International Baccalaureate Diploma Programme

All I can be
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IB learner profile

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

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
**IB Diploma Programme**

The IB Diploma Programme (DP) is a globally recognised program of international education designed by the International Baccalaureate (IB) for students in the last two years of high school. It is a holistic academic pathway, where learning is challenging and broadly based. The IB Diploma Programme reflects academic rigour, social responsibility, contribution, and global intercultural understanding. IB Diploma students are empowered to be active participants in their global community and develop skills of self-management, independence and social responsibility.

**Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**International Context**

The IB DP was established in 1968 and represents a very consistent curriculum for many globally mobile families. From just 681 students in 1971, the IB DP has experienced phenomenal growth, especially in the last decade, and now there are around 153,000 IB DP students from school in over 40 different countries. By undertaking the IB DP, students become part of a world-wide network and are able to collaborate with students and schools far beyond our local reach.
Approaches to Teaching and Learning in the IB DP

“What is of paramount importance in the pre-university stage is not what is learned but learning how to learn … What matters is not the absorption and regurgitation either of fact or pre-digested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise.”

Alec Peterson – First Director General International Baccalaureate – 1972

Approaches to Teaching
The IB Diploma Programme (DP) aims to prepare students for success in higher education and beyond; it encourages students to become “active, compassionate and lifelong learners” (IB mission statement). The DP is focused on learning (and learning how to learn), not simply covering content.

There are six key pedagogical principles that underpin all IB programmes. Teaching in IB programmes is:
1. based on inquiry
2. focused on conceptual understanding
3. developed in local and global contexts
4. focused on effective teamwork and collaboration
5. differentiated to meet the needs of all learners
6. informed by assessment (formative and summative).

Approaches to Learning
The Diploma Programme aims to develop students’ skills for life beyond school. Through the Approaches to Learning, the DP works to increase students’ thinking, communication, metacognitive and affective skills, helping them to be self-regulated and independent learners.

Across all DP subjects, students develop:
• Thinking skills
• Communication skills
• Social skills
• Self-management skills
• Research skills

Structured Learning
Learning in the Diploma Programme is linear, not modular. Students embark on a two-year learning journey, through which they gain strong content knowledge, as well as foster key learner attributes and skills. The acquisition of skills and content knowledge is a developmental process, and students demonstrate growth throughout the entire two years.

The first year of the Diploma Programme (DP1) is very much a learning year, where students are immersed in a range of new content and learning experiences. Students are often exploring concepts, ideas and tasks for the first time, and need the support and guidance of their teachers. The second year of the Diploma Programme (DP2) is more focussed on the application of knowledge and skills to new situations. It is during this time that students will prepare their final Internal Assessments, and will thus require far greater independence and organisation.

(Excerpts from the IB ATL Material)
Course structure

The IB Diploma Programme encourages the concurrent study of a broad range of academic areas. It is this comprehensive range of subjects that makes the Diploma Programme a rigorous course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility and can choose subjects that particularly interest them and that they may wish to study further at university.

Students are required to choose six subjects, one from each of the six academic areas. Students also have the opportunity to choose a second subject from groups one – five instead of a group six subject. The broad academic areas are:

- **Group 1**: Studies in Language and Literature
- **Group 2**: Language Acquisition
- **Group 3**: Individuals and Societies
- **Group 4**: Sciences
- **Group 5**: Mathematics
- **Group 6**: The Arts

**Standard or higher level**

Students are able to personalise their study options by choosing the level at which they would like to study. To be eligible for the IB diploma, students must select three subjects to study at higher level (HL), and three subjects to study at standard level (SL). Subjects at HL are studied in greater depth and breadth than at SL, requiring 240 hours of study (over two years) compared with 150 hours at SL. At both levels, many skills are developed, especially those of critical thinking and analysis.

Choosing which subjects to study at SL or HL is a decision influenced by a range of factors including student interests, abilities, and future study plans. It is recommended that students discuss their plans with family, subject teachers, and the Diploma Coordinator to ensure a balanced program that speaks to the student's strengths.

**The core of the Diploma Programme**

In addition to their disciplinary studies, all Diploma Programme students participate in the three elements that make up the core of the programme:

- Theory of Knowledge
- Creativity, Activity, Service
- The Extended Essay

These three elements of the core complement each other, working together to achieve the following common aims:

- to support, and be supported by, the academic disciplines
- to foster international-mindedness
- to develop self-awareness and a sense of identity.
Study Planning

“You don't have to be brainy to do the IB, but you do have to be diligent and organised. What you discover, though, is that you become organised by being diligent.”

Andrew Halls, Head of King's College, Wimbledon

The IBDP is inquiry-based, and encourages independent learner behaviour. This means that IB DP students are highly responsible for their own learning, and must be able to direct and organise their study. Also, as learning is conceptually connected and building towards a final point (at the end of the course), students need to be able to see connections across their subjects, and maintain conceptual understanding through the duration of the two years. As such, IBDP students must develop and adhere to effective study planners to ensure they complete enough practice and revision of key concepts.

It is recommended that IB DP students complete a minimum of 2 – 3 hours of homework each night. Homework is a general term, and should consist of a balance of the following activities:

**Notetaking**
One of the key practices of successful IBDP students is effective notetaking. During preparation for final exams, students rely heavily on their class notes – most of which are taken over the whole of their two-year course. Notes should be taken neatly, organised effectively, and reviewed regularly.

**Revision**
Successful students undertake regular and ongoing revision of topics and concepts learned in their subjects. This may take the form of nightly or weekly revision depending on the time of year, or topic being studied.

**Practice**
Along with developing a great body of content knowledge, IBDP students must be able to apply their knowledge to new situations and contexts. It is recommended that students complete regular practice of the skills and processes learned in class, perhaps by completing practice questions, or undertaking mock practical tasks.

**Completion of formative assessment**
Throughout the two-year course students will participate in formative assessment given by the classroom teacher. Formative assessment is assessment for learning, and its main purpose is to support student development. Students should see these tasks as learning experiences, and maximise their participation in all activities.

**Completion of summative (school) assessment**
Formal summative assessment is also undertaken throughout the two-year course. This assessment should offer an indication of student achievement, and outline the student’s strengths and areas for improvement. These assessment tasks should not be a student’s sole focus, and are simply a tool for measurement. Furthermore, learning in the IB is ongoing, and students must ensure they maintain their schedule of revision and practice, alongside completing summative assessment.
Assessment in the diploma programme

Assessment plays a crucial role in supporting learning as well as in measuring learning. In the Diploma Programme (DP), assessment is intended to support curricular goals and to encourage appropriate student learning. As an IB World School, we analyse assessment data to inform teaching and learning. DP assessments are based on the course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the formal assessment requirements. The DP also places an emphasis on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges students’ work in relation to identified levels of attainment, rather than in relation to the work of other students.

(Adapted from DP: from principles into practice)

One of the key differences between the IBDP and other systems (such as the QCE) is the assessment. IBDP assessment assess your thinking as well as your content knowledge

Whilst final DP examinations occur in November of the second year, IB diploma students participate in a range of assessment styles and types throughout their course, each with its own role and purpose. The following is a brief outline of the common assessment terms used in the IB Diploma Programme.

Internal and external assessment
Both internal and external assessments are used in the Diploma Programme. IB examiners mark work produced for external assessment. External assessment can include final examinations, assignment work completed in class, or practical tasks completed over the course of the diploma. Work produced for internal assessment is completed in school, marked by teachers and externally moderated by the IB.

Formative, Summative and Final assessment
IB Diploma students at John Paul College participate in three methods of assessment:

Formative
Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students’ strengths and weaknesses in order to help develop students’ understanding and capabilities. Formative assessment focuses on student learning, not formal grades. Results are communicated with the student, but do not form part of a grade for reporting purposes.

Summative (School)
Summative assessment gives an overview of previous learning and is concerned with measuring student achievement. Summative assessment takes place throughout the two-year course, and results are formally communicated through school reporting processes.

Final (IB)
Final assessment is that which is submitted to the IB for external assessment or moderation towards the end of the course. Deadlines for final assessment are set throughout the final year of the diploma to ensure a balance of student workload and assessment. Results for final assessment are available after the publication of student results in early January after the completion of the diploma.
**Assessment Examples**

This an example of formative, summative, and final assessment in IB DP subjects. The following table is for illustrative purposes only:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Formative</th>
<th>Summative</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory of Knowledge</strong></td>
<td>Paragraph response to a given knowledge question.</td>
<td>Mock essay responding to a given Prescribed Title.</td>
<td>TOK essay in response to the final Prescribed Titles.</td>
</tr>
<tr>
<td><strong>Teacher feedback given to students in class or via Seqta.</strong></td>
<td>Teacher feedback given. Grades shown on Seqta and school report card.</td>
<td>Externally assessed. Results available in January</td>
<td></td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td>In-class quiz on recently learned topics.</td>
<td>Modified exam paper including only questions from taught topics.</td>
<td>Final Exam paper in November.</td>
</tr>
<tr>
<td><strong>Teacher feedback given to students in class or via Seqta.</strong></td>
<td>Teacher feedback given. Grades shown on Seqta and school report card.</td>
<td>Externally assessed Results available in January</td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Homework questions based on current text studied.</td>
<td>Mock Individual Oral Presentation on current texts studied.</td>
<td>Final Individual Oral Presentation</td>
</tr>
<tr>
<td><strong>Teacher feedback given to students in class or via Seqta.</strong></td>
<td>Teacher feedback given. Grades shown on Seqta and school report card.</td>
<td>Internally assessed Results available in January</td>
<td></td>
</tr>
</tbody>
</table>
Achieving a Diploma

Students undertaking the IB Diploma Programme are registered with the IBO as either Course or Diploma Candidates. Course Candidates are students who wish to study some part of the IB Diploma Programme (often in conjunction with other studies). Course Candidates are issued with certificates and official transcripts upon completion of their subject(s). Course Candidates, however, cannot achieve the IB Diploma.

Diploma Candidates are students who undertake the full DP course, and use this as their primary pathway into university. To achieve the IB Diploma, students must:

- Study six subjects – at least three SL and three HL
- Complete CAS to a satisfactory standard
- Achieve at least 24 points across all six subjects, with at least 12 points across HL subjects and at least 9 points across SL subjects
- Achieve at least a D for Theory of Knowledge and Extended Essay
- Students cannot achieve a 1 in any subject, a 2 in three or more subject, or a 3 in four or more subjects

Diploma Points

IBDP academic subjects are graded on a 1 – 7 scale, similar to that used by universities. The grade corresponds to the number of Diploma Points awarded for that subject. Core subjects Theory of Knowledge and Extended Essay are graded on an A – E scale. Students undertaking the Core of CAS, TOK, and EE can achieve up to 3 points. The following table illustrates how core points are awarded:

Diploma Points Matrix

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade A</th>
<th>Grade B</th>
<th>Grade C</th>
<th>Grade D</th>
<th>Grade E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Grade B</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Grade C</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Failing condition</td>
</tr>
<tr>
<td>Grade D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>Failing condition</td>
</tr>
<tr>
<td>Grade E</td>
<td></td>
<td>Failing condition</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Failing conditions preclude students from achieving the IB Diploma. Completion of CAS is required for the awarding of an IB Diploma.
## Example of student results

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Score (Out of 7)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>English HL</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>German ab initio SL</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Psychology SL</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Biology HL</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mathematics Studies SL</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Music HL</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>CORE</strong></td>
<td></td>
<td><strong>34</strong></td>
</tr>
<tr>
<td>TOK</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>EE</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>CAS</td>
<td>Satisfactory</td>
<td></td>
</tr>
</tbody>
</table>

**Incomplete Diploma**

In some cases, students are unable to achieve their Diploma qualification. In these instances, students still receive credit for the courses they have completed. Whilst many universities require a Diploma for entry, this is not true of all universities, and students who are unable to achieve the Diploma may still be able to apply to certain institutions. In Queensland for example, the Queensland Tertiary Admissions Centre (QTAC) accept applications from students with an incomplete Diploma. QTAC convert the student’s score to a QTAC selection rank, and the student is able to then apply for relevant courses. It is important to note that not achieving the Diploma does initially limit study options, but does not preclude students from all possibilities.
Assessment support and special provisions

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances. Applications for such arrangements are negotiated with the Learning Enhancement team, Diploma Programme Coordinator, and the IBO.

Assessment access requirements
A student with assessment access requirements is one who requires access arrangements in assessment conditions to demonstrate his or her level of attainment. These may include access to a computer for written exams, extra time for processing, or an exam scribe. These arrangements align with current QCAA special provisions, and are similar to those provided to students throughout years 7-12.

Inclusive assessment arrangements
Changed or additional conditions during the assessment process are available for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

Learning support requirements
Students who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

- Autism spectrum/Asperger’s syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

(Excerpts from Candidates with assessment access requirements 2014)
IB Diploma Programme Options for 2017

The following subjects are offered to students commencing Year 11 in 2017. Course availability is subject to student demand.

<table>
<thead>
<tr>
<th>Group</th>
<th>Description</th>
<th>Subject</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>HL</td>
</tr>
<tr>
<td>1</td>
<td>Studies in Language and Literature</td>
<td>English Literature</td>
<td>SL</td>
</tr>
<tr>
<td>2</td>
<td>Language Acquisition</td>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>HL, SL, or ab initio SL</em></td>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>German</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Individuals and Societies</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>History</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business and Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Systems and Societies*</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sciences</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Systems and Societies*</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematical Studies</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The Arts</td>
<td>Visual Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Another Group 1 – Group 5 Subject</td>
<td></td>
</tr>
<tr>
<td>COR E</td>
<td>Compulsory subjects</td>
<td>Extended Essay</td>
<td>One Level only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theory of Knowledge</td>
<td>One Level only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creativity, Action, Service</td>
<td>One Level only</td>
</tr>
</tbody>
</table>

*Environmental Systems and Societies (ESS) is an interdisciplinary course. Students may select this course as a Group 3 or Group 4 subject. ESS can only be studied SL.

**Example Courses**

The table below outlines possible IB course options students may wish to undertake. These are for illustrative purposes only and should not be viewed as compulsory.

<table>
<thead>
<tr>
<th>Group</th>
<th>Balanced Course</th>
<th>Science Specialisation</th>
<th>Arts Specialisation</th>
<th>Humanities Specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Studies in Language and Literature</td>
<td>English A: Literature</td>
<td>English A: Literature</td>
<td>English A: Literature</td>
</tr>
<tr>
<td>2</td>
<td>Language Acquisition</td>
<td>German ab initio</td>
<td>Spanish ab initio</td>
<td>Chinese B</td>
</tr>
<tr>
<td>3</td>
<td>Individuals and Societies</td>
<td>Business Management</td>
<td>ESS</td>
<td>ESS</td>
</tr>
<tr>
<td>4</td>
<td>Sciences</td>
<td>Biology</td>
<td>Physics</td>
<td>ESS</td>
</tr>
<tr>
<td>5</td>
<td>Mathematics</td>
<td>Mathematical Studies</td>
<td>Mathematics</td>
<td>Mathematical Studies</td>
</tr>
<tr>
<td>6</td>
<td>The Arts (or other group 1 – 5 subject)</td>
<td>Music</td>
<td>Chemistry</td>
<td>Visual Art Music</td>
</tr>
<tr>
<td>COR E</td>
<td>TOK, CAS, EE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IB Diploma Programme Core Components

Rationale
At the heart of the Diploma Programme are the three components which make up the core – Theory of Knowledge, Extended Essay, and Creativity, Activity, Service. The core plays a significant role in the IB Diploma Programme, fulfilling the philosophical aim of holistic education. The core balances academic development with the education of the whole person. All Diploma Programme students participate in the three elements of the core.

Theory of Knowledge (TOK)
This course encourages students to think about the nature of knowledge, to reflect on the process of learning in all their subjects, and to see and understand the connections between them.

Extended Essay (EE)
The extended essay, a substantial piece of academic writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves; this encourages the development of independent research skills expected at university.

Creativity, Activity, Service (CAS)
CAS involves students in a range of enjoyable and significant experiences and projects, and supports a balanced, healthy lifestyle.
Extended Essay

Rationale

The extended essay is a unique opportunity for students to explore an academic area in which they have a personal interest. It is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects – usually one of the student’s six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. Students develop important transferable skills such as research, critical thinking, and self-management, which are communicated through this 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. The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.

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.

Choice of subject

John Paul College students will initiate the extended essay in the first year of the two-year course. It is advisable that the student chooses a subject which they are studying and preferably at Higher Level (HL).

Choice of topic

Students should choose a topic that:

- is challenging and interesting
- is limited in scope to allow an examination of an issue / problem in depth within the four thousand (4,000) word limit.
- allows the collection or generation of information / data for analysis and evaluation
- requires a personal research approach

The research and supervision process

The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school. Students should, with the aid of the supervisor at John Paul College, narrow the focus of the investigation and formulate a specific research question. The research question provides the purpose and orientation of the essay. A systematic research process is advised, taking into account the requirements of the subject. It is essential to generate and gather information and ideas that can be used to develop a convincing response to the research question.

The supervisor can provide 3-5 hours of support, which includes three mandatory reflection sessions. The third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher.

The final essay is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words. It is the result of approximately 40 hours of work by the student.
Assessment of the Extended Essay
Assessment of the extended essay is a combination of formative assessment (the Reflections on planning and progress form) and summative assessment (the extended essay itself). The essay is externally assessed using generic assessment criteria with subject-specific interpretations. In combination with the grade for Theory of Knowledge, the extended essay contributes up to three points to the total score for the IB Diploma.

The extended essay is compulsory for all students taking the Diploma Programme and students must achieve a D grade or higher to be awarded the Diploma.

Viva Voce (Interview)
The *viva voce* is a short interview between the student and the supervisor, and is the mandatory conclusion to the extended essay process. The *viva voce* is conducted once the student has uploaded the final version of their extended essay to the IB for assessment. The *viva voce* is a celebration of the completion of the essay and a reflection on what the student has learned from the process.

*Excerpts from the IBDP EE Guide*
Theory of Knowledge

Rationale

“Teachers open the door, but you must enter by yourself.” – Chinese proverb

The Theory of Knowledge Programme (TOK) is central to the educational philosophy of the International Baccalaureate Diploma Programme. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role that knowledge plays in a global society. The overall aim of the TOK is to formulate answers to the question “how do we know that?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge. It encourages students to become aware of themselves as thinkers, to explore the complexity of knowledge, and to recognise the need to act responsibly in an increasingly interconnected world. It is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a demanding course but one that is an essential component not only of the Diploma Programme but of lifelong learning.

Course aims

The aims of the TOK course are for students to:

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

Course outline

Key components

Knowledge is the raw material of the TOK course. Over the two-year course, students engage in critical discussion and evaluation of:

- Knowledge
- Shared and personal knowledge
- Knowledge claims
- Knowledge questions

Ways of Knowing (WOKs)

The TOK course identifies eight specific Ways of Knowing (WOKs). Over the two years, students explore four of the eight WOKs in depth.

- language
- sense perception
- emotion
- reason
- imagination
- faith
- intuition
- memory.
**Areas of Knowledge**
The theory of knowledge course distinguishes between eight Areas of Knowledge (AOKs), each with a distinct methodology in the construction of knowledge. Students study six of the eight AOKs in depth.

- mathematics
- natural sciences
- human sciences
- history
- the arts
- ethics
- religious knowledge systems
- indigenous knowledge systems.

**Course assessment**

**Internal Presentation**
The TOK presentation requires students to create a 10-minute presentation which identifies and explores a knowledge question raised by a substantive real-life situation that is of interest to them.

**External Essay**
Students submit an essay on any one of the six titles prescribed by the IB for each examination session. The titles ask generic questions about knowledge and are cross-disciplinary in nature. They may be answered with reference to any part or parts of the TOK course, to specific disciplines, or with reference to opinions gained about knowledge both inside and outside the classroom.

*(Excerpts from the IBDP TOK Guide)*
Creativity, Activity and Service

‘Service is not simply an emotional impulse, it is a demonstration of attitudes and values’.— María Piaggio

Rationale

CAS is a programme of experiential learning designed by students. It takes students outside of the classroom and allows them to discover who they are, what they are passionate about, and what their role is in the global community. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide opportunities to explore interests and express passions, personality and perspective.

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning. CAS is organized around the three strands of creativity, activity and service defined as follows.

Creativity
Exploring and extending ideas leading to an original or interpretive product or performance. E.g. Form a music group, produce artworks, join a ballet class, design and produce children’s toys

Activity
Physical exertion contributing to a healthy lifestyle. E.g. Basketball, street dance, hiking, trekking, marching band, gardening

Service
Collaborative and reciprocal engagement with the community in response to an authentic need. E.g. Leading awareness events at school about air pollution, developing an urban community garden, raising awareness about human trafficking, serving food at a soup kitchen

Course requirements
Key to a student’s CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator’s satisfaction.

Course outcomes

In CAS, there are seven learning outcomes.

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

Student completion of CAS is based on the achievement of the seven CAS learning outcomes evidenced through the student’s meaningful reflection.
Course assessment
Upon completion of their CAS programme, a student’s portfolio is assessed as satisfactorily completed, or not satisfactorily completed. To complete their CAS portfolio, students must demonstrate evidence of:

- Consistent and sustained involvement in CAS over at least 18 months
- Involvement in at least one CAS project
- Balanced involvement in all three CAS strands
- Achievement of each of the seven learning outcomes

If students do not complete the three CAS components satisfactorily, regardless of what outcomes they may achieve with the six subjects or the TOK / EE components, they will not be awarded the IB Diploma.

(Excerpts from the IBDP CAS Guide)
Group One – Studies in Language and Literature

IB Language A - English HL/SL

Rationale
This literature course focuses on offering students opportunities for both questioning and reflection. It is a course that is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. It encourages a close analysis of language as well as an understanding of the different perspectives presented through literature and the ways in which these are informed by and interact with the student’s own culture. This course requires students to engage in knowledge inquiry, critical thinking and reflection, and aims to develop students’ understanding of language skills, critical approaches, literary conventions and visual skills.

Course Aims
The aims of the English A: Literature course are to:

• introduce students to a range of texts from different periods, styles and genres
• develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
• develop the students’ powers of expression, both in oral and written communication
• encourage students to recognize the importance of the contexts in which texts are written and received
• encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
• encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
• promote in students an enjoyment of, and lifelong interest in, language and literature
• develop in students an understanding of the techniques involved in literary criticism
• develop the students' ability to form independent literary judgments and to support those ideas.

Course Outline
English A: Literature is a two-year course, broken into four distinct parts. Students may choose to study as a Standard Level (SL) or Higher Level (HL).

Part One – Works in Translation
This part of the course is a literary study of works in translation, based on close reading of the works themselves. Students are encouraged to appreciate the different perspectives of people from other cultures and to consider the role that culture plays in making sense of literary works. Studying works in translation allows students to deepen their understanding of works as being products of a time and place.
SL: Two Works  HL: Three Works

Part Two – Detailed Study
In Part Two the focus is on detailed analysis of a work, both in terms of content and technique. Detailed study is best achieved through approaches that ensure close reading and in-depth analysis of the significant elements of the works involved. Students will develop a variety of interpretations and critical perspectives, and be able to form and articulate personal responses to the works.
SL: Two Works  HL: Three Works

Part Three – Literary Genres
In Part Three, a group of works selected from the same literary genre is studied in depth. Each genre has recognizable techniques, referred to as literary conventions, and writers use these conventions, along with other literary features, in order to achieve particular artistic ends. The grouping of works by genre is intended to provide a framework for the comparative study of the selected works through an exploration of the literary conventions and features associated with that genre.
**SL:** Three Works  
**HL:** Four Works

**Part Four – Options**  
School-chosen option where works are chosen to suit students and context.  
**SL:** Three Works  
**HL:** Three Works

**Course examinations and assessment**  
Over their two-year course of study, English A: Literature students are involved in a wide range of assessment activities, each supporting students' knowledge and understanding of literary criticism and conventions, language and visual skills, and developing a life-long love of literature.

**Internal (30%)**

*Individual oral commentary (SL) and discussion (HL)*  
All students undertake a formal oral commentary on poetry studied in Part Two with subsequent questions. In addition, HL students complete a discussion based on one of the other Part Two works.

*Individual oral presentation*  
Students develop a unique oral presentation based on works studied in Part Four.

**External (70%)**

*Paper One - Literary commentary Exam*  
Students choose one of two passages (prose or poetry) and write a literary commentary.

*Paper Two - Essay (Written Exam)*  
Students choose one of three possible questions and write an essay based on at least two works studied in Part Three.

*Written assignment*  
Students submit a reflective statement and literary essay on one work studied in Part One.

**Distinction between SL and HL**  
The model for English A: literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels.

**Number of works studied**  
SL students are required to study 10 works, whereas HL students are required to study 13.

**Complexity of assessment**  
Two of the assessment tasks for SL are less demanding than the comparable HL tasks.

- Individual oral commentary—SL students present a 10-minute formal oral commentary on one of two works studied in part 2 of the course, whereas HL students present a formal oral commentary on poetry studied in part 2 and then engage in a discussion with the teacher on one of the other two works studied.
- Paper 1—both SL and HL students write a literary analysis of a previously unseen prose passage or poem. However, SL students write in response to two guiding questions, whereas HL students write a literary commentary with no assistance from guiding questions.

**Assessment criteria**  
In addition, the external assessment criteria for the written exams and the internal assessment criteria are clearly differentiated. HL students are expected to show a deeper understanding of content and writers' techniques than SL students. The requirements for depth of knowledge and understanding, and for demonstrating the skills of analysis, synthesis, evaluation and organization are less demanding at SL than at HL.

*(Excerpts from the IBDP Group 1 Language A: Literature Guide)*
Group Two – Language Acquisition

Placement of students in Group 2 language courses must ensure students are following the course that is best suited to their present and future needs and that will provide them with an appropriate academic challenge. The degree to which students are already competent in the language and the degree of proficiency they wish to attain by the end of the period of study are the most important factors in identifying the appropriate course. Coordinators work with teachers and students to ensure the appropriate placement of students. The most important consideration is that the course should be a challenging educational experience for students.

As students are placed in the most appropriate course for their learning, each Group 2 language course contributes in the same way to a student’s Diploma. There is no scaling or different weighting given to the different courses – they simply reflect a student’s degree of proficiency and their final goals.

**German, Mandarin, Japanese and Spanish ab initio SL**

**Rationale**
Language ab initio is a Language Acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. Language ab initio is suitable for students with limited to no exposure to the language, and aims to develop students’ linguistic abilities through the development of receptive, productive and interactive skills.

**Course Aims**
- develop students’ intercultural understanding
- enable students to understand and use 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 the different perspectives of people from other cultures
- develop students’ awareness of the role of language in relation to other areas of knowledge
- develop students’ awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

**Course outline**
The language ab initio course is organized into three themes:
- Individual and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

**Course outcomes**
At the end of this course, students are able to:
- understand and use the language in a range of contexts and for a variety of purposes
• use the language appropriately
• develop an appreciation of the different perspectives of people from other cultures
• develop an awareness of the role of language in relation to other areas of knowledge
• develop enough language for further study at a later point in time
• develop greater insights into the language of work and leisure
• develop an awareness of the relationship between the languages and cultures with which they are familiar

Course examination and assessment
All assessment is delivered and responded to in the target language

Internal (25%)
Individual oral
Students undertake an individual one-on-one oral with their teacher where they:
• Choose a visual stimulus (from two options) and present relevant information.
• Answer follow-up questions from the teacher about the visual stimulus.
• Take part in a general conversation including at least two questions on the written assignment.

External (75%)
Paper One – Receptive skills (Exam)
Students complete text-handling exercises (short-answer questions, gap-filling, matching activities) in response to four authentic written texts.

Paper Two – Productive skills (Exam)
Students complete two written texts from a choice of topics and genres/styles.

Written assignment
Students undertake research into the target language culture, and produce a piece of writing in the target language, which demonstrates intercultural understanding.

(Excerpts from the IBDP Group 2 Language B: ab initio Guide)
German, Mandarin, Japanese and Spanish B HL/SL

**Rationale**

Language B is a Language Acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. Language B is developed at two levels – SL and HL – and is suitable for students with previous experiences in the chosen language.

**Course outline**

SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL and the level of difficulty and demands of assessment and assessment criteria.

<table>
<thead>
<tr>
<th>Core Topics SL/HL</th>
<th>Option Topics SL/HL</th>
<th>Literature Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>All topics are studied</em></td>
<td><em>Teachers select two</em></td>
<td><em>HL only</em></td>
</tr>
<tr>
<td>• Communication and media</td>
<td>• Cultural diversity</td>
<td>• Two works of literature</td>
</tr>
<tr>
<td>• Global issues</td>
<td>• Customs and traditions</td>
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<tr>
<td>• Social relationships</td>
<td>• Health</td>
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<td></td>
<td>• Leisure</td>
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<tr>
<td></td>
<td>• Science and Technology</td>
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</tbody>
</table>

**Course outcomes**

At the end of this course, students are able to:

- communicate clearly and effectively in a wide range of situations demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and / or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organise ideas on a range of topics, in a clear, coherent and convincing manner
- understand, analyse and respond to a range of written and spoken texts.
- understand and use works of literature written in target language of study (HL only)

**Course examination and assessment**

All assessment is delivered and responded to in the target language

**Internal (30%)**

**Individual oral**

Students undertake an individual one-on-one oral with their teacher where they:

- Choose and describe a photograph (from two options), and connect the photograph to the target culture.
- Take part in a discussion with the teacher about the photograph and target culture.

**Individual oral activity**

Three interactive activities will be carried out in the classroom during the course and assessed by the teacher. One of these will be based on a listening activity. The highest of the three marks will be submitted as the final mark for the interactive oral.

**External (70%)**

**Paper One – Receptive skills (Exam)**

Students complete text-handling exercises (short-answer questions, gap-filling, matching
activities) in response to four authentic written texts.

**Paper Two – Written Productive skills (Exam)**
Students complete written texts from a choice of topics and genres/styles.

**Written assignment**
**SL** – Students undertake research across a range of text types and produce a piece of writing in the target language.
**HL** – Students compose a creative writing task linked to one or two literary texts studied in class.

*(Excerpts from the IBDP Language B Guide)*
Group Three – Individuals and Societies

The aims of all subjects in group 3, individuals and societies are to:

- encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
- develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
- promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
- develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
- enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

IB Business Management HL/SL

Rationale

The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterize most business organizations.

Business Management allows students to develop their knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. The business management course helps students understand and evaluate the implications of business activity in an interconnected global market. It encourages the appreciation of ethical concerns, as well as issues of corporate social responsibility (CSR) at both a local and global level.

Course aims

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

- promote the importance of exploring business issues from different cultural perspectives
- encourage a holistic view of the world of business
- enable the student to develop the capacity to think critically about individual and organizational behaviour
- enhance the student’s ability to make informed business decisions
- enable the student to appreciate the nature and significance of change in a local, regional and global context
- promote awareness of social, cultural and ethical factors in the actions of organizations and individuals in those organizations
- appreciate the social and ethical responsibilities associated with businesses operating in international markets.

Course outline

Business Management is a two-year course which explores six underpinning concepts: change, culture, ethics, globalization, innovation and strategy. Students use this conceptual lens to engage with the five core topics:

Core Topics: Business Organisation and Environment

Students learn to analyse organizations’ internal environment and external environment. This unit covers different types of organizations; economies of scale; features of social enterprises; the nature
of business activity in the quaternary sector and; the distinction between entrepreneurship and intrapreneurship.

**Human Resource Management**
Students explore how businesses recruit, organize, develop and lead their arguably most important resource—their people. In this unit, students learn what motivates individuals to perform well at work; how structural and environmental changes impact on human resource management; ethical and cross-cultural considerations.

**Finance and Accounts**
In this unit, students examine finance and accounts through both quantitative and qualitative methods. They learn how businesses represent themselves numerically through accounts; how to construct basic balance sheets and profit and loss accounts; to explain the meaning of these accounts by calculating ratios and interpreting results.

**Marketing**
In this unit students learn explore the considerations which underpin effective marketing strategy.

**Operations Management**
In this unit, students return to the fundamental rationale of business management: to make goods and services that meet consumers’ needs and wants. Students learn how organizations manage their operations in a range of contexts.

### Course examinations and assessments

**Internal (25%)**

**Written commentary (SL)**
Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization.

**Research project (HL)**
Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations).

**External (75%)**

**Paper One – Case Study Exam**
The case study describes a fictitious organization and its business situation and requires students to apply business management knowledge to a given situation.

**Paper Two – Core Topics Exam**
This paper is divided into three sections and questions are drawn from the 5 core topics. Students are asked to address short answer questions related to unseen stimulus material and to write an extended response.

*(Excerpts from the IBDP Group 3 Business and Management Guide)*
IB History HL/SL

Rationale
History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. The IB History course is based on a comparative and multi-perspective approach to world 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.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

Course aims
The aims of the history course at SL and HL are 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 sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources
- increase students’ understanding of themselves and of contemporary society by encouraging reflection on the past.

Course outline
Over the course of two years, students will study one prescribed subject, two world history topics and an additional topic for HL students. Topics are chosen by the school to best meet the particular needs and interests of the students.

Prescribed Subjects
One prescribed subject is chosen for study from the following:

- Military leaders
- Conquest and its impact
- The move to global war
- Rights and protest
- Conflict and intervention

**World History Topics**
This element of the course explores key topics in world history. Two topics from the following options will be studied:
- Origins, development and impact of industrialization (1750-2005)
- Independence movements (1800-2000)
- Evolution and development of democratic states (1848-2000)
- Authoritarian states (20th century)
- Causes and effects of 20th-century wars

**Regional Topics (HL only)**
Regional options focusing on either a History of Asia and Oceania OR History of Europe

**Example pathway**
An SL course with an emphasis on 20th-century history
- **Prescribed subject** – Rights and protest
- **World history topics** – Authoritarian states (20th-century), causes and effects of 20th-century wars
- **Historical Investigation** – Student chooses any historical topic to investigate, for example the significance of American use of atomic weapons against Japan.

**Course examinations and assessments**

**Internal (SL 25%  HL 20%)**

**Historical Investigation**
Students undertake one scientific investigation into any topic of their choice. The investigation includes three key components: the identification and evaluation of sources, investigation, and reflection.

**External (SL 75%  HL 80%)**

**Paper One – Source-based Exam**
A source-based examination paper based on the prescribed subject where students answer four structured questions.

**Paper Two – World History Exam**
Students answer two essay questions focussed on their world history studies.

**Paper Three – Regional History Exam (HL only)**
Students answer three essay questions focused on their regional history studies.

*(Excerpts from the IBDP Group 3 History Guide)*
IB Psychology HL/SL

Rationale
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. This course 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.

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

Course outline
Part 1: The Core
The core of the syllabus is composed of the study of the biological, cognitive and sociocultural levels of analysis. The interaction of these three influences determines behaviour.

Biological Level of Analysis
Studies into how our brain, nerves and hormones work as well as the development of genetics and evolution need investigation so that one can understand the complexity of our biological system and the psychological functions that it supports.

Cognitive Level of Analysis
The products of our biological machinery can be seen in our cognitive system (including our cognitions, emotions and behaviours). Topics of interest include memory, perception, amnesia and social cognition.

Sociocultural Level of Analysis
Social psychology attempts to understand the role of culture in human behaviour and to devise ways for alleviating problems that arise when misunderstandings occur when individuals from different cultures interact. This brings the students to the important realisation that the discipline of psychology is a synthesis of the biological, cognitive and socio-cultural levels.

Part 2: Options
HL students study two options, SL students one. Options will be selected by the school to best meet the particular needs and interests of the students. The options are as follows:
- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships
- Sport psychology
**Part 3: Qualitative research in psychology**
Students will learn to design and evaluate qualitative research, a method of research which takes place in the real world, as opposed to the laboratory, and deals with how people give meaning to their experiences. Qualitative research strategies include the use of observations, interviews and case studies.

**Part 4: Simple experimental study**
Students are required to plan and undertake a simple experimental study and to produce a report of their study.

**Course examination and assessment**

*Internal (SL 25%  HL 20%)*
**Simple Experimental Study**
Students plan, undertake and report a replication or modification of a simple experimental study.

*External (SL 75%  HL 80%)*
**Paper One – Core Topics Exam**
Students complete three short answer questions and one extended response question on the biological, cognitive and sociocultural levels of analysis.

**Paper Two – Option Topics Exam**
Students write an essay in response to questions on the option topics. HL students complete two questions, SL students one.

**Paper Three – Qualitative Research Methodology Exam (HL only)**
Students are given an unseen abstract or extract from a study, interview, observation or scenario, and must respond to questions about qualitative research methodology.

*(Excerpts from the IBDP Group 3 Psychology Guide)*
Group Four – Sciences

IB Biology HL/SL

Rationale
Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more.

Through the study of Biology, students will attempt to understand the living world at all levels using many different approaches and techniques. IB Biology, as with all IB Experimental Sciences, places a strong focus on the practical approach to science, and students will have the opportunity to undertake experimental work in a range of areas.

Course aims
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 characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- 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
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Course outline

<table>
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<th>Core Topics SL/HL</th>
<th>Additional Topics HL</th>
<th>Options SL/HL</th>
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<tr>
<td>Ecology</td>
<td>Genetics and Evolution</td>
<td>Human Physiology</td>
</tr>
<tr>
<td>Evolution and Biodiversity</td>
<td>Animal Physiology</td>
<td></td>
</tr>
<tr>
<td>Human Physiology</td>
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<td></td>
</tr>
</tbody>
</table>

One of the following:
Course examinations and assessment
By its very nature, Biology lends itself to an experimental approach, and this is reflected throughout the course. IB Biology students engage in a range of assessment types and styles over their two-year course.

Internal (20%)
Scientific Investigation
Students undertake one scientific investigation into a topic of their choice. They will construct a research question and scientific rationale, before undertaking practical activities and data analysis.

External (80%)
Paper One – Multiple Choice Exam
Paper Two – Core Topics Exam
- Data-based questions.
- Short-answer and extended-response questions on core material.

Paper Three – Core and Option Topics Exam
Section A – Short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data.
Section B – Short-answer and extended-response questions from one option.

Camps and activities
Camp
Students will take part in an overnight camp at Hastings Point in Term 1 2015 (Year 11 IB Biology students) to study mangroves, sand dunes and the rocky platform at the cost of $120 - $140 per student.

Group 4 Project
The Group 4 Project is a collaborative activity where students from different group 4 subjects (Biology, Chemistry, and Physics) work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared, specifically to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

(Excerpts from the IBDP Group 4 Biology Guide)
IB Chemistry HL/SL

Rationale
Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

In this course, students will explore the theoretical and experimental areas of Chemistry using a variety of approaches and techniques. IB Chemistry, as with all IB Experimental Sciences, places a strong focus on the practical approach to science, and students will have the opportunity to undertake experimental work in a range of areas.

Course aims
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 characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- 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
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Course outline

<table>
<thead>
<tr>
<th>Core Topics SL/HL</th>
<th>Additional Topics HL</th>
<th>Options SL/HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stoichiometry relationships</td>
<td>• Atomic structure</td>
<td>• Medicinal Chemistry</td>
</tr>
<tr>
<td>• Atomic structure</td>
<td>• The periodic table – the transition metals</td>
<td></td>
</tr>
<tr>
<td>• Periodicity</td>
<td>• Chemical bonding and structure</td>
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<tr>
<td>• Chemical bonding and structure</td>
<td>• Energetics/thermochemistry</td>
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<tr>
<td>• Energetics/thermochemistry</td>
<td>• Chemical kinetics</td>
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<tr>
<td>• Chemical kinetics</td>
<td>• Equilibrium</td>
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<tr>
<td>• Equilibrium</td>
<td>• Acids and bases</td>
<td></td>
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<tr>
<td>• Acids and basis</td>
<td>• Redox processes</td>
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<tr>
<td>• Organic Chemistry</td>
<td>• Organic Chemistry</td>
<td></td>
</tr>
<tr>
<td>• Measurement and data processing</td>
<td>• Measurement and analysis</td>
<td></td>
</tr>
</tbody>
</table>
Course examinations and assessment
By its very nature, Chemistry lends itself to an experimental approach, and this is reflected throughout the course. IB Chemistry students engage in a range of assessment types and styles over their two-year course.

Internal (20%)
Scientific Investigation
Students undertake one scientific investigation into a topic of their choice. They will construct a research question and scientific rationale, before undertaking practical activities and data analysis.

External (80%)
Paper One – Multiple Choice Exam
Paper Two – Core Topics Exam
- Data-based questions.
- Short-answer and extended-response questions on core material.

Paper Three – Core and Option Topics Exam
Section A – Short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data related to the core topics.
Section B – Short-answer and extended-response questions from one option.

Activities
Group 4 Project
The Group 4 Project is a collaborative activity where students from different group 4 subjects (Biology, Chemistry, and Physics) work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared, specifically to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

(Excerpts from the IBDP Group 4 Chemistry Guide)
Environmental Systems and Societies - SL

Rationale
Environmental Systems and Societies (ESS) is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course equips students with a broad skill set and develops their ability to perform research and investigations and to participate in philosophical discussion. The course promotes holistic thinking about environmental issues, recognizing that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Students are encouraged to develop solutions on a personal, community and global scale.

ESS is an interdisciplinary Group 3 and 4 course that is offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with Group 4 (Sciences) with those associated with Group 3 (Individuals and Societies).

Course aims
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 characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- 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
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Course outline
Core topics
- Foundations of environmental systems and societies
- Ecosystems and ecology
- Biodiversity and conservation
- Water and aquatic food production systems and societies
- Soil systems and terrestrial food production systems and societies
- Atmospheric systems and societies
- Climate change and energy production
- Human systems and resource use

Practical Activities
The different types of practical activities that a student may engage in serve a variety of purposes, including:
• illustrating, teaching and reinforcing theoretical concepts
• developing an appreciation of the essential hands-on nature of laboratory and fieldwork
• developing an appreciation of the use of secondary data from databases
• developing an appreciation of the use of modelling
• developing an appreciation of the benefits and limitations of a range of investigative methodology

Course examinations and assessment

Internal (25%)

Individual Investigation
Students focus on a particular aspect of an ESS issue and apply the results to a broader environmental and/or societal context. The investigation is recorded as a written report. Throughout the investigation, students are involved in:
• identifying an ESS issue and focusing on one of its specific aspects
• developing methodologies to generate data that are analysed to produce knowledge and understanding of this focused aspect
• applying the outcomes of the focused investigation to provide understanding or solutions in the broader ESS context.

External (75%)

Paper One – Case Study Exam
Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study.

Paper Two – Extended Response Exam
Section A – Short-answer and data-based questions.
Section B – Two structured essay responses.

(Excerpts from the IBDP ESS Guide)
IB Physics HL/SL

Rationale
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. This course not only considers physics in the natural world, but the technological side, in which physical principles have been applied to construct and alter the material world to suit society’s needs, and have had a profound influence on the daily lives of all human beings.

In this course, students will explore the theoretical and experimental areas of Physics using a variety of approaches and techniques. IB Physics, as with all IB Experimental Sciences, places a strong focus on the practical approach to science, and students will have the opportunity to undertake experimental work in a range of areas.

Course aims
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 characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- 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
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Course outline

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<th>Core Topics SL/HL</th>
<th>Additional Topics HL</th>
<th>Options SL/HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurements and uncertainties</td>
<td>Wave Phenomena</td>
<td>One of the following:</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Fields</td>
<td>- Relativity</td>
</tr>
<tr>
<td>Thermal Physics</td>
<td>Electromagnetic Induction</td>
<td>- Engineering Physics</td>
</tr>
<tr>
<td>Waves</td>
<td>Quantum and Nuclear Physics</td>
<td>- Imaging</td>
</tr>
<tr>
<td>Electricity and Magnetism</td>
<td></td>
<td>- Astrophysics</td>
</tr>
<tr>
<td>Atomic, Nuclear and Particle Physics</td>
<td></td>
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<tr>
<td>Energy production</td>
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</tr>
</tbody>
</table>
Course examinations and assessment
By its very nature, Physics lends itself to an experimental approach, and this is reflected throughout the course. IB Physics students engage in a range of assessment types and styles over their two-year course.

Internal (20%)
Scientific Investigation
Students undertake one scientific investigation into a topic of their choice. They will construct a research question and scientific rationale, before undertaking practical activities and data analysis.

External (80%)
Paper One – Multiple Choice Exam
Paper Two – Core Topics Exam
- Data-based questions.
- Short-answer and extended-response questions on core material.

Paper Three – Core and Option Topics Exam
- Section A – Short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data.
- Section B – Short-answer and extended-response questions from one option.

Activities
Group 4 Project
The Group 4 Project is a collaborative activity where students from different group 4 subjects (Biology, Chemistry, and Physics) work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared, specifically to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

(Excerpts from the IBDP Group 4 Physics Guide)
Group Five – Mathematics

Mathematics HL

Rationale
The IB Mathematics HL course caters for students with a good background in Mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include Mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in Mathematics and enjoy meeting its challenges and engaging with its problems.

The nature of the subject is such that it focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas.

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

- enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking, and patience and persistence in problem-solving
- employ and refine their powers of abstraction and generalization
- apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

Course outline
Core Topics
- Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Vectors
- Statistics and Probability
- Calculus

Option Content
Students study one of these options:

- Statistics and Probability
- Sets, Relations and Groups
- Calculus
- Discrete Mathematics
Outcomes
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 HL course, students will be expected to demonstrate the following.

- Knowledge and understanding
- Problem-solving
- Communication and interpretation
- Technology
- Reasoning
- Investigative approaches

Course examination and assessment

Internal (20%)

Exploration
A piece of written work that involves investigating an area of mathematics.

External (80%)

Paper One – Non-calculator Exam
Section A – Compulsory short-response questions based on the whole syllabus.
Section B – Compulsory extended-response questions based on the whole syllabus.

Paper Two – Graphics Display Calculator Exam
Section A – Compulsory short-response questions based on the whole syllabus.
Section B – Compulsory extended-response questions based on the whole syllabus.

Paper Three – Graphics Display Calculator Exam
Compulsory extended-response questions based mainly on syllabus options.

(Excerpts from the IBDP Group 5 Mathematics HL Guide)
Mathematics SL

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

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on mathematical rigour. Students should wherever possible apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

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

This course does not have the depth found in the Mathematics HL course. Students wishing to study subjects with a high degree of mathematical content should therefore opt for the Mathematics HL course rather than a Mathematics SL course.

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

• enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
• develop an understanding of the principles and nature of mathematics
• communicate clearly and confidently in a variety of contexts
• develop logical, critical and creative thinking, and patience and persistence in problem-solving
• employ and refine their powers of abstraction and generalization
• apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
• appreciate how developments in technology and mathematics have influenced each other
• appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
• appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
• appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

Course outline
Core Topics
• Algebra
• Functions and Equations
• Circular Functions and Trigonometry
• Vectors
• Statistics and Probability
• Calculus

Outcomes
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 SL course, students will be expected to demonstrate the following.

- Knowledge and understanding
- Problem-solving
- Communication and interpretation
- Technology
- Reasoning
- Investigative approaches

Course examinations and assessment

**Internal (20%)**

**Exploration**
A piece of written work that involves investigating an area of mathematics.

**External (80%)**

**Paper One – Non-calculator Exam**
Section A – Compulsory short-response questions based on the whole syllabus.
Section B – Compulsory extended-response questions based on the whole syllabus.

**Paper Two – Graphics Display Calculator Exam**
Section A – Compulsory short-response questions based on the whole syllabus.
Section B – Compulsory extended-response questions based on the whole syllabus.

(Excerpts from the IBDP Group 5 Mathematics SL Guide)
Mathematical Studies SL

Rationale
The IB Mathematical Studies course caters for students with varied backgrounds and abilities. It has an emphasis on applications of Mathematics and the largest section is on statistical techniques. It is designed for students with varied Mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of Mathematical topics. This course also prepares students to be able to solve problems in a variety of settings, to develop more sophisticated Mathematics reasoning and to enhance their critical thinking.

There is also more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students’ Mathematical reason rather than performing routine operations; solving Mathematical problems embedded in a wide range of contexts; using the calculator effectively. Students in this course also have the opportunity to carry out a Mathematical study of their choice using their own experience, knowledge and skills acquired during the course.

Students taking this course are well prepared for a career in the Social Sciences, Humanities, Languages or Arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the Mathematical Studies SL course in their future studies.

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

- enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking, and patience and persistence in problem-solving
- employ and refine their powers of abstraction and generalization
- apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

Course outline
Core Topics

- Number and Algebra
- Descriptive Statistics
- Logic, Sets and Probability
- Statistical Applications
- Geometry and Trigonometry
- Mathematical Models
- Introduction to Differential Calculus

Outcomes
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 Mathematical Studies SL course, students will be expected to demonstrate the following.

- Knowledge and understanding
• Problem-solving
• Communication and interpretation
• Technology
• Reasoning
• Investigative approaches

Course examinations and assessment

Internal (20%)

Project
The project is an individual piece of work involving the collection of information or the
generation of measurements, and the analysis and evaluation of the information or
measurements.

External (80%)

Short-response Exam
15 compulsory short-response questions based on the whole syllabus.

Extended-response Exam
6 compulsory extended-response questions based on the whole syllabus.

(Excerpts from the IBDP Group 5 Mathematical Studies Guide)
Group Six – The Arts

The aims of the arts subjects are to enable students to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.

IB Visual Arts HL/SL

Rationale
The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world.

IB Visual Arts encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

Course aims
The aims of the 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.
Course outline

The visual arts core syllabus consists of three equal interrelated areas: visual arts in context, visual arts methods, and communicating visual arts. Students are required to investigate the core areas through exploration of: theoretical practice, art-making practice, and curatorial practice.

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

Course examinations and assessment

The visual arts course is student-centred and places student exploration at the heart of a holistic learning experience. Students have a free choice to identify, select and explore artists, artworks, cultural contexts, and media and forms for study which interest and excite them. They also have freedom to present their studies in a variety of creative ways, including presentations, demonstrations and exhibitions.

Internal (40%)

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.

External (60%)

Comparative Study

Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.

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.

(Excerpts from the Group 6 Visual Arts Guide)
Music HL/SL

Rationale
Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music we are able to explore the similarities, differences and links in music from within our own culture and that of others across time.

At John Paul College, 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 also provides all students with the opportunity to engage in the world of music as lifelong participants.

Course aims
The aim of the music course at SL and HL is to enable students to:
- develop their knowledge and potential as musicians, both personally and collaboratively.

Course outline

Musical Perception
Musical perception is a core topic for both HL and SL students. It involves the study, analysis and examination, comparing and contrasting of musical cultures. Students should actively listen to a wide range of music from different parts of the world, musical cultures, and time periods. Through this study, students develop their aural perception and understanding of music by learning about:
- musical elements, including form and structure
- notations
- musical terminology
- context.

Options
SL students are required to choose one of three options. HL students are required to present both creating and solo performing.

SL creating (SLC)
Students aim to develop creative skills through exploration, control and development of musical elements.
The following options are available:
- composing
- music technology composing
- arranging
- improvising
- stylistic techniques.

SL solo performing (SLS)
Students aim to develop performance skills through solo or group music making. Performance demands self-discipline and focus on the part of students as they learn to recreate music

SL group performing (SLG)
Students are expected to be active, participating members of a musical group that performs on a regular basis in public during the course. Examples of musical groups (any size or style) include, but are not limited to: choir, orchestra, concert/wind band, rock/pop band, or chamber group.

Course examinations and assessment
**External Assessment (50%)**

**Listening paper**
Musical perception questions

**Musical links investigation**
A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures (20 marks)

**Internal assessment (50%)**

**Creating (HL/SLC)**
Submission of coursework, with recordings and written work. SL – Two pieces; HL – Three pieces

**Solo performing (HL/SLS)**
A recording selected from pieces presented during one or more public performance(s)

**Group performing (SLG)**
A recording selected from pieces presented during two or more public performances.

*(Excerpts from the IBDP Group 6 Music Guide)*
Frequently asked questions

Parents

How do IB DP qualifications differ from those offered by the current Queensland system?
Students undertaking the current Queensland system complete Queensland Curriculum and Assessment Authority (QCAA) courses which contribute to an ATAR rank. The ATAR rank is used by students when applying to Australian universities. IB DP students undertake IB subjects which contribute to their IB Diploma score. The IB score is then converted to an ATAR rank for applications to Australian universities. However, many international universities recognise the IB DP score itself. QCAA and IB students are both eligible for a Queensland Certificate of Education, and IB students who fulfil the requirements also achieve the IB Diploma.

Is there any affiliation between IB and universities?
The IB Diploma Programme is a highly respected programme of education. As such, a number of universities offer course credits or exemptions for IB DP graduates. These are specific to each institution, and can be found by searching the website of the relevant university. The following Queensland universities each recognise learning within the IB DP: Griffith University, University of Queensland, Queensland University of Technology.

Can my child still participate in co-curricular activities?
John Paul College and the International Baccalaureate Organisation share the same vision of holistic education, and both encourage and support student participation in co-curricular activities. In the IB Diploma Programme this participation is set out formally in the Creativity, Activity, Service course, where students are expected to engage in active, creative and service-focussed activities.

Students

Is it hard?
The IB Diploma Programme is a rigorous and challenging program – it aims to prepare you well for your tertiary studies. However, the question should not be 'is the DP hard', but, 'do I want the challenge?'.

Does doing a basic level foreign language impact my results?
No. The IB DP is about choosing subjects which challenge you, and which provide breadth and depth of study. For students with no background in a foreign language, studying Language ab initio contributes equally to the Diploma.

Is it possible not to do a SOSE but do two Sciences instead?
The IB DP aims to expose students to a range of subjects and topics. It is recommended that you choose subjects to support this breadth. However, the IB DP can be differentiated to suit your own interests. Firstly, studying two sciences is very common in the IB DP. Often, students will not choose a Group 6 subject (The Arts), and instead elect to study two sciences. There is a further option of choosing Environmental Systems and Societies (ESS) which is an interdisciplinary subject covering aspects of science and humanities. This means a student could choose ESS, Physics and Biology (for example) and still meet the requirements of the IBDP.
**How can it help me go where I want to go?**

The IB DP is a pathway specifically for those choosing to study at university after they finish high school. In this way, it is excellent preparation for university studies and will help you develop the skills and understanding to support you through your tertiary education.

**If I choose IB now, can I choose an alternate pathway later?**

Whilst this is not recommended, it is possible to try the IB DP and, if you find that is it not right for you, you can change to an alternate pathway after Semester One, year 11. You cannot, however, choose an alternate pathway and change into the IB DP.

**Can I still achieve academic awards in the IB pathway?**

Yes, in fact a number of our IB students have been award winners, and even the Dux of the College. Being in the IB DP does not preclude you from achieving awards, and in fact opens you up to achieving a range of IB-specific awards.

**Can I still have a social life?**

Yes, but like anything, the key is moderation. The students who do well in the IB DP are those who are able to find the balance between social life, academic life, and co-curricular activities. The IB DP is about developing the whole person – personal life included.

**Do I have to choose my SL and HL subjects before I begin the course?**

At this stage, just choosing your pathway and subjects is challenging enough without adding in which level you will study. Whilst it is a good idea to consider which subjects you might like to study at SL and HL, you don’t need to have this locked in before beginning the course. If you are unsure, it is best to spend Semester One year 11 becoming familiar with your subjects and understanding the differences between SL and HL in each. At the end of Semester One you will have the opportunity to review your levels and make an informed decision about your SL/HL selection.