

IBDP Subject Information Booklet



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PRINCIPAL'S MESSAGE

Dear Parents and Students,

This IBDP Information booklet has been collated to help families make the best possible subject choices for Years 5 and 6. Choices made now will affect subsequent university choices as well as, ultimately, future jobs and career pathways.

Students will need to consider each option carefully in discussion with their teachers and parents before making the final selection. Once chosen, students are expected to commit themselves to the courses and to see them through to examination in 2022. Option changes are only permitted up to three weeks after the courses begin, unless there are exceptional circumstances.

In making their choices, students must consider their strengths and weaknesses, their interests and possible future plans. Choosing a particular subject because someone else in the family or someone in one's circle of friends thinks it is a good idea is unwise. Students should spend time reading the course requirements and outlines in this booklet carefully, discussing them with their teachers and also their parents.

Please note the following points:

- Students must choose six subjects – one subject from each of the six different Groups 1 to 6.
- In addition, all students take Theory of Knowledge (in English or Chinese), the 4000-word Extended Essay and complete the Creativity, Activity and Service (CAS) requirements.
- Three subjects are studied at Higher Level and three at Standard Level. Students must have gained an A or B grade in IGCSE, 'O' Levels, or the school's Preliminary Examination in that subject in order to take it at Higher Level.
- Students looking to study medicine or engineering must study two sciences – usually at Higher Level. Please note that a course combination which includes Higher Level Mathematics and two Higher Level Science subjects is a very difficult combination academically involving a high level of stress (!)
- Students may not opt for both Economics and Business Management.
- The final decision concerning the option choices is subject to approval by the relevant Heads of Faculty and the Senior Division Vice-Principal based on past academic performance and the potential of the individual student.
- In subjects with restricted numbers (due to popularity and/or limited qualified teachers), priority is given to students who gain Direct Admission as a result of their Preliminary Examination scores.

Finally, students are reminded to spend time talking to teachers, researching possible career pathways for recommended subject choices, attending the IBDP Information Session, and making considered choices in conjunction with their parents before submitting their application by the due date.

The IBDP is a very highly rated pre-university qualification which is recognised around the world – the “gold standard” in international education. However, it is also a very rigorous and stressful programme, and not for everyone. No wonder IB graduates describe themselves as 'IB Survivors'! We recommend that you reflect strongly and choose carefully!

With best wishes for a successful IBDP journey.

Gavin Kinch
Principal



CORE

CREATIVITY ACTIVITY SERVICE

What is CAS

- The CAS requirement is a fundamental part of the programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies.
- CAS is about taking risks, exploring, challenging oneself and personal development.
- CAS is designed to encourage students to take up **NEW ROLES** and to learn **NEW SKILLS**.
- Although there are three elements – Creativity, Activity and Service, it is important not to consider them as mutually exclusive. Students should find opportunity to bridge all three areas.
- Creativity is interpreted broadly to include a wide range of arts as well as the creativity students demonstrate in designing and implementing several other projects.
- Activity can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.
- Service encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people.
- Students are encouraged to be involved in weekly CAS activities for an **18-month duration**
- A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and to others, and to evaluate the understanding and insights acquired.
- It is based on the philosophy of the International Baccalaureate programme – *learning beyond the classroom*.

CAS at ACS (International)



It cannot be stressed enough that CAS is a **diploma requirement** and that failure to complete a sustained programme of CAS for approximately 18 months of the two – year course may result in the final diploma not being awarded to the student.

At ACS (International), the focus of each student's programme will be on a balance of creativity, activity and service, and on the quality of the projects chosen and the reflections on them. ACS (International) encourages students to meet all the outcomes and to go beyond them where possible. Hours spent on an activity will not be counted. Assessment is based on the quality of the reflections, a well-balanced CAS portfolio of activities and a continuous process throughout the duration of the diploma programme. Students are encouraged to plan accordingly:

Three major experiences

For example, CCAs /

CAS Modules / Leadership

A variety of minor experiences

For example, House activities /

International Day / Celebrations

We suggest that students complete a majority of their CAS requirement in Year 5, but activities continue into Year 6, whilst allowing time for completion of course deadlines and exam preparation.

It is the role of the CAS Coordinator and a team of CAS Advisors to monitor student progress and to give advice, not to push students through CAS. It is the student's responsibility to complete the CAS component of the IB, using planning skills and self-discipline.

CAS Overview

Year	Month	CAS Activity and Deadlines
Year 5	January	CAS Orientation Programme Planning Semester 1 CAS Portfolio
	February	Experiences begin Set up ManageBac Online Profiles & Portfolios First monthly reflection / evidence ManageBac training for Y5 students Complete first End of Month reflections Students sign-up for CAS Service Trips CAS Advisors do a quick check to ensure all tutees are uploading activities and reflections correctly
	March	Reflections
	April	CAS Advisors do a quick check to ensure all tutees are uploading activities and reflections correctly All students to start planning a collaborative CAS project Reflections
	May	CAS Interview 1 Reflections CAS Project Action Plan check (collaborative and meets the outcomes)
	July	CAS Advisors do a quick check to ensure all tutees are uploading activities & reflections correctly Planning Reflections
	August	Reflections
	September	Reflections
	October	Reflections Interview No. 2 – CAS Advisors
	November	EOM Reflections
Year 6	January	Planning Semester 1 CAS Portfolio Experiences begin Reflections
	February	Reflections
	March	Reflections
	April	Reflections
	May	EOM Reflections
	June	EOM Reflections
	August	CLOSING OF ALL CAS PORTFOLIOS
	September	Interview No. 3 – CAS Advisors
	Oct	SUBMISSION OF PORTFOLIO TO IBO



Sample CAS Activities and Opportunities for Project Planning

<p> <u>Creativity Modules</u> Cookery T-Shirt Design Ceramics Robotics Photography First Aid Any Performing Arts CCA <u>Local Services</u> Visits to Intellectually Disabled Home Visits to Homes for the Elderly Visit to Children's Homes Migrant Workers Centre The Red Cross </p>	<p> <u>Activity Modules</u> Zumba Contemporary Dance Self-Defense Swimming for Survival Rock Climbing Archery Badminton Netball Touch Rugby Football <u>Whole School opportunities</u> Co-Curriculum Activities International Day LNY Celebrations </p>	<p> Founder's Day <u>Leadership Opportunities</u> Student Council Ambassadors House Prefects <u>Overseas Service Trips</u> Cambodia Vietnam Thailand Indonesia Nepal Southern Africa Malaysia </p>
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Source: IBO

EXTENDED ESSAY

Nature of the Extended Essay

The Extended Essay (EE) is a unique opportunity for students to explore an academic area in which they have a personal interest. This takes the form of an independently written research paper that allows students to demonstrate their passion, enthusiasm, intellectual initiative and/or creative approach for their chosen topic. Such topics can range from focused, in-depth analyses of specific elements of a subject to critically evaluating responses to issues of global significance in the case of the world studies extended essay. Students develop important transferable skills such as research, critical thinking, and self-management, which are communicated in the form of an academic piece of writing. **Emphasis is placed on engagement and reflection on the research process, highlighting the journey the student has made on an intellectual and personal level and how it has changed them as a learner and affected the final essay.**

Students complete an EE in a specific discipline or in one of the interdisciplinary options available. In a disciplinary essay students must demonstrate their knowledge and understanding of the theories, tools and techniques of a specific discipline explored through a topic of their choice. Students who choose a world studies extended essay must demonstrate how their understanding of an issue of contemporary global significance is enhanced by taking an interdisciplinary approach.

An important aim of the EE, as part of the Diploma Programme core is to support and be supported by the academic disciplines. Whichever subject is chosen, the EE is concerned with exploring a specific research question through interpreting and evaluating evidence, and constructing reasoned arguments. In undertaking the EE, students model many of the elements of academic research by locating their topic within a broader disciplinary context, or issue in the case of a world studies extended essay, justifying the relevance of their research and critically evaluating the overall strength of the arguments made and sources used. Guided through this process by a supervisor, students are encouraged to reflect on insights gained, evaluate decisions, and respond to challenges encountered during the research.

Embedded within the process of writing the EE are many elements of the approaches to learning (ATL). While research skills are fundamental to successful completion, other ATL skills are implicit in the task. As the EE is an independent task, it requires students to self-manage by developing organisation and affective skills, including mindfulness, perseverance, resilience and self-motivation. The process of researching and writing the EE represents the learner profile in action. Being open-minded, principled and reflective are aspects of the student experience within the EE. The EE provides students with the opportunity to become more internationally minded by engaging with the local and global communities on topics of personal inquiry. The development of the learner profile attributes help to unify IB learners in a larger community in this shared experience.

The EE is a challenging and rewarding experience, which prepares students for different pathways beyond the Diploma Programme by developing skills valued by both tertiary education and employers. The EE embodies the essence of an IB education in developing inquiring, critical, lifelong learners.

Aims

The aims are for students to:

- engage in independent research with intellectual initiative and rigour;
 - develop research, thinking, self-management and communication skills; and
 - reflect on what has been learned throughout the research and writing process.
- Aims
- The aims of the extended essay are for students to:
 - engage in independent research with intellectual initiative and rigour
 - develop research, thinking, self-management and communication skills
 - reflect on what has been learned throughout the research and writing process.



Assessment Objectives

In working on the EE, students are expected to achieve the following assessment objectives.

Knowledge and Understanding

- To demonstrate knowledge and understanding of the topic chosen and the research question posed
- To demonstrate knowledge and understanding of subject specific terminology and/or concepts
- To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information

Application and Analysis

- To select and apply research that is relevant and appropriate to the research question
- To analyse the research effectively and focus on the research question

Synthesis and Evaluation

- To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question
- To be able to critically evaluate the arguments presented in the essay
- To be able to reflect on and evaluate the research process

A Variety of (Research) Skills

- To be able to present information in an appropriate academic format
- To understand and demonstrate academic integrity

Reflection in the Extended Essay

Student reflection in the EE is a critical evaluation of the decision-making process. It demonstrates the evolution and discovery of conceptual understandings as they relate to the research question and sources. Reflection demonstrates the rationale for decisions made and the skills and understandings developed, as well as the authenticity and intellectual initiative of the student voice. Effective reflection highlights the journey the student has taken to engage in an intellectual and personal process as well as how it has changed him or her as a learner and affected the final essay.

As a part of the EE, students will be expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity. This should be facilitated by the use of the Researcher's reflection space. The most successful students will be able to show an appreciation that learning is complex and that they are able to consider their actions and ideas in response to setbacks that they may experience during the research process.

The depth of reflection will demonstrate that the student has constructively engaged with the learning process. Such engagement provides evidence that the student has grown as a learner as a result of his or her experience. More importantly, it demonstrates the skills that have been learned.

These skills may include:

- Critical thinking
- Decision-making
- General research
- Planning
- Referencing and citations
- Specific research methodology
- Time management

Reflection must be documented on the Reflections on Planning and Progress Form and is explicitly assessed under Assessment Criterion E (Engagement). Overview of the assessment criteria for the extended essay



Assessment

Assessment of the EE is a combination of formative assessment (the Reflections on Planning and Progress Form) and summative assessment (the EE itself). Generic assessment criteria are used with subject-specific interpretations.

Overview of Assessment Criteria

Criterion A <i>Focus and Method</i>	Topic Research Question Methodology	6 marks
Criterion B <i>Knowledge and Understanding</i>	Context Subject-specific terminology and concepts	6 marks
Criterion C <i>Critical Thinking</i>	Research Analysis Discussion and evaluation	12 marks
Criterion D <i>Presentation</i>	Structure Layout	4 marks
Criterion E <i>Engagement</i>	Process Research focus	6 marks

Total: 34 marks

Grade Descriptors

Grade A
Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements.
Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

Grade B
Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay.
Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.



Grade C

Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources — however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied.

Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

Grade D

Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; the attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; and structural and layout elements that are missing.

Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

Grade E (failing condition)

Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements.

Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.



Award of Diploma Points

The EE contributes to the overall diploma score through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student's combined performance in both the EE and Theory of Knowledge (TOK).

Both the EE and TOK are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a student's performance in each of the EE and theory of knowledge will fall into one of the five bands described previously.

The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the EE and TOK according to the following matrix.

The Diploma Points Matrix

The following new matrix will be adopted from the May 2015 session.

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

Source: IBO

THEORY OF KNOWLEDGE

Course Description

Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is part of the core of the Diploma Programme, and a compulsory element for the attainment of a full Diploma.

The TOK course examines how we know what we claim to know. TOK is primarily concerned with **knowledge questions**. A **knowledge question** is an open question about knowledge, e.g. “How can it be that scientific knowledge changes over time?” Knowledge questions are the starting point for the framing of **knowledge claims** and **knowledge counterclaims**. An example of a **knowledge claim** is the assertion that “Scientific knowledge becomes more accurate over time with new discoveries.” An example of a **knowledge counterclaim** is that “On the other hand, scientific knowledge over time may not be more accurate because of problems of measurement.”

Discussion forms the backbone of the TOK course. Students are invited to consider knowledge questions against the backdrop of their experiences of knowledge in their other Diploma Programme subjects, but also in relation to the practical experiences offered by Creativity, Activity, Service (CAS), and the formal research that takes place for the Extended Essay. The experiences of the student outside school also have a role to play in these discussions. In addition, international-mindedness and the attributes of the IB Learner Profile are essential aspects that are seamlessly integrated into the TOK course.

Aims

The aims of the course are to:

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

Knowledge and the Knower

The new course comprises three closely connected parts: one compulsory “core theme”; five optional themes, which schools select two of; and five areas of knowledge. Forming a key part of the update, a new core theme “Knowledge and the Knower” has been developed where students will reflect on themselves as knowers and on what shapes their own views and perspectives. This has been designed to have strong links to the IB Learner Profile and to help make the course engaging and relevant for students.

Areas of Knowledge

Once the new updates come into effect, there will also be five compulsory Areas of Knowledge, which will ensure that students engage with the arts, mathematics, history, human sciences and natural sciences, and have an opportunity to make connections and comparisons between these different areas. There are also five optional themes, of which two must be chosen. These include knowledge and technology; knowledge and language; knowledge and indigenous societies; knowledge and politics, and knowledge and religion.



Ethics

An underlying theme of the new TOK course is a greater focus on ethics, which will now be embedded throughout all of the themes and the Areas of Knowledge. Students will be encouraged to focus on ethical concerns relating to how knowledge is produced, acquired, applied, shared and communicated.

Jenny Gillett, Senior Curriculum Manager, IB, comments: "*The IB has been providing high quality education to learners all over the globe for over 50 years, and where our pedagogy remains consistent, we are frequently looking for new ways to update our courses to keep pace with the ever-changing world in which we live. The new TOK has been designed to be more relevant to today's learner than ever before. For example, the new 'knowledge and technology' optional theme will enable students to discuss important issues such as fake news, and the impact of social media, questioning the impact of technology on knowers and knowledge, and how it helps and hinders our pursuit of knowledge. These are valuable conversations that will not only influence the way our students learn in the classroom, but how they direct their lives beyond school too.*"

Course Outline and Teaching Hours

Course Elements	Minimum Teaching Hours
<p>Core Theme: Knowledge and the Knower This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.</p>	32
<p>Optional Themes Students are required to study two optional themes from the following five options: Knowledge and technology Knowledge and language Knowledge and politics Knowledge and religion Knowledge and indigenous societies</p>	
<p>Areas of Knowledge Students are required to study the following five areas of knowledge. History The human sciences The natural sciences The arts Mathematics</p>	50
<p>Assessment Students are required to complete two assessment tasks. TOK exhibition (internally assessed and externally moderated) TOK essay on a prescribed title (externally assessed)</p>	18
Total Minimum Teaching Hours	100



Assessment Objectives

Having followed the TOK course, students should be able to:

- demonstrate TOK thinking through the critical examination of knowledge questions;
- identify and explore links between knowledge questions and the world around us;
- identify and explore links between knowledge questions and areas of knowledge;
- develop relevant, clear and coherent arguments;
- use examples and evidence effectively to support a discussion;
- demonstrate awareness and evaluation of different points of view; and
- consider the implications of arguments and conclusions.

Changes in Assessment and Marking Policy

The way TOK is delivered within schools will change in line with the new update, including the way it is assessed. A new TOK exhibition task is being introduced, with a focus on demonstrating how TOK manifests in the real world. The exhibition replaces the current Internal Assessment (IA) presentation with an entirely new task and moderation process, and will also provide an opportunity for schools to deliver exciting exhibition activities that help raise the profile of TOK in their school.

In addition, the essay component of TOK assessment will focus specifically on the Areas of Knowledge, and will require students to discuss highly stimulating knowledge questions, such as whether it is artificial to divide mathematics and natural sciences into separate Areas of Knowledge, or how important the opinions of experts are in the search for knowledge. The changes aim to make expectations clearer, and allow assessment to be more accessible for the learner, while remaining the unique and challenging course TOK is known for being.

TOK Exhibition (Internal Assessment, 33% of final mark)

The TOK exhibition is focused on how TOK manifests in the real world, and can take many forms, for example, a school-wide exhibition, or one held during a normal lesson. This new assessment requires students to create an exhibition based on a prompt, for example, “Are some types of knowledge more useful than others?” They will be given a number of prompts from which to choose, and ONE is chosen. Students will then identify THREE objects (artifacts) that show how this knowledge question (prompt) manifests in the world around them. They consequently write a 300-word commentary to accompany each object, which justifies the inclusion of those objects in the exhibition. The students will submit a file containing the images of their objects, and their written commentaries, to their teacher to mark. Exactly the same file is then submitted to the IBO for moderation.

TOK Essay on a prescribed title (External Assessment, 67% of final mark)

The TOK essay will focus on specific knowledge questions already framed. Students will choose ONE prescribed title from a series of six titles provided by the IBO. The maximum word limit is 1600. Each title will require discussion of two areas of knowledge, and students need to show evidence of a clear, critical and coherent exploration of the essay title. Specimen titles include: “How important are the opinions of experts in the search for knowledge? Answer with reference to The Arts and one other area of knowledge.” “Is the division of the Natural sciences and Mathematics into separate areas of knowledge artificial?” The essay is uploaded electronically, and externally assessed by an IB examiner using holistic/global impression marking.



Timetable and Procedures for Assessments

The TOK Exhibition will take place at the end of Year 5 as by then students will have developed the necessary skills to enable them to critically apply knowledge questions to the world around them. Further, the administration of the TOK Exhibition will follow common procedures for all TOK teachers, including use of a prescribed TOK assessment instrument and completion of all relevant paperwork by the prescribed deadline. All TOK Essays will be completed in Term 3 of Year 6 according to a timeline prepared by the TOK Coordinator.

Deadlines for completion of Exhibitions and submission of drafts and final versions of the TOK essays will be strictly enforced.

Policy Regarding Malpractice

All Presentations will be checked for malpractice including plagiarism. All Essays must be submitted through ManageBac to be checked by *Turnitin* for plagiarism or other forms of malpractice. The date for submission of a draft to the TOK teacher will be announced several weeks prior to the deadline. All essays must be checked by the TOK teacher for any form of malpractice. All work must be the student's own.

Both the school and the IB have a zero-tolerance policy for any form of malpractice. If a student is found to have committed any form of malpractice in preparing his or her Presentation or Essay, the consequences will be severe, including not being awarded an IB Diploma.

Source: IBO



GROUP 1

LANGUAGE AND LITERATURE

A key aim of the course is to encourage students to question the meaning generated by language and texts. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

Language A: Language and Literature comprises four parts — two relate to the study of Language and two to the study of Literature. The course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary can be seen as autonomous yet simultaneously related to culturally determined reading practices. A wider aim of the course is the development of an understanding of “critical literacy” in students.

ACS (International) offers the course at Standard Level (SL) and Higher Level (HL) in the following languages: English and Chinese.

Who is the target student for Language A: Language and Literature course?

Students undertaking the Group 1 courses must be proficient in the language in which they are studying it. However, they will often have varied language profiles and may be multilingual.

What is the difference between Higher and Standard Levels?

Higher and Standard Levels are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at higher level, and the level of difficulty and demands of assessment and assessment criteria.

How is the course assessed?

Below is a short summary of the assessment outline of Language A: Language and Literature course.

Standard Level

Assessment	External/Internal	Weighting
<p>Paper 1: Guided Textual Analysis (75min) The paper consists of two non-literary passages, from two different text types, each accompanied by one question. Students choose one passage and write an analysis of it.</p>	<p>Externally assessed 20 marks</p>	<p>35%</p>
<p>Paper 2: Comparative Essay (1h 45min) The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course.</p>	<p>Externally assessed 30 marks</p>	<p>35%</p>
<p>Individual Oral (15min) Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.</p>	<p>Internally assessed but externally moderated 40 marks</p>	<p>30%</p>



Higher Level

Assessment	External/Internal	Weighting
<p>Paper 1: Guided Textual Analysis (2h 15min) The paper consists of two non-literary passages, from two different text types, each accompanied by one question.</p> <p>Students write an analysis of each passage.</p>	<p>Externally assessed</p> <p>40 marks</p>	<p>35%</p>
<p>Paper 2: Essay (1h 45min) The paper consists of four general questions.</p> <p>In response to one question students write a comparative essay based on two works studied in the course.</p>	<p>Externally assessed</p> <p>30 marks</p>	<p>20%</p>
<p>Higher Level (HL) Essay (NA) Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course.</p> <p>The essay must be 1,200–1,500 words.</p>	<p>Externally assessed</p> <p>20 marks</p>	<p>20%</p>
<p>Individual Oral (15min) Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.</p>	<p>Internally assessed but externally moderated</p> <p>40 marks</p>	<p>20%</p>

Source: IBO



LITERATURE (FOR OTHER LANGUAGES)

IBO begins its first examinations on a new curriculum in 2020. Language A: Literature is the subject through which the IB's policy of mother-tongue entitlement is delivered. That policy promotes respect for the literary heritage of the student's home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction.

Through the study of a wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches.

ACS (International) offers the course at Standard Level (SL) and Higher Level (HL) in the following languages: Japanese, Korean and Vietnamese (SL only).

Who is the target student for Language A: Literature course?

Students undertaking the Language A: Literature course must be proficient in the language in which they are studying it. However, they will often have varied language profiles and may be multilingual.

This course is recommended for learners who are passionate about Literature but a must for those who wish to pursue studies in Literature at university level.

What is the difference between Higher and Standard Levels?

Higher and Standard Levels are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at higher level, and the level of difficulty and demands of assessment and assessment criteria.

How is the course assessed?

Below is a short summary of the assessment outline of Language A: Literature course.

Standard Level

Assessment	External/Internal	Weighting
Paper 1: Guided Literary Analysis (1h 15min) The paper consists of two passages from different literary forms, each accompanied by a question. Students choose one and write a guided literary analysis of it.	Externally assessed 20 marks	35%
Paper 2: Essay (1h 45min) The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied during the course.	Externally assessed 30 marks	35%
Individual Oral (15min) Supported by an extract from one work written in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issues of your choice is presented through the content and form of two of the works that you have studied.	Internally assessed but externally moderated 40 marks	30%



Higher Level

Assessment	External/Internal	Weighting
<p>Paper 1: Guided Literary Analysis (2h 15min) The paper consists of two literary passages, from two different literary forms, each accompanied by a question.</p> <p>Students write an analysis of each of the passages.</p>	<p>Externally assessed</p> <p>40 marks</p>	<p>35%</p>
<p>Paper 2: Comparative Essay (1h 45min) The paper consists of four general questions.</p> <p>In response to one question students write a comparative essay based on two works studied during the course.</p>	<p>Externally assessed</p> <p>30 marks</p>	<p>25%</p>
<p>Higher Level (HL) Essay (NA) Students submit an essay (1,200–1,500 words) on one literary text or work studied during the course.</p>	<p>Externally assessed</p> <p>20 marks</p>	<p>20%</p>
<p>Individual Oral (15min) Supported by an extract from one work written in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issues of your choice is presented through the content and form of two of the works that you have studied.</p>	<p>Internally assessed but externally moderated</p> <p>40 marks</p>	<p>20%</p>

Source: IBO



SSST LITERATURE STANDARD LEVEL (FOR OTHER LANGUAGES)

Language A: Literature School Supported Self Taught (SSST) Standard Level (Other Languages)

IB begins its first examinations of a new curriculum in 2021. Language A: Literature is the subject through which the IB's policy of mother-tongue entitlement is delivered. This document promotes respect for the literary heritage of the student's home language and provides an opportunity for students to continue to develop reading, writing and oral skills in their mother tongue while studying in a different language of instruction.

SSST students will work closely with the SSST Supervisor in school and an external tutor appointed by the school in consultation with the parents. Through the study of a wide range of literature, the Language A: SSST Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading as well as Global Issues. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches.

ACS (International) offers the course at Standard Level (SL) only.

Who is the target student for Language A: Literature course?

Students undertaking the Language A: Literature course must be proficient in the target language. However, they will often have varied language profiles and may be multilingual. It is expected the students can read, write, speak and listen in the target language. This course is recommended for students who are passionate about literature but a must for those who wish to pursue studies in Literature at university level.

How is the course assessed?

Below is a summary of the assessment of Language A: SSST Literature course.

Standard Level

Assessment	External/Internal	Weighting	Type of Text
Paper 1: Guided Literary Analysis (1h 15min) The paper consists of two passages from different literary forms, each accompanied by a question. Students will choose one of the passages and write an analysis of it focusing on the technical or formal aspect the question proposes or another similar aspect of the student's choice.	Externally assessed 20 marks	35%	Unseen, two different literary forms
Paper 2: Comparative Essay (1h 45min) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied during the course.	Externally assessed 30 marks	35%	Any two works studied (with the exception of those used for the individual oral assessment)
Individual Oral (15min) This component consists of a prepared individual oral. Students will be asked to discuss two of the works studied in relation to a global issue present in both of them. The delivery of the oral must not take more than 15 minutes.	Externally assessed 40 marks	30%	A work originally written in the language studied and one studied in translation

Source: IBO



GROUP 2

ENGLISH B HIGHER LEVEL

English B Higher Level course strongly emphasises the importance of intercultural awareness and understanding, and the need to create cultural prototypes rather than accentuate cultural stereotypes. Students will develop advanced English communicational and interactive skills as well as strengthen their academic English reading and writing skills.

Aims

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance;
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes;
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures;
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar;
- Develop students' awareness of the importance of language in relation to other areas of knowledge;
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills;
- Provide students with a basis for further study, work and leisure through the use of an additional language; and
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

What is the overall aim of the course?

The main focus of the course is on language acquisition and intercultural understanding. While acquiring the language, students will explore the culture(s) connected to it. Through the study of the core topics and the options and two literary works students build the necessary skills to reach the assessment objectives and develop their receptive, productive and interactive skills.

The framework of this new curriculum centres on the following five themes:

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

Students study a range of authentic personal, professional and mass media texts. In line with the IB Approaches to Learning, students also broaden their conceptual understanding of texts through the study of audience and purpose, context of production and meaning and variation of text.

Students are also required to study two literary works at Higher Level.

- *The House on Mango Street* by Sandra Cisneros
- *The Whale Rider* by Witi Ihimaera

ACS (International) offers the course at Higher Level (HL) only.

Are weaker students still able to learn key language skills?

Yes, The English B HL course covers key areas of grammar such as tenses, sentence formation and punctuation.

What other skills will students learn?

Students also develop advanced reading and writing skills that they may apply in other subjects and their future university studies.



Is English B HL an easy subject?

The English B HL course is a challenging course. Students are required to move beyond simple language proficiency and pay particular attention to the role of language in relation to the many areas involved in the construction of meaning and understanding of particular issues.

What is the highest grade for English B HL?

As with all IB subjects, the highest attainable grade is 7.

Assessment Objectives

There are six assessment objectives for English Language B:

- Communicate clearly and effectively in a range of contexts and for a variety of purposes
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- Understand and use language to express and respond to a range of ideas with fluency and accuracy
- Identify, organise and present ideas on a range of topics
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts
- Understand and use works of literature written in the target language

How is the course assessed?

Below is a summary of the assessment outline of English B HL course.

Higher Level

Assessment component	Weighting
External Assessment (3h 30min) Paper 1 (1h 30min) Productive skills — Writing (30 marks) 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.	75%
Paper 2 (2h) Receptive skills — Separate sections for listening and reading (65 marks) Listening comprehension (1h) (25 marks) Reading comprehension (1h) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	25%
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
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 of the themes from the syllabus. (30 marks)	25%

Source: IBO



LANGUAGE AB INITIO STANDARD LEVEL

Aims

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance;
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes;
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures;
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar;
- Develop students' awareness of the importance of language in relation to other areas of knowledge;
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills;
- Provide students with a basis for further study, work and leisure through the use of an additional language; and
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

What is the overall aim of the course?

The Language *ab initio* 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. The main focus of the courses is on the acquisition of language required for purposes and situations usual in everyday social interaction. Language *ab initio* courses are only available at standard level. Language *ab initio* courses aim to develop a variety of linguistic skills, and a basic awareness of the culture(s) using the language.

The core syllabus must be the foundation for any language *ab initio*. It is divided into five themes with which the students should become familiar in order to develop a vocabulary range that covers the most common situations in everyday life. Each theme consists of 20 topics that must be addressed in the course.

These themes are as follows:

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

Language-specific Syllabus

For each of the *ab initio* languages on offer, a specific syllabus has been produced. These are structured to follow the topics of the core syllabus and include both prescribed grammar and lexicon necessary for the course.

ACS (International) offers the course at Standard Level (SL) in the following Language *ab initio*: French*, Japanese*, Mandarin and Spanish.

**Language options cited cannot be guaranteed and are subject to staffing and student enrolment.*

Who is the target student for Language *ab initio* SL?

The Language *ab initio* SL course is for a beginner who has little or no previous experience of the language.



How is the course assessed?

Below is a summary of the assessment outline of Language *ab initio* SL course.

Standard Level

Assessment	External/Internal	Duration	Weighting
Paper 1: Writing Two written tasks of 70–150 words each.	Externally assessed	1h	25%
Paper 2: Listening and Reading Listening comprehension Reading comprehension		45min 1h	50%
Individual Oral Commentary A conversation with teacher, based on a <i>visual stimulus</i> and at least one additional course theme.	Internally assessed in the FINAL YEAR Taped & submitted to IBO for moderation	10min	25%

Source: IBO



LANGUAGE B (OTHER LANGUAGES)

Language B courses strongly emphasise the importance of intercultural awareness and understanding, and the need to create cultural prototypes rather than accentuate cultural stereotypes.

Aims

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance;
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes;
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures;
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar;
- Develop students' awareness of the importance of language in relation to other areas of knowledge;
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills;
- Provide students with a basis for further study, work and leisure through the use of an additional language; and
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

What is the overall aim of the course?

The main focus of the course is on language acquisition and intercultural understanding. While acquiring the language, students will explore the culture(s) connected to it. Language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at higher and standard levels, plus two literary works at higher level, students build the necessary skills to reach the assessment objectives of Language B through the expansion of their receptive, productive and interactive skills.

The framework of this new curriculum centres on the following five themes:

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

Students are also required to study two literary works at Higher Level.

ACS (International) offers the course at Standard Level (SL) and Higher Level (HL), in the following languages: Chinese B HL/SL, French B HL/SL, Hindi B SL*, Malay B SL, Tamil B SL and Spanish B SL.

**Language options cited cannot be guaranteed and are subject to staffing and student enrolment.*

Who is the target student for Language B SL?

The Language B SL course is for a language learner who has two to five years' experience of the language.

Who is the target student for Language B HL?

The Language B HL course is for a language learner who intends to study the language to meet a Diploma Programme requirement and who has four to five years' experience of the language.



What is the difference between Higher and Standard Levels?

Higher and Standard Levels are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at higher level, and the level of difficulty and demands of assessment and assessment criteria.

Assessment Objectives

There are six assessment objectives for Language B:

- Communicate clearly and effectively in a range of contexts and for a variety of purposes
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- Understand and use language to express and respond to a range of ideas with fluency and accuracy
- Identify, organise and present ideas on a range of topics
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts
- Understand and use works of literature written in the target language

How is the course assessed?

Below is a summary of the assessment outline of Language B course.

Standard Level

Assessment	External/Internal	Duration	Weighting
Paper 1: Writing One writing task of 250–400 words from a choice of three themes.	Externally assessed	75min	25%
Paper 2: Listening and Reading Listening Comprehension Reading Comprehension	Externally assessed	45min 1h	50%
Individual Oral Commentary A conversation with teacher, based on a visual stimulus, followed by discussion based on an additional theme.	Internally assessed, but externally moderated by IBO	15min	25%

Higher Level

Assessment	External/Internal	Duration	Weighting
Paper 1: Writing One writing task of 450–600 words from a choice of three themes.	Externally assessed	75min	25%
Paper 2: Listening and Reading Listening Comprehension Reading Comprehension		1h 1h	50%
Individual Oral commentary A conversation with teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more themes.		15min	25%

Source: IBO



GROUP 3

BUSINESS MANAGEMENT

Nature of the Subject

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organisations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organising resources. Profitmaking, risk-taking and operating in a competitive environment characterize most business organisations.

Although Business Management shares many skills and areas of knowledge with other humanities and social sciences, it is distinct in a number of ways. For example Business Management is the study of decision-making within an organisation, whereas economics is the study of scarcity and resource allocation, both on micro and macro levels. Business Management examines the use of information technology in business contexts, whereas information technology in a global society (ITGS) critically examines its impact on other fields, such as health and government.

Business Management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business Management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. Business Management is, therefore, perfectly placed within the individuals and societies subject area: aiming to develop in students an appreciation both for our individuality and our collective purposes.

ACS (International) offers the course at Standard Level (SL) and Higher Level (HL).

Course Objectives

The aims of the course are to:

- encourage a holistic view of the world of business;
- empower students to think critically and strategically about individual and organisational behaviour;
- promote the importance of exploring business issues from different cultural perspectives;
- enable the student to appreciate the nature and significance of change in a local, regional and global context;
- promote awareness of the importance of environmental, social and ethical factors in the actions of individual and organisations; and
- develop an understanding of the importance of innovation in a business environment.

Teaching Methodology

- Presentations
- Videos
- Group discussions
- Classroom games
- Field trips

Conceptually Focused Teaching

The following six concepts underpin the Business Management course:

- Change
- Culture
- Ethics
- Globalisation
- Innovation
- Strategy



Differences Between Standard and Higher Levels

The SL course differs from the HL course in terms of the:

- recommended hours devoted to teaching (240 hours for HL compared to 150 hours for SL)
- extra depth and breadth required (extension units for HL)
- nature of the internal assessment task
- nature of the examination questions

Syllabus Outline

Topic 1: Business organisation and environment

- 1.1 Nature of business activity
- 1.2 Types of organisation
- 1.3 Organisational objectives
- 1.4 Stakeholders
- 1.5 External environment
- 1.6 Growth and evolution
- 1.7 Organisational planning tools **[HL]**

Topic 2: Human resources

- 2.1 Functions and evolution of human resource management
- 2.2 Organisational structure
- 2.3 Leadership and management
- 2.4 Motivation
- 2.5 Organisational (corporate) culture **[HL]**
- 2.6 Industrial/employee relations **[HL]**

Topic 3: Accounts and finance

- 3.1 Sources of finance
- 3.2 Costs and revenues
- 3.3 Break-even analysis
- 3.4 Final accounts (some HL only)
- 3.5 Profitability and liquidity ratio analysis
- 3.6 Efficiency ratio analysis **[HL]**
- 3.7 Cash flow
- 3.8 Investment appraisal (some HL only)
- 3.9 Budgets **[HL]**

Topic 4: Marketing

- 4.1 The role of marketing
- 4.2 Marketing planning (including introduction to the four Ps)
- 4.3 Sales forecasting **[HL]**
- 4.4 Market research
- 4.5 The four Ps (product, price, promotion, place)
- 4.6 The extended marketing mix of seven Ps **[HL]**
- 4.7 International marketing **[HL]**
- 4.8 E-commerce

Topic 5: Operations management

- 5.1 The role of operations management
- 5.2 Production methods
- 5.3 Lean production and quality management **[HL]**
- 5.4 Location
- 5.5 Production planning **[HL]**
- 5.6 Research and development **[HL]**
- 5.7 Crisis management and contingency planning **[HL]**



Assessment Objectives

AO1—Demonstrate knowledge and understanding

AO2—Demonstrate application and analysis

AO3—Demonstrate synthesis and evaluation

AO4—Demonstrate a variety of appropriate skills

Assessment

- Written assignments
- Tests
- Quizzes
- Debates
- Presentations

Standard Level

	Paper 1	Paper 2	Internal Assessment
Syllabus	All five topics	All five topics	Any topic from the HL/SL core topic
Total Marks	50	60	25
Time	1h 15min	1h 45min	15 hours
Weighting	35%	40%	25%

Higher Level

	Paper 1	Paper 2	Internal Assessment
Syllabus	All five topics	All five topics	Any topic from the full HL syllabus
Total Marks	70	80	25
Time	2h 15min	2h 15min	30 hours
Weighting	35%	40%	25%

Opportunities to Apply Learning at ACS (International)

- Debates and discussions in class
- Service projects
- Interschool competitions
- Job shadowing

Source: IBO



ECONOMICS

Nature of the Subject

Economics is a dynamic social science, forming part of group 3 – individuals and societies. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme Economics course emphasises 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.

ACS (International) offers the course at Standard Level (SL) and Higher Level (HL).

Aims

The aims of the economics syllabus at SL and HL are to enable students to:

- 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.

Teaching Methodology

- Presentations
- Videos
- Group discussions
- Classroom games

Differences Between Standard and Higher Levels

The SL course differs from the HL course in terms of the:

- recommended hours devoted to teaching (240 hours for HL compared to 150 hours for SL)
- extra depth and breadth required (extension units for HL)
- nature of the examination questions



Syllabus Outline

Unit 1: Introduction to Economics

- 1.1. What is economics?
- 1.2. How do economists approach the world?

Unit 2: Microeconomics

- 2.1 Demand (includes HL only sub-topics)
- 2.2 Supply (includes HL only sub-topics)
- 2.3 Competitive market equilibrium
- 2.4 Critique of the maximizing behaviour of consumers and producers
- 2.5 Elasticity of demand (includes HL only sub-topics)
- 2.6 Elasticity of supply (includes HL only sub-topics)
- 2.7 Role of government in microeconomics (includes HL only calculation)
- 2.8 Market failure—externalities and common pool or common access resources (includes HL only calculation)
- 2.9 Market failure—public goods
- 2.10 Market failure—asymmetric information (HL only)
- 2.11 Market failure—market power (HL only)
- 2.12 The market's inability to achieve equity (HL only)

Unit 3: Macroeconomics

- 3.1 Measuring economic activity and illustrating its variations
- 3.2 Variations in economic activity—aggregate demand and aggregate supply
- 3.3 Macroeconomic objectives (includes HL only calculation)
- 3.4 Economics of inequality and poverty (includes HL only calculation)
- 3.5 Demand management (demand side policies)—monetary policy (includes HL only sub-topics)
- 3.6 Demand management—fiscal policy (includes HL only sub-topics)
- 3.7 Supply-side policies

Unit 4: The global economy

- 4.1 Benefits of international trade (includes HL only subtopics and calculation)
- 4.2 Types of trade protection (includes HL only calculations)
- 4.3 Arguments for and against trade control/protection
- 4.4 Economic integration
- 4.5 Exchange rates (includes HL only sub-topic)
- 4.6 Balance of payments (includes HL only sub-topics)
- 4.7 Sustainable development (includes HL only sub-topic)
- 4.8 Measuring development
- 4.9 Barriers to economic growth and/or economic development
- 4.10 Economic growth and/or economic development strategies



Assessment

Paper	Details	Duration in Hours		Weighting		Marks	
		SL	HL	SL	HL	SL	HL
1	<p>An extended response paper.</p> <p>SL: Syllabus content excluding HL extension. HL: Syllabus content including HL extension</p> <p>Students answer one question from a choice of three. (25 marks)</p>	1.25	1.25	30%	20%	25	25
2	<p>A data response paper and extended response paper.</p> <p>SL: Syllabus content excluding HL extension material. Includes some quantitative questions</p> <p>HL: Syllabus content including HL extension material. Includes some quantitative questions.</p> <p>Students answer one question from a choice of two. (40 marks)</p>	1.75	1.75	40%	30%	40	40
3	<p>A policy paper (60 marks) Syllabus content including HL extension material. Includes both quantitative and qualitative questions.</p> <p>Students answer two compulsory questions (30 marks per question).</p>		1.75		30%		60
4	<p>Internal Assessment Portfolio of THREE commentaries. Max. 800 words each. (45 marks)</p>	20	20	30%	20%	45	45

Opportunities to Apply Learning at ACS (International)

- MUN conferences
- Debates and discussions in class
- Humanities conference

Source: IBO



GEOGRAPHY

Aims

The aims of the Geography course at Standard Level (SL) and Higher Level (HL) are to enable students to:

- develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
- develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
 - a. acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
 - b. synthesising diverse geographic knowledge in order to form viewpoints about how these issues could be resolved
- understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

ACS (International) offers the course at Standard Level (SL) and Higher Level (HL).

Teaching Programme

Tutorials

- 4 periods per week [HL]
- 3 periods per week [SL]

Fieldwork

- Both HL and SL students will undertake independent fieldwork in order to complete the Internal Assessment.

Syllabus Overview

Paper 1

A total of **THREE option themes** will be covered, of which HL students are required to take three while SL students can pick any two. All topics involve an integration of Physical and Human/Economic Geography. As such the division of option topic is significantly different from most post-secondary examination syllabus. Following topics are offered.

Option A: Freshwater

This optional theme encompasses the physical geography of freshwater in a system framework, including core elements of hydrology (and the factors and processes that give rise to bankful discharge and flooding) and fluvial geomorphology (including river process and landform study).

It also covers the study on the land as a scarce resource requiring careful management, including freshwater bodies such as lakes and aquifers. This includes the ways in which humans respond to the challenges of managing the quantity and quality of freshwater, as well as the consequences (whether intended or unintended, positive or negative) of management within drainage basins.

The importance of integrated planning is emphasized, in addition to the geopolitical consequences of growing pressures on internationally shared water resources.

Through study of this optional theme, students will develop their understanding of processes, places, power and geographical possibilities. They will additionally gain understanding of other concepts including **systems** (the hydrological cycle), **flood mitigation** (attempts to tackle flooding) and **water security**.



Option E: Leisure, Tourism and Sport

This optional theme focuses on ways in which people in a growing number of global contexts make use of their leisure time. As more people join the “global middle class”, they have disposable incomes allowing participation in tourism, including international travel and different types of sport. Sport can also be an important use of leisure time for people on low incomes who cannot afford to participate in tourism.

While tourism often has an urban focus, rural areas provide another important geographical setting for touristic activities, including walking, enjoying wilderness, doing extreme sports or visiting heritage sites. The uses made of places vary greatly, depending on physical geography, history and level of economic development.

Through study of this optional theme, students will develop their understanding of processes, places, power and geographical possibilities. They will additionally gain understanding of more specialized concepts including **consumption** (of landscapes), **carrying capacity** and **threshold** (in relation to environmental stress) and **sustainability** (in relation to long-term management of touristic resources).

Option G: Urban Environments

More than 50% of the world’s population now lives in urban environments, with many living in megacities. This optional theme considers the hierarchy of cities and other urban places as sites of intense social interaction and as focal points of production, wealth generation and consumption. They exhibit diversity in patterns of wealth and deprivation, which can result in conflict. They may share common characteristics and processes irrespective of the national level of economic development.

Transport improvements have led to rapid growth and shifts in population and economic activities, producing stresses and challenges for urban planners. The theme also considers issues of sustainability, wherein cities need to be managed to minimize harmful social and environmental impacts.

Through study of this optional theme, students will develop their understanding of processes, places, power and geographical possibilities. They will additionally gain understanding of more specialized concepts including **hierarchies** (of settlements), **systems** (in relation to movements of people and the management of transport and waste flows) and **sustainability**.

Paper 2 Core Theme: Geographic Perspectives – Global Change

The core theme provides an overview of the geographic foundation for the key global issues of our time. The purpose is to provide a broad factual and conceptual introduction to the geography of population dynamics, climate change and resource consumption issues.

The content is underpinned by the four key concepts of the course: places, power, processes and possibilities. Each unit examines issues at different scales from local to global, as well as the interaction between different places.

Key topics in this section include:

- Population distribution – changing population
- Global climate – vulnerability and resilience
- Global resource consumption and security

Paper 3 HL Extension: Geographical Perspectives – Global Interactions

Rationale and Conceptual Framework

This study of global interactions has a broader perspective than a more conventional study of globalization that emphasises a linear process involving the domination and the imposition of Western culture on the world. In the context of this syllabus, global interaction suggests a two-way and complex process whereby cultural traits and commodities may be adopted, adapted or resisted by societies. The process is neither inevitable nor universal.



The HL extension theme focuses on the global interactions, flows and exchanges arising from the disparities that exist between places. It presents important and contestable geographic issues of change in space and time for the HL student to question. This part of the syllabus is divided into three units relating to global interactions and global development.

Topics include:

- Global interactions and global power
- Global networks and flows
- Human and physical influences on global interactions

Assessment

	Diploma Programme Geography—SL and HL Curriculum (First Teaching September 2017)	SL Teaching Hours	SL Assessment (First Assessment May 2019)	HL Teaching Hours	HL Assessment (First Assessment May 2019)
Paper 1	Geographic Themes—Seven Options Two options are studied at SL, and three at HL Freshwater—drainage basins Oceans and coastal margins Extreme environments Geophysical hazards Leisure, tourism and sport Food and health Urban environments	60 hours	Paper 1 SL weight 35% 45min per option question Total 1h 30min Each option has a structured question and one extended answer question from a choice of two. <i>20 (10 + 10) marks per option</i> <i>Total 40 marks</i>	90 hours	Paper 1 HL weight 35% 45min per option question Total 2h 15min Each option has a structured question and one extended answer question from a choice of two. <i>20 (10 + 10) marks per option</i> <i>Total 60 marks</i>



<p>Paper 2</p>	<p>SL and HL core Geographic Perspectives—Global Change Population distribution—changing population Global climate—vulnerability and resilience Global resource consumption and security</p>	<p>70 hours</p>	<p>Paper 2 SL weight 40% Total 1h 15min</p> <p>Paper 2 Section A Three structured questions, based on each SL/HL core unit <i>30 marks</i></p> <p>Paper 2 Section B Infographic or visual stimulus, with structured questions <i>10 marks</i></p> <p>Paper 2 Section C One extended answer question from a choice of two <i>10 marks</i></p> <p><i>Total 50 marks</i></p>	<p>70 hours</p>	<p>Paper 2 HL weight 25% Total 1h 15min</p> <p>Paper 2 Section A Three structured questions, based on each SL/HL core unit <i>30 marks</i></p> <p>Paper 2 Section B Infographic or visual stimulus, with structured questions <i>10 marks</i></p> <p>Paper 2 Section C One extended answer question from a choice of two <i>10 marks</i></p> <p><i>Total 50 marks</i></p>
<p>Paper 3</p>	<p>HL only Geographic Perspectives—Global Interactions Power, places and networks Human development and diversity Global risks and resilience</p>	<p>60 hours</p>		<p>Paper 3 HL weight 20% Total 1h Choice of three extended answer questions, with two parts, based on each HL core unit <i>28 marks</i></p> <p><i>Part A—12 marks</i> <i>Part B—16 marks</i></p>	
<p>Internal assessment</p>	<p>SL and HL Fieldwork Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation</p>	<p>20 hours</p>	<p>Internal Assessment SL weight 25% Fieldwork question to be based on any suitable topic from the syllabus</p> <p><i>Total 25 marks</i></p>	<p>20 hours</p>	<p>Internal Assessment HL weight 20% Fieldwork question to be based on any suitable topic from the syllabus</p> <p><i>Total 25 marks</i></p>

Source: IBO



HISTORY

Nature of the Subject

Diploma Programme History provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions.

Diploma Programme History consists of a Standard Level (SL) and Higher Level (HL) core syllabus comprising one prescribed topic and two World History topics which engages students in both source-based as well as essay work. HL students engage in further in-depth study which covers a greater range of topics focusing on a region of the world.

ACS (International) offers the course at Standard Level (SL) and Higher Level (HL).

Aims

The aims of the History course at Standard Level (SL) and Higher Level (HL) are to enable students to:

- develop an understanding of, and continuing interest in, the past;
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments;
- promote international-mindedness through the study of history from more than one region of the world;
- develop an understanding of history as a discipline and to develop historical consciousness including a senses of chronology and context, and an understanding of different historical perspectives;
- develop key historical skills, including engaging effectively with sources; and
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.
- engage in original historical research through developing skills in evaluating a range of primary and secondary sources and analysing different historical perspectives.

Syllabus Overview

Syllabus Component	Teaching Hours	
	SL	HL
Prescribed Subjects 1. Military leaders 2. Conquest and its impact 3. The move to global war 4. Rights and protest 5. Conflict and intervention	40	40
World History Topics 1. Authoritarian states (20th century) 2. The Cold War: Superpower tensions and rivalries (20th century)	90	90
HL Options: Depth Studies History of Asia and Oceania		90
Internal Assessment Historical investigation	20	20
Total Teaching Hours	150	240



Assessment

Assessment	SL	HL	
	Paper A document-based paper set on the prescribed subjects	1	
	Paper An essay paper based on World History topics	2	
		Paper An essay paper on the Depth Study	3
	Internal The historical investigation	Assessment	

Source: IBO

PSYCHOLOGY

Nature of the Subject

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

ACS (International) offers the course at Standard Level (SL) and Higher Level (HL).

Aims

Diploma Programme Psychology 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 sociocultural influences on human behaviour and explore alternative explanations of behaviour. It requires students to analyse and evaluate theories, concepts and arguments about the nature and the activities of the individual and society in a systematic and critical manner.

Differences Between Standard and Higher Levels

The following extensions to the core approaches are studied at HL only:

- The role of animal research in understanding human behavior
- Cognitive processing in the digital world
- The influence of globalisation on individual attitudes, identities and behavior.

This differentiation is reflected in Paper 1 Section B of the external assessment.

- SL students are required to study one option while HL students study two options. This differentiation is reflected in Paper 2 of the external assessment.
- Both SL and HL students will be expected to show their understanding of approaches to research in the internal assessment and for criterion D (critical thinking) in Paper 1 Section B and Paper 2 responses.

Syllabus Content

Part 1: Core (SL/HL)

- The biological level of analysis
- The cognitive level of analysis
- The sociocultural level of analysis

Part 2: Options (SL/HL)

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

Part 3: Qualitative Research Methodology (HL only)

- Qualitative research in psychology

Part 4: Simple Experimental Study (SL/HL)

- Introduction to experimental research methodology



Assessment

Paper	Details	Duration in Hours		Weighting		Marks	
		SL	HL	SL	HL	SL	HL
1	Section A: Three short-answer questions on the core approaches to psychology Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behavior (SL/HL) <i>One, two or all of the essays will reference the additional HL topic</i>	3	2	50%	40%	49	49
2	Fifteen questions on part 2 of the syllabus. Students choose one (SL)/ two (HL) questions to answer in essay form	1	2	25%	20%	22	44
3	Three short-answer questions from a list of six static questions on approaches to research		1		20%		24
4	Internal Assessment A report on an experimental study undertaken by the student	20	20	25%	20%	22	22

Source: IBO



GROUP 4

EXPERIMENTAL SCIENCE

Aims

Through studying biology, chemistry or physics, 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 a practical approach through experimental work that characterises these subjects.

The aims enable students, through the overarching theme of the nature of science, to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities;
- acquire a body of knowledge, methods and techniques that characterise science and technology;
- apply and use a body of knowledge, methods and techniques that characterise science and technology;
- develop an ability to analyse, evaluate and synthesise scientific information;
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities;
- develop experimental and investigative scientific skills including the use of current technologies;
- develop and apply 21st century communication skills in the study of science;
- become critically aware, as global citizens, of the ethical implications of using science and technology;
- develop an appreciation of the possibilities and limitations of science and technology; and
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

ACS (International) offers the course at Standard Level (SL) and Higher Level (HL).



Syllabus Content

Biology

Syllabus Content	Recommended Hours	
	SL	HL
Core	95	
1. Cell biology	15	
2. Molecular biology	21	
3. Genetics	15	
4. Ecology	12	
5. Evolution and biodiversity	12	
6. Human physiology	20	
Additional Higher Level (AHL)		60
7. Nucleic acids		9
8. Metabolism, cell respiration and photosynthesis		14
9. Plant biology		13
10. Genetics and evolution		8
11. Animal physiology		16
Option	15	25
A. Neurobiology and behaviour	15	25
B. Biotechnology and bioinformatics	15	25
C. Ecology and conservation	15	25
D. Human physiology	15	25
Practical Scheme of Work	40	60
Practical activities	20	40
Individual Investigation (Internal assessment – IA)	10	10
Group 4 Project	10	10
Total Teaching Hours	150	240



Chemistry

Syllabus Content	Recommended Hours	
	SL	HL
Core	95	
1. Stoichiometric relationships	13.5	
2. Atomic structure	6	
3. Periodicity	6	
4. Chemical bonding and structure	13.5	
5. Energetics / thermochemistry	9	
6. Chemical kinetics	7	
7. Equilibrium	4.5	
8. Acids and bases	6.5	
9. Redox processes	8	
10. Organic chemistry	11	
11. Measurement and data processing	10	
Additional Higher Level (AHL)	60	
12. Atomic structure		2
13. The periodic table – the transition metals		4
14. Chemical bonding and structure		7
15. Energetics / thermochemistry		7
16. Chemical kinetics		6
17. Equilibrium		4
18. Acids and bases		10
19. Redox processes		6
20. Organic chemistry		12
21. Measurement and analysis		2
Option	15	25
A. Materials	15	25
B. Biochemistry	15	25
C. Energy	15	25
D. Medicinal chemistry	15	25
Practical Scheme of Work	40	60
Practical activities	20	40
Individual Investigation (Internal assessment – IA)	10	10
Group 4 Project	10	10
Total Teaching Hours	150	240



Physics

Syllabus Content	Recommended Hours	
	SL	HL
Core	95	
1. Measurements and uncertainties	5	
2. Mechanics	22	
3. Thermal physics	11	
4. Waves	15	
5. Electricity and magnetism	15	
6. Circular motion and gravitation	5	
7. Atomic, nuclear and particle physics	14	
8. Energy production	8	
Additional Higher Level (AHL)		60
9. Wave Phenomena		17
10. Fields		11
11. Electromagnetic Induction		16
12. Quantum and Nuclear Physics		16
Option	15	25
A. Relativity	15	25
B. Engineering Physics	15	25
C. Imaging	15	25
D. Astrophysics	15	25
Practical Scheme of Work	40	60
Practical activities	20	40
Individual Investigation (Internal assessment – IA)	10	10
Group 4 Project	10	10
Total Teaching Hours	150	240



Assessment

External (Written Examination)

Biology

Paper	Details	Duration in Hours			Weighting			Marks	
		SL	HL	SL	HL	SL	HL		
1	Core (SL), Core & AHL (HL) Multiple Choice	$\frac{3}{4}$	1	20%	20%	30	40		
2	Core (SL), Core & AHL (HL) Short answer & Extended Response (One out of two extended response questions to be attempted by candidates)	$1\frac{1}{4}$	$2\frac{1}{4}$	40%	36%	50	72		
3	Core (SL), Core & AHL (HL) and option material <i>Section A:</i> Candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core and AHL material <i>Section B:</i> Short answer & Extended response questions from one option	1	$1\frac{1}{4}$	20%	24%	35	45		

Chemistry and Physics

Paper	Details	Duration in Hours		Weighting		Marks	
		SL	HL	SL	HL	SL	HL
1	Core (SL), Core & AHL (HL) Multiple Choice	$\frac{3}{4}$	1	20%	20%	30	40
2	Core (SL), Core & AHL (HL) Short answer & Extended Response	$1\frac{1}{4}$	$2\frac{1}{4}$	40%	36%	50	90
3	Core (SL), Core & AHL (HL) and option material <i>Section A:</i> Data based from core & Experimental work <i>Section B:</i> Short answer & Extended response questions from one option	1	$1\frac{1}{4}$	20%	24%	35	45



Internal Assessment

Duration: 10 hours Weighting: 20%

Five criteria are used to assess the final report of the individual investigation with the following raw marks and weightings assigned:

Criteria	Marks	Weighting (%)
Personal Engagement	2	8
Exploration	6	25
Analysis	6	25
Evaluation	6	25
Communication	4	17
Total	24	100

Source: IBO

SPORTS EXERCISE HEALTH SCIENCE

This exciting course incorporates the traditional disciplines of anatomy, physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health (SEHS). Students cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides students with the opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance.

The internal assessment is based upon practical experimental investigations and not physical performance. This course suits students who like to apply science to sport. Proficiency in sports is not a prerequisite for this course, however, an appreciation for competitive sport and an interest in sports, fitness and exercise is essential.

ACS (International) offers the course at Standard Level (SL) and Higher Level (HL).

Course Content

SL and HL courses share the core syllabus. HL students study to a far greater depth and breadth.

Core Curriculum

- Anatomy
- Exercise physiology
- Energy systems
- Movement analysis

Additional Higher Level (AHL) Topics

HL covers each topic in more depth with particular emphasis on:

- Further anatomy
- The endocrine system
- Fatigue
- Friction and drag
- Skill acquisition
- Genetics
- Exercise and immunity

Options

Both SL and HL students will study two options during the course. The possible topics are:

- Optimising physiological performance
- Psychology in sport
- Physical activity and health
- Nutrition for sport and exercise

Requirements

There is no minimum requirement for SL. For HL, a minimum of B grade in either IGCSE Biology OR IGCSE Physical Education is required. If a student has not studied these subjects at IGCSE (or equivalent) level a review of a student's ability in Physics and Chemistry may be used as a guide. In such instances, a decision will be made on a case-by-case basis.

Skills Developed

The aims of the course are to:

- acquire knowledge and understanding to apply scientific principles in relation to sport;
- enable students to critically analyse human performance;
- encourage students to question data and appreciate the value of scientific method; and
- promote internationalism and ethics by considering sport and health relative to the individual and global context.



University Courses and Careers

A dynamic approach to the science related skills of research and critical analysis will be a valuable asset for any university course and will begin to prepare students if they are considering studying sports science at university. This versatile discipline can also effectively complement other science subjects. Careers for sports science graduates include; physiotherapy, sports science research, nutritionists, sports psychology, sport and leisure management, sports media and analysis, teaching, coaching, and marketing. With the continued technological developments and financial investments in sport, health and exercise, Sports Science has become an attractive area of study for students who want to ready themselves for the “jobs of tomorrow”.

Syllabus Outline

Syllabus Component	Teaching Hours	
	Standard Level (SL)	Higher Level (HL)
Core There are six compulsory topics in the core. 1. Anatomy 2. Exercise physiology 3. Energy systems 4. Movement analysis 5. Skill in sports 6. Measurement and evaluation of human performance	80	
Additional Higher Level (AHL) There are seven additional topics for higher level. 7. Further anatomy 8. The endocrine system 9. Fatigue 10. Friction and drag 11. Skill acquisition and analysis 12. Genetics and athletic performance 13. Exercise and immunity	50	
Options There are four options. Students are required to study any two options. A. Optimising physiological performance B. Psychology of sports C. Physical activity and health D. Nutrition for sports, exercise and health	30	50
Practical Work	40	60
Total Teaching Hours	150	240

**The recommended teaching time is 240 hours to complete HL courses and 150 hours to complete SL courses as stated in the document General regulations: Diploma Programme (page 6 article 8.2).*

Assessment Objectives

Standard Level

Component	Overall Weighting (%)	Approximate Weighting of Objectives (%)		Duration	Format and Syllabus Coverage
		1-2	3		
Paper 1	20	20	0	45min	30 multiple-choice questions on the core syllabus
Paper 2	35	17.5	17.5	1h 15min	Section A: One data-based question and several short answer questions on the core (all compulsory) Section B: One extended response question on the core (from a choice of three)
Paper 3	25	12.5	12.5	1h	Several short-answer questions (all compulsory) in each of the two options studied
Internal Assessment	20	Covers objectives 1, 2, 3 and 4		10h	Individual investigation

Higher Level

Component	Overall Weighting (%)	Approximate Weighting of Objectives (%)		Duration	Format and Syllabus Coverage
		1-2	3		
Paper 1	20	20	0	1h	40 multiple-choice questions (± 15 common to SL plus about 5 more on the core and about 20 more on the AHL)
Paper 2	35	17.5	17.5	2h 15min	Section A: One data-based question and several short answer questions on the core and AHL topics (all compulsory) Section B: Two extended-response questions on the core and AHL (from a choice of four)
Paper 3	25	12.5	12.5	1h 15min	Several short-answer and extended-response questions (all compulsory) in each of the two options studied
Internal Assessment	20	Covers objectives 1, 2, 3 and 4		10h	Individual investigation

In addition to addressing objectives 1, 2 and 3, the internal assessment scheme (overall weighting 20%) addresses objective 4.

Source: IBO



GROUP 5

MATHEMATICS ANALYSIS AND APPROACHES

In the new mathematics curriculum structure, IB offers two different routes for Diploma mathematics courses:

1. **Mathematics: analysis and approaches**
2. Mathematics: applications and interpretation

Mathematics: analysis and approaches is 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 also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalisation.

Higher and standard levels are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the mathematical topics studied, pre-requisite knowledge expected at higher level, and the level of difficulty and demands of assessment and assessment criteria.

ACS (International) offers the course at Standard Level (SL) and Higher Level (HL).

Course Objectives

The aims of all DP mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power;
- develop an understanding of the concepts, principles and nature of mathematics;
- communicate mathematics clearly, concisely and confidently in a variety of contexts;
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics;
- employ and refine their powers of abstraction and generalisation;
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities;
- appreciate how developments in technology and mathematics influence each other;
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics;
- appreciate the universality of mathematics and its multicultural, international and historical perspectives;
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course;
- develop the ability to reflect critically upon their own work and the work of others; and
- independently and collaboratively extend their understanding of mathematics.



Assessment Objectives

Problem solving is central to learning mathematics and involves the acquisition of Mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real world problems. Having followed a DP mathematics course, students will be expected to demonstrate the following:

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

Mathematics: analysis and approaches

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both Standard Level (SL) and Higher Level (HL), and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Mathematics: analysis and approaches – Differences between Higher and Standard Levels

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.



Syllabus Outline

Standard Level

Syllabus Component	Teaching Hours
Topic 1: Number and algebra	19
Topic 2: Functions	21
Topic 3: Geometry and trigonometry	25
Topic 4: Statistics and probability	27
Topic 5: Calculus	28
The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30
Total Teaching Hours	150

All topics are **compulsory**. Students must study all the sub-topics in each of the topics in the syllabus as listed in the syllabus guide. Students are also required to be familiar with the topics listed as prior learning.

Higher Level

Syllabus Component	Teaching Hours
Topic 1: Number and algebra	39
Topic 2: Functions	32
Topic 3: Geometry and trigonometry	51
Topic 4: Statistics and probability	33
Topic 5: Calculus	55
The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30
Total Teaching Hours	240

All topics are **compulsory**. Students must study all the sub-topics in each of the topics in the syllabus as listed in the syllabus guide. Students are also required to be familiar with the topics listed as prior learning.



Assessment Outline

Standard Level

Assessment	External/ Internal	Duration	Weighting
External Assessment		3h	80%
Paper 1 (80 marks) No technology allowed. <u>Section A</u> Compulsory short-response questions based on the syllabus. <u>Section B</u> Compulsory extended-response questions based on the syllabus.	Externally assessed	90min	40%
Paper 2 (80 marks) Technology required. <u>Section A</u> Compulsory short-response questions based on the syllabus. <u>Section B</u> Compulsory extended-response questions based on the syllabus.	Externally assessed	90min	40%
Internal Assessment			
Mathematical exploration (20 marks) Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.	Internally assessed by the teacher and externally moderated by IB at the end of the course	NA	20%



Higher Level

Assessment	External/ Internal	Duration	Weighting
External Assessment		5h	80%
Paper 1 (110 marks) No technology allowed. <u>Section A</u> Compulsory short-response questions based on the syllabus. <u>Section B</u> Compulsory extended-response questions based on the syllabus.	Externally assessed	120min	30%
Paper 2 (110 marks) Technology required. <u>Section A</u> Compulsory short-response questions based on the syllabus. <u>Section B</u> Compulsory extended-response questions based on the syllabus.	Externally assessed	120min	30%
Paper 3 (55 marks) Technology required. Two compulsory extended response problem-solving questions.	Externally assessed	60min	20%
Internal Assessment			
Mathematical Exploration (20 marks) Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.	Internally assessed by the teacher and externally moderated by IB at the end of the course	NA	20%

Source: IBO



MATHEMATICS APPLICATIONS AND INTERPRETATION STANDARD LEVEL

In the new mathematics curriculum structure, IB offers two different routes for Diploma mathematics courses:

1. Mathematics: analysis and approaches and
2. **Mathematics: applications and interpretation**

Mathematics: applications and interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

ACS (International) offers the course at Standard Level (SL).

Course Objectives

The aims of all DP mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power;
- develop an understanding of the concepts, principles and nature of mathematics;
- communicate mathematics clearly, concisely and confidently in a variety of contexts;
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics;
- employ and refine their powers of abstraction and generalisation;
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities;
- appreciate how developments in technology and mathematics influence each other;
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics;
- appreciate the universality of mathematics and its multicultural, international and historical perspectives;
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course;
- develop the ability to reflect critically upon their own work and the work of others; and
- independently and collaboratively extend their understanding of mathematics.

Assessment Objectives

Problem solving is central to learning mathematics and involves the acquisition of Mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real world problems. Having followed a DP mathematics course, students will be expected to demonstrate the following:

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



Mathematics: applications and interpretation

This course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Syllabus Outline

Standard Level

Syllabus Component	Teaching Hours
Topic 1: Number and algebra	16
Topic 2: Functions	31
Topic 3: Geometry and trigonometry	18
Topic 4: Statistics and probability	36
Topic 5: Calculus	19
The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30
Total Teaching Hours	150

All topics are **compulsory**. Students must study all the sub-topics in each of the topics in the syllabus as listed in the syllabus guide. Students are also required to be familiar with the topics listed as prior learning.



Assessment Outline

Standard Level

Assessment	External/ Internal	Duration	Weighting
External Assessment		3h	80%
Paper 1 (80 marks) Technology allowed. Compulsory short-response questions based on the syllabus.	Externally assessed	90min	40%
Paper 2 (80 marks) Technology required. Compulsory extended-response questions based on the syllabus.	Externally assessed	90min	40%
Internal Assessment			
Mathematical Exploration (20 marks) Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.	Internally assessed by the teacher and externally moderated by IB at the end of the course	NA	20%

Source: IBO



GROUP 6

MUSIC

Nature of the Subject

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study.

In this course, students and teachers engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship.

The Diploma Programme Music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course encourages the acquisition of knowledge and understanding of diverse musical material, and development of musical competencies and related musical skills in the roles of researchers, creators and performers through the practical processes of exploring, experimenting and presenting.

ACS (International) offers the course at Standard Level (SL) and Higher Level (HL).

The role of music technology in the course

The music curriculum reflects the substantial global increase in access to digital technologies. New technology has always been a driving force behind the development of musical genres, styles and practices. For 21st-century musicians, learning to make music by engaging with a range of technologies is now a fundamental skill and is therefore a central aspect of this curriculum. Technology also creates opportunities for musicians to study music, collaborate and share musical ideas across time, place and culture.

Aims

The Music course at SL and HL are to enable students to:

- develop as informed, perceptive and analytical practitioners
- explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
- acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- evaluate and develop critical perspectives on their own music and the work of others.

Requirements

- Students must have **at least Grade 4 Practical and at least Grade 5 Theory ABRSM**, or obtained at least a **Grade B for IGCSE Music**, or standard equivalent.
- Students are required to take instrumental/vocal lessons for the solo performing component at their own expense.
- ***For HL music**, students must have some experience in **music composition/ music arrangements**.
- Students without the above-mentioned criteria are required to sit for an entrance test/audition which will be held at the beginning of the new intake.



Syllabus Outline

Areas of Inquiry

Diversity and breath are achieved by a choice of contrasting materials from personal, local and global contexts in the areas of inquiry listed below:

1. Music for sociocultural and political expression
2. Music for listening and performance
3. Music for dramatic impact, movement and entertainment
4. Music technology in the electronic and digital age

Musical Processes

Processes give students insights into how musician work, develop their musicianship and help them to become independent learners in music. This course identifies three integrated musical processes: exploring, experimenting and presenting – through which students engage in relevant practical activities. Students analyse diverse musical material, identify musical prompts relevant to their own work as researchers, creators and performers, justify their musical choices and prepare music for presentation.

Contexts

Students are required to engage with the diverse nature of music, looking beyond their own contexts to explore music with which they are unfamiliar, and which will broaden both their cultural and musical perspectives. Three contexts will be used to guide the student's choice of material:

- Personal context includes music that has significance to the student, and that they are most familiar with.
- Local context includes music that has local significance, but that may be unfamiliar to the student.
- Global context includes unfamiliar music from a variety of places, societies and cultures.

Musical Roles

The development of students' musical roles as researchers, creators and performers is central to the music curriculum as they develop their musical identities through these roles:

- Researcher – students learn to investigate music in authentic ways, including aural, kinesthetic and scholarly research.
- Creator – students make music by composing, improvising and arranging.
- Performer – students develop their skills in practical music-making and delivery, including interpretation, expression and technical proficiency.

Course Outline

Year 5	Year 6
Introduction to IBDP Music Overview of course and Areas of Inquiry	Western Classical Music – Romantic and The Twentieth-Century Music and beyond
Western Classical Music – Medieval, Renaissance, Baroque, Classical Music	Music Technology
World Music Cultures – Asia, Latin American, Africa and Middle East	Coursework Assessment: Exploring Music in Context
Blues and Jazz Music	Coursework Assessment: The Contemporary Music-Maker (HL only)
Coursework Assessments: Presenting Music Experimenting with Music	



Music Journal

Each student will develop and maintain a music journal during the course. It allows student to document, curate and reflect on their engagement with a variety of musical processes, diverse musical material and important musical roles (researcher, creator and performer). This provides a valuable means for students to reflect on musical intentions, decision-making and outcomes. It should include students' approaches to different stages in a creative process, such as exploring, experimenting and presenting music, both along and with others.

Assessment Outline

Assessment Tasks	SL	HL
<p>External Assessment</p> <p>Exploring music in context A portfolio submission (max. 2,400 words): Written work demonstrating engagement with, and understanding of, diverse musical material; Practical exercises: one creating exercise; one performed adaption of music from a local or global context for the student's own instrument</p> <p>Presenting music Submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry: Researcher – programme notes (max. 600 words) Creator – composition and/or improvisation (max. 6 mins) Performer – solo and/or ensemble (max. 12mins); excerpts, where applicable (max. 2mins)</p>	30%	20%
<p>Internal Assessment</p> <p>Experimenting with music Submit an experimentation report with evidence of musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process: A written experimentation report that supports the experimentation (max. 1,500 words) Practical musical evidence of the experimentation process: three related excerpts of creating (total max. 5mins); three related excerpts of performing (total max. 5mins)</p> <p>The Contemporary Music-Maker (HL only) Submit a plan and create a multimedia presentation (max. 15mins) documenting real-life project evidencing: the project proposal the process and evaluation the realized project, or curated selection of it.</p>	30%	30%

Source: IBO
 First Assessment 2022



THEATRE

Nature of the Subject

The theatre is a dynamic art form that is highly collaborative and alive. The practical aspect and demanding involvements allow the students to acquire discipline within creativity. It is a process of creation and presentation of ideas with the support and application of research and critical reflections.

The International Baccalaureate theatre course offers students the opportunity to engage actively in the creative process; transforming ideas into action as inquisitive and productive artists. Students are encouraged to appreciate the process of research and theory to inform their work, so one could gain a richer understanding of oneself, one's community and the world."

ACS (International) offers the course at Standard Level (SL) and Higher Level (HL).

Aims

The Theatre course at SL and HL are to enable students to:

- understand and explore the various contexts of theatre and how these can inform practice (theatre in context);
- understand and engage in the processes of transforming ideas into action (theatre processes); and
- develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre).

For HL only:

- understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre)

Requirements

- Candidates who are new to the school and / or with no prior knowledge in theatre are required to go through an audition.
- Candidates from ACS (International) who failed either the written and/or coursework component of their IGCSE drama exam need not apply.
- During the audition, commitment, discipline and a passion for the art form are qualities that will be sought after.
- A grade C for the English language for IGCSE or equivalent is a requirement for both HL and SL.
- Theatre rehearsals will demand time and commitment after school hours, candidates must have the passion and ability to manage their time appropriately.
- As part of the course requirement, candidates are required to watch professional theatre performances, thus requiring extra time and financial commitment.

The Theatre Journal

Students at both HL and SL will be required to keep a journal, this is the student's own record as a budding artist. The students are encouraged to note down ideas, inspiration, own developments, connections between topics, challenges faced and achievements. According to the IBDP Theatre guide first assessment 2017, "the aim of the journal is to support, nurture development and reflection."

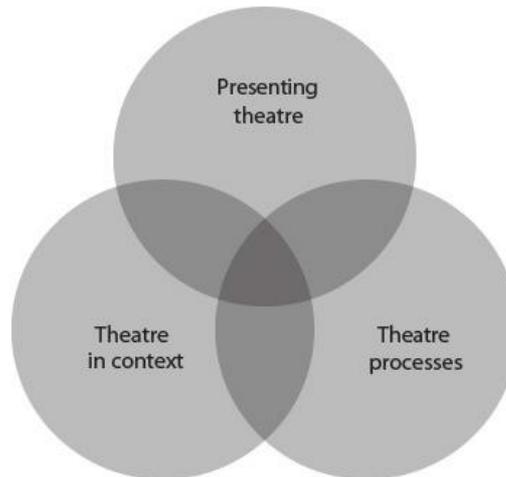


Syllabus Outline

Core Areas

The Theatre core syllabus at HL and SL consists of three interrelated areas. Students are required to approach these areas from the perspectives of each of the following specialist theatre roles:

- Creator
- Designer
- Director
- Performer



Theatre in Context

There are three contexts which allow students to identify and understand how theatre can be created, presented and experienced by an audience:

- Personal Context
- Theoretical Context
- Cultural Context

The primary aim of Theatre in Context is to “encourage students to investigate” these three areas, taking into consideration of their own skills and experiences, cultural, social, political background, and practically apply this understanding to their work.

Theatre Processes

This area of the course allows students to “explore the different processes involved in making theatre from the perspectives of creator, designer, director, and performer”.

This is to empower and develop the skills required to create theatre, allowing students to observe and reflect on processes used in different theatre traditions and performance practices from around the world.

The following activities are theatre processes that a student would experience:

- Creating theatre based on theatre theory (HL only)
- Working with play texts (SL and HL)
- Examining world theatre traditions (SL and HL)
- Collaboratively creating original theatre (SL and HL)

Presenting Theatre

This area of the course requires students to both present their ideas about theatre and to take part in actual theatre performances. Opportunities will be provided for them to apply their practical theatre skills, either individually or collaboratively, through a range of formats.

There will be Theatre productions, oral presentations and/or demonstrations, journals and at HL, solo performances. Students are required to explore this area from the perspective of creator, director, performer and designer.



Course Outline

Year 5	Year 6
Introduction to IBDP Theatre Activities to know each other, acknowledging in personal, social and cultural context	IBDP Assignment: Research Presentation Research and physical exploration of chosen traditional art form
An overview of Theatre History from Greek to modern understanding of how culture, social, economic and politics influence the type of theatre	IBDP assignment: Director's Notebook Explore and understand the creative approaches and process of different directors Working on the Director's Notebook
Introduction to different World Theatre and their traditions Practical exploration on one traditional Theatre Research and present on their chosen Traditional theatre art form	IBDP assignment: Solo Theatre Piece (HL only) Creating a solo piece of work based on a chosen theatre theorist
Introduction to different theatre theories Research and demonstrate understanding on theatre theorists and a presentation of selected theatre theories Create a mini directing notebook	
Embarking on IBDP Assignment: Collaboration Project Portfolio	

Assessment Outline

Assessment Tasks	SL	HL
External Assessment Task 1: Solo Theatre Piece (HL only) Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory.	NA	35%
Task 2: Director's Notebook Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.	35%	20%
Task 3: Research Presentation Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.	30%	20%
Internal Assessment Task 4: Collaborative Project Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.	35%	25%

Source: IBO



VISUAL ARTS

Nature of the Subject

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

ACS (International) offers the course at Standard Level (SL) and Higher Level (HL).

Aims

The Visual Arts course at SL and HL are to enable students to:

- make artwork that is influenced by personal and cultural contexts;
- become informed and critical observers and makers of visual culture and media;
- develop skills, techniques and processes in order to communicate concepts and ideas; and
- present work, using appropriate visual arts language, as appropriate to intentions.

Requirements

Students must have scored at least a grade B for IGCSE Art and Design to offer Visual Arts at HL.

Students must have a good command of the English language and score at least a grade B in English to offer Visual Arts at HL.

Students who did not take IGCSE Art and Design are required to submit a portfolio and to attend an interview nearing the end of the current year (IGCSE Year 4) or the beginning of the year that they enrol into the IB Diploma Programme. They can only offer the course initially at Standard Level and will be assessed during their trial period of subject options for their eligibility to offer Visual Arts at Higher level.

Differences Between Standard and Higher Levels

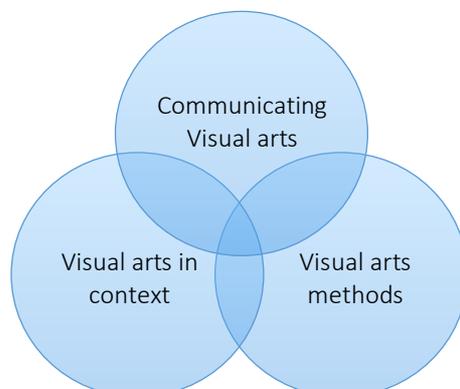
The Visual Arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.



Syllabus Outline

Core Areas

The Visual Arts core syllabus at SL and HL consists of three equal interrelated areas:



Students are required to understand the relationship between these areas and how each area informs and impacts their work in visual arts.

Visual Arts in Context

The visual arts in context part of the syllabus provides a lens through which students are encouraged to explore perspectives, theories and cultures that inform and influence visual arts practice. Students should be able to research, understand and appreciate a variety of contexts and traditions and be able to identify links between them. In addition, students should be able to consider contexts influencing their own work and apply identified techniques to their own developmental work.

Visual Arts Methods

The visual arts methods part of the syllabus addresses ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods. Students evaluate how their ongoing work communicates meaning and purpose.

Communicating Visual Arts

The communicating visual arts part of the syllabus involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. It engages students in making decisions about the selection of their own work.



Mapping the Course

The table below shows how the various practices link with the core syllabus areas at both SL and HL.

Through the exploration of	Visual Arts in Context	Visual Arts Methods	Communicating Visual Arts
Theoretical Practice	<p>Students examine and compare the work of artists from different cultural contexts.</p> <p>Students consider the contexts influencing their own work and the work of others.</p>	<p>Students look at different techniques for making art.</p> <p>Students investigate and compare how and why different techniques have evolved and the processes involved.</p>	<p>Students explore ways of communicating through visual and written means.</p> <p>Students make artistic choices about how to most effectively communicate knowledge and understanding.</p>
Art-making Practice	<p>Students make art through a process of investigation, thinking critically and experimenting with techniques.</p> <p>Students apply identified techniques to their own developing work.</p>	<p>Students experiment with diverse media and explore techniques for making art.</p> <p>Students develop concepts through processes that are informed by skills, techniques and media.</p>	<p>Students produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.</p>
Curatorial Practice	<p>Students develop an informed response to work and exhibitions they have seen and experienced.</p> <p>Students begin to formulate personal intentions for creating and displaying their own artworks.</p>	<p>Students evaluate how their ongoing work communicates meaning and purpose.</p> <p>Students consider the nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences.</p>	<p>Students select and present resolved works for exhibition.</p> <p>Students explain the ways in which the works are connected.</p> <p>Students discuss how artistic judgments impact the overall presentation.</p>



Course Outline

Year 5	Year 6
Introduction to IBDP Visual Arts Two-dimensional forms Analysis of artworks	First Draft of Comparative Study Process Portfolio and Exhibition components (In progress)
Launch of Comparative study Lens-based media Process Portfolio and Exhibition components (In progress)	Submission of Comparative Study Process Portfolio and Exhibition components (In progress)
Three-dimensional forms Process Portfolio and Exhibition components (In progress)	Draft of Process Portfolio and Exhibition
Process Portfolio and Exhibition components (In progress) Launch of Curatorial Rationale Year 5 Exhibition	Process Portfolio and Exhibition Submission Year 6 Exhibition

The Visual Arts Journal

The aim of the visual arts journal is to support and nurture the acquisition of skills and ideas, to record developments, and to critique challenges and successes. It is expected that much of the written work submitted for the assessment tasks at the end of the course will have evolved and been drawn from the contents of the visual arts journal.

Although sections of the journal will be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.



Art-Making Forms

SL students should, as a minimum, experience working with at least two art-making forms, each selected from separate columns of the table below. HL students should, as a minimum, experience working with at least three art-making forms, selected from a minimum of two columns of the table below.

Two-dimensional Forms	Three-dimensional Forms	Lens-based, Electronic and Screen-based Forms
<p>Drawing: such as charcoal, pencil, ink</p> <p>Painting: such as acrylic, oil, watercolour, murals</p> <p>Printmaking: such as relief, intaglio, planographic, chine collé</p> <p>Graphics: such as illustration and design, graphic novel, storyboard</p>	<p>Carved Sculpture: such as carved wood, stone, block</p> <p>Modelled sculpture: such as wax, polymer clays</p> <p>Constructed sculpture: such as ceramics, found objects, wood, assemblage, bricolage, wood, plastic, paper, glass</p> <p>Cast sculpture: such as plaster, wax, bronze, paper, plastic, glass</p> <p>Ceramics: such as hand-built forms, thrown vessels, mould-made objects</p> <p>Designed objects: such as models, interior design, jewellery</p> <p>Site specific/ephemeral: such as land art, installation, performance art</p> <p>Textiles: such as fibre, weaving, constructed textiles</p>	<p>Time-based and sequential art: such as stop-motion, digital animation, video art</p> <p>Lens media: such as analogue (wet) photography, digital photography, montage</p> <p>Lens-less media: such as photogram/rayograph, scenography, pinhole photography, cyanotype, salted paper</p> <p>Digital/screen based: such as vector graphics, software developed painting, design and illustration</p>



Assessment Outline

Assessment Tasks	Weighting
<p>External Assessment</p> <p>Part 1: Comparative Study Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <p>SL and HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).</p> <p>SL and HL students submit a list of sources used.</p> <p>HL students submit 3–5 additional screens which analyse the extent to which their work and practices have been influenced by the art and artists examined.</p>	20%
<p>Part 2: Process Portfolio Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <p>SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must have been created in at least two art-making forms, each from separate columns of the art-making forms table.</p> <p>HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.</p>	40%
<p>Internal Assessment This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Part 3: Exhibition Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <p>HL students submit a curatorial rationale that does not exceed 700 words. HL students submit 8–11 artworks. HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.</p> <p>SL students submit a curatorial rationale that does not exceed 400 words. SL students submit 4–7 artworks. SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.</p> <p>SL and HL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>	40%

Source: IBO



