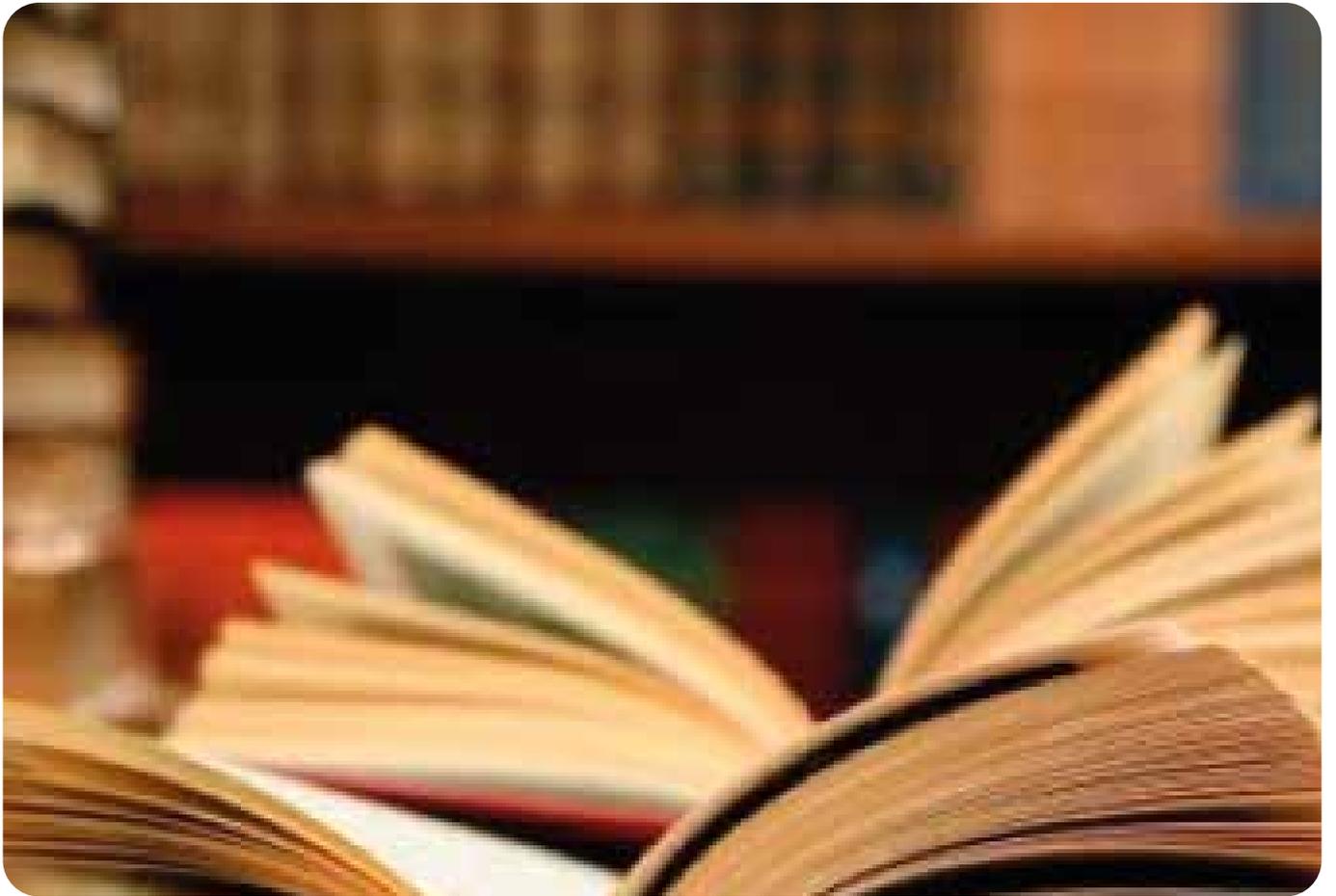




THAMES
BRITISH SCHOOL



**INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME D**

2022-2024



●●● Thames British School

Welcome to the options process for Year 11 students, parents, and guardians. Choosing the subjects you will pursue for the two years of the Diploma Programme is a vitally important step in your further education. In this process, you must carefully consider your future goals and aptitude, and be ready by the end of the process to commit yourself to your chosen courses.

This process should be exciting. It represents you making an informed decision about the route you want to take academically. This booklet and the academic advising process are designed to help you and your parents/ guardians choose subjects that suit your aspirations, skills and needs.

Please use all the information available to you: this booklet; advice from subject teachers; your class teachers and your parents. Finally, meet as many times as you need with our academic advisor, either with your parents/guardians, alone, or both.

All of these people are able to dialog with you about whether they think a subject would suit you as a learner.

You will also have the opportunity to explore some career choices and subjects throughout our Year 11 Options Fair, during guidance lessons with your class teacher, or through discussions with the Diploma Programme Coordinator. Wherever possible we do our best to ensure you are able to study your first choice in each of the option subjects.

You can select Diploma Programme courses using the DP Course Options Form which will be made available to you after your final meeting with the academic advisor. The deadline for submitting your completed form is the last Friday of March.



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▶▶▶ What will be studied?

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

Course objectives:

1. Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

2. Analyse and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

3. Communicate:

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations

How is the course assessed?

SL students are required to study 9 works, while HL students are required to study 13. In paper 1, both SL and HL students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both literary extracts or texts. In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied literary text or work. The outcome is an essay of 1,200–1,500 words in which HL students are expected to demonstrate a deeper understanding of the nature of literary study.

● ● ● School Supported Self-taught Language A: Literature



»»» What will be studied?

This course option is offered to support students whose native language is not offered as a regular class at Thames British School, and who want to deepen their understanding of their home culture and language through the self directed study of literature.

The school offers regular, timetabled advisory meetings designed especially for the needs of self-taught candidates. The sessions are conducted by the Language A Coordinator or a Language A Literature teacher. At the beginning of Year 12 (IBDP year 1), self-taught students are introduced to the structure of the course, its objectives, and assessment procedures and criteria, all of which are set in the context of the IB Approaches to Learning, the Learner Profile and Academic Honesty regulations. The students' progress in compiling their reading lists as well as progress in reading the selected literature from the generated courses of study is monitored by the Language A Coordinator and/or the allocated Language A Literature teacher.

Thames provides support by contacting IB-experienced language teachers who are capable of assisting the development of their mother tongue.

Language A: literature SSST is very much like the Polish and English Language A: Literature courses offered at the Thames. All of these courses are organized around concepts, which facilitates forming connections between subjects and between parts of a course. In the SSST Language A course, the central concepts are culture, communication, transformation, perspective, creativity, representation, and identity. When reading and studying a literary work, students explore how the work relates to these concepts.

How is the course assessed?

Paper 1: is an externally assessed component that gives you the chance to apply the skills acquired and developed throughout the course to an unseen text.

Paper 2: is an externally assessed component requiring an essay in response to a given question concerning a comparative critical discussion of two works studied during your course. The Individual Oral exam is an internally assessed presentation of analysis and understanding of selected works the student has read and how those themes relate to a global issue.

The final grade is weighted as follows:

Paper 1: 35%

Paper 2: 35%

Individual Oral:

●●● German/Spanish ab initio



➤➤➤ What will be studied?

Students will acquire productive and interactive communicative skills at a beginner's level, while also training their receptive skills such as listening and reading comprehension. Students will be exposed to short extracts of literature and cultural experiences with the main purpose to enrich their knowledge of language and the cultures enclosed in it while developing appreciation of different cultures apart from their own. Students will use critical thinking and inquiry among other skills to develop their IB learner profile.

How is the course assessed?

External assessment 75%

Paper 1:

25% (assesses the candidate's written productive skills. It is designed to determine to what extent the candidate is able to demonstrate conceptual understanding by responding appropriately in written tasks using a variety of text types, appropriate language, register and format. The candidate is also assessed on the ability to develop a coherent and organized response.).

Paper 2:

50% (The responses are assessed according to paper-specific and component-specific (listening comprehension or reading comprehension) mark schemes. The candidates are assessed on comprehension of the texts, not on language skills. However, if the language used impairs the communication and makes the answer incomprehensible or ambiguous, no mark can be gained for that answer).

Internal assessment 25%

Oral interview 25% (With the use of a visual stimuli, students present their ideas about it and start a conversation in which the teacher can be involved at some point and make questions).

● ● ● Language B



▶▶▶ What will be studied?

Language B is offered in English, German, and Spanish. The Language B acquisition course is designed for students with previous experience of English, Spanish, or German. Students further develop language fluency through the study of five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

The goals of Language B are to develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance, to enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes, to encourage an awareness and appreciation of a variety of perspectives of people from diverse cultures, to develop students' understanding of the relationship between the languages and cultures with which they are familiar, to develop students' awareness of the importance of language in relation to other areas of knowledge, and to provide students with opportunities for intellectual engagement and the development of critical- and creative-thinking skills through the study of a second or third language.

How is the course assessed?

Externally Marked components:

Paper 1:

one writing task from a choice of three 30 marks - 25% of final grade

Paper 2:

listening (25 marks) and reading (40 marks) - 25% each for 50% of final

Internally assessed components:

Individual Oral presentation (IO): present and interact on a relevant course theme using either a photo (SL) or a text extract (HL). THAMES BRITISH SCHOOL Students who study Language B come from a broad variety of language backgrounds. The course is advised for students who score below a C1 on their initial proficiency tests, but is open to all non-native speakers of the language. This course is vital for those who plan to study at universities where English is the language of instruction, and for those who are not confident of their ability to function academically or socially in English.

●●● Business Management



▶▶▶ What will be studied?

The teaching of business management is always contextualized and internationally minded since companies are global as well as national. When looking at human resources or marketing students will look at the challenges companies face and the impact of cultural differences on decision making. These skills in turn will be used for the formative and summative assessment activities during students' study.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

How is the course assessed?

Internal Assessment:

(Practical Project - assessed by teacher - moderated by external 15 hrs)

SL

Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. - 25%

HL

Students research and report on an issue facing an organization or a decision to be made by an organization. - 25%

External Assessment

SL

Paper 1 - 1 hr 15 mins - 35% - Structured questions - Paper 2 - 1 hr 45 mins - 40% - Structured and extended response questions

HL

Paper 1 - 2 hrs 15 mins - 35% - Structured and extended response questions - Paper 2 - 2 hrs 15 mins - 40% Structured and extended response questions



▶▶▶ What will be studied?

Economics is a science about trade-offs. It studies the ways in which we can reconcile our unlimited needs and wants with limited amounts of resources that are available to us at any point in time. It explains how our choices define our success as individuals, firms and societies. Economics is also a science about the unlimited creativity of the human mind and social technologies that allow us to harness this creative energy to push the boundaries of what is possible. It explains how an additional human is not just another mouth to feed or an additional emitter of carbon dioxide, but a potential genius that can cure cancer, find technological solutions to climate change and push human progress and prosperity to new heights. As Economics Nobel Prize Laureate Simon Kuznets summarized "Population growth . . . would, therefore, produce an absolutely larger number of geniuses." Economics uncovers the magic behind the progress that allows us to feed a large population using an ever smaller land area and become more and more prosperous every decade using fewer and fewer natural resources.

How is the course assessed?

1 Assessment (HL)

A) Internal assessment – 20%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different sections of the syllabus (excluding the introductory unit) and on published extracts from the news media. Maximum 800 words (marks).

B) External assessment – 80% Paper 1:

20% An extended response paper (25 marks) Students answer one question from a choice of three. (25 marks)
Syllabus content including HL extension material.

B) External assessment – 80% Paper 2:

30% A data response paper (40 marks) Paper 3 : – 30% A policy paper (60 marks) How is the course assessed?.

2 Assessment (SL)

A) Internal assessment – 30% This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different sections of the syllabus (excluding the introductory unit) and on published extracts from the news media. Maximum 800 words x 3 (45 marks).



▶▶▶ What will be studied?

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes. Within group 3: individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and the natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position within academics to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

How is the SL course assessed? External assessment

(2 hours 45 minutes) - 75%

Paper 1: (1 hour 30 minutes) Geographic themes—two options (40 marks) - 35%

Paper 2: 2 (1 hour 15 minutes) Geographic perspectives—global change (50 marks) - 40%

Internal assessment

(20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Fieldwork (20 hours) Written report (25 marks).

How is the course HL assessed?

External assessment (4 hours 30 minutes) 80%

Paper 1: (2 hours 15 minutes) Geographic themes – three options (60 marks) 35%

Paper 2: (1 hour 15 minutes) Geographic perspectives—global change (50 marks) 25%

Paper 3: (1 hour) Geographic perspectives—global interactions (28 marks) 20%

Internal assessment (20 hours)

(2 hours 45 minutes) - 75%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Fieldwork (20 hours) Written report (25 marks) - 20%.



▶▶▶ What will be studied?

The IB DP history course is a world history course based on a comparative and multiperspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. 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. Throughout the DP history course, students have the opportunity to explore historical events that have played a key role in shaping the world today, deepening their understanding of the complex and interconnected nature of past and present events.

How is the course assessed?

Externally marked: components: SL

Paper 1: A source-based paper set on the prescribed subjects (30%)

Paper 2: An essay paper based on the world history topics (45%)

HL:

Paper 1: A source-based paper set on the prescribed subjects (20%)

Paper 2: An essay paper based on the world history topics (25%)

Paper 3: An essay paper on one of the four HL regional options (35%)

Internal assessment (20 hours)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students are required to complete a historical investigation into a topic of their choice. (20%)

Studying history makes it possible to acquire knowledge, but also to develop skills useful in a variety of professions and careers. That includes law, academic research, media, heritage management or military.



▶▶▶ What will be studied?

Topics are divided to "core" and "options". The core topics introduce different approaches to understanding behaviour in order to develop holistic approach in understanding mental processes and behaviour. Those approaches are: biological, cognitive and sociocultural. Students learn about theories, concepts, studies and critically evaluate them. Moreover, students will learn about ethics and methods used in psychology as a science (such as experiments, observations etc.) and learn how to evaluate them. Knowledge and skills from research methodology, even though taught at the very beginning of the course, will be used while studying all of the rest of units. Understanding of research methodology is also crucial for Internal Assessment - that is, for planning and conducting a unique experiment and writing a report based on it. Once the core units are covered, students study one (in SL) or two (in HL) units from "options": abnormal psychology, developmental psychology, health psychology, and the psychology of relationships.

How is the course assessed?

Externally marked:

Paper 1: (SL - 50% of final grade;

HL:

40% of final grade) Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches.

HL only: essays will reference additional HL topic.

Paper 2: (SL - 25% of final grade; SL: one question from a choice

HL: two questions; one each from a choice of three on two options.

Paper 3: (HL only - 20% of final grade) Three short answer questions on approaches to research.

Externally marked:

Paper 2: (SL: - 25% of final grade; HL - 20% of final grade)

SL: one question from a choice of three on one option.

HL: two questions; one each from a choice of three on two options.

Paper 3: (HL only - 20% of final grade) Three short answer questions on approaches to research.



▶▶▶ What will be studied?

Biology topics are divided into "Core", "Advanced Higher Level (AHL)" and "Options". The core topics include Cell Biology, Molecular Biology, Genetics, Ecology, Evolution and biodiversity, Human physiology. AHL topics cover Nucleic acids; Metabolism, cell respiration, and photosynthesis; Plant biology; Genetics and evolution; and Animal physiology. And finally, options topics are A: Neurobiology and behavior Neural development, B: Biotechnology and bioinformatics, C: Ecology and conservation, and D: Human physiology. SL students take "Core" and one of the "options" topics while HL students take "Core", "AHL" and one of the "options" topics. Students study theories, concepts, experiments, studies and evaluate them. Understanding of research methodology is very important for Internal Assessment. During the internal assessment, students plan and conduct their own experiment and write a report based on the results.

How is the course assessed? SL

A- External assessment (80%):

Paper 1: Duration: ¾ hour Weighting: 20% Marks: 30

Paper 2: Duration: 1¼ hours Weighting: 40% Marks: 50

Paper 3: Duration: 1 hour Weighting: 20% Marks: 35

B- Internal Assessment (20%)

Experimental study - A report on an experimental study undertaken by the student.

How is the course assessed? HL

A- External assessment (80%):

Paper 1: Duration: 1 hour Weighting: 20% Marks: 40

Paper 2: Duration: 2¼ hours Weighting: 36% Marks: 72

Paper 3: Duration: 1¼ hours Weighting: 24% Marks: 45

B - Internal Assessment (20%)

Experimental study - A report on an experimental study undertaken by the student.

IBDP Biology students study the major concepts of biology including organic molecules, cells, organ systems, genetics as well as a variety of life processes and learn how different organisms meet the challenges of living in their environment. This is a gateway to medicine, dentistry, biology, science, and genetic engineering amongst many other careers.

●●● Chemistry



➤➤➤ What will be studied?

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.

Through studying biology, chemistry or physics, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes these subjects.

How is the course assessed? SL

External assessment details—SL

Paper 1: Duration: $\frac{3}{4}$ hour Weighting: 20%

Paper 2: Duration: $1\frac{1}{4}$ hours Weighting: 40%

Paper 3: Duration: 1 hour Weighting: 20%

External assessment details—HL

Paper 1: Duration: 1 hour Weighting: 20% Marks: 40

Paper 2: Duration: $2\frac{1}{4}$ hours Weighting: 36%

Paper 3: Duration: $1\frac{1}{4}$ hours Weighting: 24%

Internal Assessment details—SL

is comprised of 10 hours of individual investigation and is weighted at 20% of the grade.



➤➤➤ What will be studied?

The IB DP Computer science SL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course, the student will develop computational solutions. This involves the ability to: identify a problem or unanswered question, design, prototype and test a proposed solution, liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

How is the course assessed? SL

Paper-1

- Topic 1: System fundamentals
- Topic 2: Computer organization
- Topic 3: Networks
- Topic 4: Computational thinking, problem-solving and programming

Paper-2

Option D: Object-oriented programming (OOP)

Internal assessment Solution Practical application of skills through the development of a product and associated documentation.

How is the course assessed? HL

Paper-1

- Topic 1: System fundamentals
- Topic 2: Computer organization
- Topic 3: Networks
- Topic 4: Computational thinking, problem-solving and programming
- Topic 5: Abstract data structures
- Topic 6: Resource management
- Topic 7: Control

Paper-2

Option D: Object-oriented programming (OOP) Case study

Additional subject content introduced by the annually issued case study.

Internal assessment Solution

Practical application of skills through the development of a product and associated documentation.



➤➤➤ What will be studied?

Physics is, indeed, the most fundamental of the experimental life sciences, as it seeks to explain the universe itself, and ultimately the very world we live in, from the smallest possible particles—currently accepted as quarks, which may be truly fundamental—to the vast intergalactic distances and interstellar medium reaches: a truly subatomic and subnuclear to celestial, astronomical and cosmological space-time scale and journey.

Despite its extensive and complex history, certain key and fundamental aspects have remained unchanged, and are still being used to define, explain or model modern and unusual concepts and phenomena, such as black holes, supernovae, wormholes, neutron stars, gamma-ray bursts, dark matter, quark stars, dark energy, antimatter, strange matter, cyclotron or synchrotron radiation. Observations remain essential to the very core of the science, sometimes requiring leaps of imagination to understand. Names such as Archimedes, Newton, Tesla or Einstein defy the merciless passage of time, and are as popular today as they were fifty, a hundred or even over a thousand years ago.

The Diploma Programme physics course allows students to develop traditional skills and techniques, particularly math, interpersonal and digital communication skills, which are essential in modern scientific endeavour, and are important life-enhancing, transferable skills in their own right.

How is the course assessed?

The course is divided into 12 topics that represent essential ideas behind the science and their application.

Both HL and SL courses are assessed through 3 papers set at the end of the programme, along with an internal assessment that covers topics 1-4. The difference between SL and HL assessments is the length of the examinations and hence, the depth and complexity of concepts covered. The weighting of the exams is as follows:

HL

Paper 1 – 20%
Paper 2 – 36%
Paper 3 – 24%

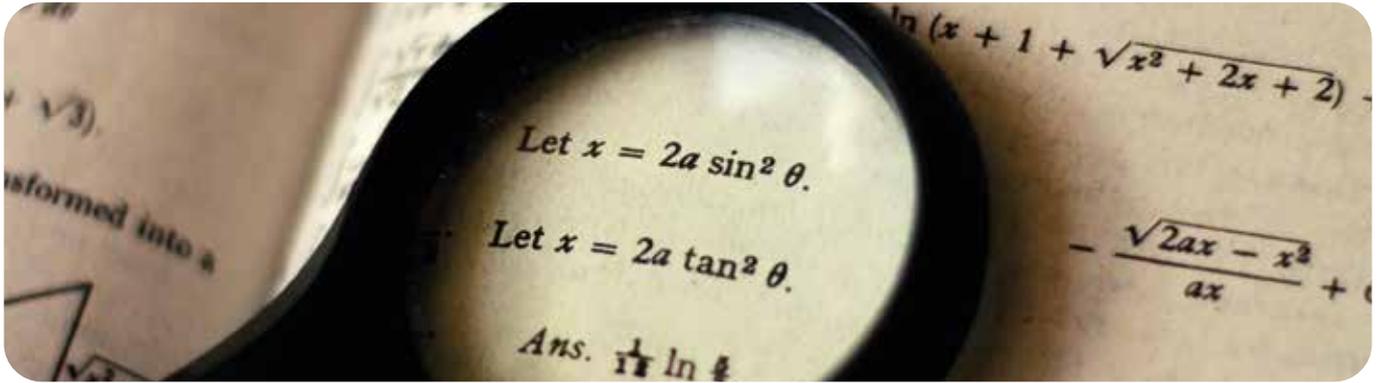
Internal assessment 20%

SL

Paper 1 – 20%
Paper 2 – 40%
Paper 3 – 20%

Internal assessment 20%

● ● ● Mathematics application and interpretation



➤➤➤ What will be studied?

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

How is the course assessed?

External assessment (5 hours)

Paper 1 (120 minutes)

No technology is allowed. (110 marks)

Section A: Compulsory short response questions based on the syllabus.

Section B: Compulsory extended response questions based on the syllabus.

Paper 2 (120 minutes)

Technology required. (110 marks)

Section A Compulsory short response questions based on the syllabus.

Section B Compulsory extended response questions based on the syllabus.

Paper 3

(60 minutes) Technology required. (55 marks) Two compulsory extended response problem solving questions.

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration.

This is a piece of written work that involves investigating an area of mathematics. (20 marks)

●●● Math analysis and approaches



▶▶▶ What will be studied?

Mathematics analysis and approaches is a course designed for students who wish to study a challenging level of mathematics, but not at a higher level. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalisation. This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics analysis and approaches puts a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

How is the course assessed?

External assessment (3 hours)

Paper 1 (90 minutes)

(90 minutes) No technology allowed. (80 marks) Section A Compulsory short - response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus. 40%

Paper 2 (90 minutes)

Technology required. (80 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus 40% Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks) 20%

● ● ● Visual Arts



▶▶▶ What will be studied?

Visual Arts revolves around three main aspects of art practice: Theoretical practice, art-making practice, and curatorial practice. Using investigative strategies, critical thinking, comparative analysis, and reflection, students will examine various art forms and artists from different times, places, and cultures. They will investigate different techniques and processes, inquiring into their contextual evolution. Through exploration and experimentation, students will develop their own concepts and will produce a considered body of work. Through careful, informed viewing of artworks and exhibitions students develop the ability to formulate their own considered response. They will begin to articulate their own intentions for developing and displaying own work.

How is the course assessed? External assessment:

Part 1: Comparative Study -20%

Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. HL students submit 10– 15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). HL students submit 3–5 screens which analyze the extent to which their work and practices have been influenced by the art and artists examined.

Part 2: Process portfolio - 40%

Students at HL submit carefully selected materials that evidence their experimentation, exploration, manipulation, and refinement of a variety of visual arts activities during the two-year course.

HL students submit 13–25 screens that evidence their sustained experimentation, exploration, manipulation, and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.

IA - Internal assessment

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

Part 3: Exhibition: Students at HL 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. HL students submit a Curatorial Rationale that does not exceed 700 words. HL students submit 8– 11 artworks. HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.

● ● ● Creativity, Activity, and Service



Creativity Activity Service enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. CAS is organized around the three strands:

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values, and background. CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals, and to recognize their role in relation to others. Students develop skills, attitudes, and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for self determination, collaboration, accomplishment and enjoyment.

CAS completion requirements

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months. All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections. Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making.

Extended Essay



Extended Essay

What is the significance of the extended essay?

The extended essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of personal interest to them, which relates to one of the student's six DP subjects, or takes the interdisciplinary approach of a World Studies extended essay.
- Through the research process for the extended essay, students develop skills in:
 - formulating an appropriate research question
 - engaging in a personal exploration of the topic
 - communicating ideas
 - developing an argument.

Participation in this process develops the capacity to analyze, synthesize and evaluate knowledge.

An extended essay can also be undertaken in world studies, where students carry out an in-depth interdisciplinary study of an issue of contemporary global significance, across two IB diploma disciplines.

How is study of the extended essay structured?

Students are supported throughout the process of researching and writing the extended essay, with advice and guidance from a supervisor who is usually a teacher at the school.

Students are required to have three mandatory reflection sessions with their supervisors. The final session, a concluding interview, is also known as viva voce.

The extended essay and reflection sessions can be a valuable stimulus for discussion in countries where interviews are required prior to acceptance for employment or for a place at university.

EE Assessment:

All extended essays are externally assessed by examiners appointed by the IB.

They are marked on a scale from 0 to 34.

The score a student receives relates to a band. The bands are:

- A – work of an excellent standard.
- B – work of a good standard.
- C – work of a satisfactory standard.
- D – work of a mediocre standard.
- E – work of an elementary standard.

●●● Theory of Knowledge



▶▶▶ Theory of Knowledge

In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their academic studies and their lives outside the classroom. The course centres on the exploration of knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: "What counts as good evidence for a claim?", "Are some types of knowledge less open to interpretation than others?", or "What constraints should there be on the pursuit of knowledge?". The TOK curriculum is made up of three deeply interconnected parts. The first is the core theme– Knowledge and the knower. This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong. The second are two themes chosen from knowledge and technology, knowledge and language, knowledge and politics, knowledge and religion, and knowledge and indigenous societies. The final theme is Areas of knowledge (AOK) which include natural sciences, human sciences, history, mathematics and the arts. These are specific branches of knowledge which have a distinct nature and sometimes use different methods of gaining knowledge.

Assessment:

Internal assessment

Theory of knowledge exhibition (10 marks)

For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

1/3 (33%)

External assessment

TOK essay on a prescribed title (10 marks)

For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.

2/3 (67%)