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INTERNATIONAL SCHOOL BASEL

MISSION AND MISSION GUIDING STATEMENTS

MISSION

“We all want to learn more;
We all do it in different ways;
We all have fun learning;
We all help.”

- *ISB Student*

MISSION GUIDING STATEMENTS

“We all want to learn more”

- We support all our students to achieve educational excellence by discovering and developing their academic potential
- We foster the curiosity and creativity of each individual
- We empower our students to be future-ready, global citizens
- We encourage learning as a lifelong pursuit

“We all do it in different ways”

- We value inclusion of all learners
- We innovate and adjust our approaches to teaching and learning to address student needs
- We celebrate diversity as a strength and promote equal opportunity for all

“We all have fun learning”

- We offer an all-round education that serves the needs of the whole child
- We provide stimulating, connected, and relevant service learning opportunities within and beyond the classroom
- We inspire a sense of wonder in the world and optimism for the future

“We all help”

- We create safe, caring, and affirming learning spaces for our international community
- We cultivate collaborative, supportive, and positive partnerships
- We nurture the values of care, compassion, and responsible action
- We respect our personal, local, and global environments

ISB GRADUATION REQUIREMENTS

ISB DIPLOMA - GRADES 9 THROUGH 12

Students in Grades 9 through 12 work toward earning a specific number of graduation course requirements each year. It is therefore essential for students to plan their program of studies carefully, taking into consideration their academic strengths and interests, along with their plans for future studies after graduation. With this in mind, the necessary graduation requirements at ISB provide students with:

- the opportunity for as many of our students as possible to achieve an ISB Diploma
- the academic breadth and depth required for Higher Education entry level
- the flexibility to accommodate different entry requirements for various national Higher Education institutions
- the time and opportunity for individual student exploration
- the flexibility to allow for unforeseen circumstances in the lives of young people
- the opportunity to pursue an academic programme in line with personal goals and family needs

To ensure that students will meet their goals and achieve an ISB Diploma, a passing grade of three (3) in a course for a year's work provides students with courses towards high school graduation. The minimum number of academic courses required for graduation is 22, with eight (8) courses required in each of Grade 9 and Grade 10, and three (3) courses per year for Grades 11 and 12. Additionally, to earn a credit for a course, a student must attend classes for at least 90% of the scheduled class time per reporting period. While these are minimum requirements for the ISB Diploma, most students will be able to exceed these requirements.

Students entering ISB from Grade 9 onwards will have their previous academic records reviewed to determine which courses have already been completed towards the ISB Diploma and which courses may be considered equivalent to ISB requirements. The recognition of a student's previous academic report with an awareness of prior local or national requirements will be considered so as to not unfairly affect or limit a student's ability to graduate from ISB.

Exceptions to these minimum academic course requirements include students with specific language contexts or students with learning needs that require a different selection of courses, which are internally modified. As a result, students who require modified schedules will need to consult with the Principal, Vice-Principal (Academics) and Director of Student Support Services to provide a suitable selection of existing and modified courses.

GRADUATION REQUIREMENTS – GRADE 9 AND 10

Grade 9	Grade 10
<ul style="list-style-type: none">• English Language and Literature OR English as an Additional Language• Mathematics - Standard or Extended• Modern Language - French, German, or Spanish• Individuals and Societies - Geography and History• Integrated Sciences - Biology, Chemistry and Physics• Physical and Health Education• Arts - Drama, Music, or Visual• Design	<ul style="list-style-type: none">• English Language and Literature OR English as an Additional Language• Mathematics - Standard or Extended• Modern Language - French, German, or Spanish• Individuals and Societies - Geography and History• Integrated Sciences - Biology and Chemistry• Physical and Health Education• Plus any two (2) of: Design, an additional Modern Language, Physics, Music, Drama, Visual Arts, or Politics/ Economics/Psychology
<ul style="list-style-type: none">• Additional Requirements - Wellbeing and Service Learning	<ul style="list-style-type: none">• Additional Requirements - Wellbeing, Personal Project, and Service Learning

PROGRAMME AND COURSES FOR GRADES 11 AND 12

IB Diploma Programme: Two-Year Programme

IB Diploma Programme students must satisfy all requirements stipulated by the International Baccalaureate to qualify for an IB Diploma Programme pass. By taking the IB Diploma Programme, students will meet the requirements for the ISB Diploma.

IB Diploma Courses, ISB Courses, Combination Courses: Two-Year Courses

Students who opt to take IB Diploma Courses, ISB Courses (drawn from our ISB English, Mathematics, Sciences, and/or Individuals and Societies courses), or a combination of IB Diploma Courses and ISB Courses, must select a minimum of three (3) courses (6 max.). In addition to these courses, students are also enrolled in Physical Education, Wellbeing, and Creativity, Activity, and Service.

GRADUATION REQUIREMENTS – GRADE 11 AND 12

IB DIPLOMA PROGRAMME	IB DIPLOMA COURSES AND ISB COURSES
<ul style="list-style-type: none">• 3 Higher Level (HL) Courses• 3 Standard Level (SL) Courses• Theory of Knowledge (ToK)• Extended Essay (EE)• Creativity, Activity, and Service (CAS)• Wellbeing• Physical Education	<ul style="list-style-type: none">• 3 - 6 IB (HL or SL Courses) OR 3 - 4 ISB Courses or a combination 3 - 6 of IB and ISB courses• Creativity, Activity, and Service (CAS)• Wellbeing• Physical Education • Additional Options - Extended Essay, Theory of Knowledge, and/or Independent Study Options

Extended Essay:

Students complete an Extended Essay based on the DP framework and guidelines.

Theory of Knowledge:

Students complete the Theory of Knowledge course based on the DP framework and guidelines

Independent Study:

Grade 11 and 12 students with a particular interest that is not available through ISB's academic and curricular offerings can submit a request for independent study options. Independent study options are intended to complement regular academic courses through hands-on learning experiences, along with the development of skills, portfolios, or projects appropriate to future goals. Independent study options can include online language classes for languages we currently do not offer, apprenticeships, collaboration with Museums and Design Studios, or other community-based organizations that will enable students to develop the skills needed to fulfill specific academic goals.

A proposal must be submitted to the University Counselors, Director of Student Support Services, Principal, and Vice-Principal - Academics for approval, and if approved, will be supervised by an ISB teacher. All proposals must be based on a precisely defined set of learning goals and assessments, which are in line with student needs and post-secondary opportunities. Proposals must include detailed information about the purpose, resources, supervision, and final evaluation procedures.

Please note that teachers involved in independent study options will only act as a supervisor and will not be responsible for the teaching of separate study options. Approved and completed independent study options will be indicated on academic reports and transcripts.

IB DIPLOMA PROGRAMME MODEL



IB Diploma Programme students must choose one subject from each of five groups:

- Studies in Language and Literature (Group 1);
- Language Acquisition (Group 2);
- Individuals and Societies (Group 3);
- Sciences (Group 4);
- Mathematics (Group 5);
- The sixth subject may either be an Arts subject from Group 6 or a second subject from Groups 1 to 4.

Students must choose three subjects at Higher Level (240 teaching hours) and three subjects at Standard Level (150 teaching hours).

IB DIPLOMA COURSES

IB DIPLOMA GROUPS 1 AND 2: LANGUAGES AND LITERATURE/ LANGUAGE ACQUISITION

There are three types of language course available within the IB Diploma: Language A, Language B and Language Ab Initio. The courses are designed with the following student profiles in mind:

Type of Course	Student Profile
Language A	For students who are already fluent in both reading and writing the target language, and who are experienced in using the language within an academic context
Language B	For students with prior experience of learning and using the target language
Language <i>Ab Initio</i>	For students with little or no previous experience of the target language

The IB requires students to choose language courses that match their level of experience in the language. Whichever type of language course is chosen, it is expected that the course content should provide the student with a genuine challenge.

ISB requires all students to study English.

The IB requires students to choose at least one Language A. Students for whom English is their second language, are encouraged to study their mother tongue as an A language. The study of two A languages will gain the student a Bilingual IB Diploma.

The underlying principle of students learning two languages is to promote an understanding of other cultures through the study of languages and their literature, and to develop communicative competence.

LANGUAGE A: LITERATURE - ENGLISH, FRENCH, GERMAN

Aims:

- 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 Content SL/HL:

Readers, writers and texts	HL: 13 works
Time and space	SL: 9 works
Intertextuality: connecting texts	

External Assessment:

HL		SL	
Exams	Weighting %	Exams	Weighting %
Paper 1	35%	Paper 1	35%
Paper 2	25%	Paper 2	35%
Essay	20%		

Internal Assessment:

HL		SL	
	Weighting %		Weighting %
Individual Oral (IO)	20%	Individual Oral (IO)	30%

Keys to success:

- An interest in reading
- An enjoyment of literary analysis
- An ability to express ideas clearly and with fluency in both written and oral communication
- Openness to new ideas and their expression in literature
- Readiness to develop precise, exemplified, engaging language in speech and writing

LANGUAGE A: LITERATURE - SCHOOL-SUPPORTED, SELF-TAUGHT (SL ONLY)

This course is intended to give students the opportunity to study literature written in their first language if that language is not offered as a taught course by the School. The first language of the student is the language in which the student is most competent. This will normally be the language of the environment to which the student has been exposed from an early age or for an extended period. Students may choose this option because they have a personal interest in literature written in that language or because they need to do so for university entrance. The Language A: Literature - School-Supported, Self-Taught course is a literature-based course that is demanding and personally challenging.

Students who wish to follow the School-Supported, Self-Taught option will receive limited internal School support. The School-Supported, Self-Taught option is not wholly covered by the regular ISB tuition fees structure for Grade 11 and 12. If school fees are covered by the employer, the IB Diploma Self-Taught Language Coordinator can provide a letter requesting that the cost of the Self-Taught programme is also included. Parents and student (in consultation with the IB Diploma Self-Taught Language Coordinator) are required to locate a supervisor/tutor who is knowledgeable about the IB Diploma School-Supported, Self-Taught programme and they are also responsible for the direct payment of any fees charged by the supervisor/tutor. The supervisor/tutor should be able to provide students not only with the required knowledge of literature, but also be able to work with the School's IB Diploma Self-Taught Language Coordinator to establish a suitable booklist and Language A: Literature - School-Supported, Self-Taught course. If necessary, the School's IB Diploma Self-Taught Language Coordinator will assist with finding a suitable supervisor but ultimately this responsibility lies with the parents. Students agree to communicate electronically with their tutor/supervisor on a regular basis. A minimum of two electronic communications per month is considered fair and necessary. The supervisor agrees to work with the IB Diploma Self-Taught Language Coordinator for assessment purposes and with regard to interim and semester reports. The IB Diploma Self-Taught Language Coordinator will monitor the progress being made.

The IB Language A: Literature - School-Supported, Self-Taught course is available at Standard Level only.

Aims:

- introduce students to a range of texts from different periods, styles and genres;
- develop students’ ability to engage in close, detailed analysis;
- develop the students’ oral and written expression;
- encourage students to appreciate the contexts in which texts are written and received;
- encourage an appreciation of cultural perspective;
- encourage students to think critically about the interconnections among text, audience and purpose;
- encourage students to appreciate the formal, stylistic and aesthetic qualities of a text;
- promote a lifelong enjoyment of language and literature.

Course Content HL/SL:

Readers, writers and texts	HL: 6 literary works + 6 non-literary bodies of work
Time and space	SL: 4 literary works + 4 non-literary bodies of work
Intertextuality: connecting texts	

External Assessment:

HL		SL	
Exams	Weighting %	Exams	Weighting %
Paper 1	35%	Paper 1	35%
Paper 2	25%	Paper 2	35%
Essay	20%		

Internal Assessment:

HL		SL	
	Weighting %		Weighting %
Individual Oral (IO)	20%	Individual Oral (IO)	30%

Keys to success:

- An interest in reading
- An enjoyment of textual analysis
- An ability to express ideas clearly and with fluency in both written and oral communication
- Enthusiasm for the ways in which authors construct meaning for a specific target audience
- A receptive approach to alternate perspectives

NOTES ON PLACEMENT & PROGRESSION

The ISB recognizes that language is complex and the pathways for students may require flexibility in order to meet their needs. While the school is unable to provide language options for all, it is our aim to collaborate with families to support students in their language learning.

All students are expected to study at least two languages (language of instruction and another language). Depending on the language background of students and the languages offered at the school, they may study the second language at native speaker level or as an additional language. Students are encouraged to continue studying their home language (Language A).

Placement of new students:

Parents are informed about language options as they apply to the ISB. Placement in classes is based on students' language background profiles as well as discussions between the families and the Modern Languages Department. New students also take a placement test and interview at the beginning of the year.

Progression and placement in the Middle Years Programme:

In the MYP, transition from one phase to another is determined by the classroom teacher, based on data gathered on formative and summative tasks during the term.

Students may stay in one phase for more than a year. This is especially relevant once students reach the Phase 3 or 4 Proficiency Levels (Capable Communicator in the MYP, equivalent to Waystage in the CEFR or Intermediate using the ACTFL proficiency standards). At this stage, more time may be needed to consolidate the learning and become a more independent communicator.

When justified with evidence from the classwork and with the teacher's recommendation, students may be moved up or down during the year. These changes are rare and usually happen after a reporting period, once enough evidence has been gathered.

Proficiency Level	Level	Approximate CEFR Level	Rating on ACTFL assessment
Emergent communicator	Phase 1	Pre-A1 of CEFR	Novice Mid
	Phase 2	A1 of CEFR	Novice High
Capable communicator	Phase 3	A2 of CEFR	Intermediate Low or Mid
	Phase 4	B1 of CEFR	Intermediate Mid or High
Proficient communicator	Phase 5	B2 of CEFR	Advanced Mid

Language placement in the Diploma Programme:

Upon entering the Diploma Programme, students need to select a language course providing a linguistic and academic challenge, reflecting on their abilities as language learners. Students' language choices in the last year of the MYP should help the course selection in the DP.

The possible language courses in DP are the following:

- *Language B ab initio (only at Standard Level)*: designed for students with no prior or little exposure to the target language. Language B Ab initio courses are only available to students new to the language or students who have completed a one-year course.
 - At the ISB, the languages offered are German, French (online, additional cost) and Spanish (online, additional cost).

- *Language B at Standard Level or Higher Level:* designed for students with some previous experience of the target language. In this course, students further develop their ability to communicate in the target language through the study of language, themes and texts. The IBO suggests that students already at CEFR A2 or B1 in the target language can comfortably take language B SL. Students already at CEFR B1 or B2 can comfortably take language B HL. Students who attain a level of proficiency superior or equal to B2 at the end of the MYP should consider the Language A course or a different language course.
 - At the ISB, the languages offered are English, German, French and Spanish.
- *Language A Language & Literature or Literature, at Standard Level or Higher Level:* designed for students from a wide variety of linguistic and cultural backgrounds, who have experience of using the language of the course in an educational context. The language profile of students taking these courses will vary, but their receptive, productive and interactive skills should be strong and the expectation is that the course will consolidate them further. While it is recommended that students have had experience of writing critical essays about texts, not having done so should not exclude them from studies in language and literature. The choice of the specific course will depend on the students' interests and future educational goals.
 - At the ISB, the languages offered are English, German, French and Spanish.
- *School-supported Self-taught Language A Literature (only at Standard Level - online, additional cost):* designed for motivated, independent students who would like to pursue literature studies in a language other than those offered as Language A classes. It provides an opportunity for all students to study their language at a level A, even if the school doesn't offer a time-tabled full teaching course. The school provides a scheduled time for students to complete assignments, administers the exams and helps students find a tutor.
 - At the ISB, we have students selecting this course in languages such as Italian, Portuguese, Danish, Dutch, Russian, Croatian, Mandarin, etc.

Additional notes regarding DP Language Placement:

Students who require English support in DP need to study their home language through the Self-taught programme (additional cost) and choose English as their Language B course (HL only).

Students enrolled in a Language and Literature course in the last two years of the MYP will be expected to continue their language studies in Language A in the Diploma Programme. The ISB may make exceptions for non-native students enrolled in MYP Language & Literature if there was no Phase 5 class offered to them.

Students finishing the MYP Programme in Phase 5 are encouraged to consider a DP course in Language A Standard Level. If this is not suitable according to their teacher's evaluation, they should pursue a Language B course at Higher Level in order to maintain an acceptable level of academic challenge and continue progressing in the language. It is worth noting that the CEFR B2/C1 levels are the most commonly required levels by university admissions departments.

Ultimately, the ISB reserves the right to decide which course is the "best fit" for students bearing in mind that the course has to represent an academic challenge. The decision will take into consideration the following :

- The student's prior exposure to the language (prior courses, heritage, place of residence)
- The student's cultural background (a language B course is for instance an exploration of another culture)
- The student's level of proficiency in speaking and writing
- The student's prior level of achievement in the subject
- The student's future study plans: post-secondary (universities, colleges, apprenticeship programmes)
- The availability of other possible courses offered at the ISB

Aims:

To develop:

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

Course Content HL/SL:

Prescribed Themes
Identities
Experiences
Human ingenuity
Social organization
Sharing the planet

External Assessment:

HL		SL	
Exams	Weighting %	Exams	Weighting %
Paper 1: Writing	25%	Paper 1: Writing	25%
Paper 2: Listening and Reading	50%	Paper 2: Listening and Reading	50%

Internal Assessment:

HL		SL	
	Weighting %		Weighting %
Individual Oral	25%	Individual Oral	25%

Keys to success:

- Exposure to the language outside school
- An interest in Literature as well as in current and global affairs

**Please note that English B HL will allow entry into UK universities*

LANGUAGE AB INITIO SL - GERMAN, (FRENCH AND SPANISH ONLINE)

Aims:

To develop:

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

Course Content:

Prescribed Themes
Identities
Experiences
Human ingenuity
Social organization
Sharing the planet

External Assessment:

HL		SL	
Exams	Weighting %	Exams	Weighting %
Paper 1: Writing	25%	Paper 1: Writing	25%
Paper 2: Listening and Reading	50%	Paper 2: Listening and Reading	50%

Internal Assessment:

HL		SL	
	Weighting %		Weighting %
Individual Oral	25%	Individual Oral	25%

Keys to success:

- Exposure to the language outside school
- An interest in cultural exchange and independent reading from a variety of sources

IB DIPLOMA GROUP 3: INDIVIDUALS AND SOCIETIES

Subjects in this group develop subject-specific skills and knowledge, and encourage the systematic study of human behaviour within the context of the subject discipline. While improving factual knowledge is important, the emphasis is on the development of skills and strategies to be able to evaluate effectively, synthesize and critically analyse, theories, concepts and arguments relating to the nature and activities of individuals and societies.

The aims of subjects in Group 3 include:

- to develop an appreciation of the way in which learning is relevant to both the culture in which a student lives and the cultures of other societies;
- to enable students to recognise that human attitudes and actions share common features as well as being diverse, and to understand that a study of society requires an appreciation of both similarities and differences;
- to enable students to recognize that the content and methodologies of the subjects in Group 3 are contestable and that their study requires the toleration of uncertainty.

ECONOMICS

Aims:

To develop:

- an understanding of microeconomic and macroeconomic theories and concepts and their real-world application;
- an appreciation of the impact on individuals and societies of economic interactions between nations;
- an awareness of development issues facing nations as they undergo the process of change.

Course Content SL/HL:

Microeconomics	Supply & Demand, Efficiency, Government Failure, Market Failure
Macroeconomics	Macro objectives, Monetary, Fiscal and Supply side policy
The Global Economy	Benefits of trade, Exchange rates, Balance of payments Measuring barriers and strategies of economic development

Course Content HL only:

Microeconomics	Theory of the Firm
Macroeconomics	Phillips Curve and Keynesian Multiplier
The Global Economy	Comparative advantage, Trade creation/diversion
Quantitative analysis in each of the above units	

External Assessment:

HL		SL	
Exams	Weighting %	Exams	Weighting %
Paper 1: extended response	30%	Paper 1: extended response	40%
Paper 2: data response	30%	Paper 2: data response	40%
Paper 3: quantitative methods	20%		

Internal Assessment:

HL		SL	
	Weighting %		Weighting %
Internal Assessment commentaries	20%	Internal Assessment commentaries	20%

Keys to success:

- Read the textbook thoroughly
- Do homework tasks at home with adequate thought and reflection
- Learn and correctly use the subject-specific key terms
- Model economic theory, requiring an ability to visualize relationships graphically from theory and equations
- Active, intelligent participation in class discussions is vital to developing understanding
- An ability to take theory and apply it to circumstances (predict economic outcomes), and to take current events and apply economic theory (economic analysis)
- Show interest in the subject as evidenced by reading economic and business current events articles, i.e., reading material other than that given out by the teacher
- Develop skills in analyzing data from a variety of sources, e.g., graphs, tables, charts, and be able to interpret data in these forms
- Develop skills in quantitative analysis and data handling

GEOGRAPHY**Aims:**

To:

- develop an understanding of the interrelationships between people, places, spaces and the environment;
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management;
- appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

Course Content SL/HL:

Paper 1	Options: From the list below, SL study two units, HL study three units: Freshwater - drainage basins Oceans and coastal margins Extreme environments Geophysical hazards Leisure, tourism and sport Food and health Urban environments
Paper 2	Core: Population distribution - changing population Global climate - vulnerability and resilience Global resource consumption and security

Course Content HL only:

Paper 3	Geographic perspectives - global interactions: Power, places and networks Human development and diversity Global risks and resilience
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External Assessment:

HL		SL	
Exams	Weighting %	Exams	Weighting %
Paper 1	35%	Paper 1	35%
Paper 2	25%	Paper 2	40%
Paper 3	20%		

Internal Assessment:

HL		SL	
	Weighting %		Weighting %
Urban Environments	20%	Urban Environments	25%

Keys to success:

It is recommended that students:

- are well organised (bring all required equipment to class including textbooks, keep up-to-date with all notes, exercises and assessment tasks, take care of files by ensuring all notes are kept in the correct sequence with separate sections for the core unit and each option unit, catch up any work missed through absence, etc.);
- take a genuine interest in the subject and show evidence of this by reading around the subject, i.e. reading material other than that given out by the teacher;
- learn the key terms (special words or phrases) associated with each unit and use them wherever possible in written work. In order to do this effectively, it is recommended that students compile a dictionary as they progress through each unit;
- learn the case study material (area-specific examples) and use it whenever discussing an issue, theory, etc., to demonstrate fully their depth of understanding;
- develop skills in summarizing information, i.e. reading through a long article and selecting the relevant points and using this information to formulate opinions and make analytical judgments backed up by reasoned argument;
- develop skills in analysing data from a variety of sources, e.g. graphs, tables, charts, maps, and be able to present data neatly in these forms;
- develop an awareness of world geography, i.e. be familiar with world physical and human maps/thematic maps, etc.

GLOBAL POLITICS

Aims:

To:

- understand key political concepts and contemporary political issues in a range of contexts;
- develop an understanding of the local, national, international and global dimensions of political activity;
- understand, appreciate and critically engage with a variety of perspectives and approaches in global politics;
- appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

Course Content SL/HL:

Power, sovereignty and international relations	What is power? How is it gained? Lost? Measured? What is a state? How do non-state actors impact sovereignty?
Human rights	Contested meanings of human rights, justice, liberty and equality. Pursuit and advocacy of human rights from different cultural perspectives. Debates surrounding human rights and their application.
Development	Contested meanings of development, globalization, and sustainability. Factors and institutions influencing development of states? What are debates that surround development?
Peace and conflict	Contested meanings of peace, conflict and violence. Causes and parties to conflict. Conflict analysis, resolution and post-conflict transformation of societies.



Course Content HL only:

HL extension: global political challenges	
Two of the following six global political challenges will be studied:	
1. Environment	Case studies on how and why the environment and sustainability presents a global political challenge
2. Poverty	Case studies on how and why poverty presents a global political challenge
3. Health	Case studies on how and why health and disease presents a global political challenge
4. Identity	Case studies on how and why culture and identity presents a global political challenge
5. Borders	Case studies on how and why borders present a global political challenge
6. Security	Case studies on how and why international security presents a global political challenge

External Assessment:

HL		SL	
Exams	Weighting %	Exams	Weighting %
Paper 1: stimulus response	20%	Paper 1: stimulus response	30%
Paper 2: extended response	40%	Paper 2: extended response	45%

Internal Assessment:

HL		SL	
	Weighting %		Weighting %
Personal engagement activity	20%	Personal engagement activity	25%
HL global political challenges	20%		

Keys to success:

- Read the textbook and teacher-provided handouts thoroughly;
- Do homework tasks at home with adequate thought and reflection;
- Learn and correctly use the subject-specific key terms;
- Have a commitment to, and interest in, researching and understanding contemporary political issues;
- Active, intelligent participation in class discussions is vital to developing understanding;
- Students should have a desire to understand the motivations of special interest groups behind international events;
- Understand the influence of diverse cultural and business practices in creating and resolving international events;
- Students should enjoy reading the news and debating long-term and short-term causes as to why selected international events are happening in the world (and predict consequences of these events);
- Ability to evaluate sources and a desire to understand the motivations of special interest groups behind events is important;
- Show interest in the subject as evidenced by reading economic and business current events articles, i.e., reading material other than that given out by the teacher;
- Develop skills in analyzing data from a variety of sources, e.g., graphs, tables, charts, and be able to interpret data in these forms.

HISTORY

Aims:

To:

- promote critical thinking and inquiring minds;
- enhance understanding of the modern world and the forces which shaped it, thus encouraging international-mindedness;
- develop skills, such as text and source analysis; the ability to weigh arguments and to write in a clear and concise manner.

Course Content SL/HL:

Paper 1	The Move to Global War: Japanese expansion in East Asia (1931-1941) and German and Italian expansion (1933-1940).
Paper 2	Authoritarian States (Twentieth Century) The Origins and Development of the Cold War

Course Content HL only:

Paper 3	Aspects of the history of Europe
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External Assessment:

HL		SL	
Exams	Weighting %	Exams	Weighting %
Paper 1*	20%	Paper 1	30%
Paper 2**	25%	Paper 2	45%
Paper 3	35%		

*One prescribed subject must be chosen for study from the following list:

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

**Teachers select two topics:

- Authoritarian states (20th century)
- The Cold War, super power

Internal Assessment:

HL		SL	
	Weighting %		Weighting %
Internal Assessment (research project)	20%	Internal Assessment	25%

Keys to success:

It is recommended that students:

- are well organised (bring all required equipment to class including textbooks, keep up-to-date with all notes, exercises and assessment tasks, take care of files by ensuring all notes are kept in the correct sequence with separate sections for the core unit and each option unit, catch up any work missed through absence, and so forth);



- take a genuine interest in the subject and show evidence of this by reading around the subject, i.e. reading material other than that given out by the teacher;
- develop skills in summarizing information, i.e. reading through a long article and selecting the relevant points and using this information to formulate opinions and make analytical judgments backed up by reasoned argument;
- develop skills in analysing data from a variety of sources.

PSYCHOLOGY

Aims:

To:

- develop awareness of how psychological research benefits human beings;
- ensure ethical practices are upheld;
- develop understanding of Biological, Cognitive and Socio-cultural influences on human behaviour;
- develop understanding of alternative explanations of behaviour;
- understand/use diverse methods of psychological inquiry.

Course Content SL/HL:

Paper 1	Biological Level of Approach Cognitive Level of Approach Socio-cultural Level of Approach
Paper 2	Abnormal Psychology
Internal Assessment	Replication of simple experiment

Course Content HL only:

Paper 2	Health Psychology or Psychology of Human Relationships
Paper 3	Qualitative Research Methodology

External Assessment: 80% (HL) 75% (SL)

HL		SL	
Exams	Weighting %	Exams	Weighting %
Paper 1	40%	Paper 1	50%
Paper 2	20%	Paper 2	25%
Paper 3	20%		

Internal Assessment:

HL		SL	
	Weighting %		Weighting %
Simple replicated experiment	20%	Simple replicated experiment	25%

Keys to success:

- Be self-disciplined to revise material regularly research theory and content
- Be able to maintain documents in an organised system
- Independent desire to read outside the course
- Ability to take clear, systematic notes in a way the student understands

IB DIPLOMA GROUP 3 & 4: INDIVIDUALS AND SOCIETIES & SCIENCES

ENVIRONMENTAL SYSTEMS AND SOCIETY

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). Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course, or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional group 3 or group 4 subject.

The **aims** of the ESS course are to enable students to:

- acquire the knowledge and understandings of environmental systems at a variety of scales;
- apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales;
- appreciate the dynamic interconnectedness between environmental systems and societies;
- value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues;
- be critically aware that resources are finite, and that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability;
- develop awareness of the diversity of environmental value systems;
- develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge;
- engage with the controversies that surround a variety of environmental issues;
- create innovative solutions to environmental issues by engaging actively in local and global contexts.

Course Content:

1	Foundations of environmental systems and societies
2	Ecosystems and ecology
3	Biodiversity and conservation
4	Water and aquatic food production systems and societies
5	Soil systems and terrestrial food production systems and societies
6	Atmospheric systems and societies
7	Climate change and energy production
8	Human systems and resource use

External Assessment:

SL	
Exams	Weighting %
Paper 1: case study	25%
Paper 2: short answers and structured essays	50%

Internal Assessment:

SL	
	Weighting %
Individual investigation	25%

Keys to success:

It is recommended that students:

- are well organised (bring all required equipment to class including textbooks, keep up-to-date with all notes, exercises and assessment tasks, take care of files by ensuring all notes are kept in the correct sequence with separate sections for the core unit and each option unit, catch up any work missed through absence, etc.);
- take a genuine interest in the subject and show evidence of this by reading around the subject, i.e. reading material other than that given out by the teacher;
- learn the key terms (special words or phrases) associated with each unit and use them wherever possible in written work. In order to do this effectively, it is recommended that students compile a dictionary as they progress through each unit;
- learn the case study material (area-specific examples) and use it whenever discussing an issue, theory, etc., to demonstrate fully their depth of understanding;
- develop skills in summarizing information, i.e. reading through a long article and selecting the relevant points and using this information to formulate opinions and make analytical judgments backed up by reasoned argument;
- develop skills in analysing data from a variety of sources, e.g. graphs, tables, charts, maps, and be able to present data neatly in these forms.



IB DIPLOMA GROUP 4: SCIENCES

The aims of subjects in Group 4 include:

- 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.

Collaborative sciences Project

A compulsory project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.

BIOLOGY

Biology is the study of life and therefore is unusually broad and diverse. It encompasses many levels of complexity from the biochemical to the cellular and the study of species and ecosystems.

Course Content SL/HL:

Unity and diversity	Water, Nucleic acids, Cell structure, Diversity of organisms, Evolution and speciation, Conservation of biodiversity
Form and function	Carbohydrates and lipids, Proteins, Membranes and membrane transport, Organelles and compartmentalization, Cell specialization, Gas exchange, Transport, Adaptation to environment, Ecological niches
Interaction and interdependence	Enzymes and metabolism, Cell respiration, Photosynthesis, Neural signalling, Integration of body systems, Defence against disease, Populations and communities, Transfer of energy and matter
Continuity and change	DNA replication, Protein synthesis, Mutations and gene editing, Cell and nuclear division, Water potential, Reproduction, Inheritance, Homeostasis, Natural selection, Sustainability and change, Climate change

Please note that the above topics are the same at both HL and SL, the HL course going into much greater depth.

Course Content HL only:

Unity and diversity	Origin of cells, Viruses, Classification and cladistics
Form and function	Muscle and motility
Interaction and interdependence	Chemical signalling
Continuity and change	Gene expression

External Assessment:

HL and SL	
Exams	Weighting %
Paper 1	36%
Paper 2	44%

Internal Assessment:

HL and SL	
	Weighting %
Scientific Investigation	20%
Collaborative sciences project (Interdisciplinary science project) 10 hours. Student attendance is mandatory.	

Keys to success:

- Be organised with notes, with reports and with regular study and active revision.
- Understand every lesson. If you are unsure, act promptly to clear up any misunderstandings
- Read around the subject - especially scientific journals

CHEMISTRY

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is 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.

Course Content SL/HL:

Models of the particulate nature of matter	Introduction to the particulate nature of matter, The nuclear atom, Electron configurations, Counting particles by mass: The mole, Ideal gases
Models of bonding and structure	The ionic model, The covalent model, The metallic model, From models to materials
Classification of matter	The periodic table: Classification of elements, Functional groups: Classification of organic compounds
What drives chemical reactions?	Measuring enthalpy change, Energy cycles in reactions, Energy from fuels, Entropy and spontaneity (Additional higher level)
How much, how fast and how far?	How much? The amount of chemical change, How fast? The rate of chemical change, How far? The extent of chemical change
What are the mechanisms of chemical change?	Proton transfer reactions, Electron transfer reactions, Electron sharing reactions, Electron-pair sharing reactions

Please note that the topics are the same at both HL and SL, the HL course going into much greater depth.

External Assessment:

HL and SL	
Exams	Weighting %
Paper 1	36%
Paper 2	44%



Internal Assessment:

HL and SL	
	Weighting %
Individual Investigation	20%
Collaborative science project (Interdisciplinary science project) 10 hours. Student attendance is mandatory.	

Keys to success:

- Be organised with notes, with reports and with regular study and active revision.
- Understand every lesson. If you are unsure, act promptly to clear up any misunderstandings.
- Read around the subject - especially scientific journals.

COMPUTER SCIENCE

Aims:

To develop:

- and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively;
- logical and critical thinking as well as experimental, investigative and problem-solving skills;
- an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science;
- an raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology.

Course Content SL/HL:

Topic 1	Systems in theory
Topic 2	Systems in practice
Topic 3	Systems in context

External Assessment:

HL		SL	
Exams	Weighting %	Exams	Weighting %
Paper 1:	35%	Paper 1	40%
Paper 2:	35%	Paper 2	40%

Internal Assessment:

HL		SL	
	Weighting %		Weighting %
Development of a computational solution - a product and supporting documentation	30%	Development of a computational solution - a product and supporting documentation	20%
Collaborative science project (Interdisciplinary science project) 10 hours. Student attendance is mandatory.		Collaborative science project (Interdisciplinary science project) 10 hours. Student attendance is mandatory.	

Keys to success:

- Be organised with notes, with reports and with regular study and active revision.
- Understand every lesson. If you are unsure, act promptly to clear up any misunderstandings
- Read around the subject

DESIGN TECHNOLOGY**Aims:**

To develop:

- critical-thinking and design skills, which can be applied in a practical context;
- skills in expressing ideas creatively using a variety of communication techniques;
- effective collaboration skills;
- a willingness to explore unfamiliar situations in a logical, objective and systematic manner;
- skills in the safe use of appropriate tools, machines and equipment to create products;
- a responsible approach to the impact of design and technological activity upon individuals, society, cultures and environments.

Course Content SL/HL:

1	Human factors and ergonomics
2	Resource management and sustainable production
3	Modelling
4	Raw material to final product
5	Innovation and design
6	Classic design

Course Content HL only:

7	User-centred design (UCD)
8	Sustainability
9	Innovation and markets
10	Commercial production

External Assessment:

HL		SL	
Exams	Weighting %	Exams	Weighting %
Paper 1	30%	Paper 1	20%
Paper 2	30%	Paper 2	20%
		Paper 3	20%

Internal Assessment:

HL		SL	
	Weighting %		Weighting %
Design Project	40%	Design Project	40%

Keys to success:

- good organisational skills
- self-motivation and independence
- good communication skills
- open-mindedness

Design Technology students are characterized by the specific IB learner profile attributes — inquirers, thinkers and communicators.

PHYSICS

Physics is the scientific study of energy and matter in the world around us. The subject investigates how things work and the principles and laws that predict their behaviour. This ranges from the large scale of the Earth and Universe to the very small scale of atoms and subatomic particles.

Course Content SL/HL:

Space, time and motion	Kinematics, Forces and momentum, Work energy and power
The particulate nature of matter	Thermal energy transfers, Greenhouse effect, Gas laws, Current and circuits
Wave behaviour	Simple harmonic motion, Wave model, Wave phenomena, Standing waves and resonance, Doppler effect
Fields	Gravitational fields, Electric and magnetic fields, Motion in electromagnetic fields
Nuclear and quantum physics	Structure of the atom, Radioactive decay, Fission, Fusion and stars

Please note that the topics are the same at both HL and SL, the HL course going into much greater depth.

Course Content HL only:

Space, time and motion	Rigid body mechanics, Galilean and special relativity
The particulate nature of matter	Thermodynamics
Fields	Induction
Nuclear and quantum physics	Quantum physics

External Assessment:

HL and SL	
Exams	Weighting %
Paper 1	36%
Paper 2	44%

Internal Assessment:

HL and SL	
	Weighting %
Individual Investigation	20%
Collaborative science project (Interdisciplinary science project) 10 hours. Student attendance is mandatory.	

Keys to success:

- Be organised with notes, with reports and with regular study and active revision.
- Understand every lesson. If you are unsure, act promptly to clear up any misunderstandings.
- Read around the subject - especially scientific journals.

SPORT, EXERCISE AND HEALTH SCIENCE**Aims:**

- enable students to apply and use a body of knowledge, methods and techniques that characterize Sport, Exercise and Health Science;
- develop an ability to analyse, evaluate and synthesize scientific information;
- develop experimental and investigative scientific skills;
- develop and apply the students' information and communication technology skills in the study of Sport, Exercise and Health Science;
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Course Content SL:

Unit 1	Anatomy
Unit 2	Exercise Physiology
Unit 3	Energy Systems
Unit 4	Movement Analysis
Unit 5	Skill in Sport
Unit 6	Measurement and Evaluation of Human Performance

Option (2 of the following):

Option A	Optimizing Physiological Performance
Option B	Psychology of Sport
Option C	Physical Activity and Health
Option D	Nutrition for Sport, Exercise and Health

Course content HL:

There are seven additional topics for Higher Level.

1	Further anatomy
2	The endocrine system
3	Fatigue
4	Friction and drag
5	Skill acquisition and analysis
6	Genetics and athletic performance
7	Exercise and immunity

External Assessment:

HL / LH	
Exams	Weighting %
Paper 1	20%
Paper 2	35%
Paper 3	25%

Internal Assessment:

HL / SH	
	Weighting %
Investigations	20%
Collaborative science project (Interdisciplinary science project) 10 hours.	

Keys to success:

- Be organised with notes, with investigations and with regular study and revision.
- Be completely familiar with concepts and facts.
- Understand every lesson. If unsure, act promptly to clear up any misunderstandings.
- Read different accounts of work covered.
- Read around the subject, especially scientific journals.



IB DIPLOMA GROUP 5: MATHEMATICS

ISB Option 5

In Group 5, two courses are offered, Mathematics: analysis and approaches and Mathematics: application and interpretation.

The **IB Diploma Mathematics HL analysis and approaches** course is for students who intend to major in Mathematics, Science or Engineering at university, or who have a specific interest in pure mathematics. Students must have an excellent knowledge and understanding of mathematics.

The **IB Diploma Mathematics SL analysis and approaches** course is for students who expect to go on to study subjects which have a significant mathematical content: for example, Chemistry, Economics. Students must have a very good knowledge and understanding of mathematics.

The **IB Diploma Mathematics SL application and interpretation** course is for students who expect to go on to study subjects which have an applied mathematical content: for example, social sciences. Students must have a very good knowledge and understanding of mathematics.

(IB Curriculum Review: Final report to schools May 2018)

Aims to:

- encourage enjoyment of mathematics, and develop an appreciation of the elegance and power of mathematics;
- develop an understanding of the principles and nature of mathematics;
- develop skills to 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 alternate 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 application 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 Content: Mathematics: analysis and approaches

Number & Algebra	
SL and HL	HL Only
Scientific notation	Permutations & combinations
Sequences series	Partial fractions
Approximations and errors	Complex numbers
Logarithms & exponentials	Further proof
Proof	Systems of linear equations
Binomial expansion	

Functions	
SL and HL	HL Only
Straight line graphs	Remainder and Factor Theorem
Composites & inverse	Sums and products of polynomial roots
Identity, rational exponential, quadratic and logarithmic	Inequalities, self-inverse and modulus functions
Solving equations analytically and graphically	Odd and even functions
Transformations	
Geometry and Trigonometry	
SL and HL	HL Only
Volume and surface area of solids	Vectors
Right angled and non-right angled triangle trigonometry	Reciprocal trigonometric identities
Bearings	Inverse trigonometric functions
Radians	Properties of trigonometric graphs
Unit circle	
Trigonometric identities and equations	Further trig identities
Statistics and Probability	
SL and HL	HL Only
Collecting data and sampling techniques	Probability distributions
Displaying & describing data	Probability density functions
Correlation (PMCC only) and regression	Expectation algebra
Probability theory	
Normal and Binomial distribution	
Calculus	
SL and HL	HL Only
Limits and convergence	Continuity and differentiability
Differentiation, chain, product and quotient rules	Convergence and divergence
Normals and tangents	First principles
Optimisation	Limits, L'Hopitals
Definite and indefinite integration	Implicit differentiation
Kinematics	Derivatives of inverse and reciprocal trigonometric functions
	Integration by substitution, by parts and by separation of variables
	1st order differential equations
	Maclaurin series

Course Content: Mathematics: applications and interpretation

SL Number & Algebra	SL Statistics and Probability
Scientific notation	Collecting data and sampling techniques
Sequences series	Displaying & describing data
Approximations and errors	Correlation (PMCC and SRCC) and regression
Logarithms & exponentials	Probability theory
Proof	Normal distribution
Binomial expansion	Tests for independence and goodness of fit

SL Geometry and Trigonometry	SL Functions
Volume and surface area of solids	Modeling with straight line graphs
Right angled and non-right angled triangle trigonometry	Modeling with simple trigonometric functions
Bearings	Modeling with rational exponential, quadratic and logarithmic
Optimum paths and Voronoi diagrams	Transformations as models
SL Calculus	
Optimisation	
Trapezoidal rule	
Simple integration	

External Assessment: Mathematics: analysis and approaches

HL		SL	
Exams	Weighting %	Exams	Weighting %
Paper 1	30%	Paper 1	40%
Paper 2	30%	Paper 2	40%
Paper 3	20%		

Internal Assessment: Mathematics: analysis and approaches

HL		SL	
	Weighting %		Weighting %
Exploration	20%	Exploration	20%

Internal Assessment: Mathematics: applications and interpretation

SL	
	Weighting %
Exploration	20%

SL - Keys to success:

- maintain speed and fluency with algebra skills
- be organised
- be prepared to practise mathematical methods
- complete all set questions and more
- communicate using correct notation and methods

HL - Keys to success:

- maintain speed and fluency with algebra skills
- maintain a high level of curiosity
- have mental stamina and a fierce determination to solve a problem
- be organised
- be prepared to devote a great deal of time to mathematics
- complete all the set questions and much more

IB DIPLOMA GROUP 6: THE ARTS AND ELECTIVES

ISB Option 6

Group 6 fulfils two functions. It is primarily an Arts Group, but for students requiring a greater degree of specialisation, there is the possibility of using Group 6 to follow a subject offered in a different group. The Arts subjects offered by ISB in Group 6 are: Visual Art, Music, and Theatre. All are interpretative in approach and teaching strategies, and allow for significant choice of content. The emphasis in all the subjects is on creativity: the making of art, music, theatre in the context of investigative theoretical and practical research into the relevant genres. The Arts are a vital and integral part of human life, existing in many forms and styles, practised in all cultures, and taking place in a range of contexts and for a variety of purposes.

The aims of subjects in Group 6 include:

- developing an understanding of the technical, creative, conceptual, expressive and communicative aspects of the Arts;
- acquiring artistic knowledge through experiential means as well as more traditional academic methods.

MUSIC

Aims:

- acquire and develop a broad-based knowledge of music as a universal art form;
- perform and create (compose/arrange) music;
- understand music through theoretical analysis, aural training and detailed score study;
- research and write about music.

Course Content SL/HL:

Students create and develop three folders:

- Exploring Music
Students explore three culturally diverse pieces of music. They use their findings to make sense of music in context, and to understand musical conventions and practices. In addition to their written analyses, students undertake short composition and performance exercises as a means of further exploration.
- Experimenting with Music
Students undertake two experiments based on original works, taking different musical perspectives (styles, forms, genres etc). Both experiments take place in three stages. One is conducted through the lens of composing/arranging (e.g. transforming the style of a chosen piece). The other is focused on performance practice (e.g. using one's own instrument to recreate and demonstrate the characteristics of another).
- Presenting Music
Students perform selected repertoire from their chosen areas of musical study (several selections). They also complete two original compositions. The use of music technology is encouraged for one of these creations.

Students will engage with these folders as researcher, creator and performer. Each folder features individual, student-driven work.

Students engage with music through different Areas of Inquiry:

- Music for Sociocultural and Political Expression
- Music for Listening and Performance
- Music for Dramatic Impact, Movement and Entertainment
- Music Technology in the Electronic and Digital Age

Contexts (Personal, Local and Global) will diversify the musical material encountered by the students. A process journal is kept throughout and forms an integral part of the final product.

Course Content HL only:

The student creates and develops one additional folder: The Contemporary Music Maker.

The student creates an original collaborative project with other(s) in the Arts. Music is a central element in this project. This folder is approached as a researcher, planner, collaborator and music maker/creator.

A process journal is kept throughout and forms an integral part of the final presentation.

External Assessment:

HL		SL	
	Weighting %		Weighting %
Exploring Music	20%	Exploring Music	30%
Presenting Music	30%	Presenting Music	40%

Internal Assessment:

HL		SL	
	Weighting %		Weighting %
Experimenting with Music	20%	Experimenting with Music	30%
The Contemporary Music Maker	30%		

Keys to success:

- An appetite for all things musical.
- Openness to learn about many different musical genres and styles.
- Willingness to engage in listening, analyzing and further understanding of music on a daily basis.
- Actively studying music privately (instrumental or vocal) in order to guide and foster further musical growth.
- Ability and willingness to work both independently and collaboratively.

THEATRE

The IB Diploma Programme Theatre course is a multi-faceted theatre-making course of study.

Aims:

- give students the opportunity to make theatre as creators, designers, directors and performers;
- emphasize the importance of working both individually and collaboratively as part of an ensemble;
- engage actively in the creative process, transforming ideas into action as inquisitive and productive artists;
- learn how the theatre works; the technical and creative skills required and the practical realization of those skills;
- explore the needs of the individual and of society to find explanations for the world around them.

Course Content SL/HL:

Presenting Theatre	This involves the exploration and application of the different skills needed to make theatre and an understanding of the impact they have on an audience.
Theatre in Context	This part of the course requires that students learn to understand the political, philosophical and cultural perspectives which inform theatre and the ways in which creators of theatre (directors, designers, performers and spectators) are affected by such ideas.
Theatre Processes	This element of the course requires that students learn the processes which are used to make theatre. They will explore and develop a range of skills, processes and techniques which will be used to inform their own work. They will reflect on their own theatre journeys and examine those of practitioners in the field, past and present.

Course Content HL only:

Solo Theatre Piece	Students will study theatre theory and application in depth in order to prepare for this additional assessment.
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External Assessment:

HL		SL	
	Weighting %		Weighting %
Solo Theatre Piece Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4-7 minutes maximum) and a report (2,500 words maximum)	35%		
Collaborative project Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production.	25%	Director's Notebook Students choose a published play text and develop a 20 page notebook of ideas for staging, plus bibliography.	40%
Research Presentation Students plan and deliver a 15 minute presentation in which they demonstrate their research of an unfamiliar theatre tradition. This is filmed and must be accompanied by resources used and a bibliography.	20%	Research Presentation Students plan and deliver a 15 minute presentation in which they demonstrate their research of an unfamiliar theatre tradition. This is filmed and must be accompanied by resources used and a bibliography.	30%

Internal Assessment:

HL		SL	
	Weighting %		Weighting %
Production proposal Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits a production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.	20%	Production proposal Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits a production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.	30%

Keys to success:

- A genuine interest in the theatre in all its forms.
- Self-disciplined study habits.
- The ability to be open-minded and reflective.
- A commitment to attend theatre performances throughout the duration of the course, either in the Basel region or elsewhere.

It is hoped that there will be a chaperoned trip to London to visit theatres, attend performances and engage in theatre workshops during the course.

VISUAL ARTS

Aims:

To:

- enjoy and develop lifelong engagement with the Visual Arts;
- become informed, reflective and critical practitioners in the Visual Arts;



- explore and value the diversity of the Visual Arts across time, place and cultures as well as its dynamic and changing nature;
- express ideas with confidence and competence;
- develop perceptual and analytical skills;
- create art works influenced by personal and cultural contexts;
- become informed and critical observers and makers of visual cultures and media;
- develop skills, techniques and processes in order to communicate concepts and ideas.

Course Content SL/HL:

Part 1: Comparative Study	Analyze and compare different art works, objects and artifacts (from differing cultural contexts). Students submit 10-15 screens which will examine at least 3 art works, at least two of which should be from different artists and contrasting contexts (local, national, international).
Part 1: HL only	HL students also submit 3-5 screens which analyse the extent to which their work and practices have been influenced by the art and artists examined.
Part 2: Process Portfolio	Explore media from a minimum of 2(SL), 3(HL) different art-making and conceptual forms, which may come from two of the following areas: two-dimensional (drawing, painting, printmaking, graphics), three-dimensional forms (sculpture, designed objects, site-specific/ephemeral art and textiles) or lens-based, electronic and screen based forms (time-based sequential, lens media and digital/screen based media). Students will document their experimentation in their process journal and submit 9-18 screens (SL), 13-25 screens (HL) for final assessment.
Part 3 : Exhibition	Students will create several resolved and unresolved art works. Students submit 4 -7 (SL), 8-11 (HL) resolved studio pieces for their final assessment on screens along with exhibition texts (stating title, medium & intention of max 500 words) for each piece as well as a curatorial rationale (SL max of 400 words, HL max of (700 words).

External Assessment:

HL		SL	
Exams	Weighting %	Exams	Weighting %
Part 1 : Comparative study	20%	Part 1: Comparative study	20%
Part 2: Process Portfolio	40%	Part 2: Process Portfolio	40%

Internal Assessment:

HL		SL	
Exams	Weighting %	Exams	Weighting %
Part 3 : Exhibition	40%	Part 3 : Exhibition	40%

Keys to success:

- Demonstrate knowledge and understanding of ideas, conventions, processes, media and techniques from various cultures and times by describing, analyzing and synthesizing information using visual arts language.
- Demonstrate application of knowledge and understanding by expressing concepts, ideas and meaning through visual communication applying skills, techniques, media, forms and processes.
- Demonstrate synthesis and evaluation by formulating personal intentions when planning, developing and making artworks that consider how meaning can be conveyed to an audience highlighting success and failure in order to progress the work.
- Select, use and apply a variety of appropriate skills and techniques when experimenting with media, materials and techniques in art-making in order to arrive at a level of proficiency.
- Produce a body of resolved and unresolved artworks as appropriate to artistic intentions explained and reflected upon in the exhibition texts.
- Demonstrate the ability to select, present and curate artworks for the final exhibition as well as critically reflect upon choices in a curatorial rationale.



“We all want to learn more;
We all do it in different ways;
We all have fun learning;
We all help.”

- ISB Student

 **ISB**
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