



Deledda International School
Diploma Programme Handbook
for selection of DP courses
Class of 2023

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Dear Students and Families,

Welcome to the Diploma programme!

The programme spans over two very intense and full years for both students and teachers, and yet my colleagues and I love it. We like it for its high standards, that require commitment and passion for learning and teaching in the various subjects, and we like it because it promotes the growth and development of well-rounded individuals through core subjects: CAS, Extended Essay and Theory of Knowledge.

This booklet is meant to help you to understand the Diploma Programme and to provide an overview of the programme as a whole, of the different tracks that our school offers and of the programmes of single subjects.

We hope you find these two years challenging, stimulating and rewarding!

Elizabeth Coykendall Rice - Diploma Programme Coordinator

Cari studenti e famiglie,

Benvenuti nel Diploma Programme!

Il programma si estende su due anni molto intensi e pieni per gli studenti e gli insegnanti, eppure io e i miei colleghi lo adoriamo. Ci piace per i suoi elevati standard, che richiedono impegno e passione per l'apprendimento e l'insegnamento nelle diverse materie, e ci piace perché promuove la crescita e lo sviluppo di individui completi attraverso le materie del core: CAS, Extended Essay e Theory of Knowledge.

Questo opuscolo è pensato per aiutarvi a comprendere il Diploma Programme e fornire una panoramica del programma nel suo insieme, delle diverse tracce che la nostra scuola offre e dei programmi delle singole materie.

Speriamo che troviate questi due anni, stimolanti, appassionanti e gratificanti!

Elizabeth Coykendall Rice - Diploma Programme Coordinator



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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



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IB mission statement

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

DIS mission statement and aims

Deledda International School provides an international education that fosters academic growth within a caring community for students.

The School promotes the appreciation of the diversity of people and cultures, provides an environment conducive for learning and teaching, and offers a rigorous international curriculum that, in the lower years, is blended with the national Italian Curriculum.

GOALS:

- To inspire and motivate students to become life-long learners and to achieve their individual potential in all areas: intellectual, ethical, emotional, creative and physical.
- To co-exist respectfully in a multi-cultural environment that supports all students to acquire the knowledge, skills and values to be self-sufficient individuals in our global society.
- To maintain a highly-qualified staff of committed teachers who are encouraged to be innovative and responsive to our student body with all their various needs and requirements.
- To promote an ordered and structured code of conduct in which self-discipline is encouraged and integrity is paramount.
- To foster compassion and develop an active social conscience within the student body through an awareness of and participation in social and environmental programs.
- To prepare students for entry to institutions of tertiary level education both locally and around the world.
- To facilitate the ongoing and integrated use of information technology.

Come dicono la storia e il nome della scuola, la DIS non è una scuola promossa da cittadini stranieri, inglesi o americani, ma è una scuola promossa dal Comune di Genova per poter dare un titolo internazionale di scuola secondaria avente valore legale in Italia. La DIS era ed è l'unica possibilità per un Ente pubblico italiano e per cittadini italiani di partecipare al circuito delle scuole internazionali.

E' nostra convinzione che l'internazionalità va vissuta insieme all'identità italiana, con gli adeguati presupposti di conoscenze linguistiche e culturali.

Il disegno pedagogico della DIS ambisce a formare studenti internazionali in grado di proseguire gli studi all'estero come in Italia, aprendo loro amplissime possibilità di scelta per la formazione futura.

DIS conduce motivati studenti italiani o stranieri, anche se con un livello di inglese di partenza scolastico, a sviluppare conoscenze e capacità atte al conseguimento delle qualifiche necessarie al proseguimento del percorso di studi nella classe 9^a, dove l'inglese è l'unica lingua di comunicazione, e nei programmi del Diploma IB.

The Diploma Programme

The Diploma Programme is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The Diploma Programme model

The course is presented as six academic areas enclosing a central core (see figure 1). It encourages the concurrent study of a broad range of academic areas. Students study: two modern languages (or a modern language and a classical language); a humanities or social science subject; a science; mathematics and one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

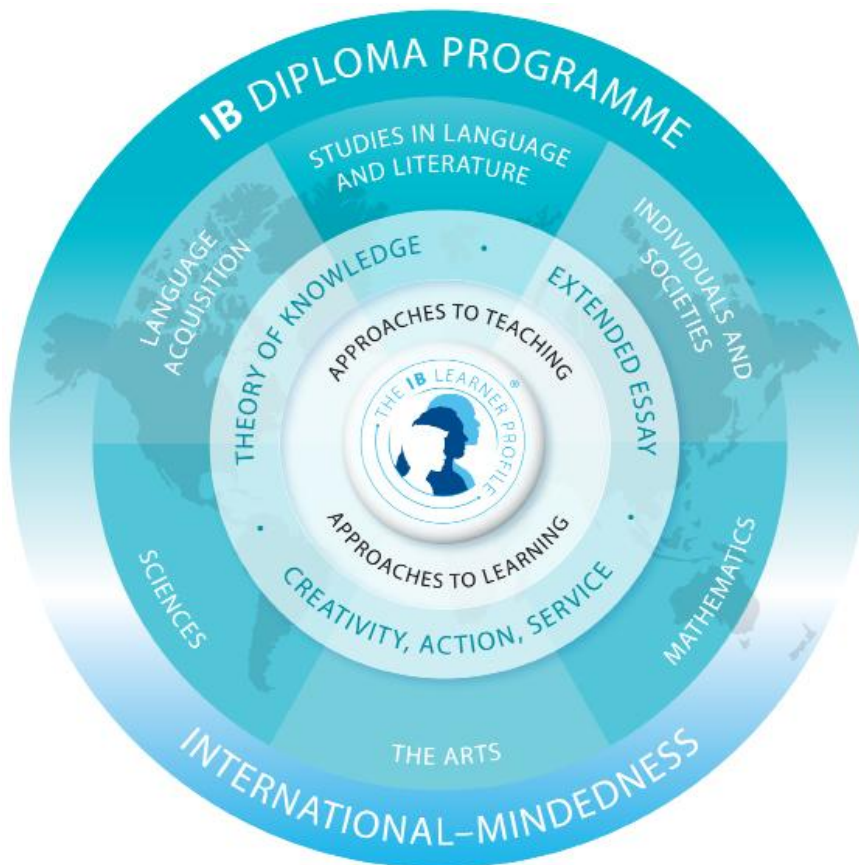


Figure 1: *Diploma Programme model*

An overview of the Diploma

To attain a diploma, students must fulfill the following requirements:

- *Students must complete the “core”, which is made up of creativity, activity, service (CAS), theory of knowledge (TOK) and extended essay (EE).*
- *When selecting subjects for a diploma candidates must take 3 subjects at SL and 3 subjects at HL*
- *one subject must be selected from each of the groups 1 to 5*
- *the sixth subject may be selected from groups 1 to 5.*

Per essere valido, un diploma deve soddisfare i seguenti requisiti:

- lo studente deve completare il “core” composto da creativity, activity, service (CAS), theory of knowledge (TOK) e extended essay (EE).
- La selezione delle materie deve prevedere 3 materie SL and 3 materie HL
- Lo studente deve scegliere almeno una materia dai gruppi da 1 a 5
- La sesta materia può essere scelta dai gruppi da 1 a 5.

The IBO diploma is equivalent to an Italian high school diploma in all respects. The school offers three tracks: linguistic, scientific and humanistic. In addition to the subjects indicated in the following tracks, it is compulsory to fulfill the requirements of the following for all tracks: TOK (Theory of Knowledge), CAS (Creativity, Activity, Service) and EE (Extended Essay).

Il diploma IBO è equipollente ad una maturità a tutti gli effetti. La scuola offre tre percorsi: linguistico, scientifico e umanistico. Oltre alle materie indicate nei seguenti percorsi, sono obbligatori per tutti TOK (Theory of Knowledge), CAS (Creativity, Activity, Service) and EE (Extended Essay).

Linguistic Track

Il percorso linguistico prevede lo studio di almeno una lingua madrelingua (language A) studiata a livello HL e di almeno una lingua straniera (language B). La scuola offre alcune delle materie solo a livello HL o solo a livello SL. Va scelta una materia per punto facendo attenzione a selezionare 3 materie SL e tre materia HL.

The linguistic track requires the study of at least one mother tongue language (language A) studied at HL level and at least one foreign language (language B). The school offers some of the subjects only at HL level or only at SL level. It is important to select a subject paying attention to select 3 SL subjects and three HL subjects.

- Italian A: Literature / Italian A: Language and Literature / Italian B
- English A: Language and Literature / English B HL
- History / Psychology / Business Management SL
- Biology SL / Chemistry / Design Technology SL
- Math: Analysis & Approaches SL/Math: Applications & Interpretations SL
- French B / German B / Spanish B / Mandarin Ab Initio SL

La scelta delle seguenti materie è a pagamento: Business Management SL, German B, Mandarin Ab Initio. Per questo percorso, la scelta di una materia scientifica studiata a livello HL deve essere approvata ed è soggetta a pagamento per le ore HL extra.

The following subjects require the payment of an extra fee: Business Management SL, German B, Mandarin Ab Initio. In this track, the choice of a scientific subject at HL must be approved and requires the payment of a fee for the extra hours of the HL part.

Scientific Track

Il percorso scientifico prevede lo studio di almeno una materia scientifica a livello HL. La scuola offre alcune delle materie solo a livello HL o solo a livello SL. Va scelta una materia per punto facendo attenzione a selezionare 3 materie SL e tre materia HL.

The scientific track requires the study of at least one science studied at HL level. The school offers some of the subjects only at HL level or only at SL level. It is important to select a subject paying attention to select 3 SL subjects and three HL subjects.

- Italian A: Literature / Italian A: Language and Literature / Italian B
- English A: Language and Literature / English B HL
- History / Psychology / Business & Management SL
- Biology SL / Chemistry / Design Technology SL
- Math: Analysis & Approaches SL/HL
- Biology HL / Physics

La scelta delle seguenti materie è a pagamento: Business Management SL. Per questo percorso, la scelta di una materia scientifica aggiuntiva studiata a livello HL deve essere approvata ed è soggetta a pagamento per le ore HL extra.

The following subjects require the payment of an extra fee: Business Management SL. The choice of an additional scientific subject at HL must be approved and requires the payment of a fee for the extra hours of the HL part.

Humanistic Track

Il percorso umanistico prevede lo studio obbligatorio di Business Management HL. La scuola offre alcune delle materie solo a livello HL o solo a livello SL. Va scelta una materia per punto facendo attenzione a selezionare 3 materie SL e tre materia HL.

The humanistic track requires the study of Business Management HL. The school offers some of the subjects only at HL level or only at SL level. It is important to select a subject paying attention to select 3 SL subjects and three HL subjects.

- Italian A: Literature / Italian A: Language and Literature / Italian B
- English A: Language and Literature / English B HL
- History / Psychology
- Biology SL/ Chemistry / Design Technology SL
- Math: Analysis & Approaches SL/Math: Applications & Interpretations SL
- Business Management HL

La scelta delle seguenti materie è a pagamento: Business Management HL. Per questo percorso, la scelta di una materia scientifica studiata a livello HL deve essere approvata ed è soggetta a pagamento per le ore HL extra.

The following subjects require the payment of an extra fee: Business Management HL. The choice of a scientific subject at HL must be approved and requires the payment of a fee for the extra hours of the HL part.

The core of the Diploma Programme model

All Diploma Programme students participate in the three elements of the IB Diploma Programme core.

- The theory of knowledge (TOK) course encourages students to think about the nature of knowledge, to reflect on the process of learning in all their subjects, and to see and understand the connections between them.
- The extended essay, a substantial piece of academic writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves; this encourages the development of independent research skills expected at university.
- CAS involves students in a range of enjoyable and significant experiences, as well as a CAS project.

The IB believes a coherent view of the core will:

- support the interconnectedness of learning
- support concurrency of learning
- support the IB continuum of education and the learner profile
- support a broader view of the subject disciplines.

Coherence does not mean similarity. Coherence in this context refers to the three elements of the core complementing each other and working together to achieve common aims. All three elements of the core should be grounded in three coherent aims:

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

The core is seen as the heart of the Diploma Programme. The academic disciplines, while separate to the core, are nonetheless linked to it. The core relies on the disciplines to provide enrichment, and individual subjects should be nourished by the core.

The core should strive to make a difference to the lives of students. It should provide opportunities for students to think about their own values and actions, to understand their place in the world, and to shape their identity.

From "The Core of the Diploma Programme Model." Creativity, Activity, Service Guide, International Baccalaureate Organization, ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_0_casxx_gui_1503_2_e&part=1&chapter=2.

CAS – CREATIVITY, ACTIVITY, SERVICE

NATURE OF THE SUBJECT

...if you believe in something, you must not just think or talk or write, but must act.” (Peterson 2003)

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning from the PYP and MYP.

CAS is organized around the three strands of **creativity**, **activity** and **service** defined as follows.

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

As a shining beacon of our values, 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 programme in a holistic way, providing opportunities for **self-determination**, **collaboration**, **accomplishment** and **enjoyment**.

CAS 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. Each individual student has a different starting point and different needs and goals.

Source : IBO, OCC – CAS guide

AIMS

The CAS programme aims to develop students who:

1. enjoy and find significance in a range of CAS experiences
2. purposefully reflect upon their experiences
3. identify goals, develop strategies and determine further actions for personal growth
4. explore new possibilities, embrace new challenges and adapt to new roles
5. actively participate in planned, sustained, and collaborative CAS projects
6. understand they are members of local and global communities with responsibilities towards each other and the environment.

Source : IBO, OCC – CAS guide

OUTLINE

Years 1 and 2

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** with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, 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. The CAS project can address any single strand of CAS, or combine two or all three strands. Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented **interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

Source : IBO, OCC – CAS guide

REQUIREMENTS

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed. 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.

Learning outcomes

1. Identify own strengths and develop areas for growth: Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
2. Demonstrate that challenges have been undertaken, developing new skills in the process: A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
3. Demonstrate how to initiate and plan a CAS experience: Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
4. Show commitment to and perseverance in CAS experiences: Students demonstrate regular involvement and active engagement in CAS.
5. Demonstrate the skills and recognize the benefits of working collaboratively: Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6. Demonstrate engagement with issues of global significance: Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
7. Recognize and consider the ethics of choices and actions: Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

THEORY OF KNOWLEDGE

COURSE DESCRIPTION

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the DP and in TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for 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?”. While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

The TOK curriculum is made up of three deeply interconnected parts.

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.

Optional themes: The given themes all have a significant impact on the world today and play a key role in shaping people’s perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.

Areas of knowledge: The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.

AIMS

The aims of the TOK course are:

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

Assessment Outline	Weighting
<p>Internal assessment</p> <p>Theory of knowledge exhibition</p> <p>The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.</p>	<p>1/3 (33%)</p>
<p>External assessment</p> <p>TOK essay on a prescribed title</p> <p>The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.</p>	<p>2/3 (67%)</p>

TOK guide, February 2020.

EXTENDED ESSAY

NATURE OF THE EXTENDED ESSAY

The extended essay is a piece of independent research on a topic chosen by the student from the list of available Diploma Programme subjects for the session in question. The extended essay is a unique opportunity for students to explore an academic area in which they have a personal interest that allows students to demonstrate their passion, enthusiasm, intellectual initiative and/or creative approach for their chosen topic. It is presented as a formal piece of sustained academic writing containing no more than 4,000 words, accompanied by a reflection form of no more than 500 words. Students are supported by a supervisor. The supervision process is recommended to be 3–5 hours, which includes three mandatory reflection sessions.

Source : IBO, OCC – Extended Essay guide

AIMS

The aims of the extended essay are for students to:

1. engage in independent research with intellectual initiative and rigour
2. develop research, thinking, self-management and communication skills
3. reflect on what has been learned throughout the research and writing process.

OUTLINE

Year 1

Choice of the subject, topic and supervisor

First reflection session with the supervisor

Choice of the research question

Outline of the essay

Second reflection session with the supervisor

Experiments in the lab (for EE in sciences only)

Year 2

First complete draft

Meeting with the supervisor to discuss the first draft

Final draft

Third reflection session (viva voce) with the supervisor

Presentation to DP1 students

ASSESSMENT

Assessment
The EE is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma. A student must achieve a D grade or higher to be awarded the Diploma.

TOK – EE points matrix

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

“EE guide. First examinations 2018” International Baccalaureate Organization 2016.

Group 1 – Studies in Language and Literature

- The courses in Group 1 are targeted at mother tongue speakers and who students who have reached a mother tongue level. All students must study at least one subject from Group 1. The school offers English A: Language and Literature, Italian A: Language and Literature Italian A: Literature. The school will take into consideration requests for other languages A from native speakers of other languages to allow students to study their mother tongue.

“The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meanings in a culture, as well as in particular texts. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Responding to, and producing, texts promotes an understanding of how language sustains or challenges ways of thinking and being.

Group 1 courses are designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills.

In the language A: literature course, focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments.

The focus of the language A: language and literature course is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process.”

“Nature of the Subject.” *Language A: Language and Literature Guide*, ibpublishing.ibo.org/live-exist/rest/app/pub.xql?doc=d_1_a1lan_gui_1102_4_e&part=1&chapter=3.

GROUP 1 – ENGLISH A: LANGUAGE AND LITERATURE

NATURE OF THE SUBJECT

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the course is to encourage students to question the meaning generated by language and texts. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices.

Language A: Language and Literature Guide: First examinations 2013. Ibo.org. IBO, 2012

AIMS

1. introduce students to a range of texts from different periods, styles and genres
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
3. develop the students' powers of expression, both in oral and written communication
4. encourage students to recognize the importance of the contexts in which texts are written and received
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. promote in students an enjoyment of, and lifelong interest in, language and literature.
8. develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
9. encourage students to think critically about the different interactions between text, audience and purpose.
- 10.

Language A: Language and Literature Guide: First examinations 2013. Ibo.org. IBO, 2012

SYLLABUS – OUTLINE

(The syllabus is subject to changes according to the needs and preferences of the class)

Year 1

Part 1: Language and the Individual – Language Varieties and Identity

Objectives: Understanding how language is used to construct one's identity and how individuals define themselves according to the practices of a community.

Part 2:

The Language of Persuasion – Speeches; Propaganda, Media Manipulation (Fake news and bias); Advertising.

Objectives: Defining the characteristics of rhetoric and powerful speech writing; identifying propaganda techniques, bias and fake news strategies; Understanding how an advertisement works

Part 4: <i>Macbeth</i> , W. Shakespeare HL only Short stories by W. Faulkner <i>The Rime of the Ancient Mariner</i> , S. T. Coleridge
Year 2
Part 1: Language and Gender – Stereotypes and textual bias, categories and language through time <u>Objectives</u> : Understanding how language contributes to the creation of categories by marking 'normality' and 'deviation from the norm' Part 1 and 2: Language and Power – The language of migration <u>Objectives</u> : understanding how language is used to exert power and to propagate ideas and ideologies. Part 3: Short stories by N. Gordimer <i>Chronicle of a Death Foretold</i> , G. G. Marquez A third work will be chosen with the students at the end of year one

ASSESSMENT – OUTLINE

Assessment component	Weighing
External assessment	
Paper 1 (1.30 SL; 2 h. HL) SL: commentary based on the analysis of one previously unseen text HL: commentary based on comparative analysis of two previously unseen texts	25%
Paper 2 (1.30 SL; 2 h. HL): essay based on the works studied, choice among 6 questions	25%
Written tasks SL: Students produce at least three written tasks based on material studied in the course. HL: Students produce at least four written tasks based on material studied in the course.	20%
Internal assessment	
Individual oral commentary: Students comment on an extract from a literary text studied in part 4 of the course.	15%
Further oral activity: Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course.	15%

GROUP 1–ITALIAN A: LANGUAGE AND LITERATURE

NATURE OF THE SUBJECT

The language and literature courses explore elements of language, literature and performance. Each also focuses on the relationships between texts, readers and writers; on the range and functions of texts across geographical space and historical time; and on aspects of intertextuality.

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

AIMS

The aims of all subjects in studies in language and literature are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

SYLLABUS – OUTLINE

AREAS OF EXPLORATION:

Readers, writers and texts: The investigation undertaken involves close attention to the details of texts in a variety of types and literary forms so that students learn about the choices made by creators and the ways in which meaning is communicated through words, image, and sound. At the same time, study will focus on the role receivers play in generating meaning as students move from personal response to understanding and interpretation influenced by the classroom community.

Time and space: This area of exploration focuses on the idea that language is a social capacity and as such is intertwined with community, culture and history. It explores the variety of cultural contexts in which texts are produced and read across time and space as well as the ways texts themselves reflect or refract the world at large. Students will examine how cultural conditions can affect language and how these conditions are a product of language. Students will also consider the ways culture and identity influence reception.

Intertextuality: connecting texts: This area of exploration focuses on the concerns of intertextuality, or the connections between and among media, text and audience involving diverse traditions and ideas. It focuses on the comparative study of texts so that students may gain deeper appreciation of both unique characteristics of individual texts and complex systems of connection.

Texts and works studied:

- Non-literary texts chosen from a variety of sources
- Six literary works for HL students
- Four literary works for SL students

ASSESSMENT – OUTLINE

Assessment component	Weighing
External assessment SL Paper 1: Guided textual analysis (1 hour 15 minutes): The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it.	35%
Paper 2: Comparative essay (1 hour 45 minutes): The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course.	35%
External assessment HL: Paper 1: Guided textual analysis (2 hours 15 minutes): The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages.	35%
Paper 2: Comparative essay (1 hour 45 minutes): The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course.	25%
HL essay: Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.	20%
Internal assessment Internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes): Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.	SL 30% HL 20%

GROUP 1—LANGUAGE A: ITALIAN LITERATURE

NATURE OF THE SUBJECT

The language and literature courses explore elements of language, literature and performance. Each also focuses on the relationships between texts, readers and writers; on the range and functions of texts across geographical space and historical time; and on aspects of intertextuality.

In this course, 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.

AIMS

The aims of all subjects in studies in language and literature are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

SYLLABUS – OUTLINE

(The syllabus is subject to changes according to the needs and preferences of the class)

AREAS OF EXPLORATION:

Readers, writers and texts: Works are chosen from a variety of literary forms. The study of the works could focus on the relationships between literary texts, readers and writers as well as the nature of literature and its study. This study includes the investigation of the response of readers and the ways in which literary texts generate meaning. The focus is on the development of personal and critical responses to the particulars of literary texts.

Time and space: Works are chosen to reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of literary texts and the variety of ways literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

Intertextuality: connecting texts: Works are chosen so as to provide students with an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among literary texts.

LITERARY WORKS:

Merini, *La terra santa*(HL only)
 Boccaccio, *Decameron*
 Suskind, *Il profumo*
 Dante, *Inferno (Divina Commedia)*
 Kafka, *La metamorfosi*
 Calvino, *Le città invisibili*(HL only)
 Seneca, *Epistole a Lucilio*
 Svevo, *La coscienza di Zeno*
 Buzzati, *Il deserto dei Tartari*(HL only)
 Moravia, *Gli indifferenti*
 Kerouac, *Sulla strada*
 Hesse, *Siddharta*(HL only)
 De Filippo, *Questi fantasmi*
 ASSESSMENT – OUTLINE

Assessment component	Weighing
External assessment SL Paper 1: Guided literary analysis (1 hour 15 minutes) <p>The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)</p> Paper 2 Comparative essay (1 hour 45 minutes) <p>The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)</p>	35% 35%
External assessment HL: Paper 1: Guided literary analysis (2 hours 15 minutes): The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks) Paper 2: Comparative essay (1 hour 45 minutes): The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks) HL essay: Students submit an essay on one work studied during the course. (20 marks). The essay must be 1,200–1,500 words in length.	35% 25% 20%
Internal assessment <p>Internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> Individual oral (15 minutes): Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	SL 30% HL 20%

Group 2 – Language Acquisition

- The courses in Group 2 are targeted at non-native speakers and are language acquisition courses. The school offers English B, French B, German B, Italian B, Spanish B, Italian Ab Initio and Mandarin Ab Initio.

“Group 2 consists of two modern language courses—language ab initio and language B—that are offered in a number of languages. Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The two modern language courses—language ab initio and language B—develop students’ linguistic abilities through the development of receptive, productive and interactive skills.”

“Nature of the Subject.” *Language B Guide*, ibpublishing.ibo.org/live-exist/rest/app/gui.xql?doc=d_2_ablan_gui_1102_3_e&part=1&chapter=3.

GROUP 2 – ENGLISH B HL

NATURE OF THE SUBJECT

The English B course is designed to continue language acquisition and skill development as well as intercultural understanding so that students can communicate successively in an environment where English is used. This involves not only linguistic but sociolinguistic, pragmatic and intercultural competencies. To this end, various educational experiences are offered, focusing on three general areas: Communication (receptive skills, productive skills and interactive skills); Content/Material (themes, texts, conceptual understandings, and language; and Overall Education (links to TOK, ATL skills, international mindedness). There are five prescribed themes explored during the course (Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet). In addition, five fundamental concepts of language are studied (audience, context, purpose, meaning and variations). Students are encouraged in both independent and collaborative learning. At High Level, Literature is also studied offering further depth and appreciation of the target language.

Source : IBO– Language B guide

AIMS

The aims of group 2 are to:

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

Source : IBO– Language B: English guide 2018

SYLLABUS – OUTLINE

(The syllabus is subject to change)

Year 1

Theme: Identities

- Citizens of the World
- Belief and identity
- Beauty and Health

Theme: Sharing the Planet

- Ending Poverty
- Climate Change
- Power to the people

Theme: Social Organization -Minorities and education -Partners for Life -The future of jobs
Year 2
Theme: Human Ingenuity -Future Humans -Technology and human interaction -Redefining Art Theme: Experiences -Pilgrimage -Extreme sports -Migration Preparation for Oral Internal Assessment and IB Final Exams

ASSESSMENT – OUTLINE

Assessment component	Weighing
External assessment-final IB exams, May 2020.	75%
Paper 1 (1 hr 30 min duration) Writing -one writing task from a choice of three options; each task is based on a course theme; students can select the text type from a choice of three; students must write between 450-600 words	25%
Paper 2 (2 hours) Listening & Reading Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension-3 audio passages (1 hour) (25 marks) Reading comprehension-3 reading texts based on themes (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn From all five themes.	50%
Internal assessment -This component is internally assessed by the teacher and externally moderated by the IB. Individual oral of 12-15 minutes (presentation of a literary passage and conversation with teacher based on one or more of the themes from the syllabus (30 marks). Preparation period of 20 minutes.	25% 25%

GROUPE 2 – French HL

NATURE OF THE SUBJECT

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

AIMS

The aims are:

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

SYLLABUS – OUTLINE French HL-Livre de texte : French B course companion de J. Israel et C. Trumper-Oxford

(The syllabus is subject to changes according to the needs and preferences of the class)

Year 1

Identities – Identités

- Qui suis-je
- Bien-être
- Santé

Social Organization –Organisation sociale

- Relations sociales
- L'engagement social

Sharing the planet – Partage de la planète

- L'environnement mondial
- Le grand défi écologique
- Droits universels

Experiences – Expériences

- Loisirs
- Migrations
- Récits

Human ingenuity – Ingéniosité humaine

- Technologie
- Innovation scientifique

Littérature : Molière ,Montesquieu, Voltaire, diderot, Rousseau , Victor Hugo, Camus, Tahar Ben Jelloun Delphine de Vigan, Pennac, Amélie Nothomb, Yin Chen.....

Textes : Lettres, courriel, article, Journal intime, blog, tract, guide, critique, rapport, interview, Instructions...

Year 2
<p>Identities - Identités</p> <ul style="list-style-type: none"> - Croyances et valeurs - Langue et identité <p>Experiences - Expériences</p> <ul style="list-style-type: none"> - Voyages - Traditions <p>Social Organization - Organisation sociale</p> <ul style="list-style-type: none"> - La communauté - Le monde du travail - Rites <p>Sharing the planet – Partage de la planète</p> <ul style="list-style-type: none"> - L'écocitoyenneté - Égalité - Liberté <p>Human Ingenuity – Ingéniosité humaine</p> <ul style="list-style-type: none"> - Idées ingénieuses et innovations - S'exprimer de façon créative - Communication et média <p>Littérature: Balzac, Stendhal, Flaubert, Zola , Senghor, Ionesco, Claudel, Dominique Lapierre , Gaël Faye</p>

ASSESSMENT – OUTLINE (HL)

Assessment component	Weighing
<p>External assessment</p> <p>Paper 1 (1 hour 30 minutes)</p> <p>Productive skills—writing (30 marks)</p> <p>One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions</p> <p>Paper 2 (2 hours)</p> <p>Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (1 hour) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)</p>	<p>25%</p>

GROUP 2– German HL

NATURE OF THE SUBJECT

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

AIMS

The aims are:

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

SYLLABUS – OUTLINE German HL

(The syllabus is subject to changes according to the needs and preferences of the class)

Year 1

Identities - Identitäten:

- Generationenkonflikte
- Schule und außerschulische Welt

Social Organization - Soziale Organisation:

- Kulinarisches und festliches Deutschland
- Musik heute

Sharing the planet - Ein Planet für alle:

- Natur und Wissenschaft
- Atomausstieg?

Experiences - Erfahrungen:

- Ferien und Reisen
- Migration
- ADHS – wenn der Alltag zum Problem wird

Human ingenuity - Menschliche Erfindungsgabe:

- Klischeekritisch hinterfragt
- Der deutschsprachige Raum
- Deutschland – ein Migrationsland und multikulturelles Berlin
- Künstlerischer Ausdruck

Literatur: Friedrich Dürrenmatt, Der Richter und sein Henker

Kurzgeschichten und Textauschnitte diverser deutschsprachiger Autoren (Bertolt Brecht, Wladimir Kaminer, Max Frisch); aktuelle Zeitungsartikel

Textsorten: Stellungnahme, Bericht/Zeitungsartikel, Biografie, Blog/ Tagebucheintrag, formeller und informeller Brief, Broschüre/Flugblatt, Interview, Kurzgeschichte, Rede/ Vortrag, Rezension

Year 2

Human Ingenuity - Menschliche Erfindungsgabe:

Assessment component	Weighing
<p>External assessment</p> <p>Paper 1 (1 hour 30 minutes)</p> <p>Productive skills—writing (30 marks)</p> <p>One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions</p> <p>Paper 2 (2 hours)</p> <p>Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (1 hour) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)</p>	<p>25%</p>

GROUP 2 – ITALIAN B

NATURE OF THE SUBJECT

Language B courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

The courses develop students' linguistic abilities through the development of receptive, productive and interactive skills.

Source : IBO– Language B guide

AIMS

The aims of group 2 are to:

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

Source : IBO– Language B: English guide 2018

SYLLABUS – OUTLINE

(The syllabus is subject to changes according to the needs and preferences of the class)

Year 1
Theme: Identities -language and identity -subcultures
Theme: Experiences -Migration -Customs and traditions
Theme: Human Ingenuity -Artistic expression
Additional topics will be chosen with the class to cater to their needs and interests
Year 2-2019/2020

<p>Theme: Human Ingenuity -Entertainment</p> <p>Theme: Social Organization -Social engagement -Community</p> <p>Sharing the Planet -Human rights -Equality</p> <p>Additional topics will be chosen with the class to cater to their needs and interests</p> <p>At HL, students will read two literary works originally written in Italian. The literary texts will be selected at the end of the first year together with the class.</p>

ASSESSMENT – OUTLINE

Assessment component	Weighing
External assessment-final IB exams, May 2020.	75%
<p>Paper 1 (1 hr 30 min duration) Writing-one writing task from a choice of three options; each task is based on a course theme; students can select the text type from a choice of three; students must write between 450-600 words</p> <p>Paper 2 (2 hours) Listening & Reading Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension-3 audio passages (1 hour) (25 marks) Reading comprehension-3 reading texts based on themes (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn From all five themes.</p>	<p>25%</p> <p>50%</p>
Internal assessment -This component is internally assessed by the teacher and externally moderated by the IB.	25%
Individual oral of 12-15 minutes (presentation of a literary passage and conversation with teacher based on one or more of the themes from the syllabus (30 marks). Preparation period of 20 minutes.	25%

GROUP 2–Spanish B HL

NATURE OF THE SUBJECT

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

AIMS

The aims are:

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

SYLLABUS – OUTLINE Spanish HL

(The syllabus is subject to changes according to the needs and preferences of the class)

Year 1
<p>Identities - Identidades:</p> <ul style="list-style-type: none">-La música y el bienestar-El arte y la salud <p>Social Organization - Vivir en Comunidad:</p> <ul style="list-style-type: none">- Jóvenes comprometidos- Del vertedero a la escuela (Resiliencia) <p>Sharing the planet –Compartir el planeta:</p> <ul style="list-style-type: none">- Ecourbanización- Naturaleza y asfalto <p>Experiences - Experiencias:</p> <ul style="list-style-type: none">- Cambios sociales- Migraciones Humanas- Las nuevas familias <p>Human ingenuity –Ingenio Humano:</p> <ul style="list-style-type: none">- Navegación segura- El mundo en un clic- El ascenso de los robots <p>Literatura: <u>Novela del siglo XIX y XX : Realismo, Benito Pérez Galdós, Generación del 98 ,Pío Baroja, Realismo social, Sánchez Ferlosio, Martín Santos. Novela contemporánea Camilo José Cela, Miguel Delibes, Carmen Laforet,..</u></p> <p>Cultura:</p> <p>Músicos, pintores, escultores del siglo XIX y XX (Falla, Albéniz, Carrega,...) Sorolla, Gaudí,...etc</p>
Year 2
<p>Human Ingenuity –El ingenio Humano:</p> <ul style="list-style-type: none">- Moda y tecnología

- Ecologia y tecnología
- La basura una riqueza
- El mar y las nuevas tecnologías

Identities –Identidades:

- Quién soy yo?
- Conservar la identidad cultural

Experiences - Experiencias:

- Ritos de paso
- Fiestas relacionadas con la tradición culturales

Social Organization –Organización social:

- Educación y deporte
- Trabajo y carga mental
- Una justicia a medida.

Sharing the planet –Compartir el planeta:

- Nuestra huella en el mundo
- El comercio justo

Literatur: Literatura :

Autores del siglo XX escritores españoles e Hispano americanos:

Antonio Machado, Juan Ramón Jiménez, Miguel de Unamuno, Federico G. Lorca, Borges, Rafael, Alberti, Neruda, Mario Vargas Llosa, M. García Márquez, Julio Cortázar, Isabel Allende..etc

Arte: Picasso, Gris, Botero,

ASSESSMENT – OUTLINE (HL)

Assessment component	Weighing
External assessment Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	75% 25% 50%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%

GROUP 2 – Mandarin ab initio 汉语普通话初级课程

NATURE OF THE SUBJECT 初级语言课程

Mandarin ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

Source : language ab initio guide

AIMS 宗旨

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

Source : language ab initio guide

SYLLABUS – OUTLINE 具体语种的教学大纲 Mandarin ab initio 汉语普通话初级

(The syllabus is subject to changes according to the needs and preferences of the class)

Year 1

Identities 身份: revision of personal details, physical appearance and body parts. Feelings and family, Western and Chinese foods. Eating habits. Opinions about food and dining etiquette

Experiences 经验: holidays and daily routine, shopping, Chinese Festivals and traditions, traditional Chinese sports.

Social organization 社会组织 : school subjects and school timetable. Occupations and workplace. Compare local and Chinese social issues.

Major text types: Article, letter, e-mail, journal, classified, travel schedule, greeting card, menu.

Major learning products: describe friends or neighbors; narrate an interesting activity or event (e.g Chinese Festivals or school activities); role-play on a self-chosen topic. Translate written texts on main topics. Pen-pal letter. Self-introduction in Chinese.

Dictionary searching; online Chinese websites searching (Baidu 百度, Youku 优酷, ect).

Year 2

Human ingenuity 人类的聪明才智 : living environments: houses and surrounding areas. Directions. Modes of transport (getting to and from one's home/place). Media.

Sharing the planet 分享地球 : climate, global issues involving China (the new Silk Road 一带一路),

<p>environment and pollution issues. Chinese cities and physical geography.</p> <p>Major learning products:</p> <p>Projects linked to the DP core: CAS or TOK</p> <p>Writing assignment: express opinions; articles /brochure and translations of written texts.</p> <p>Class discussions on CCTV 中国中央电视台/ Chinese tv series</p> <p>Design a poster/advertisement</p> <p>Short essay or speech; read brochures and blogs.</p> <p>Paper 1 and Paper 2 strategies. In-depth revision of prescribed topics and major text types</p> <p>Neat handwriting of Chinese characters is required of all students. Type Chinese: computer/smartphone.</p>
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ASSESSMENT – OUTLINE 评估的构成

Assessment component	Weighing
<p>External assessment 校外评估(2 hours 45 minutes)</p> <p>Paper 1 试卷一 (1 hour)</p> <p>Productive skills—writing (30 marks)</p> <p>Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.</p> <p>Paper 2 试卷二 (1 hour 45 minutes)</p> <p>Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment 校内评估</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment 个人口头活动</p> <p>A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p>	<p>25%</p>

Group 3 – Individuals and Societies

- The courses in Group 3 are taught in English. The school offers courses in Business Management, History, Psychology.

“Studying any one of these subjects provides for the development of a critical appreciation of:

- human experience and behaviour
- the varieties of physical, economic and social environments that people inhabit
- the history of social and cultural institutions.

In addition, each subject is designed to foster in students the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.”

IB organization. “Studying Society in the DP.” *International Baccalaureate*®,
www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies

GROUP 3 - BUSINESS MANAGEMENT

NATURE OF THE SUBJECT

The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit making, risk-taking and operating in a competitive environment characterize most business organizations. Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. It also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability.

Source : IBO, OCC –Business Management guide

AIMS

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

1. encourage a holistic view of the world of business
2. empower students to think critically and strategically about individual and organizational behavior
3. promote the importance of exploring business issues from different cultural perspectives
4. enable the student to appreciate the nature and significance of change in a local, regional and global context
5. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
6. develop an understanding of the importance of innovation in a business environment.

Source : IBO, OCC –Business Management guide

SYLLABUS – OUTLINE

(The syllabus is subject to changes according to the needs and preferences of the class)

Year 1

Change Introduction to business management: Types of organization; Organisational objectives; External environment; Functions and evolution of human resource management; Sources of finance; Costs and revenues; Final accounts; Marketing planning; Marketing mix / Product position map: Sales forecasting (HL); Moving average sales forecasting; Market research; Crisis management and contingency planning (HL); SWOT analysis/Ansoff's matrix; STEEPLE analysis

Strategy Organisational objectives; Growth and evolution; Organisational planning tools (HL); Leadership and management; Profitability and liquidity ratio analysis; Gross profit margin/net profit; margin/ROCE/current ratio/acid test ratio; Efficiency ratio analysis (HL); Stock turnover/debtor days/creditor days/ gearing ratio; Cash flow; Cash flow forecasts; Investment appraisal; Fishbone diagram/Decision tree/Lewin's force-field analysis/Gantt chart

Culture Organizational structure; Motivation; Organizational culture (HL only) ; Organisational charts (flat, tall, hierarchical, by product, by function, by region, by project, Handy's Sharmrock)

Year 2

Culture Industrial relations (HL only); Marketing planning; Lean production and managing quality (HL only); Organisational charts (flat, tall, hierarchical, by product, by function, by region, by project, Handy's Sharmrock)

Ethics Stakeholders; External environment; Leadership and management; The role of marketing; The role of operations management.

Globalisation: International marketing (HL only); Location

Innovation STEEPLE (technology); The 4 Ps; The extended marketing mix - 7Ps; E-commerce; Research and Development (HL only)

ASSESSMENT – OUTLINE

Assessment component SL	Weighing
External assessment Paper 1 (1 hour and 15 minutes): Based on a case study issued in advance, with additional unseen material for Section B. Section A: Students answer two of three structured questions based on the pre-seen case study. Section B: Students answer two of three structured questions based on the pre-seen case study. compulsory structured question primarily based on the additional stimulus material. Paper 2 (1 hour and 45 minutes): Section A: Students answer one of two structured questions based on stimulus material with a quantitative focus. Section B : students answer one of three structured questions based on stimulus material. Section C: Students answer one of three extended response questions primarily based on two concepts that underpin the course.	75% 30% 45%
Internal assessment: Written commentary Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Secondary sources required. Maximum 1500 words.	25%

Assessment component HL	Weighing
External assessment Paper 1 (2 hour and 15 minutes) Based on a case study issued in advance, with additional unseen material for sections B and C. Section A: Students answer two of three structured questions based on the pre-seen case study. Section B :Students answer one compulsory structured question primarily based on the additional stimulus material. Section C: Students answer one compulsory extended response question primarily based on the additional stimulus material. Paper 2 (2 hour and 15 minutes) Section A :Students answer one of two structured questions based on stimulus material with a quantitative focus. Section B: Students answer two of three structured questions based on stimulus material. Section C: Students answer one of three extended response questions primarily based on two concepts that underpin the course.	75% 35% 40%
Internal assessment Research project: Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Primary sources required. Maximum 2000 words.	25%

GROUP 3 - HISTORY

NATURE OF THE SUBJECT

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

Source : IBO, OCC – History guide

AIMS

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

1. develop an understanding of, and continuing interest in, the past
2. encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
3. promote international-mindedness through the study of history from more than one region of the world
4. develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
5. develop key historical skills, including engaging effectively with sources
6. increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Source : IBO, OCC – History guide

SYLLABUS – OUTLINE

(The syllabus is subject to changes according to the needs and preferences of the class)

Year 1

Skills to be developed in the course of the two years:

Demonstrate detailed, relevant and accurate historical knowledge,

Formulate clear and coherent arguments. Use relevant historical knowledge to effectively support analysis, Structure and develop focused essays that respond effectively to the demands of a question.

Reflect on the methods used by, and challenges facing, the historian.

Integrate evidence and analysis to produce a coherent response.

Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.

Evaluate sources as historical evidence, recognizing their value and limitations.

Topics:

Move to Global War (Japanese expansion in East Asia 1931–1941, German and Italian expansion 1933–1940),

Authoritarian States (Emergence, Consolidation and maintenance of power, Aims and results of policies of Mussolini and Castro)

Italian and German Unification (**HL only**), Versailles to Berlin, Diplomacy in Europe 1919-1945 (**HL only**)

Year 2
<p>Topics:</p> <p>Authoritarian States (Emergence, Consolidation and maintenance of power, Aims and results of policies of Mao),</p> <p>Cold War: Superpower tensions and rivalries (Rivalry, mistrust and accord, Leaders and nations, Cold War crises)</p> <p>Soviet Union and Post Soviet Russia (HL only)</p>

ASSESSMENT – OUTLINE SL

Assessment component	Weighing
External assessment	75%
<p>External assessment</p> <p>Paper 1 (1 hour)</p> <p>Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions.</p> <p>Paper 2 (1 hour 30 minutes)</p> <p>Essay paper based on the 12 world history topics. Answer two essay questions on two different topics.</p>	<p>30%</p> <p>45%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Historical investigation</p> <p>Students are required to complete a historical investigation into a topic of their choice.</p>	25%

ASSESSMENT – OUTLINE HL

Assessment component	Weighing
External assessment	80%
<p>Paper 1 (1 hour)</p> <p>Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions.</p> <p>Paper 2 (1 hour 30 minutes)</p> <p>Essay paper based on the 12 world history topics. Answer two essay questions on two different topics.</p> <p>Paper 3 (2 hours 30 minutes)</p> <p>Separate papers for each of the four regional options. For the selected region, answer three essay questions.</p>	<p>20%</p> <p>25%</p> <p>35%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Historical investigation</p> <p>Students are required to complete a historical investigation into a topic of their choice.</p>	20%

GROUP 3 – PSYCHOLOGY

NATURE OF THE SUBJECT

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

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

AIMS

The psychology aims are to:

1. Develop an awareness of how psychological research can be applied for the benefit of human beings
2. Ensure that ethical practices are upheld in psychological inquiry
3. Develop an understanding of the biological, cognitive and sociocultural influences on human behavior
4. Develop an understanding of alternative explanations of behavior
5. Understand and use diverse methods of psychological inquiry.

Source : IBO, OCC – Psychology guide

SYLLABUS – OUTLINE

Year 1

Intro – Research in psychology

The Biological Approach

- Brain and behavior
- Hormones and behavior
- Genetics and behavior
- Animal research (HL only)

The Cognitive Approach

- Cognitive Processing
- Cognition and Emotion
- Reliability of cognitive processes
- Cognitive processing in the digitalized world (HL only)

The Socio-cultural Approach

- The individual and the group
- Cultural origins of behavior and cognition
- Cultural influences on individual attitudes, identity and behavior
- The influence of globalization on individual attitudes, identities and behavior (HL only)
- Intro to Internal Assessment

Year 2
Internal Assessment
Abnormal Psychology <ul style="list-style-type: none"> Factors influencing diagnosis Etiology of abnormal behavior Treatment of disorders
Human relationships (HL only) <ul style="list-style-type: none"> Social responsibility Interpersonal relationships Group dynamics
Qualitative Research (HL only) <ul style="list-style-type: none"> Theory and practice Interviews Case studies Observations

ASSESSMENT - SL

Assessment component	Weighing
External assessment (3 hours)	75%
Paper 1 (2 hours)	50%
Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour (22 marks) (Total 49 marks)	
Paper 2 (1 hour)	25%
One question from a choice of three on one option (22 marks)	
Internal assessment (20 hours)	25%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Experimental study A report on an experimental study undertaken by the student (22 marks)	

Assessment - HL

Assessment component	Weighing
External assessment (4 hours)	80%

<p>Paper 1 (2 hours)</p> <p>Section A: Three short-answer questions on the core approaches to psychology (27 marks)</p> <p>Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. One, two or all of the essays will reference the additional HL topic (22 marks)</p> <p>(Total 49 marks)</p> <p>Paper 2 (2 hours)</p> <p>One question from a choice of three on one option (22 marks)</p> <p>Paper 3 (1 hour)</p> <p>Three short-answer questions from a list of six static questions on approaches to research (24 marks)</p>	<p>40%</p> <p>20%</p> <p>20%</p>
<p>Internal assessment (20 hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Experimental study A report on an experimental study undertaken by the student (22 marks)</p>	<p>20%</p>

Group 4 – Sciences

- The courses in Group 4 are taught in English. The school offers courses in Biology, Chemistry, Design Technology, and Physics.

“Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

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”

IB organization. “Studying Society in the DP.” *International Baccalaureate*®,
www.ibo.org/programmes/diploma-programme/curriculum/sciences/

GROUP 4 - BIOLOGY

NATURE OF BIOLOGY

Biology is the study of life. Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more. This great biodiversity makes biology both an endless source of fascination and a considerable challenge.

Source : IBO, OCC – Biology guide

AIMS

Through studying biology 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 this subject.

The aims enable students to:

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

SYLLABUS – OUTLINE

(The syllabus is subject to changes according to the needs and preferences of the class)

Year 1
<ol style="list-style-type: none">1. Cell Biology2. Molecular Biology3. Genetics4. Ecology5. Plant Biology (HL only)6. Nucleic Acids (HL only)7. Genetics and evolution (HL only)
Year 2
<ol style="list-style-type: none">1. Evolution and Biodiversity

2. Human Physiology
3. Human Physiology (OPTION)
4. Metabolism Cell Respiration and Photosynthesis (HL only)
5. Animal Physiology (HL only)

SL ASSESSMENT – OUTLINE

Assessment component	Weighing
External assessment	
Paper 1 (3/4 hour) 30 multiple choices questions	20%
Paper 2 (1 and 1/4 hour) Data-based questions and, short answer and extended response questions on the core	40%
Paper 3 (1 hour) Questions on core and SL Option Section A : 2 to 3 extended questions on practical skills, analysis and evaluation on unseen data linked to the core (corresponding to the practicals performed in the 2 years) Section B : Short answer and extended response questions from one option	20%
Internal assessment	20%
Final report evaluation on the individual investigation	

HL ASSESSMENT – OUTLINE

Assessment component	Weighing
External assessment	
Paper 1 (1 hour) 40 multiple choices questions	20%
Paper 2 (2 and 1/4 hour) Data-based questions and, short answer and extended response questions on the core	36%
Paper 3 (1 and 1/4 hour) Questions on core, HL material and HL Option Section A : 2 to 3 extended questions on practical skills, analysis and evaluation on unseen data linked to the core (corresponding to the practicals performed in the 2 years) Section B : Short answer and extended response questions from one option	24%
Internal assessment	20%
Final report evaluation on the individual investigation (10 hours) (20% of the final grade)	

GROUP 4 - CHEMISTRY SL/HL

NATURE OF THE SUBJECT

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

"Chemistry Guide. First Assessment 2016." *Ibo.org*. IBO, 2015. Web. 12 Sept. 2017.

AIMS

- 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.

"Chemistry Guide. First Assessment 2016." *Ibo.org*. IBO, 2015. Web. 12 Sept. 2017.

SYLLABUS – OUTLINE

(The syllabus is subject to changes according to the needs and preferences of the class)

Year 1
<ul style="list-style-type: none">• Topic 1: Quantitative chemistry• Topic 11: Measurement and data processing• Topic 10: Organic Chemistry- first part (SL/HL)• Topic 2: Atomic structure (SL/HL)• Topic 3: Periodicity (SL/HL)• Topic 4: Bondings(SL/HL)• Topic 6: Chemical Kinetics(SL/HL)• Topic 7: Equilibrium (SL/HL)• Topic 8: Acids and bases (SL/HL)
Year 2
<ul style="list-style-type: none">• Topic 5: Energetics(SL/HL)

- **Topic 9: Redox(SL/HL)**
- **Topic 10: Organic Chemistry- Reactivity of compounds (SL/HL)**
- **Option to be chosen among the following:**
 - **Materials**
 - **Biochemistry**
 - **Energy**
 - **Medicinal Chemistry**

ASSESSMENT – OUTLINE

Assessment component	Weighing
External assessment SL Paper 1 (45 min) • 30 multiple-choice questions on core Paper 2 (75 min) • Short-answer and extended-response questions on core material. Paper 3 (60 min) • Section A: one data-based question and several short-answer questions on experimental work. • Section B: short-answer and extended-response questions from the option.	20% 40% 20%
External assessment HL Paper 1 (60 min) • 40 multiple-choice questions on core and AHL material. Paper 2 (135 min) • Short-answer and extended-response questions on the core and AHL material. Paper 3 (75 min) • Section A: one data-based question and several short-answer questions on experimental work. • Section B: short-answer and extended-response questions from the option.	20% 36% 24%
Internal assessment The externally-moderated Internal Assessment task will be one scientific investigation taking about 10 hours. The work should be about 6 to 12 pages long. The task produced should be complex and commensurate with the level of the course.	20%

GROUP 4–DESIGN TECHNOLOGY

NATURE OF THE SUBJECT

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.

"Design Technology Guide. First Assessment 2016." *Ibo.org*. IBO, 2015. Web. 30 Sept. 2017.

AIMS

To develop:

1. a sense of curiosity as they acquire the skills necessary for independent and lifelong learning and action through inquiry into the technological world around them
2. an ability to explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology
3. initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making
4. an ability to understand and express ideas confidently and creatively using a variety of communication techniques through collaboration with others
5. a propensity to act with integrity and honesty, and take responsibility for their own actions in designing technological solutions to problems
6. an understanding and appreciation of cultures in terms of global technological development, seeking
7. and evaluating a range of perspectives
8. a willingness to approach unfamiliar situations in an informed manner and explore new roles, ideas
9. and strategies so they can articulate and defend their proposals with confidence
10. an understanding of the contribution of design and technology to the promotion of intellectual,
11. physical and emotional balance and the achievement of personal and social well-being
12. empathy, compassion and respect for the needs and feelings of others in order to make a positive
13. difference to the lives of others and to the environment
14. skills that enable them to reflect on the impacts of design and technology on society and the environment in order to develop their own learning and enhance solutions to technological problems.

"Design Technology Guide. First Assessment 2016." *Ibo.org*. IBO, 2015. Web. 30 Sept. 2017.

SYLLABUS – OUTLINE

(The syllabus is subject to changes according to the needs and preferences of the class)

Year 1
<ul style="list-style-type: none">• Topic-1: Classic Design• Topic-2: Innovation and Design• Topic-3: Human Factors and Ergonomics• Topic-4: Modeling• Topic-5: Raw Materials To Final Production (1st half)• Topic HL only-1: Innovation and Markets• Topic HL only-2: User-Centered Design
Year 2
SL <ul style="list-style-type: none">• Topic SL-5: Raw Materials To Final Production (2nd half)

- **Topic SL-6: Resource Management & Sustainable Production**

HL

- **Topic HL-3: Sustainability**
- **Topic HL-4: Commercial Production**

ASSESSMENT – OUTLINE

Assessment component	Weighing
External assessment SL Paper 1 (45 min) • 30 multiple-choice questions on the core material Paper 2 (90 min) • Section A: one data-based question and several short-answer questions on the core material • Section B: one extended-response question on the core material (from a choice of three)	30% 30%
External assessment HL Paper 1 (60 min) • 40 multiple-choice questions on the core and HL extension material. Paper 2 (90 min) • Section A: one data-based question and several short-answer questions on the core material • Section B: one extended-response question on the core material (from a choice of three). Paper 3 (90 min) • Section A: two structured questions on the HL extension material. • Section B: one structured question on the HL extension material based on a case study.	20% 20% 20%
Internal assessment The externally-moderated Internal Assessment task consists of one design project taking about 40 hours SL, or 60 hours HL. The work should be maximum 38 pages for SL, or 50 pages for HL. The task produced should be complex and commensurate with the level of the course.	40%

GROUP 4 - PHYSICS SL/HL

NATURE OF THE SUBJECT

Physics is the most fundamental of the sciences: it seeks to explain the universe from the smallest particles to the galaxies.

The course allows students to develop practical skills and increase their mathematics abilities. It also allows students to develop digital communication skills which are essential in modern scientific endeavour and are transferable skills in their own right.

"Physics Guide. First Assessment 2016." *Ibo.org*. IBO, 2015. Web. 12 Sept. 2017.

AIMS

- 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.

"Physics Guide. First Assessment 2016." *Ibo.org*. IBO, 2015. Web. 12 Sept. 2017.

SYLLABUS – OUTLINE

(The syllabus is subject to changes according to the needs and preferences of the class)

Year 1
<ul style="list-style-type: none">• Core Topic 1: Measurement and uncertainties• Core Topic 2: Mechanics• Core Topic 4: Waves• AHL Topic 9: Wave Phenomena (HL only)• Core Topic 5: Electricity and Magnetism• AHL Topic 11: Electromagnetic Induction (HL only)• Core Topic 3: Thermal Physics• Core Topic 6: Circular Motion and Gravitation
Year 2

- AHL Topic 10 Fields (HL only)
- Core Topic 7: Atomic, Nuclear and Particle Physics
- AHL Topic 12: Quantum and nuclear Physics (HL only)
- Core Topic 8: Energy production
- Option D: Astrophysics (10 hours out of 25, HL only)

ASSESSMENT – OUTLINE

Assessment component	Weighing
External assessment SL	
Paper 1 (45 min) • 30 multiple-choice questions on core	20%
Paper 2 (75 min) • Short-answer and extended-response questions on core material.	40%
Paper 3 (60 min) • Section A: one data-based question and several short-answer questions on experimental work. • Section B: short-answer and extended-response questions from the option.	20%
External assessment HL	
Paper 1 (60 min) • 40 multiple-choice questions on core and AHL material.	20%
Paper 2 (135 min) • Short-answer and extended-response questions on the core and AHL material.	36%
Paper 3 (75 min) • Section A: one data-based question and several short-answer questions on experimental work. • Section B: short-answer and extended-response questions from the option.	24%
Internal assessment	20%
The externally-moderated Internal Assessment task will be one scientific investigation taking about 10 hours. The work should be about 6 to 12 pages long. The task produced should be complex and commensurate with the level of the course.	

Group 5 – Mathematics

- The courses in Group 5 are taught in English. The school offers courses in Mathematics: Applications & Interpretation and Mathematics: Analysis & Approaches.
- “Mathematics has been described as the study of structure, order and relation that has evolved from the practices of counting, measuring and describing objects. Mathematics provides a unique language to describe, explore and communicate the nature of the world we live in as well as being a constantly building body of knowledge and truth in itself that is distinctive in its certainty. These two aspects of mathematics, a discipline that is studied for its intrinsic pleasure and a means to explore and understand the world we live in, are both separate yet closely linked.
- Mathematics is driven by abstract concepts and generalization. This mathematics is drawn out of ideas, and develops through linking these ideas and developing new ones. These mathematical ideas may have no immediate practical application. Doing such mathematics is about digging deeper to increase mathematical knowledge and truth. The new knowledge is presented in the form of theorems that have been built from axioms and logical mathematical arguments and a theorem is only accepted as true when it has been proven. The body of knowledge that makes up mathematics is not fixed; it has grown during human history and is growing at an increasing rate.
- The side of mathematics that is based on describing our world and solving practical problems is often carried out in the context of another area of study. Mathematics is used in a diverse range of disciplines as both a language and a tool to explore the universe; alongside this its applications include analyzing trends, making predictions, quantifying risk, exploring relationships and interdependence.
- The two mathematics courses available to Diploma Programme (DP) students express both the differences that exist in mathematics described above and the connections between them. These two courses might approach mathematics from different perspectives, but they are connected by the same mathematical body of knowledge, ways of thinking and approaches to problems. The differences in the courses may also be related to the types of tools, for instance technology, that are used to solve abstract or practical problems. The next section will describe in more detail the two available courses.”

https://resources.ibo.org/dp/subject/Mathematics-2021-analysis/works/dp_11162-53994?root=1.6.2.6.9&lang=en

MATHEMATICS – APPLICATION AND INTERPRETATION SL

COURSE OUTLINE (Source IBO Syllabus)

Syllabus outline

Syllabus component	Suggested teaching hours—SL	Suggested teaching hours—HL
Topic 1—Number and algebra	16	29
Topic 2—Functions	31	42
Topic 3—Geometry and trigonometry	18	46
Topic 4—Statistics and probability	36	52
Topic 5—Calculus	19	41
The “toolkit” and Mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	150	240

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

Assessment objectives in practice

Assessment objectives	Paper 1 %	Paper 2 %	Paper 3 % HL only	Exploration %
Knowledge and understanding	20-30	20-30	10-20	5-15
Problem solving	20-30	20-30	20-30	5-20
Communication and interpretation	20-30	20-30	20-30	15-25
Technology	20-35	20-35	10-30	10-20
Reasoning	5-15	10-20	10-20	5-25
Inquiry approaches	5-15	5-20	15-30	25-35

Assessment outline—SL

First assessment 2021

Assessment component	Weighting
External assessment (3 hours) Paper 1 (90 minutes) Technology required. (80 marks) Compulsory short-response questions based on the syllabus. (80 marks)	80% 40%
Paper 2 (90 minutes) Technology required. (80 marks) Compulsory extended-response questions based on the syllabus. (80 marks)	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%

MATHEMATICS - ANALYSIS AND APPROACHES SL

COURSE OUTLINE (Source IBO Syllabus)

Syllabus outline

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

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

Introduction

Assessment objectives in practice

Assessment objectives	Paper 1 %	Paper 2 %	Paper 3 % HL only	Exploration %
Knowledge and understanding	20-30	15-25	10-20	5-15
Problem solving	20-30	15-25	20-30	5-20
Communication and interpretation	20-30	15-25	15-25	15-25
Technology	0	25-35	10-30	10-20
Reasoning	5-15	5-10	10-20	5-25
Inquiry approaches	10-20	5-10	15-30	25-35

Assessment outline—SL

First assessment 2021	
Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (90 minutes)	
No technology allowed. (80 marks)	40%
<i>Section A</i>	
Compulsory short-response questions based on the syllabus.	
<i>Section B</i>	
Compulsory extended-response questions based on the syllabus.	
Paper 2 (90 minutes)	40%
Technology required. (80 marks)	
<i>Section A</i>	
Compulsory short-response questions based on the syllabus.	
<i>Section B</i>	
Compulsory extended-response questions based on the syllabus	
Internal assessment	20%
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)	

Genova, 30 Ottobre 2019

GROUP 5 – MATHEMATICS - Mathematics: analysis and approaches HL

NATURE OF THE SUBJECT

Mathematics analysis and approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization.

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 choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

AIMS

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

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

SYLLABUS – OUTLINE

Syllabus component	Suggested teaching hours	
	SL	HL
Topic 1—Number and algebra	19	39
Topic 2—Functions	21	32
Topic 3— Geometry and trigonometry	25	51
Topic 4—Statistics and probability	27	33
Topic 5 —Calculus	28	55
The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	150	240

ASSESSMENT – OUTLINE

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (120 minutes) No technology allowed. (110 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus.	30%
Paper 2 (120 minutes) Technology required. (110 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus.	30% 20%
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)	20%

Appendix

Requirements and passing conditions

The IB diploma is awarded based on performance across all parts of the Diploma Programme. A total of six subjects must be studied, with a combination of standard and higher levels (SL and HL). Students must also complete the “core”, which is made up of creativity, activity, service (CAS), theory of knowledge (TOK) and extended essay (EE).

Each subject is graded 1–7, with 7 being the highest grade. These grades are also used as points (that is, 7 points for a grade 7, and so on) in determining if the diploma can be awarded.

TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total. CAS is not assessed but must be completed in order to pass the diploma. The overall maximum points from subject grades and TOK/EE is therefore 45 $((6 \times 7) + 3)$.

The minimum threshold for award of the diploma is **24 points**, below which the diploma is not awarded. The additional requirements are the following:

- CAS requirements have been met.
- The candidate has gained 12 points or more on HL subjects
- The candidate has gained 9 points or more on SL subjects
- There is no grade 1 awarded in a subject/level, no more than two grade 2s (HL or SL), and no more than three grade 3s or below awarded (HL or SL).
- There is no “N” or “E” awarded for TOK, the EE or for a contributing subject.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

In addition, students who have completed these conditions through multiple languages may be eligible for a bilingual diploma.

A maximum of three examination sessions is allowed in which to satisfy the requirements. The examination sessions need not be consecutive.

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IB Language Ab Initio Guide First examinations 2020.

IB Language B Guide First examinations 2020

IB History Guide First examinations 2017 Ibo.org. IBO, 2016. Web. 12 Sept. 2017

IB Psychology Guide. First Assessment 2019.

IB Business Management Guide First Assessment 2016.

IB Physics Guide. First Assessment 2016.

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