



Year 11-12
IBDP Course Handbook

2021



CANBERRA GIRLS
GRAMMAR SCHOOL

Our Purpose

We are creating a world where the young never stop believing anything is possible.

Our Values

The Canberra Girls Grammar School community is bound by three core values that honour our Anglican tradition and speak to the challenges of today's world:

- Inclusion– We embrace diversity in humanity; we treat others with compassion and kindness; we support our community and aim to ensure equal opportunity.
- Courage – Honouring the spirit of our founders, women of grit, intellect and determination, we challenge the status quo; stand by what we believe in and do what is right. We persevere through adversity and embrace change
- Integrity – We act with honesty and integrity; we are known for our loyalty and ethical behaviour. We aim to follow our strong moral compass



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GIRLS
GRAMMAR
SCHOOL**

Year 11-12 IBDP Course Handbook

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Welcome from the Head of Senior School

Dear Students,

This course handbook has been prepared to assist you in making choices about your study pathway for Years 11 and 12. At CGGS students are able to select either an International Baccalaureate Diploma Programme (IBDP) pathway or a Board of Senior Secondary Studies (BSSS) pathway. Both provide you with options for university (Tertiary) entrance or the BSSS pathway has an accredited option that enables you to focus on a non-tertiary post-school pathway if you choose. Which pathway you choose depends on your plans, dreams and ideas for your future study and / or career. Take the time to talk to your parents, teachers, tutor and the careers advisor who can help you to understand tertiary course pre-requisites.

Future focused learning focuses on the 6 C's; Critical Thinking, Creativity, Collaboration, Communication, Citizenship and Character. These skills allow you to become an adaptable and responsive student and contributor to society. Someone who is capable and understands how to apply knowledge, to create, innovate, solve problems and think independently. Selecting subjects in Years 11 and 12 that enthuse and excite you is important for you to engage at all levels with our learning. Your study during Years 11 and 12 help to lay the foundation for your desired post school study.

In this context, at Canberra Girls Grammar School, we challenge and inspire young women to be internationally minded citizens; gaining the knowledge, developing the processes and acquiring the values to make a difference to the school and the wider community now and into the future.

Through our academic program, teachers and students at CGGS pursue:

- Opportunities for collaboration, divergent thinking, problem solving, team work, creativity and empathetic communication.
- An understanding of the ethical complexities of our local, national and global communities.
- The application of the processes, concepts and contextual knowledge that connects all academic disciplines.
- Academic excellence and lifelong learning.

Our aim is to help you achieve the best you possibly can and to be actively engaged in your learning. You are encouraged to ask questions and to approach new topics confidently. Your teachers are here to help, so please seek their assistance if you are unsure about anything.

Balance in life is very important. I would encourage you to continue to be involved in the co-curricular program where there are many clubs and sports to choose from while remembering that time with family and your own leisure time is also very important.

Best wishes,

Julie Jorritsma

Head of Senior School



School Contacts

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IBO Mission Statement

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

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

What is the Diploma Programme?

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities.

University Recognition

The IB diploma is a passport to higher education. Universities around the world welcome the unique characteristics of IB Diploma Programme students and recognise the way in which the programme helps to prepare students for university-level education.

IB students routinely gain admission to some of the best-known universities in the world. Most of these institutions have established recognition policies for the IB diploma.

The IB maintains information about university recognition that is displayed on the Country information pages of its website.

We always advise that you read this information carefully and consult the School's Careers Advisor or admissions office of any university in which you are particularly interested as this information can change.



Assessment

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

The International Baccalaureate assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses.

The Diploma Programme goals provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognised university entrance qualification.

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

In addition to academic skills, Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate.

Assessment tasks are designed to support and encourage good classroom teaching and learning.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.



The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better world.

IB learners strive to be:

- Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
- Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



Course and Career Advice

Before making a decision to enroll in the Diploma Programme, students and parents may seek advice from the following staff:

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The Careers Advisor can provide information and guidance on matters relating to career decision-making, the courses offered as part of the Diploma Programme and requirements of entry into tertiary education. The careers room is located in the lower Gabriel Centre. Please contact **Dr Jessica Dietrich** by email: jessica.dietrich@cggs.act.edu.au



Diploma Programme Curriculum

The curriculum is modeled by a circle with six academic areas surrounding the three core requirements.



IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.

At the school's discretion, some courses may be offered on the IB Online platform, Pamoja.

In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

The extended essay (EE) is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of knowledge (TOK) is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, Action, Service (CAS) requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately

Normally:

- three of the six subjects are studied at higher level (courses representing 240 teaching hours)
- the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

The key features of the Diploma program are:

- a broad and balanced curriculum
- flexibility of choice within a structure
- concurrency of learning
- development of international understanding
- rigorous assessment
- community service
- develops research skills, critical thinking and enquiring skills
- reflection

Core Requirements

Community Action Service (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.

Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.

Action 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 expected to be involved in CAS activities for the equivalent of at least three hours each week during the two years of the programme.

Each school appoints a CAS supervisor who is responsible for providing a varied choice of activities for students. Programmes are monitored by IB regional offices.

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.



Extended Essay

The extended essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. As a required component, it provides:

- practical preparation for the kinds of undergraduate research required at tertiary level
- an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject.

Emphasis is placed on the research process:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to:

- analyse
- synthesise, and
- evaluate knowledge.

Students are supported throughout the process with advice and guidance from a supervisor.

Theory of Knowledge

Theory of Knowledge (TOK) provides a forum for discussion supporting the interdisciplinary approach of **IB** in which students develop as critical knowers. Students are encouraged to recognise that the connections between their different subjects are dependent upon understanding the different ways in which they know.

TOK extends students: it develops a spirit of open-mindedness, lifelong learning, discovery and self-reliance. It inspires a sense of responsibility towards all members of the community, encouraging the development of attitudes and traits that will be respected by others, such as intellectual resilience and broad thinking, analytical perceptiveness and empathy.

Knowing starts not with the right information, but with the right questions.

We may know that: $2+2=4$, CGGS was founded in 1926, and litmus paper turns red in acid. We rarely, if ever, consider how we know these things and that it is obvious that we do not really mean the same thing by the word 'know' when we use it in each of these examples.

TOK explores a range of Ways of Knowing, or **WOKs**, in an environment that empowers students through assisting them to take responsibility for their own knowing. It requires them to constantly reflect on how the application and prioritisation of different **WOKs** in different subject areas influences how and what we know.

As well as the five Areas of Knowledge (**AOKs**) intrinsic to the six IB groups, ethics, religious knowledge systems and indigenous knowledge systems are added, constituting eight **AOKs** in all. Every **AOK** tends to rely upon particular **WOKs** to investigate the world from a specific



perspective. **TOK** encourages students to both identify these **WOKs** and consider what impact a shift in priorities might have. As a scientist, Einstein, claimed imagination was the most important faculty in the quest for scientific knowledge. "If you want your children to be intelligent," he once famously remarked, "read them fairy stories."

Perception

What can give us surer knowledge than our senses? With what else can we distinguish the true from the false? (Lucretius)

Using our senses (empiricism) to understand the world is amongst the most favoured ways of knowing in modern Western society. Yet, if I sit in a field for a day and watch the sun, I see it travel through the sky. How reliable, then, is perception as a means of knowing reality?

Reason

Once you have eliminated the impossible, whatever remains, however improbable, must be the truth. (Spock – but he stole it from Sir Arthur Conan Doyle)

We probably think of rationalism most often in relation to Philosophy and Mathematics. It seems a safe way to arrive at truth, certain knowledge. Perhaps; however, deductive thinking is quite different to inductive thinking. If I am in the Matrix, does rational thought really help?

Emotion

I want to know what love is; I want you to tell me. (Foreigner)

Empathy is crucial in real communication, in constructing moral codes and in motivating people to care for others. The analysis of novels depends upon an emotional response to the text. Many would argue that it is our capacity for emotion which makes us truly human.

Faith

The story of Christ is simply a true myth, a myth working upon us in the same way as others, but with this tremendous difference that it really happened. (C S Lewis)

Whether one believes in a god or does not, one has faith in one's position. Science is not possible without faith; one must believe in the scientific method as a means of providing knowledge of the world in order to be a scientist.

Language

Human beings do not live in the objective world alone but are very much at the mercy of the particular language which has become the medium of expression of their society. (Edward Sapir)

Usually, we think of language as a way in which we express knowledge; but, we also use language to create knowledge; some would argue to create reality.

Intuition

I... dozed ... the atoms were gambolling before my eyes... But look! What was that? One of the snakes had seized hold of its own tail... let us learn to dream gentlemen. (Friedrich August von Kekulé)

Kekulé's dream led to the proposal that the molecules of certain important organic compounds are not open structures but closed chains. Einstein argued that, "(t)he supreme task of the

physicist is to arrive at universal elementary laws from which the cosmos can be built up by pure deduction. There is no logical path to these laws; only intuition...”

Memory

I don't know who I am. I don't remember. **(Merlin (Scatterlings, Isobelle Carmody))**

If there is such a thing as ‘me’ that is consistent over time and space, then it is dependent upon memory for its existence. Memory does more than store knowledge; it is a means in which we create knowledge. We take different memories and weave them together to make new knowledge.

Imagination

The problem with Christians is that they don't read enough science fiction! **(Unknown Salvation Army Officer in Belconnen Mall)**

What this officer was getting at was that those who create the future first envision it. They use imagination to construct a picture of what they want the society of tomorrow to look like and on that basis create agendas for the present.

TOK Structure and Expectations at CGGS

TOK is allocated four periods per cycle in the school timetable. In addition, there is a Group 4 and TOK Project for Year 11 at the end of Term 4.

TOK is the ubiquitous element in the IB. While the allocated periods provide time for specific skilling in and discussion of knowledge issues, students need to recognise that consistent critical self-reflection forms an essential aspect of the IB Programme. It is this intellectual honesty that represents a hallmark of IB. As such, TOK provides both the framework and the metalanguage to enable students to engage all their subjects at a sophisticated level.

Group 1 – Language A: Language & Literature

English: Language and Literature SL & HL

Most CGGS IB Students take a course in English – Language A: Language and Literature. The programme aims to promote an appreciation of the wealth and subtleties of the language, clear expression, and precise presentation of an argument and understanding of both oral and written discourse. It encourages the student to gain a broader understanding of both their own and other cultures through the study of a range of texts, both literary and non-literary.

The course consists of four parts: Part 1 – Language in Cultural Context; Part 2 – Language and Mass Communication; Part 3 – Literature: texts and contexts and Part 4 – Literature: critical study.

Assessment

For Standard Level, assessment consists of 70% external examination (Paper 1 -35% and Paper 2 -35%) and a further 30% on internal oral assessment (Individual Oral) which is externally moderated.

For Higher Level, assessment consists of 80% external (Paper 1 -35%, Paper 2 -25%, Essay 20%) and a further 20% on internal oral assessment (Individual Oral) which is externally moderated.

Language A: Literature (School Supported Self-Taught Languages)

For students fluent in a mother tongue language other than English, there is an option of taking a School Supported Self-Taught Language A course.

School Supported Self-Taught languages are offered as Literature courses at Standard Level only. Assessment consists of 100% external assessment, further divided into 50% on the final examination performance (Paper 1 -25% and Paper 2 -25%), 25% on the Written Assignment which is internally set and externally assessed, and a further 25% on oral assessment (Individual Oral Commentary and Individual Oral Presentation).

For students also taking English: Language and Literature, the successful completion of a second Language A course results in the achievement of an IB Bilingual Diploma. For students taking English as a Second Language (Group 2: Language Acquisition), a Group 1 School Supported Self-Taught Language must be taken to satisfy the requirements of the Diploma Programme.

School Supported Self-Taught languages require students to manage their own learning, with support from a mother-tongue tutor, who in turn receives support from the CGGS English faculty. Payment of the tutor is arranged directly by the student's family.

Group 2 – Language Acquisition

Language B

Chinese	SL or HL	Japanese	SL or HL
English	SL or HL	Classical Latin	SL or HL
French	SL or HL	Ab initio Spanish	SL
German	SL or HL		

There are five possibilities for Group 2 Language studies:

- **Language B (English, French, German, Japanese and Chinese)** – for students with prior language study, offered by the school
- **Language B (Other Language)** – if available within the IB offerings, for students with prior language study, via a tutor or online Pamoja course, paid for by the parents/guardians
- **Classical Languages (Latin)** – for students with prior language study
- **Ab initio (Spanish)** – for language students who have had no or little exposure to the language.

Language B and Latin are offered at Standard Level (SL) and Higher Level (HL). **Students wishing to select HL must discuss this option with the Head of Languages Faculty before this decision is made.** Ab initio can only be offered at Standard Level.

Students not having studied a language previously or not able to continue with one of the above, are to be placed in Ab initio Spanish.

Students may also take an additional language from those listed above within the Group 6 area of study.

The information below is an outline only. For more detailed information regarding the course content and assessment please, contact the relevant IB teachers for each language.

Language B – Chinese, English, French, German and Japanese

- Themes: identities, experiences, human ingenuity, social organisation, sharing the planet
- Skills: receptive, productive and interactive skills across a range of contexts and purposes
- In addition, HL students will study two literary pieces.
- Aims: To prepare the learner to communicate effectively and appropriately in a range of situations in the chosen language.
- The course offers an insight into the culture of the countries where the language is spoken and provides an opportunity for enjoyment, creativity and intellectual stimulation.
- Students will be given maximum exposure to the Target Language in collaboration with community activities and services.

Classical Languages – Latin

- There are three study areas: Study of the Language, Study of Literature and an Individual Study.
- The central focus of the work is on the reading, discussion and literary analysis of selected readings from major Roman authors.
- In addition, grammatical analysis of the reading texts continues, and is further developed through separate programs involving independent translation from Latin into English and from English into Latin.
- Aims: to develop the ability to respond critically to the literature read, to develop sufficient linguistic skills and knowledge of how language works to enable them to read Latin independently, develop sensitivity to the meaning and appropriate use of English words in context.

Ab Initio – Spanish

- Themes: identities, experiences, human ingenuity, social organisation, sharing the planet. These three themes are made up of 30 topics.
- Skills: receptive, productive and interactive skills across a range of contexts and purposes
- Aims: The study aims to develop the students' ability to communicate effectively, and to deal with familiar and practical needs in the language. It also aims to provide a solid foundation for further language study and to encourage a positive attitude to the learning of other languages and to their speakers.
- Cultural elements will be integrated through a study of the topics listed above.
- Students will be given maximum exposure to the target language.

Assessment

Language B

External assessment – 75% of the marks. The written examinations are in November of the second year of study. Paper 1 tests productive skills and Paper 2 tests receptive skills.

Internal Assessment – 25% Individual oral assessment

Classical

External assessment – 80% of the marks. The written examinations are in November of the second year of study. Paper 1 is translation and Paper 2 is questions based on extracts.

Internal assessment – 20% Individual study

Ab initio

External assessment - 75% of the marks. The written examinations are in November of the second year of study. Paper 1 tests productive skills and Paper 2 tests receptive skills.

Internal Assessment – 25% Individual oral assessment

Group 3 – Individuals and Societies

Economics SL or HL

Economics is a dynamic social science that is fundamentally about the concept of scarcity and the problem of resource allocation. It examines the challenges common to all societies in the search for acceptable levels of wellbeing. There is a vast gulf separating the richest and poorest inhabitants of the world – the dilemma of economies and economists is how to allocate scarce resources to their infinite and competing uses in a manner that might be considered fair, just and sustainable. IB Economics is ideally suited as a preparation for first year economics courses at universities and other tertiary institutions.

Content

1 Microeconomics

- Competitive markets: Demand and supply
- Market equilibrium
- Role of price mechanism, elasticity
- Market efficiency
- Market failure

2 Macroeconomics

- The business cycle
- Macroeconomics models; AD/AS analysis, full employment, Keynesian v neoclassical approach
- Demand-side and supply-side policies
- Unemployment and inflation
- Distribution of income, Multiplier
- Fiscal policy / Monetary policy

3 International economics

- Reasons for trade
- Free trade and protectionism
- Economic integration
- WTO (World Trade Organisation)
- Balance of payments; measurement, structure and problems
- Exchange rates
- Terms of trade.
- Trade creation and diversion
- Exchange rate systems
- Marshall-Lerner and J Curve theory
- Elasticity of imports and exports

4 Development economics

- Growth v development
- Consequences of growth
- Barriers to growth and/or development
- Growth and development strategies
- Foreign Direct Investment (FDI)
- Evaluating growth and development strategies

Assessment

SL Course

External Assessment (80%)
2 exams (2x1hr 30 mins)

Internal Assessment (20%)
3 commentaries (maximum 750 words)

HL Course

External Assessment (80%)
3 exams (2x1hr 30 mins; 1x 1hr)

Internal Assessment (20%)
3 commentaries (maximum 750 words)



History SL or HL

The DP History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

History puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history.

Students at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. In addition, students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options.

Content

SL Syllabus:

- The study of one prescribed subject
- The study of two world history topics
- A historical investigation

HL Syllabus

- The study of one prescribed subject
- The study of two world history topics
- The study of three sections from one HL regional option
- A historical investigation

Prescribed subject

- The Move to Global War
- This subject focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world; the first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940.

World History Topics

- Authoritarian states (20th century)
- Causes and effects of 20th-century wars

Higher Level Options: History of Europe

- European states in the inter-war years (1918–1939)
- Versailles to Berlin: Diplomacy in Europe (1919–1945)
- The Soviet Union and post-Soviet Russia (1924–2000)

SL ASSESSMENT

- Paper 1: A source-based paper set on the prescribed subjects 30%
- Paper 2: An essay paper based on the world history topics 45%
- Internal assessment (IA): A historical investigation 25%

HL ASSESSMENT

- Paper 1: A source-based paper set on the prescribed subjects 20%
- Paper 2: An essay paper based on the world history topics 25%
- Paper 3: An essay paper on one of the four HL regional options 35%
- Internal assessment (IA): A historical investigation 20%



Psychology SL or HL

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

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

HL students complete all units including developing an understanding of qualitative research. SL students complete the three compulsory core units and choose to focus on either health psychology or abnormal psychology as the elective.

Content

Three Compulsory Core Units:

- Biological level of analysis
- Cognitive level of analysis
- Sociocultural level of analysis

Elective Units:

- Health psychology
 - Abnormal psychology
-

Assessment

The student selected research task, which is internally assessed and externally moderated, accounts for 20% of the HL assessment and 25% of the SL assessment.

SL Course

External Assessment	(75%)
Internal Assessment	(25%)

HL Course

External Assessment	(80%)
Internal Assessment	(20%)

Group 4 – Experimental Sciences

Biology	SL or HL
Chemistry	SL or HL
Environmental Systems & Societies	SL (Group 3 and Group 4 subject)
Physics	SL or HL

All of the Experimental Sciences have the same course structure.

Standard Level (SL)

The SL course is taught in 150 hours over two years (or one year in the case of ESS). It consists of core material (95 hours), a 'Group 4 Project' (10 – 15 hours) and one option (15 hours). The content is divided into a number of topics.

Higher Level (HL)

The HL course is taught in 240 hours over two years. It consists of the core material (95 hours), a 'Group 4 Project' (10 – 15 hours), additional HL material (90 hours), and one option (25 hours).

Assessment

Internal Assessment

The overall contribution of internal assessment to the total mark is 20%. This is made up of two components:

1. Practical scheme of work; and
2. Group 4 Project

Practical scheme of work

This scheme will include short laboratory practical exercises, longer projects and data analysis exercises. The teacher judges the performance of students using assessment criteria. These criteria define the practical skills expected of students.

The practical scheme of work is approximately 24% of the course time. This is about 40 hours for the SL course and 60 hours for the HL course.

Group 4 Project

Students will investigate a 'problem' or 'issue' which emphasises the processes involved in scientific investigations rather than the products of such investigations.

All students must perform activities that occupy 10 – 15 hours and form the Group 4 Project. The project is separated into three phases: (1) Reflection (planning), (2) Action, and (3) Evaluation. The issue chosen may form the basis of the extended essay or lead to activities that can be incorporated in the CAS program.

External Assessment

Each course is assessed by three examination papers worth a total of 80% of the assessment.

Paper 1 is made up of multiple choice questions related to the understanding and application of information and techniques. The duration of this paper is 45 minutes for SL and 60 minutes for HL.

Paper 2 is made up of short answer questions that test common syllabus material for the SL and HL courses in greater depth. The duration of this paper is 1 hour 15 minutes for SL and 2 hours 15 minutes for HL.

Paper 3 comprises a compulsory set of short answer questions on the option undertaken by both SL and HL students. The duration of

the paper is 1 hour for SL and 1 hour and 15 minutes for HL.

Biology SL or HL

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

Content

The SL course

Topic 1	Cell Biology	Topic 2	Molecular Biology	Topic 3	Genetics
Topic 4	Ecology	Topic 5	Evolution and Biodiversity	Topic 6	Human Physiology

There are four option topics to select for SL

Option A	Neurobiology and Behaviour	Option B	Biotechnology & Bioinformatics
Option C	Ecology and Conservation	Option D	Human Physiology

The HL course

Topic 1	Cell Biology	Topic 2	Molecular Biology	Topic 3	Genetics
Topic 4	Ecology	Topic 5	Evolution and Biodiversity	Topic 6	Human Physiology

There are four option topics to select for HL

Option A	Neurobiology and Behaviour	Option B	Biotechnology & Bioinformatics
Option C	Ecology and Conservation	Option D	Human Physiology

Additional Higher Level (AHL)

Topic 7	Nucleic Acids	Topic 8	Metabolism, Cell Respiration & Photosynthesis	Topic 9	Plant Biology
Topic 10	Genetics and Evolution	Topic 11	Animal Physiology		

Chemistry SL or HL

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

CONTENT

The SL Course

Topic 1	Quantitative Chemistry	Topic 2	Atomic Structure	Topic 3	Periodicity
Topic 4	Bonding	Topic 5	Energetics	Topic 6	Kinetics
Topic 7	Equilibrium	Topic 8	Acids and Bases	Topic 9	Oxidation and Reduction
Topic 10	Organic Chemistry	Topic 11	Measurement & Analysis	Option	Medicinal Chemistry

The HL Course

The HL course is taught in 240 hours over two years. It consists of the SL core material (80 hours), a 'Group 4 Project' (10 – 15 hours), additional HL material (55 hours), an internally assessed investigation – practical exercises (45 – 50 hours). The additional content is divided into 9 topics with the same titles as the SL topics 2 – 11 inclusive; plus the option.

Environmental Systems and Societies SL

The Environmental systems and societies course is only offered at SL. There is no HL option available. **Environmental systems and societies is a one-year course.**

Because this is an interdisciplinary course, students can study this course and have it count as either an individuals and societies or a science course, or both. This gives students the opportunity to study (an) additional subject(s) from any group. As an interdisciplinary subject, Environmental systems and societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of environmental issues that they will inevitably face.

CONTENT: The SL Course

Topic 1	Systems and models	Topic 2	The Ecosystem	Topic 3	Human population, carrying capacity and resource use
Topic 4	Conservation and biodiversity	Topic 5	Pollution management	Topic 6	The issue of Global Warming
Topic 7	Environmental value systems				

Physics SL or HL

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Content

The SL Course

The SL course is taught in 150 hours over two years. It consists of the core material (95 hours), one optional topic (15 hours), a 'Group 4 Project' (10 hours) an internally assessed investigation – practical exercises (30 hours).

Common Core and Option

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

There are four option topics to select for SL

Option A	Relativity	Option B	Engineering Physics
Option C	Imaging	Option D	Astrophysics

The HL Course

The HL course is taught in 240 hours over two years. It consists of the core material (95 hours), additional higher level material (60 hours), one optional topic (25 hours), a 'Group 4 Project' (10 hours) an internally assessed investigation – practical exercises (50 hours)

Additional Higher Level (AHL)

Topic 9	Wave Phenomena	Topic 10	Fields
Topic 11	Electromagnetic induction	Topic 12	Quantum and nuclear physics

Group 5 – Mathematics

Analysis and Approaches: (AA) SL or HL

Students will be given a recommendation from their Year 10 mathematics teacher as to which level is the most appropriate. This recommendation is made using all available information including previous years' achievements and we strongly advise that you do not attempt to study at a higher level than recommended.

This course recognizes 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. Students who choose 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 generalization of these patterns. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems. Candidates taking the SL course should have achieved an A grade or higher in Intermediate Mathematics or an A-C grade in Advanced Mathematics in Year 10. Candidates taking this course at the HL level should have achieved an A or B grade in the Advanced Mathematics Year 10 course. This course is not an option for candidates who have studied at Level 2 Support in Year 10.

Content

All IB Mathematics courses cover the following topics to varying degrees:

Topic 1: Number and algebra	Topic 5: Calculus
Topic 2: Functions	Topic 6: Mathematical Inquiry
Topic 3: Geometry and trigonometry	Topic 7: Mathematical Modelling
Topic 4: Statistics and Probability	Topic 8: Technology to investigate Maths

Assessment

All IB Mathematical courses have the following assessment model:

External Assessment	(80%)
Internal Assessment	(20%)

The Internal Assessment is referred to as the Mathematical Exploration. It is a short report written by the student on a topic chosen by her, and it should focus on the mathematics of that particular area. The emphasis is on mathematical communication (including formulae, diagrams, graphs and so on), with accompanying commentary, good mathematical writing and thoughtful reflection. It is internally assessed by the class teacher and externally moderated.

Group 6 – The Arts

Within this curriculum group, students may choose from Music, Theatre or Visual Arts or may select one further subject from Groups 2, 3, or 4. If a further subject from one of the earlier curriculum groups is selected it allows students the option of an element of specialisation: either two languages, two humanities or two sciences.

Music SL or HL

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.

Throughout the course, students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose.

As students develop as young musicians, the course challenges them to engage practically with music as researchers, performers and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

Distinction between SL and HL

The syllabus differentiates between SL and HL. The greater breadth and depth required for HL is reflected through an additional assessment task. This task requires HL students to demonstrate knowledge and understanding of the core syllabus areas by formulating and communicating intentions for a project that is based on:

- real-life practices of music-making
- their experiences as developing musicians in this course
- their collaboration with others.

Aims

The aims of the music course at SL and HL are to enable students to:

1. explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
2. 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
3. evaluate and develop critical perspectives on their own music and the work of others

Assessment Outline

	External/Internal	SL	HL
<p>Exploring music in context Students select samples of their work for a portfolio submission (maximum 2,400 words). Students submit:</p> <ol style="list-style-type: none"> written work demonstrating engagement with, and understanding of, diverse musical material practical exercises: <ul style="list-style-type: none"> – creating: one creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style) – performing: one performed adaptation of music from a local or global context for the student’s own instrument (maximum 2 minutes) supporting audio material (not assessed). 	External	30%	20%
<p>Experimenting with music Students submit an experimentation report with evidence of their 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.</p> <p>Students submit:</p> <ol style="list-style-type: none"> a written experimentation report that supports the experimentation (maximum 1,500 words) practical musical evidence of the experimentation process <ul style="list-style-type: none"> – three related excerpts of creating (total maximum 5 minutes) – three related excerpts of performing (total maximum 5 minutes) 	Internal	30%	30%
<p>Presenting music Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains:</p> <ol style="list-style-type: none"> Presenting as a researcher <ul style="list-style-type: none"> – programme notes (maximum 600 words) Presenting as a creator <ul style="list-style-type: none"> – composition and/or improvisation (maximum 6 minutes) Presenting as a performer <ul style="list-style-type: none"> – solo and/or ensemble (maximum 12 minutes) – excerpts, where applicable (maximum 2 minutes) 	External	40%	30%
<p>The contemporary music-maker (HL only)</p> <p>Students submit a continuous multimedia presentation documenting their real-life project. Students submit multimedia presentation (maximum 15 minutes), evidencing:</p> <ol style="list-style-type: none"> the project proposal the process and evaluation the realized project, or curated selections of it. 	Internal		40%
		100%	100%

Visual Arts SL or HL

The impulse to make art is common to all people. From earliest times, human beings have displayed a fundamental need to create and communicate personal and cultural meaning through art. Visual arts continually create new possibilities and can challenge traditional boundaries. This is evident both in the way we make art and in the way we understand what artists from around the world do. Theory and practice in visual arts are dynamic, ever changing and connect many areas of study and human experience through individual and collaborative production and interpretation.

New ways of expressing ideas help make visual arts one of the most interesting and challenging areas of learning and experience. The processes of designing and making art require a high level of cognitive activity that is both intellectual and affective. Engagement in the arts promotes a sense of identity and makes a unique contribution to the lifelong learning of each student. Study of visual arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world.

Aims

The aims of the visual arts course at SL and HL are to enable students to:

- Make artworks 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

Assessment

Throughout the course candidates will be given tasks to be attempted and completed using their visual diary and studio work. They will need to:

- demonstrate knowledge and understanding of specific content
- demonstrate application and analysis of knowledge and understanding
- Demonstrate synthesis and evaluation
- Select, use and apply a variety of appropriate skills and techniques

As the candidates' portfolio and studio work develops, they will be encouraged to adopt a

more independent way of working. Candidates will self-evaluate, referring to the assessment criteria and markbands. Teachers will give feedback to students every couple of weeks, giving candidates written and verbal critiques which refer to the assessment criteria and markbands.

(SLA)

Exhibition Studio work	(40%)
Process portfolio	(40%)
Comparative study	(20%)

(HLA)

Exhibition Studio work	(40%)
Process portfolio	(40%)
Comparative study	(20%)

Theatre SL or HL

The Theatre course at both HL and SL requires no previous experience in drama or theatre. Since the course is designed to enable students to experience theatre on a personal level, achievement in this subject is reflected in how students develop, extend and refine the knowledge, skills and attitudes necessary for studying this art form. Students' individual ability to be creative and imaginative, and to communicate in dramatic form, will be challenged and extended through the theoretical and practical content of the course.

The theatre course provides a relevant learning opportunity for a diverse range of students as it lays an appropriate foundation for further study in theatre, performing arts and other related subjects.

Course Components

- Theatre in Context
 - Theatre Process
 - Presenting Theatre
-

Aims

The aims of the theatre course at HL and SL are to enable students to:

- Explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
- Understand and engage in the processes of transforming ideas into action (theatre processes)
- 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).
-

Assessment

External Assessment

Task 1: Solo Theatre Piece (HL ONLY 35%)

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 (4-8mins) based on this aspect (s) of theory.

Task 2: Directors Notebook (SL 35% / HL 20%)

Students at SL and HL choose a published play text they have not previously studied and develop their ideas regarding how it could be staged for an audience.



Task 3: Research Presentation (SL 30% /HL 20%)

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.

Internal Assessment**Task 4: Collaborative Project (SL 35% /HL 25%)**

Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13-15mins) for and to a specified target audience, created from a starting point of their choice.

Online study: Pamoja taught courses

Subject to approval from the IB Coordinator and Director of Studies, students may study an online course via Pamoja. Online courses delivered by Pamoja Education are developed under the IB's rigorous quality assurance standards, cover the same course content and prepare students for the same assessments as a traditional face-to-face IB Diploma Programme course.

Possible courses include:

- Business Management SL/HL
- Film SL
- Information Technology in a Global Society SL/HL
- Philosophy SL/HL
- Spanish SL

For more information about Pamoja go to <https://pamojaeducation.com/>

10 Reasons



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

- 1 It increases academic opportunity**
Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.
- 2 IB students care about more than just results**
Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.
- 3 It encourages you to become a confident and independent learner**
For example, the extended essay requires independent research through an in-depth study.
- 4 It's an international qualification**
The DP is recognized globally by universities and employers.
- 5 Graduates are globally minded**
Language classes encourage an international mindset, key for increasingly globalized societies.
- 6 The IB encourages critical thinking**
Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.
- 7 DP students have proven time management skills**
Take good study habits and strong time management to further education and the working world.
- 8 It assesses more than examination techniques**
Learn to understand, not just memorize facts or topics and prepare for exams.
- 9 Subjects are not taught in isolation**
Theory of knowledge (TOK) classes encourage you to make connections between subjects.
- 10 It encourages breadth and depth of learning**
You are able to choose courses from six subject groups and study subjects at different levels.

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

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