYP level. The main focus of the course is on the acquisition of language required for purposes and situations in everyday social interaction. Though a student does not require any previous experience with the designated language in order to access an Ab Initio course, it should be borne in mind that an Ab Initio language is just as challenging as the Standard/Higher level courses in terms of skills required to do well in the subject as students are expected to acquire a new language and develop it to a good degree of competency.

Standard Level is for a language learner who has ideally 3 to 5 years experience of the target language.

IB Standard Level is a language course designed to be followed over two years by students who have some previous experience of learning in their chosen language. The focus of this course is the reinforcement of all the basics previously learned and developed to a sophisticated degree at a Standard Level.

This course will give the students an excellent degree of competency in language skills allow them to explore the cultural context of the target language. The aim of this course is also to prepare students to be world citizens who are able to communicate fluently in a different foreign language.

Higher Level is for a language learner who has a minimum of 4 to 5 years' experience of the target language and intends to study the language for a future career.

These courses will give the student a high degree of competency in the language and all them to explore the cultural context of the target language. The types of language structures needed for these purposes and situations are more refined. The IB Language course at Higher Level offers students an enriched study of language, literature, and culture with relevance to international societies.

Ability in languages opens many doors particularly in areas such as Business, Law, International Relations and Tourism.

| Assessment at a glance    |   |            |            |
|---------------------------|---|------------|------------|
| Type                      | Format  | HL/SL      | Ab Initio  |
| <b>External</b>           |   | <b>70%</b> | <b>75%</b> |
| <b>Paper 1</b>            | Receptive skills<br>Text handling exercises on four written texts     | 25%        | 30%        |
| <b>Paper 2</b>            | Written productive skills through two writing exercises               | 25%        | 25%        |
| <b>Written Assignment</b> | Receptive and written productive skills<br>Creative writing rationale | 20%        | 20%        |
| <b>Internal</b>           |   | <b>30%</b> | <b>25%</b> |
| <b>Oral Work</b>          | Oral Exam   | 20%        | 25%        |
|                           | Interactive Oral Activities   | 10%        |            |

# Psychology

## [Group 3]

### Course Description:

The IB Diploma Programme higher level psychology course aims to develop an awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and socio-cultural influences on human behaviour and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry.

Fundamentally, Psychology is the scientific study of the mind and behaviour. It investigates the reasons why people think and act in the ways that they do. This enables better understanding of both the self and others. Psychological theories are founded on academic research and students learn about the findings of these studies. However, the validity of findings rests on the quality of the research and students learn to evaluate this in order to decide between competing theories.

The role of Psychology is to enable greater understanding of what it is to be human in order to improve the quality of human life. It is applied in a range of practical fields and is best suited to students with an interest in people and who are considering a career in which human interaction is a key factor. This course will address complex issues regarding research methodologies and the use of technology by looking at how people interpret meanings, relationships and health, both between different cultures, and across different groups within the same culture.

| Assessment at a glance |  |            |            |
|------------------------|--|------------|------------|
| Type                   | Format   | HL         | SL         |
| <b>External</b>        |  | <b>80%</b> | <b>75%</b> |
| <b>Paper 1</b>         | Short Answer and one extended response                                 | 35%        | 50%        |
| <b>Paper 2</b>         | Answer 1-2 of 15 questions in essay form                               | 25%        | 25%        |
| <b>Paper 3</b>         | Answer three essay questions based on stimulus materials               | 20%        |            |
| <b>Internal</b>        |  | <b>20%</b> | <b>25%</b> |
| <b>Study Report</b>    | A report of a simple experimental case study conducted by the student. | 20%        | 25%        |

# History

## [Group 3]

### Course Description

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

History is primarily an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

The IB History course is a two year programme of study that will extend students' existing knowledge and understanding of events and challenge their analytical and critical thinking skills. The emphasis of the course is on developments in Europe, Africa and the Middle East during the Middle Ages. The course is explored through a combination of chronological and thematic approaches which culminates in a challenging examination at both Higher and Standard Level. The main difference between HL and SL is the range of content covered with HL students covering an additional three modules as compared to SL ones.

The content of the history course is intrinsically interesting and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally. The study of History teaches thinking and writing skills that are critical in a wide range of professions, from law to business to medicine to international diplomacy to work in non-governmental organisations. There's no substitute for being able to evaluate evidence and make clear, concise, and convincing arguments.

| Examination   | Course Content   |   |
|---|--|---|
| Paper 1<br>Weighting: 20% (HL)<br>30% (SL)                          | <i>History of Europe:<br/>Prescribed Subject</i>             | Military Leaders: "Genghis Khan c1200-1227" and "Richard I of England (1173-1199)".   |
| Paper 2<br>Weighting: 25% (HL)<br>45% (SL)                          | Medieval Studies   | Causes and Effects of Medieval Wars (750-1500)<br>Dynasties and Rulers (750-1500)   |
| Paper 3 (HL Only)<br>Weighting: 35% (HL)                            | <i>Either: History of<br/>Africa and the<br/>Middle East</i> | Study of 3 sections within chosen sub- topic<br>1: The Abbasid Dynasty (750-1258)<br>2: The Fatimids (909-1171)<br>3: Islamic and European Expansionism (1095-1291) |
| Historical Investigation<br>(IA)<br>Weighting: 20% (HL)<br>25% (SL) | <i>Historical<br/>Investigation</i>                          | Section 1: Will require students to analyse 2 sources in detail.<br>Section 2: Consists of the actual investigation itself.<br>Section 3: Reflection (2,220 words)  |

# Geography

## [Group 3]

### Course Description

IB Geography is an important subject in the existing climate of globalisation with its reshaping of cultural demographics and strain placed upon natural resources. The ability to view issues from a wider perspective is appropriate for working in many different career paths especially seeing as the nature of peoples' working lives is changing. It is less likely that someone will spend all of their life in one company or organisation. If your career path is to be varied, you will need to develop a transferable and flexible skill-set. IB Geography fosters these qualities and provides a firm base for life-long learning.

IB Geography will open your eyes to the ways in which people interact with their environment. Students of this course will develop a clear understanding of many of the problems facing the world today such as global warming, natural hazards, GM crops, the world wide refugee crisis and the conflicts surrounding world trade and debt. A huge range of practical skills will be learnt, including research techniques, decision making and fieldwork data collection. Such transferable skills will prove beneficial to a wide range of further education courses and future careers.

IB Geography gives students the opportunity to understand what is happening to our world. Few subjects are more relevant to our future; a future whose Geography is played out on the screens of our televisions every day. This course will look at the issues humanity faces in the 21st century and the range of methods we can use to manage those potential crises. Fieldwork experiences bring this course to life so that students can truly appreciate the world we are living in.

A clear outline of the proposed topics of study is shown below:

#### SL/HL Topics

- Changing population
- Global climate – vulnerability and resilience
- Global resource consumption and security
- Geophysical hazards
- The geography of food and health

#### HL Topics

- Urban Environments
- Global risks and resilience
- Human Development and Diversity
- Power, places and networks

| Assessment at a glance |   |            |            |
|------------------------|---|------------|------------|
| Type                   | Format                                  | HL         | SL         |
| <b>External</b>        |   | <b>80%</b> | <b>75%</b> |
| <b>Paper 1</b>         | Short Answer and one extended response  | 35%        | 50%        |
| <b>Paper 2</b>         | Response to structured questions        | 25%        | 25%        |
| <b>Paper 3</b>         | One essay from a choice of three        | 20%        |            |
| <b>Internal</b>        |   | <b>20%</b> | <b>25%</b> |
| <b>Study Report</b>    | Written Report based on fieldwork study | 20%        | 25%        |

# Business management

## [Group 3]

### Course Description

The Business Management course addresses the rationale for forming business organisations and the principles, practices and skills commonly employed to make the decisions that make them successful. The ideals of international cooperation and responsible citizenship are at the heart of business and management.

The aims of this course are to: promote importance of exploring from different cultural perspectives; encourage a holistic view of the world of business; enable a student to develop to think critically; enable a student to understand the concepts of global economy, business ethics and social responsibilities of all stakeholders of the business environment; provide progression from school to higher education or employment in industry or commerce. A variety of resources will be used in order to encourage students to use business simulations and computer programmes. A number of external industrial visits and also talks by visiting guest speakers should be available to enhance student learning. Much emphasis is placed on analysing real, rather than hypothetical cases.

Business Management is a field of study that often involves ethical and moral questions and lends itself to critical thinking and Theory of Knowledge style discussions plus analysis.

#### HL & SL Core Topics

##### Business organization and environment

Organizational objectives  
Organizational planning tools  
Globalization  
Accounts and finance  
Budgeting  
Marketing  
Production methods  
Quality assurance Location  
Project management

##### Nature of business activity

Stakeholders  
Growth and evolution  
Human resources  
Sources of finance  
Final accounts  
The role of marketing  
Costs and revenues  
Innovation

##### Types of organization

External environment  
Change and the management of change  
Human resource planning  
Working capital  
Ratio analysis  
Operations management  
Break-even analysis  
Production planning

#### HL TOPICS ONLY

##### Organizational structure

##### Product

##### Motivation Organizational and corporate cultures

##### Stage 1: Strategic choice

##### Stage 2: Strategic analysis

##### Stage 3: Strategic implementation

##### Marketing planning

##### Leadership and management

##### Employer and employee relations

##### Communication

##### Price

##### Crisis management /contingency

### Assessment at a glance

| Type                      | Format  | HL  | SL  |
|---------------------------|---|-----|-----|
| <b>External</b>           |   | 75% | 75% |
| <b>Paper 1</b>            | Structured questions based on case study  | 40% | 35% |
| <b>Paper 2</b>            | Structured questions based on stimulus material                                     | 25% | 25% |
| <b>Internal</b>           |   | 25% | 25% |
| <b>Commentary/ Report</b> | Written Commentary or Research Report on real issue facing an organization/business | 25% | 25% |

# Economics

## [Group 3]

### Course Description

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made towards the satisfaction of human needs. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather; they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end- goals and values. The course seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.

#### Topics

##### Section 1: Introduction to Economics

What is economics?

How do economists approach the world?

##### Section 2: Microeconomics

Competitive markets: demand and supply

Elasticity

Government intervention

Market failure

##### Section 3: Macroeconomics

The level of overall economic activity

Aggregate demand and aggregate supply

Macroeconomics objectives

Fiscal and monetary policy

Supply side policies

##### Section 4: Global Scale

International trade

Economic integration

Trade protection

Exchange rates

Balance of payments

Sustainable development

Economic growth and development

#### Assessment at a glance

| Type                        | Format  | HL         | SL         |
|-----------------------------|---|------------|------------|
| <b>External</b>             |   | <b>80%</b> | <b>70%</b> |
| <b>Paper 1</b>              | Extended Response Paper                       | 20%        | 30%        |
| <b>Paper 2</b>              | Data Response Paper                           | 30%        | 40%        |
| <b>Paper 3</b>              | Data Response(2 questions from a choice of 3) | 30%        |            |
| <b>Internal</b>             |   | <b>20%</b> | <b>30%</b> |
| <b>Commentary/portfolio</b> | Written Commentary                            | 20%        | 30%        |

# Computer Science

## [Group 4]

### Course Description

Diploma Programme computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach.

It is in this context that the Diploma Programme computer science course should aim to:

1. 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
2. provide a body of knowledge, methods and techniques that characterize computer science
3. enable students to apply and use a body of knowledge, methods and techniques that characterize computer science
4. demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
5. engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems.

| Assessment at a glance |   |            |            |
|------------------------|---|------------|------------|
| Type                   | Format  | HL         | SL         |
| <b>External</b>        |   | <b>80%</b> | <b>70%</b> |
| <b>Paper 1</b>         | Two compulsory with a choice of short answer questions within each section. | 40%        | 45%        |
| <b>Paper 2</b>         | Options questions of between 3 and 7 choices.                               | 20%        | 25%        |
| <b>Paper 3</b>         | Four questions based on a pre-seen case study.                              | 20%        |            |
| <b>Internal</b>        |   | <b>20%</b> | <b>30%</b> |
| <b>Project</b>         | The development of a computational solution                                 | 20%        | 30%        |



# Chemistry

## [Group 4]

### Course Description

The IB Diploma Programme chemistry course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. The chemistry course covers the essential principles of the subject and, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students.

Chemistry is a subject which needs an inquiring mind and is essential for students who intend to pursue a career in medicine or related areas. It is also an asset for any Science related area as well as those not sure of their future career path. In order to study Chemistry, students need to have interest, enthusiasm and dedication in Science and Mathematics. The higher level course is suitable for students who have excelled in year 10 and 11

Science and also have a strong record of performance in Mathematics.

Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

#### Topics – Year 12

- Quantitative Chemistry
- Atomic Structure
- Periodicity
- Bonding
- Energetics
- Kinetics
- Equilibria
- Measurement and Data Processing

#### Topics – Year 13

- Acids and Bases
- Oxidation and Reduction
- Organic Chemistry
- Biochemistry

Apart from the options, all topics will be studied by all students with the higher level students studying each topic in greater depth than the standard level students.

| Assessment at a glance |                                  |            |            |
|------------------------|----------------------------------|------------|------------|
| Type                   | Format                           | HL         | SL         |
| <b>External</b>        |                                  | <b>80%</b> | <b>75%</b> |
| <b>Paper 1</b>         | Multiple-choice questions        | 20         | 20         |
| <b>Paper 2</b>         | Short answer & extended response | 36         | 40         |
| <b>Paper 3</b>         | Short answer & extended response | 24         | 20         |
| <b>Internal</b>        |                                  | <b>20%</b> | <b>20%</b> |
| <b>IA</b>              | Individual Investigation         | 20         | 20         |

# Biology

## [Group 4]

### Course Description

IB Biology provides opportunities for study and creative thinking that stimulate and challenge. Students explore concepts and apply knowledge to solve problems and make reasoned decisions. They develop an ability to analyse and evaluate information and an awareness of the need for effective collaboration and communication in scientific endeavour. An appreciation of the global, moral, social, environmental and economic implications of Biology is also important in our international setting.

*"In the struggle for survival, the fittest win out at the expense of their rivals because they succeed in adapting themselves best to their environment." (Charles Darwin 1809-1882)*

Through studying biology students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on practical approach through experimental work that characterises this subject. A passion for Biology is an essential prerequisite for this course. Excellent analytical skills, factual recall, application of knowledge and understanding of theories taught, a high standard of ICT skills, the ability to carry out investigations safely, to be able to work in collaboration with others, excellent mathematical skills.

Students of Biology can follow careers in a wide range of science-related fields which extends to such things as, ecology, marine biology, food technology, biotechnology, immunology, molecular/microbiology, pharmacology, genetics, research scientist, education and medicine.

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| Topics                            | Advanced Higher Level Topics                      |
|-----------------------------------|---|
| • Cell Biology                    | • Nucleic Acids                                   |
| • Molecular Biology               | • Metabolism, cell respiration and photosynthesis |
| • Genetics                        | • Plant Biology                                   |
| • Ecology                         | • Genetics and Evolution                          |
| • Evolution and Biodiversity      | • Animal Physiology                               |
| • Human Physiology                | • Genetics and Evolution                          |
| • Measurement and Data Processing | • Human Physiology                                |

Apart from the options, all topics will be studied by all students with the higher level students studying each topic in greater depth than the standard level students.

| Assessment at a glance |                                  |     |     |
|------------------------|----------------------------------|-----|-----|
| Type                   | Format                           | HL  | SL  |
| External               |                                  | 80% | 80% |
| Paper 1                | Multiple-choice questions        | 20  | 20  |
| Paper 2                | Short answer & extended response | 36  | 40  |
| Paper 3                | Short answer & extended response | 24  | 20  |
| Internal               |                                  | 20% | 20% |
| IA                     | Individual Investigation         | 20  | 20  |

# Physics

## [Group 4]

### Course Description

Physics is a subject which needs an inquiring mind and is essential for students who intend to pursue a career in engineering or related areas. It is also an asset for any Science related area as well as those not sure of their future career path. In order to study Physics, students need to have interest, enthusiasm and dedication as well as a good standard in Science and Mathematics. The higher level course is suitable for students who have excelled in GCSE Science and also have a strong record of performance in Mathematics.

The IB Diploma Programme physics higher level course exposes students to this most fundamental experimental science, which seeks to explain the universe itself—from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of physics. They also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavours—and are important life-enhancing, transferable skills in their own right.

Students, moreover, study the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

#### Topics – Year 12

1. Measurements and uncertainties
2. Mechanics
3. Thermal physics
4. Circular motion and gravitation
5. Oscillations and waves
6. Electricity and magnetism

#### Topics – Year 13

7. Atomic, Nuclear and particle physics
8. Energy production

#### One option topic will be studied from:

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

#### Assessment at a glance

| Type     | Format                           | HL  | SL  |
|----------|----------------------------------|-----|-----|
| External |                                  | 80% | 80% |
| Paper 1  | Multiple-choice questions        | 20  | 20  |
| Paper 2  | Short answer & extended response | 36  | 40  |
| Paper 3  | Short answer & extended response | 24  | 20  |
| Internal |                                  | 20% | 20% |
| IA       | Individual Investigation         | 20  | 20  |

# **Environmental Systems and Societies**

**[Group 4]**

**Course Description**

# Environmental Systems and Societies

## [Group 4]

### Course Description

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

#### Course Content:

##### Core:

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

##### Options:

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

#### Assessment:

##### External Assessment:

Standard Level

Paper 1 - core 45 minutes

Paper 2 - core 1 hour 15 minutes

Paper 3 - option 1 hour

##### Internal Assessment:

Practical work

Group 4 project

##### Additional Information:

This subject is only available at Standard Level.

# Mathematics: Analysis and Approaches

## [Group 5]

### Course Description:

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalisation of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems. For students interested in mathematics, engineering, physical sciences, and some economics.

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

| Syllabus                                      | HL and SL  |
|---|--|
| Topic 1:                                      | Number and Algebra   |
| Topic 2:                                      | Functions  |
| Topic 3:                                      | Geometry and Trigonometry  |
| Topic 4:                                      | Statistics and Probability   |
| Topic 5:                                      | Calculus   |
| The toolkit and the mathematical exploration: | Investigative, problem-solving and modeling skills development leading to an individual exploration. |

### Assessment at a glance

| Type  | Format  | HL  | SL  |
|---|---|-----|-----|
| <b>External</b>                               |   | 80% | 80% |
| <b>Paper 1<br/>TECHNOLOGY<br/>NOT ALLOWED</b> | <b>Section A:</b> Compulsory short-response questions based on the syllabus.<br><b>Section B:</b> Compulsory extended-response questions based on the syllabus. | 30  | 40  |
| <b>Paper 2<br/>TECHNOLOGY<br/>ALLOWED</b>     | <b>Section A:</b> Compulsory short-response questions based on the syllabus.<br><b>Section B:</b> Compulsory extended-response questions based on the syllabus. | 30  | 40  |
| <b>Paper 3<br/>HL<br/>ONLY</b>                | Two compulsory extended response problem-solving questions.   | 20  | N/A |
| <b>Internal</b>                               |   | 20% | 20% |
| <b>Exploration</b>                            | A piece of written work that involves investigating an area of mathematics.   | 20  | 20  |

**Note:** The course requires the purchase of the **Graphics Display Calculator** (which is available to purchase from the Mathematics Department at discounted rate). This calculator may be used for all IB Examinations across the different subject areas where calculators are allowed.

# Mathematics: Applications and Interpretations

## [Group 5]

### Course Description

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

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

| Syllabus                                      | HL and SL  |
|---|--|
| Topic 1:                                      | Number and Algebra   |
| Topic 2:                                      | Functions  |
| Topic 3:                                      | Geometry and Trigonometry  |
| Topic 4:                                      | Statistics and Probability   |
| Topic 5:                                      | Calculus   |
| The toolkit and the mathematical exploration: | Investigative, problem-solving and modeling skills development leading to an individual exploration. |

| Assessment at a glance                    |   |            |            |
|---|---|------------|------------|
| Type                                      | Format  | HL         | SL         |
| <b>External</b>                           |   | <b>80%</b> | <b>80%</b> |
| <b>Paper 1<br/>TECHNOLOGY<br/>ALLOWED</b> | Section A: Compulsory short-response questions based on the syllabus.<br>Section B: Compulsory extended-response questions based on the syllabus. | 30         | 40         |
| <b>Paper 2<br/>TECHNOLOGY<br/>ALLOWED</b> | Section A: Compulsory short-response questions based on the syllabus.<br>Section B: Compulsory extended-response questions based on the syllabus. | 30         | 40         |
| <b>Paper 3 HL<br/>ONLY</b>                | Two compulsory extended response problem-solving questions.   | 20         | NA         |
| <b>Internal</b>                           |   | <b>20%</b> | <b>20%</b> |
| <b>Exploration</b>                        | A piece of written work that involves investigating an area of mathematics.   | 20         | 20         |

**Note:** The course requires the purchase of the **Graphics Display Calculator** (which is available to purchase from the Mathematics Department at discounted rate). This calculator may be used for all IB Examinations across the different subject areas where calculators are allowed.

# Theatre

## [Group 6]

### Course Description:

The aims of this course are threefold: to explore and thus understand how context informs practice and perception; to experiment with ways of exploring ideas and transforming those ideas into action; and to work both independently as well as collaboratively in order to explore and apply production, performance and presentation skills. For higher level students there is also an additional emphasis on researching the relationship between theatre theory and theatre practice. Students will learn how to understand and make links between various drama forms and their social, cultural and historical contexts.

This course will suit those students who are interested in developing life skills such as the building of confidence and the ability to work collaboratively in a creative way, as well as those students who already have an interest in Theatre, drama and The Arts. Students will grapple with the complexities of context, genre, text and the influence of a range of theatre practitioners, in order to attempt to begin to define the place and relevance of theatre in society. Students will be assessed through both practical and written work to demonstrate their knowledge.

Formal assessment will take place at the end of year 1 as well as throughout year two. During year one, there will be a number of tasks designed to prepare students for the expected standards of assessment. All the assessment is through coursework: there is no terminal exam. The assessment is of practical demonstrations and presentations made by students, as well as through written evidence to accompany the practical work.

### Content will vary according to the makeup of the group, and interests of the individual students and teachers but topics will include:

- A) Introduction to Theatre – How do we read a theatrical sign system?
- B) Documenting responses – The Journal
- C) Exploration of theatre makers and theatre practices – Theatre in context
- D) A practical understanding of the processes involved in making theatre
- E) Participation in performances and presentations about theatre – Presenting Theatre

Included in this course may be the opportunity to participate in theatre courses and have access to live theatre performances given by reputable and distinguished theatre companies. There will be a cost implication for students wishing to access these opportunities.

| Assessment at a glance       |   |     |     |
|------------------------------|---|-----|-----|
| Type                         | Format  | HL  | SL  |
| <b>External</b>              |   | 75% | 65% |
| <b>Solo Theatre Piece</b>    | A Students create and present a solo theatre piece based on theatre theorists                     | 35% | NA  |
| <b>Directors Notebook</b>    | Students develop ideas regarding how a play they have not studied could be staged for an audience | 20% | 35% |
| <b>Research Presentation</b> | Students deliver an individual presentation based on a convention of a theatrical tradition       | 20% | 30% |
| <b>Internal</b>              |   | 25% | 35% |
| <b>Collaborative project</b> | Students collaboratively create and present an original piece of theatre                          | 25% | 35% |



# Visual Arts

## [Group 6]

### Course Description:

This course is an exciting opportunity for students to develop aesthetic, imaginative, and expressive abilities through practical studio work as well as in-depth investigation and critical analysis. Within a thematic structure, they will have the opportunity to develop their sensitivity and appreciation of the visual world by investigating social, cultural, and contextual references and differences. Students will explore a variety of materials and processes, analysing stylistic and conceptual approaches, investigate past, present and emerging forms of visual arts, and develop their own ideas into a series of solutions stemming from personal and informed ideas.

Quality work in visual arts can be produced at both HL and SL. The aims and assessment objectives are the same for visual arts at both HL and SL.

The course content for HL and SL will be the same. Students at HL will have the opportunity to develop ideas and skills, and to produce a larger body of work, or work of greater depth.

### TOPICS

- Observational Recording of Work
- Art Theory & History
- 3D Art
- Comparative Analysis
- Mixed Media Art
- Two themed projects followed by exhibitions
- Photography
- Personal project followed by an exhibition

| Assessment at a glance               |   |     |     |
|--------------------------------------|---|-----|-----|
| Type                                 | Format  | HL  | SL  |
| <b>External</b>                      |   |     |     |
| <b>Comparative Study<br/>Paper 2</b> | A comparative study of differing artists and artworks   | 20% | 20% |
|                                      | A portfolio of works that provide evidence of experimentation, exploration, manipulation and refinement of a variety of visual arts activities. | 40% | 40% |
| <b>Internal</b>                      |   |     |     |
| <b>Exploration</b>                   | A selection of completed artworks set up in exhibition  | 40% | 40% |

# Music

## [Group 6]

### Course Description

Music is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP Music course is multifaceted and gives students the opportunity to actively engage in music as creators, performers and researchers. It emphasizes working both individually and collaboratively. The music course at both SL and HL requires no formal prior training in music. The course is designed to allow students to experience music on a personal level while expanding their musical identity. The individual student's prior experiences will determine the students' pathways through, and engagement with, the course.

Regardless of whether you plan to continue to study Music at university or not, the DP course will help lay the foundations for a lifelong engagement with Music and the Arts – which is likely to lead to an array of incredible and rewarding personal and collective experiences.

Completing the new DP Music program will enrich your appreciation and understanding of Music- as a listener, creator and as a player or singer. Students experience the course from contrasting artistic and cultural perspectives. They learn about music from around the world, the importance that music can have on the world. It enables you to discover and engage with different forms of music across time, place and culture, promoting international-mindedness and an appreciation of the diversity of music. The depth comes from studying and exploring not only your own personal connection and interaction with music but also how Music has developed and played a role in the lives of humans and communities throughout time and place and indeed, how it continues to develop and change.

Apart from personal enrichment, I also understand that for many of you your focus right now is picking subjects that you believe a future employer or university entrance board will recognize as valuable. In a world where many of the jobs of the future are yet to be even conceived, skills such as creativity, collaboration, empathy and innovation are highly valued.

| Assessment at a glance       |                                   |     |     |
|------------------------------|-----------------------------------|-----|-----|
| Type                         | Format                            | HL  | SL  |
| External                     |                                   | 50% | 70% |
| Exploring music in context   | Essay/composition/performance     | 20% | 30% |
| Presenting music             | Essay/composition/performance     | 30% | 40% |
| Internal                     |                                   | 50% | 30% |
| Experimenting with music     | Essay/composition/performance     | 20% | 30% |
| The contemporary music maker | Multimedia presentation (HL only) | 30% |     |

