



Zespół Szkół nr 1 w Wałbrzychu

# IB DIPLOMA PROGRAMME CURRICULUM GUIDE

## INTRODUCTION

*Life in the 21st century, in an interconnected, globalized world, requires critical-thinking skills, creativity, a sense of international-mindedness and responsibility for our planet. We need to instill in our students courage and enthusiasm to make positive changes. Such is IB education – education for a better world!*

The academically challenging two year IB Diploma Programme prepares for participation in a rapidly evolving and increasingly global society as DP students develop intellectually, emotionally, physically and ethically, while acquiring the skills that will prepare them for further academic education and life.

## THE PHILOSOPHY OF IGNACY PADEREWSKI HIGH SCHOOL NO.1

For years our school mission and philosophy have emphasized values that go beyond academic education. We have always focused on the **holistic development** of our students, helping them to become **socially responsible citizens** and making them dedicated **lifelong learners**.

We offer bilingual education as we realize the importance of languages and communication in today's rapidly changing global world. Through participation in international projects and exchanges we develop our international awareness based on mutual understanding and respect. Our students collaborate with peers from other countries while working on global issues.

## OUR SCHOOL MISSION

The mission of our school is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. We focus on comprehensive development of students: academic, social, physical, cultural and emotional. We teach hard work, responsibility and critical thinking. We instill in our students the desire for lifelong learning and make them realize that the most important thing is the way which we follow to gain knowledge and seek truth, not the objectives in themselves.

In the words of Michel de Montaigne:

*"The world is simply the school of search, the point is not who is going to get first, but who runs the more beautiful way. "*

## IB LEARNER PROFILE

The IB Learner Profile encourages students to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective.



# 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.

## INTERNATIONAL MINDEDNESS

The DP encourages students to inquire into different cultures, to respect and admire cultural diversity, to see and understand the connections between global and local issues, all of which make meaningful contributions to postsecondary success and are relevant to students' internationally oriented career aspirations.

## GENERAL CONDITIONS FOR AN IB DIPLOMA

The academically challenging two year IB Diploma Programme includes: **six subject areas** (studies in language and literature, language acquisition, individuals and societies, sciences, mathematics, arts), **an extended essay (EE)** of 4,000 words; experiential learning through **creativity, action, service (CAS)**; and **theory of knowledge (TOK)**, a course that fosters critical thinking.

IB DP students should study six subjects of which:

- **three subjects are at standard level (SL)** – 4 hrs per week
- **three subjects are at higher level (HL)** – 6 hrs per week

IB DP students should study:

- at least two languages of which at least one must be an 'A' language
- at least one science
- at least one Individuals and Societies subject
- Mathematics

Additionally, students must also satisfy IBDP conditions in Creativity, Action and Service (CAS), Theory of Knowledge (TOK) and the Extended Essay (EE).

## IB DP SUBJECT GROUPS

At The Ignacy Paderewski High School No. 1 we offer the following subjects:

**Group 1. Studies in Language and Literature:** Polish A-Literature, English A-Literature

**Group 2. Language acquisition:** English B, French B, German B

**Group 3. Individuals and Societies:** History, Geography, Psychology

**Group 4. Sciences:** Biology, Chemistry, Physics

**Group 5. Mathematics**

**Group 6. Arts:** Visual Arts

IB DP students study one subject from groups 1-5 and as a sixth subject a student can choose either an artistic subject from group 6 or any other additional subject from groups 1-5.

## THE CORE

**Theory of Knowledge (TOK)** is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. The course examines how we know what we claim to know.

In TOK classes students discuss knowledge questions which they derive from real life situations. Various areas of knowledge, like ethics, history, natural and human sciences are discussed during classes to find methodology behind them, crucial moments in their history. All of that to enable and encourage students to think critically and independently.

<b>External assessment</b>	
One 1,600 words essay on a title chosen from 6 provided by IB	67%
<b>Internal assessment:</b>	
One presentation to the class by an individual or a group (a maximum of three persons in a group). Approximately 10 minutes per student is allowed for the presentation. One written presentation planning document (TK/PPD) for each student.	33%

**Extended Essay** is a 4,000 word essay through which each DP student has the opportunity to investigate a topic of his interest. The aim of the essay is to acquaint IB DP students with the methods of independent research and academic writing skills.

**Creativity, Action and Service (CAS)** is at the core of the IB Diploma Programme. Through the focus on experiential learning CAS gives further opportunity to develop skills of communication, cooperation, empathy, leadership, creativity, determination, diligence and perseverance.

The three strands in CAS:

**Creativity** - artistic and other experiences that involve creative thinking and self expression

**Action** - physical exertion contributing to a healthy lifestyle

**Service** - an unpaid and voluntary work that serves others and has a learning benefit for the student

Each IB DP Student (assisted by CAS Coordinator) should develop his own CAS programme which will include real and purposeful activities with significant outcomes. All the activities carried out within CAS should be personally challenging (but at the same time achievable), thoughtfully considered (planned, reviewed in progress and reported), reflected upon on the basis of outcomes and personal learning. CAS is expected to be an enjoyable journey of self-discovery for every student.

## ASSESSMENT IN THE DIPLOMA PROGRAMME

**Criterion-related assessment** => students performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum

**External assessment (EA)** => written examinations at the end of the programme marked by external examiners (70%)

**Internal assessment (IA)** => assessment tasks completed by students in the schools and either initially marked by teachers and then moderated by external moderators or sent directly to external examiners

**The highest total** that a Diploma Programme student can be awarded is 45 (The highest mark 7 in each of the 6 subjects + 3 additional points for their combined results on TOK and Extended Essay).

**The lowest total** to receive a Diploma is 24.

Depending on the final assessment of the Theory of Knowledge and Extended Essay components, up to three bonus points can be awarded for the diploma.

Grade: A = Excellent, B = Good, C = Satisfactory, D = Mediocre, E = Elementary (N = Not submitted)

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				

For example, a candidate who writes a GOOD Extended Essay (grade B) and whose performance in Theory of Knowledge is judged to be SATISFACTORY (grade C), will be awarded + 2 bonus points. Whereas a candidate who submits an ELEMENTARY Extended Essay (grade E) will score no bonus points, and **will not be awarded a Diploma** irrespective of all other grades.

## AWARD OF THE IB DIPLOMA and CERTIFICATES

The IB awards both a diploma and certificates. Candidates need to achieve a total of at least 24 points, with at least 12 points in the Higher Level subjects and no grade E in either Theory of Knowledge or the Extended Essay. Below are **the official and exact failing conditions for the IB Diploma**:

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been awarded for theory of knowledge, extended essay or for a contributing subject.

4. An E has been awarded for one or both of TOK and EE.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

NOTE: If the final award committee has judged a candidate to be guilty of malpractice/academic misconduct a grade N is awarded. Also, a maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma.

Certificate candidates will receive a certificate indicating the results obtained in individual subjects. An IB diploma candidate who fails to satisfy the requirements for the award of an IB diploma will be awarded a certificate indicating the grades obtained in individual subjects, together with results in Theory of Knowledge and the Extended Essay and the completion of a CAS programme. A Diploma candidate wishing to take more than six subjects may register as an Extra Certificate candidate for the extra subjects at either Higher Level (HL) or Standard Level (SL). Certificates are not available for the Extended Essay, Theory of Knowledge or CAS.

## **AWARD OF THE IB BILINGUAL DIPLOMA**

A bilingual diploma will be awarded to a successful candidate who:

(a) takes two languages A, with the award of a grade 3 or higher in both

or

(b) takes examinations in at least one of the subjects from group 3 or group 4 in a language other than taken in group 1. The student must attain a grade 3 or higher in both, the group 1 language and the subject from group 3 or 4.

This means that students who take Polish A will get the bilingual diploma. Students taking Polish A and English A (instead of Language B) will also get a bilingual diploma.

## **ACADEMIC HONESTY**

The Paderewski High School No. 1 in Wałbrzych recognizes academic honesty as a set of values and skills that contribute to personal integrity and promote good practice in teaching, learning and assessment. As it may be affected by such external factors as peer pressure, cultural background or even parental expectations, the school acknowledges its role in ensuring the school community understands academic honesty and other relevant concepts, especially those of authenticity of work and intellectual property, very well. The

IBO defines an authentic piece of work as “one that is based on the candidate’s individual and original ideas, with the ideas and work of others fully acknowledged” (Academic Honesty, 2009. p.2). Therefore, all kinds of assignments, written or oral, completed by a student for assessment, must wholly and authentically use the student’s own language and expression. Any sources used or referred to, whether in the form of direct quotation or paraphrase, must be fully and appropriately acknowledged. Equally important is the awareness of the concept of intellectual property as a form of intellectual and creative expression (e.g. works of literature, art or music) which is protected by a wide range of intellectual property rights such as patents, registered designs, trademarks, moral rights and copyright. When using someone else’s intellectual property, students should develop the habit of acknowledging it by using the appropriate referencing.

It is made clear to students that malpractice is forbidden. Among the most frequent examples of malpractice there are:

- plagiarism: the representation of the ideas or work of another person as your own.
- collusion: supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.
- duplication of work: the presentation of the same work for different assessment components and/or requirements.
- misconduct during an examination, including the possession of unauthorized material.
- disclosing information to another student, or receiving information from another student, about the content of an examination paper within 24 hours after the examination.

## THE IB DIPLOMA PROGRAMME SUBJECTS

### Group 1: Studies in Language and Literature

#### Language A Literature HL & SL (Polish A, English A)

The Language A: Literature course aims to develop in students an understanding of the techniques involved in literary criticism and an ability to form independent literary judgements. Students will study a total of 13 texts at Higher Level and 11 texts at Standard Level.

#### Course Structure:

#### Part 1: Works in translation SL 2 works HL 3 works

This part of the course is a literary study of works in translation, based on close reading of the works themselves. Through that study students are encouraged to appreciate

different perspectives of people from other cultures and to consider the role that culture plays in making sense of literary works.

**Part 2: Detailed study** SL 2 works HL 3 works

In this part of the course, the focus is on detailed analysis of a work, both in terms of content and technique. Each work studied must be from a different literary genre and by a different author. At HL one of the genres must be poetry.

**Part 3: Literary genres** SL 3 works HL 4 works

In Part 3, a group of works selected from the same literary genre is studied in depth. Each genre has recognisable techniques which we refer to as literary conventions and writers use these conventions, along with other literary features, in order to achieve particular artistic ends.

**Part 4: Options** SL 3 works HL 3 works

**Option 1: The study of prose other than fiction**

This option aims at acquainting students with various forms of writing which fall outside the realm of such fictional forms as novels or short stories. 'Prose other than fiction' may include travel writing, autobiography, letters, essays, speeches or more contemporary experiments in 'creative non-fiction'.

**Option 2: New textualities**

This option provides an opportunity for students to study rapidly evolving text forms. Examples of such text forms are graphic novels, hypertext narratives and fan fiction—all of which blend media and defy easy categorization.

**Option 3: Literature and film**

In this option the three works at the centre of the study must be printed works and the study will focus on adaptation, re-mediation, comparative narrative strategies, or skills of reading and viewing. It is not media study unit.

External assessment (70%)	Higher Level	Standard Level
<b>Paper 1: Literary analysis: unseen commentary</b> HL (2 hours) Literary analysis of one unseen text SL (1,5 hrs) Literary analysis of one unseen text in response to guided questions	20%	20%
<b>Paper 2: Essay</b> HL (2 hours) SL (1,5 hours) An essay based on at least two works studied in part 3	25%	25%
<b>Written assignment</b> A reflective statement and literary essay on one part one work Reflective statement 300-400 words, Essay 1200-1500	25%	25%
Internal assessment (30%)		
<b>HL Individual oral commentary and interview (20 minutes)</b> Oral commentary on poetry with subsequent questions (10 minutes)	15%	15%

followed by an interview based on one of the works (10 minutes) <b>SL Individual oral commentary (10 minutes)</b> Formal oral commentary and questions.		
<b>Individual oral presentation (10-15 minutes)</b> Internally assessed and moderated through the part 2 internal assessment task	15%	15%

## Group 2: Language Acquisition

IB DP students at the Paderewski High School in Wałbrzych can take Language B courses in English, French and German. The aim of Language B course is to develop receptive, productive and interactive skills and competencies. Students will be provided with a variety of activities in oral and written forms. Another important aim is to develop in students intercultural understanding in the target language.

The course gives students the opportunity of reaching a high degree of competence in additional language and exploring the culture where the language is spoken. Thus, linguistic competence and intercultural understanding are of the greatest importance.

There is a common syllabus at SL and HL, with literature as an additional component of the HL course. HL students study two works of literature originally written in target language.

### Three Core Areas of Study:

- Communication and Media
- Global issues
- Social relationships

### Two Optional Areas of Study chosen from:

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

External assessment (70%)	Higher Level	Standard Level
<b>Paper 1: Receptive skills</b> Text-handling exercises on five written texts.	25%	25%
<b>Paper 2: Written productive skills</b> HL Section A: One written task from a choice of five Section B: Personal response to a stimulus text SL One writing task from a choice of five	25%	25%
<b>Written Assignment–Receptive and written productive skills</b> HL Creative writing plus a rationale, based on one or both of the literary	20%	20%

texts read SL Inter-textual reading followed by a written task plus a rationale		
<b>Internal assessment (30%)</b>		
<b>Individual Oral</b> Student presentation and discussion with the teacher based on a visual stimulus	20%	20%
<b>Interactive Oral Activity</b> Classroom communicative activities	15%	15%

## Group 3: Individuals and Societies

### History HL & SL

A world history course enables students in modern world to understand different cultures and traditions. It contains social, economic and political aspects to prepare students for further academic study of not only History but also Law, Politics and Journalism.

History students are encouraged to develop and express their own opinions both in class discussions and their writing. Contemporary historical sources are used regularly in lessons to enhance students' evaluation skills.

### Syllabus

Core topics studied by both SL and HL students

- Move to Global War – a source based unit based on Italian, German and Japanese expansion in the build up to the Second World War
- Authoritarian states- students will learn about the emergence of authoritarian states of Hitler, Mussolini and Mao, and what were the aims and results of such policies
- Cold War- superpower tension and rivalries – the topic focused on the origin of the Cold War and two case studies: The Korean War and Cuban Missile Crisis.

Higher Level Students are also required to complete three in-depth studies of European history. The topics studied include:

- Europe and the First World War (1871-1918) - short and long -term origins of the First World War
- European States in the inter-war years (1918-1939)-domestic issues of four European countries (Germany, Italy, Spain and Poland) between two world wars
- Versailles to Berlin: Diplomacy in Europe (1918-1945)- international relations between 1918-1945

Both Higher and Standard Level students also submit an internal assessment, which is an in-depth investigation on an historical subject chosen by the student.

Throughout the course students develop and refine the following historical skills:

- Demonstration of historical understanding through the acquisition, selection and effective use of knowledge.
- Presentation of clear, concise, relevant and well-substantiated arguments.
- Critical evaluation, interpretation and use of source material as historical evidence.
- Identification and evaluation of different approaches to, and interpretations of historical events.

### Assessment

Paper 1: The move to global war – source-based assessment (4 structured questions)

Paper 2: Authoritarian States and Cold War – superpower tension and rivalries - essay paper (2 essay questions on 2 different topics)

Paper 3: (HL only) Europe and the First World War (1871-1918), European states in inter-war years (1918-1939), Versailles to Berlin: Diplomacy in Europe (1918-1945) – 3 essay questions.

Internal assessment: Historical investigation : compulsory for both SL and HL student-historical written investigation into a historical topic of their choice.

External assessment	Higher Level	Standard Level
Paper 1: The move to the global war. Source-based paper.	20% (4 questions)	30% (4 questions)
Paper 2: Authoritarian States Cold War – superpower tension and rivalries	25% (2 essays)	45% (2 essays)
Paper 3: History of Europe: <ul style="list-style-type: none"> <li>- Europe and the First World War;</li> <li>- European States in the inter-war years (1918-1939)</li> <li>- Versailles to Berlin: Diplomacy in Europe (1918-1945)</li> </ul>	35% (3 essays)	-----
Internal assessment: Historical Investigation	20% (limit: 2200 words)	25% (limit 2200 words)

## Geography HL & SL

The DP geography course integrates both physical and human geography and includes elements of both scientific and socio-economic methodologies. Through the study of geography course the students deepen their international and intercultural mindedness, become more aware of other cultures.

The DP geography course prepares students to study not only geography but also geology, urban and rural planning, transport management, recreational management, ecology.

Aims:

- to encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments;
- to develop in the student the capacity to identify, analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society;
- to enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material;
- to develop an understanding of the interrelationships between people, places, spaces and the environment;
- to develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management;
- to appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

### Syllabus

The compulsory core syllabus for both SL and HL includes the four topics:

- Population in transition
- Disparities in wealth and development
- Patterns in environmental quality and sustainability
- Patterns in resource consumption

What accompanies the core is a series of options. The optional themes are a mixture of physical and human geography. Standard level students study two options, for the higher-level three options are chosen. The higher level students also study the topic of Global Interactions.

### Assessment

An important compulsory component of the course is the internal assessment. This is an assessment based on fieldwork. The fieldwork leads to a written report (2,500 words) based on a fieldwork question, information collection and analysis with evaluation.

External assessment	Higher Level	Standard Level
Paper 1: Core theme	25%	40%

Paper 2: Options	35%	35%
Paper 3: Global interactions	20%	-----
Internal assessment based on fieldwork which leads to a written report (2,500 words)	20%	25%

## Psychology HL & SL

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

All students who choose psychology will learn biological, cognitive and sociocultural level of analysis. Also students who will choose standard level will learn **developmental** psychology and students who will choose high level will additionally learn **health** psychology and psychology of **human relations**. All students will make their own inquiry into the science of psychology doing simple experimental study and in addition HL students will do **qualitative research**.

### Assessment:

External assessment	Higher Level	Standard Level
Paper 1: Core subjects Section A: 3 compulsory questions on part 1 of the syllabus Section B: 1 out of 3 questions on part 1 of the syllabus.	35%	50%
Paper 2: Option subjects 1 for SL and 2 for HL out of 15 questions on part 2 of the syllabus	25%	25%
Paper 3: Qualitative research methodology 3 compulsory questions based on an unseen text, covering qualitative research methodology	20%	
Internal assessment: A report of a simple experimental study conducted by the student.	20%	25%

## Group 4: Sciences

A common curriculum model applies to all the Sciences. Through studying any of the group 4 subjects students get to know the 'scientific method' which may take on a wide variety of forms. What distinguishes subjects from the group of 'Sciences' is the emphasis on a practical approach through experimental work.

Students spend at least 25% of teaching time following an internally assessed scheme of practical investigative work, related to all aspects of the programme. There is also an interdisciplinary Science project which focuses on the process involved in scientific investigation rather than the products of such investigation. This project allows students to work like 'real scientists'.

### Biology HL & SL

In the Diploma Programme Biology, students are to acquire not only a body of facts but also to develop a broad, general understanding of the principles of this discipline. The courses at both HL and SL have four basic biological concepts:

- Structure and Function,
- Universality Versus Diversity,
- Equilibrium Within Systems,
- Evolution.

Biology is an excellent choice for all students who want continue their career in Science at the academic level (such as forestry, agricultural sciences, environmental sciences, microbiology, biochemistry, health related studies like medicine, dentistry, veterinary sciences, nursing, physiotherapy, biophysical sciences) as well as those with other career preferences.

#### Assessment:

External assessment	Higher Level	Standard Level
<b>Paper 1: Multiple choice questions test</b> covers objectives: 1+2 and 3	20% 1+2 (10%) and 3 (10%)	20% 1+2 (10%) and 3 (10%)
<b>Paper 2: Data-based questions, short-answer and extended-response questions</b> covers objectives: 1+2 and 3	36% 1+2 (18%) and 3 (18%)	40% 1+2 (20%) and 3 (20%)
<b>Paper 3: Short-answer and extended-response questions</b> covers objectives: 1+2 and 3	24% 1+2 (12%) and 3 (12%)	20% 1+2 (10%) and 3 (10%)
<b>Internal assessment: Individual Investigation</b> Covers objectives 1, 2, 3 and 4	20%	20%

### Chemistry HL & SL

The Diploma Programme Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central

science as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a discipline that is worthy of study separately, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

**Assessment:**

External assessment	Higher Level	Standard Level
<b>Paper 1: Multiple choice questions test</b> covers objectives: 1+2 and 3	20% 1+2 (10%) and 3 (10%)	20% 1+2 (10%) and 3 (10%)
<b>Paper 2: Data-based questions, short-answer and extended-response questions</b> covers objectives: 1+2 and 3	36% 1+2 (18%) and 3 (18%)	40% 1+2 (20%) and 3 (20%)
<b>Paper 3: Short-answer and extended-response questions</b> covers objectives: 1+2 and 3	24% 1+2 (12%) and 3 (12%)	20% 1+2 (10%) and 3 (10%)
<b>Internal assessment: Individual Investigation</b> Covers objectives 1, 2, 3 and 4	20%	20%

**Physics HL & SL**

The Diploma Programme physics course allows students to develop traditional practical skills and techniques and the use of mathematics, which is the language of physics. The study of physics requires advanced understanding of mathematics. Physics also allows students to develop interpersonal skills, and information and communication technology skills which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right. Physics is needed for entry into universities that offer courses such as physics, engineering, medicine, dentistry but also other diverse options such as management.

**Assessment:**

External assessment	Higher Level	Standard Level
<b>Paper 1: Multiple choice questions test</b> covers objectives: 1+2 and 3	20% 1+2 (10%) and 3 (10%)	20% 1+2 (10%) and 3 (10%)
<b>Paper 2: Data-based questions, short-answer and extended-response questions</b> covers objectives: 1+2 and 3	36% 1+2 (18%) and 3 (18%)	40% 1+2 (20%) and 3 (20%)
<b>Paper 3: Short-answer and extended-response questions</b> covers objectives: 1+2 and 3	24% 1+2 (12%) and 3 (12%)	20% 1+2 (10%) and 3 (10%)
<b>Internal assessment: Individual Investigation</b> Covers objectives 1, 2, 3 and 4	20%	20%

## Group 5: Mathematics HL & SL

Mathematics SL is designed for students who will need mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

This course requires students to possess a good level of preparation in all theoretical mathematics topics, in particular algebra, functions and trigonometry. The emphasis in the programme is on application of mathematical techniques.

Mathematics HL is designed for students who have a very good aptitude for and a strong interest in Mathematics. Some universities require Maths Higher Level for study of Mathematics, Engineering, Physics and similar programmes.

Maths HL encourages students to question their existing mathematical assumptions; to investigate topics in modern Mathematics; and to learn to reason and justify their results. In addition, students acquire a vast new set of mathematical skills. The IBDP examination in Maths Higher is designed to test analytical skill of the student as well as knowledge of mathematical concepts.

Both HL and SL Maths students are required to present one Mathematical Exploration, which is an original and independent piece of written work that involves investigating an area of mathematics.

Topics studied in this programme include: Algebra, Functions and equations, trigonometry, vectors, statistics and probability, differential and integral calculus and one option topic.

### Assessment:

External assessment	Higher Level	Standard Level
Paper 1: Section A – Short questions Section B – Extended question	30%	40%
Paper 2: Section A – Short questions Section B – Extended question	30%	40%
Paper 3: Extended-response questions based mainly on the syllabus options	20%	-----
Internal assessment: Mathematical Exploration	20%	20%

## Group 6: Arts

### Visual Arts HL & SL

The Diploma Programme Visual Arts course combines creativity, critical thinking and art appreciation that provides a firm foundation for university studies. Thorough study of IBDP Visual Arts perfectly well prepares students for: architecture, engineering, interior design, graphic design, advertising, fine art, publishing, fashion, photography, film, television, video and industrial design and many other.

It is a thought-provoking course in which students develop personal line of investigation, analytical skills in problem-solving, divergent thinking and creative self-confidence. Students in this course explore and compare visual arts from different perspectives and in different contexts, engage in, experiment with and critically reflect upon a wide range of contemporary art practices and media. The culminating point is an exhibition of the student's work.

The range of media offered includes: painting, drawing, sculpture, printmaking, photography.

#### Assessment:

External assessment	Higher Level	Standard Level
<b>Part 1: Visual Arts in Context: Comparative Study</b> Culture, context and critical thinking in visual arts	20%	20%
<b>Part 2: Visual Arts Methods: Process Portfolio</b> Exploring and acquiring skills, techniques and processes involved in making artwork	40%	40%
<b>Internal assessment</b> <b>Communicating Visual Arts: Exhibition</b> The processes involved in selecting work for exhibition and public display	40%	40%

#### Summary of Assessment in the Diploma Programme – detailed information about forms of the external and internal assessment in particular subjects

	External assessment	Internal assessment
	Examinations form the basis of the assessment for most courses. They include: <ul style="list-style-type: none"> <li>- essays</li> <li>- structured problems</li> <li>- short-response questions</li> <li>- data-response questions</li> <li>- text-response questions</li> <li>- case-study questions</li> <li>- multiple-choice questions</li> </ul>	Teacher assessment is also used for most courses. They include: <ul style="list-style-type: none"> <li>- oral work in languages</li> <li>- fieldwork in geography</li> <li>- laboratory work in the sciences</li> <li>- investigations in mathematics</li> <li>- artistic performances.</li> </ul>

<p><b>Studies in Language and Literature: Literature SL</b></p>	<p><b>Paper 1: Guided literary analysis</b> (1 hour 30 minutes) The paper consists of two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions. <b>(20%)</b></p> <p><b>Paper 2: Essay</b> (1 hour 30 minutes) The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. <b>(25%)</b></p> <p><b>Written assignment</b> Students submit a reflective statement and literary essay on one work studied in part 1. <b>(25%)</b> The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.</p>	<p><b>Individual oral commentary</b> (10 minutes) Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2. <b>(15%)</b></p> <p><b>Individual oral presentation</b> (10–15 minutes) The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. <b>(15%)</b></p>
<p><b>Studies in Language and Literature: Literature HL</b></p>	<p><b>Paper 1: Literary commentary</b> (2 hours) The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary. <b>(20%)</b></p> <p><b>Paper 2: Essay</b> (2 hours) The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. <b>(25%)</b></p> <p><b>Written assignment</b> Students submit a reflective statement and literary essay on one work studied in part 1. <b>(25%)</b> The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.</p>	<p><b>Individual oral commentary and discussion</b> (20 min.) Formal oral commentary on poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes). <b>(15%)</b></p> <p><b>Individual oral presentation</b> (10–15 minutes) The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. <b>(15%)</b></p>
<p><b>Language acquisition SL</b></p>	<p><b>Paper 1</b> (1 hour 30 minutes): <b>Receptive skills</b> Text-handling exercises on four written texts, based on the core <b>(25%)</b></p> <p><b>Paper 2</b> (1 hour 30 minutes): <b>Written productive skills</b> One writing exercise of 250–400 words from a choice of five, based on the options <b>(25%)</b></p> <p><b>Written assignment: Receptive and written productive skills</b> Inter-textual reading followed by a written task of 300–400 words plus a 150–200 word rationale, based on the core.</p>	<p>Internally assessed by the teacher and externally moderated by the IB.</p> <p><b>Individual oral</b> (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher. <b>(20%)</b></p> <p><b>Interactive oral activity</b> Based on the core: Three classroom activities assessed by the teacher. <b>(10%)</b></p>
<p><b>Language acquisition HL</b></p>	<p><b>Paper 1</b> (1 hour 30 minutes): <b>Receptive skills</b> Text-handling exercises on five written texts, based on the core. <b>(25%)</b></p> <p><b>Paper 2</b> (1 hour 30 minutes): <b>Written productive skills</b> Two compulsory writing exercises. <u>Section A</u>: One task of 250–400 words, based on the options, to be selected from a choice of five. <u>Section B</u>: Response of 150–250 words to a stimulus text, based on the core. <b>(25%)</b></p> <p><b>Written assignment: Receptive and written productive skills</b> Creative writing of 500–600 words plus a 150–</p>	<p>Internally assessed by the teacher and externally moderated by the IB.</p> <p><b>Individual oral</b> (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher. <b>(20%)</b></p> <p><b>Interactive oral activity</b> Based on the core: Three classroom activities assessed by the teacher. <b>(10%)</b></p>

	250 word rationale, based on one or both of the literary texts read. <b>(20%)</b>	
Individuals and societies: Geography SL	<p><b>Paper 1</b> (1 hour 30 minutes) <b>Syllabus content: Core theme</b> Assessment objectives 1–4 Section A: Students answer <b>all</b> short-answer questions. Some include data. (45 marks) Section B: Students answer <b>one</b> extended response question. (15 marks) Section A and section B are common to both SL and HL assessment. <b>(40%)</b></p> <p><b>Paper 2</b> (1 hour 20 minutes) <b>Syllabus content: Two optional themes</b> Assessment objectives 1–4 Students answer <b>two</b> structured questions based on stimulus material, each selected from a different optional theme. For each theme there is a choice of two questions. Some stimulus material is included in the resources booklet. This paper is common to both SL and HL assessment. <b>(35%)</b></p>	<p><b>Internal assessment (20 hours)</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Syllabus content: Any topic from the syllabus Assessment objectives 1–4 Written report based on fieldwork. Maximum 2,500 words. <b>(25%)</b></p>
Individuals and societies: Geography HL	<p><b>Paper 1</b> (1 hour 30 minutes) <b>Syllabus content: Core theme</b> Assessment objectives 1–4 Section A: Students answer <b>all</b> short-answer questions. Some include data. (45 marks) Section B: Students answer <b>one</b> extended response question. (15 marks) Section A and section B are common to both SL and HL assessment. <b>(25%)</b></p> <p><b>Paper 2</b> (2 hours) <b>Syllabus content: Three optional themes</b> Assessment objectives 1–4 Students answer <b>three</b> structured questions based on stimulus material, each selected from a different theme. For each theme there is a choice of two questions. (20 marks per question) Some stimulus material is included in the resources booklet. This paper is common to both SL and HL assessment. <b>(35%)</b></p> <p><b>Paper 3</b> (1 hour) <b>Syllabus content: Higher level extension</b> Assessment objectives 1–4 Students answer <b>one</b> of three essay questions. (25 marks) <b>(20%)</b></p>	<p><b>Internal assessment (20 hours)</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Syllabus content: Any topic from the syllabus Assessment objectives 1–4</p> <p>Written report based on fieldwork. Maximum 2,500 words (30 marks) <b>(20%)</b></p>
Individuals and societies: History SL	<p><b>External assessment (2 hours 30 minutes)</b></p> <p><b>Paper 1</b> (1 hour) Source-based paper based on the five prescribed subjects. Choose <b>one</b> prescribed subject from a choice of five. Answer four structured questions. (24 marks) <b>(30%)</b></p> <p><b>Paper 2</b> (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks) <b>(45%)</b></p>	<p><b>Internal assessment (20 hours)</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Historical investigation</b> Students are required to complete a historical investigation into a topic of their choice. (25 marks) <b>(25%)</b></p>
Individuals and societies: History HL	<p><b>External assessment (5 hours)</b></p> <p><b>Paper 1</b> (1 hour)</p>	<p><b>Internal assessment (20 hours)</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p>

	<p>Source-based paper based on the five prescribed subjects. Choose <b>one</b> prescribed subject from a choice of five. Answer four structured questions. (24 marks) <b>(20%)</b></p> <p><b>Paper 2</b> (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks) <b>(25%)</b></p> <p><b>Paper 3</b> (2 hours 30 minutes) Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks) <b>(35%)</b></p>	<p>Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks) <b>(20%)</b></p>
<p><b>Individuals and societies: Psychology SL</b></p>	<p><b>Paper 1</b> (2 hours) <u>Section A</u>: Three compulsory questions on part 1 of the syllabus. <u>Section B</u>: Three questions on part 1 of the syllabus. Students choose <b>one</b> question to answer in essay form. (46 marks) <b>(50%)</b></p> <p><b>Paper 2</b> (1 hour) Fifteen questions on part 2 of the syllabus. Students choose <b>one</b> question to answer in essay form. (22 marks) <b>(25%)</b></p>	<p>A report of a simple experimental study conducted by the student. (20 marks) <b>(25%)</b></p>
<p><b>Individuals and societies: Psychology HL</b></p>	<p><b>Paper 1</b> (2 hours) <u>Section A</u>: Three compulsory questions on part 1 of the syllabus. <u>Section B</u>: Three questions on part 1 of the syllabus. Students choose <b>one</b> question to answer in essay form. (46 marks) <b>(35%)</b></p> <p><b>Paper 2</b> (2 hours) Fifteen questions on part 2 of the syllabus. Students choose <b>two</b> questions to answer in essay form. (44 marks) <b>(25%)</b></p> <p><b>Paper 3</b> (1 hour) Three compulsory questions based on an unseen text, covering part 3 of the syllabus. (30 marks) <b>(20%)</b></p>	<p>A report of a simple experimental study conducted by the student. (28 marks) <b>(20%)</b></p>
<p><b>Sciences: Biology SL</b></p>	<p><b>Paper 1</b> (45 min.) (30 marks) <b>(20%)</b></p> <ul style="list-style-type: none"> <li>• 30 multiple-choice questions on core material, about 15 of which are common with HL.</li> <li>• The questions on paper 1 test assessment objectives 1, 2 and 3. (<i>calculators are <u>not</u> permitted</i>)</li> </ul> <p><b>Paper 2</b> (75 min.) (50 mark) <b>(40%)</b></p> <ul style="list-style-type: none"> <li>• Data-based question.</li> <li>• Short-answer and extended-response questions on core material.</li> <li>• One out of two extended response questions to be attempted by candidates.</li> <li>• The questions on paper 2 test assessment objectives 1, 2 and 3</li> </ul> <p><b>Paper 3</b> (1 hour) (35 marks) <b>(20%)</b>:</p> <ul style="list-style-type: none"> <li>• Questions on core and SL option material.</li> </ul> <p><u>Section A</u>: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material.</p> <p><u>Section B</u>: short-answer and extended-response questions from one option.</p>	<p>10 hours <b>(20%)</b> <b>Individual investigation.</b></p> <ul style="list-style-type: none"> <li>• This investigation covers assessment objectives 1, 2, 3 and 4.</li> </ul>

	<ul style="list-style-type: none"> <li>• The questions on paper 3 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is permitted.</li> </ul>	
Sciences: Biology HL	<p><b>Paper 1</b> (1 hour) (40 marks) <b>(20%)</b></p> <ul style="list-style-type: none"> <li>• 40 multiple-choice questions on core and HL material, about 15 of which are common with SL.</li> <li>• The questions on paper 1 test assessment objectives 1, 2 and 3. (<i>The use of calculators is not permitted</i>)</li> </ul> <p><b>Paper 2</b> (2¼ hours) (72 Marks) <b>(36%)</b></p> <ul style="list-style-type: none"> <li>• Data-based question.</li> <li>• Short-answer and extended-response questions on core and AHL material.</li> <li>• Two out of three extended response questions to be attempted by candidates.</li> <li>• The questions on paper 2 test assessment objectives 1, 2 and 3. (<i>The use of calculators is permitted</i>).</li> </ul> <p><b>Paper 3</b> (1¼ hours) (45 marks) <b>(24%)</b></p> <p><u>Section A</u>: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core and AHL material. • <u>Section B</u>: short-answer and extended-response questions from one option. • The questions on paper 3 test assessment objectives 1, 2 and 3. • The use of calculators is permitted. (See calculator section on the OCC.)</p>	<p>10 hours <b>(20%)</b></p> <p><b>Individual investigation.</b></p> <ul style="list-style-type: none"> <li>• This investigation covers assessment objectives 1, 2, 3 and 4.</li> </ul>
Sciences: Chemistry SL	<p><b>Paper 1</b> (45 min.) (30 marks) <b>(20%)</b></p> <ul style="list-style-type: none"> <li>• 30 multiple-choice questions on core, about 15 of which are common with HL.</li> <li>• The questions on paper 1 test assessment objectives 1, 2 and 3. (<i>The use of calculators is not permitted, students will be provided with a periodic table</i>)</li> </ul> <p><b>Paper 2</b> (1¼ hours) (50 marks) <b>(40%)</b></p> <ul style="list-style-type: none"> <li>• Short-answer and extended-response questions on core material.</li> <li>• The questions on paper 2 test assessment objectives 1, 2 and 3. (<i>The use of calculators is permitted, a chemistry data booklet is to be provided by the school</i>)</li> </ul> <p><b>Paper 3</b> (1 hour) (35 marks) <b>(20%)</b></p> <ul style="list-style-type: none"> <li>• Questions on core and SL option material.</li> <li><u>Section A</u>: one data-based question and several short-answer questions on experimental work.</li> <li><u>Section B</u>: short-answer and extended-response questions from one option.</li> <li>• The questions on paper 3 test assessment objectives 1, 2 and 3. (<i>The use of calculators is permitted, a chemistry data booklet is to be provided by the school</i>).</li> </ul>	<p>Internal assessment component (10 hours ) <b>(20%)</b></p> <p><b>Individual investigation</b></p> <ul style="list-style-type: none"> <li>• This investigation covers assessment objectives 1, 2, 3 and 4.</li> </ul>
Sciences: Chemistry HL	<p><b>Paper 1</b> (1 hour) (40 marks) <b>(20%)</b></p> <ul style="list-style-type: none"> <li>• 40 multiple-choice questions on core and AHL, about 15 of which are common with SL.</li> <li>• The questions on paper 1 test assessment objectives 1, 2 and 3. (<i>The use of calculators is not permitted. , students will be provided with a periodic table</i>).</li> </ul>	<p>Internal assessment component (10 hours ) <b>(20%)</b></p> <p><b>Individual investigation</b></p> <ul style="list-style-type: none"> <li>• This investigation covers assessment objectives 1, 2, 3 and 4.</li> </ul>

	<p><b>Paper 2</b> (2¼ hours) (95 marks) <b>(36%)</b></p> <ul style="list-style-type: none"> <li>• Short-answer and extended-response questions on the core and AHL material.</li> <li>• The questions on paper 2 test assessment objectives 1, 2 and 3. <i>(The use of calculators is permitted, a chemistry data booklet is to be provided by the school).</i></li> </ul> <p><b>Paper 3</b> (1¼ hours) (45 marks) <b>(24%)</b></p> <ul style="list-style-type: none"> <li>• Questions on core, AHL and option material.</li> <li><u>Section A</u>: one data-based question and several short-answer questions on experimental work.</li> <li><u>Section B</u>: short-answer and extended-response questions from one option.</li> <li>• The questions on paper 3 test assessment objectives 1, 2 and 3. <i>(The use of calculators is permitted, a chemistry data booklet is to be provided by the school.)</i></li> </ul>	
<p><b>Sciences: Physics SL</b></p>	<p><b>Paper 1</b> (45 min.) (30 marks) <b>(20%)</b></p> <ul style="list-style-type: none"> <li>• 30 multiple-choice questions on core, about 15 of which are common with HL.</li> <li>• The questions on paper 1 test assessment objectives 1, 2 and 3. <i>(The use of calculators is not permitted, a physics data booklet is provided)</i></li> </ul> <p><b>Paper 2</b> (1¼ hours) (50 marks) <b>(40%)</b></p> <ul style="list-style-type: none"> <li>• Short-answer and extended-response questions on core material.</li> <li>• The questions on paper 2 test assessment objectives 1, 2 and 3. <i>(The use of calculators is permitted, a physics data booklet is provided).</i></li> </ul> <p><b>Paper 3</b> (1 hour) (35 marks) <b>(20%)</b></p> <ul style="list-style-type: none"> <li>• Questions on core and SL option material.</li> <li><u>Section A</u>: one data-based question and several short-answer questions on experimental work.</li> <li><u>Section B</u>: short-answer and extended-response questions from one option.</li> <li>• The questions on paper 3 test assessment objectives 1, 2 and 3. <i>(The use of calculators is permitted, a physics data booklet is provided).</i></li> </ul>	<p>Internal assessment component (10 hours) <b>(20%)</b></p> <p><b>Individual investigation</b></p> <ul style="list-style-type: none"> <li>• This investigation covers assessment objectives 1, 2, 3 and 4.</li> </ul>
<p><b>Sciences: Physics HL</b></p>	<p><b>Paper 1</b> (1 hour) (40 marks) <b>(20%)</b></p> <ul style="list-style-type: none"> <li>• 40 multiple-choice questions on core and AHL, about 15 of which are common with SL.</li> <li>• The questions on paper 1 test assessment objectives 1, 2 and 3. <i>(The use of calculators is not permitted, a physics data booklet is provided).</i></li> </ul> <p><b>Paper 2</b> (2¼ hours) (95 marks) <b>(36%)</b></p> <ul style="list-style-type: none"> <li>• Short-answer and extended-response questions on the core and AHL material.</li> <li>• The questions on paper 2 test assessment objectives 1, 2 and 3. <i>(The use of calculators is permitted, a physics data booklet is provided).</i></li> </ul> <p><b>Paper 3</b> (1¼ hours) (45 marks) (24%)</p> <ul style="list-style-type: none"> <li>• Questions on core, AHL and option material.</li> <li><u>Section A</u>: one data-based question and several short-answer questions on experimental work.</li> <li><u>Section B</u>: short-answer and extended-response questions from one option.</li> <li>• The questions on paper 3 test assessment objectives 1, 2 and 3. <i>(The use of calculators is permitted, a physics data booklet is provided).</i></li> </ul>	<p>Internal assessment component (10 hours) <b>(20%)</b></p> <p><b>Individual investigation</b></p> <ul style="list-style-type: none"> <li>• This investigation covers assessment objectives 1, 2, 3 and 4.</li> </ul>

<p><b>Mathematics SL</b></p>	<p><b>External assessment (3 hours)</b></p> <p><b>Paper 1</b> (1 hour 30 minutes) No calculator allowed. (90 marks)  <u>Section A</u> Compulsory short-response questions based on the whole syllabus.  <u>Section B</u> Compulsory extended-response questions based on the whole syllabus. <b>(40%)</b></p> <p><b>Paper 2</b> (1 hour 30 minutes) Graphic display calculator required. (90 marks)  <u>Section A</u> Compulsory short-response questions based on the whole syllabus.  <u>Section B</u> Compulsory extended-response questions based on the whole syllabus. <b>(40%)</b></p>	<p><b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Mathematical exploration</b>  Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks) <b>(20%)</b></p>
<p><b>Mathematics HL</b></p>	<p><b>External assessment (5 hours)</b></p> <p><b>Paper 1</b> (2 hours) No calculator allowed. (120 marks) <u>Section A</u> Compulsory short-response questions based on the core syllabus.  <u>Section B</u> Compulsory extended-response questions based on the core syllabus. <b>(30%)</b></p> <p><b>Paper 2</b> (2 hours) Graphic display calculator required. (120 marks)  <u>Section A</u> Compulsory short-response questions based on the core syllabus.  <u>Section B</u> Compulsory extended-response questions based on the core syllabus. <b>(30%)</b></p> <p><b>Paper 3</b> (1 hour) Graphic display calculator required. (60 marks) Compulsory extended-response questions based mainly on the syllabus options. <b>(20%)</b></p>	<p><b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Mathematical exploration</b>  Internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks) <b>(20%)</b></p>
<p><b>Arts: Visual Arts SL</b></p>	<p><b>Part 1: Comparative study (20%)</b> Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <ul style="list-style-type: none"> <li>• SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).</li> <li>• SL students submit a list of sources used.</li> </ul> <p><b>Part 2: Process portfolio (40%)</b> Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the twoyear course.</p> <ul style="list-style-type: none"> <li>• SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.</li> </ul>	<p><b>Internal assessment</b> This task is internally assessed by the teacher and externally moderated by the IB at the end of the course. <b>(40%)</b></p> <p><b>Part 3: Exhibition</b> Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> <li>• SL students submit a curatorial rationale that does not exceed 400 words.</li> <li>• SL students submit 4–7 artworks.</li> <li>• SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. SL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</li> </ul>
<p><b>Arts: Visual Arts HL</b></p>	<p><b>External assessment</b></p> <p><b>Part 1: Comparative study (20%)</b> Students at HL analyse and compare different artworks by different artists. This independent critical and</p>	<p><b>Internal assessment</b> This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Part 3: Exhibition (40%)</b> Students at HL submit for</p>

	<p>contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</p> <ul style="list-style-type: none"> <li>• HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).</li> <li>• HL students submit 3–5 screens which analyse the extent to which their work and practices have been influenced by the art and artists examined.</li> <li>• HL students submit a list of sources used.</li> </ul> <p><b>Part 2: Process portfolio (40%)</b> Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none"> <li>• HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.</li> </ul>	<p>assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> <li>• HL students submit a curatorial rationale that does not exceed 700 words.</li> <li>• HL students submit 8–11 artworks.</li> <li>• HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. HL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</li> </ul>
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