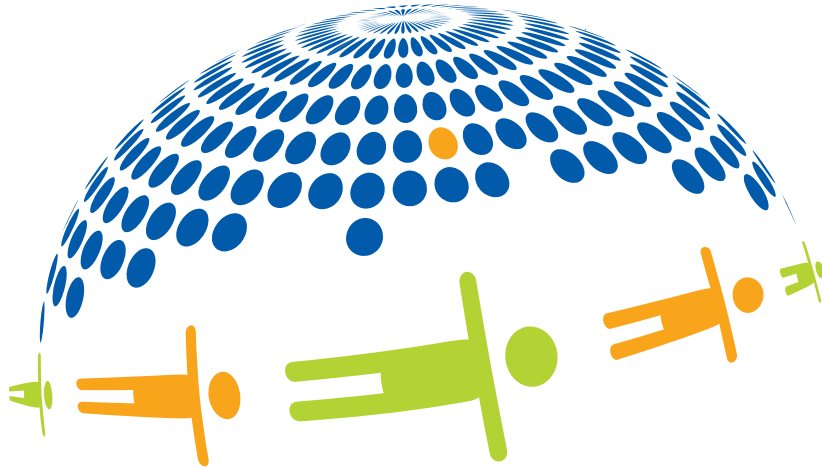


Grade 10 Option Choices



WORLD CITIZENS

MADE IN DRESDEN



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IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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

Introduction

The purpose of this booklet is to provide you with information to help you select a pathway through the IB/DIS Diploma Programme which best fits your requirements.

The Options Process

The options process for Grade 10 (2014-15) fits into a schedule, whereby we aim to give students and parents information and advice in which to make the best decisions.

27 th January:	Step One Testing – careers inventory & aptitude
5 th & 6 th February:	Portfolio Conferences & Semester One Reports issued
23 rd February:	Parent-Teacher Conferences
2 nd March:	IB/DIS Diploma Options Evening
20 th March:	Deadline for submission of 'Subject Choice Form'
24 th April:	Progress Reports issued with provisional option choice confirmations
30 th June:	Semester Two Reports issued

If at any point in the process you have further questions please do not hesitate to ask them. For information regarding specific courses please direct your questions to subject teachers, or the Heads of Departments listed below.

General Advice:

Mr Darren Acomb

Secondary Principal
(dacomb@dresden-is.de)

Ms Wendy Bassam-Coles

IBDP Coordinator / Assistant Principal
(wbassam-coles@dresden-is.de)

Careers Advice:

Ms Kerri Janota

Secondary Counsellor & Careers Advisor
(kjanota@dresden-is.de)

Ms Dorothea Hoffmann

German University Liaison
(dhoffman@dresden-is.de)

CAS:

Ms Morell

CAS Coordinator
(mmorell@dresden-is.de)

Extended Essay:

Ms Blake

Extended Essay Coordinator
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Heads of Departments:

Group 1 Language A

Ms Hoffmann (German)
(dhoffmann@dresden-is.de)

Mr Meagher (English/ToK)
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Group 2 Language B

Alexia Uhia
(auhia@dresden-is.de)

Group 3 Humanities

Mr Becker
(jbecker@dresden-is.de)

Group 4 Science

Mr Cejka
(ccejka@dresden-is.de)

Group 5 Mathematics

Mr Glendinning
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Group 6 The Arts

Ms Hennig
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The International Baccalaureate Diploma Programme

What is the IB?

The International Baccalaureate Diploma Programme is a comprehensive and rigorous two-year curriculum for students aged between sixteen and nineteen. Based on the pattern of no single country, it is a deliberate blend of specialisation and breadth of study.

The general objectives of the IB are:

- to provide students with a balanced education
- to facilitate geographic and cultural mobility
- to promote international understanding through a shared academic experience

Since its founding in 1968, the IB Diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline needed for success in a competitive world.

There are currently over 3,976 IB schools in 147 countries, providing education for over one million students. 2,627 schools offer the IB Diploma.



Diploma candidates are required to select one subject from each of the six subject groups. Three subjects are taken at Higher Level (HL) and three at Standard Level (SL).

In addition students take part in areas called the 'core':

Theory of Knowledge
Creativity, Activity & Service (CAS)
Extended Essay

Experience has shown that IB Diploma holders gain admission to universities throughout the world.

The IB Diploma is accepted as *Hochschulzugangsberechtigung* in Germany if specific courses are taken, specific grades are achieved and other terms of recognition are met (page 7).

Assessment

A variety of assessment methods are used to value both the content and process of academic achievement and to take into account different learning styles and cultural patterns. Assessment includes internally assessed coursework with teachers being responsible for evaluating work carried out during the course, which is then moderated by external examiners (samples sent to IB to ensure criteria are met).

Examinations

Internal end of year examinations (May of Grade 11) and 'mock' examinations (January Grade 12) take place, along with final external examinations taking place during May of the final year of the programme. These external examinations are marked by external IB examiners. As such examination fees are charged for the external and are not included in the standard tuition fees. DIS enters candidates for the May external examination session only and does not offer November examinations or retakes.

Award of the Diploma

Each subject in the six groups is graded on a scale of 1 (minimum) to 7 (maximum). Students must achieve defined standards and conditions, including a minimum of 24 points and achieve satisfactory completion of the Extended Essay, Theory of Knowledge and CAS. The maximum score of 45 points includes the maximum of three addition points that can be awarded for the level of performance in the Extended Essay and Theory of Knowledge.

Entrance into the Diploma Programme

In order to have a realistic chance of success in the IB Diploma, students need to complete Grade 10 with sufficiently high grades. The minimum entry requirements to enter the IB Diploma Programme include:

- For entry into “**Maths Studies SL**”, students must successfully complete Grade 10 Mathematics with a grade of at least a “4”.
- For entry into “**Mathematics SL**”, students must successfully complete Grade 10 Mathematics with a grade of at least a “5”.
- For entry into “**Mathematics HL**”, students must successfully complete Grade 10 Mathematics with a recommended grade of a “7”.
- For all other **Standard Level (SL) courses**, students must complete the equivalent course in Grade 10 with a grade of “4” or better.
- For all other **Higher Level (HL) courses**, students must complete the equivalent course in Grade 10 with a grade of “5” or better.
- Students who entered DIS at the beginning of Grade 10 or earlier, must successfully complete the **MYP Personal Project** with a grade of at least a “4”.

Subject Choices

Below are the course options for 2014-16. *Please note that not all subjects will be offered and the final decision regarding the placement of a student in a course rests with the school**

	Higher Level	Standard Level
Group 1	English Lang & Lit English Literature German Lang & Lit German Literature	English Lang & Lit English Literature German Lang & Lit German Literature
Group 2	English Lang & Lit English Literature German Lang & Lit German Literature English B German B	English Lang & Lit English Literature German Lang & Lit German Literature German B German <i>ab initio</i>
Group 3	History Geography	History Geography
Group 4	Biology Chemistry Physics	Biology Chemistry Physics
Group 5	Mathematics HL	Mathematics SL Mathematics Studies
Group 6	Theatre Arts Visual Arts Economics/Business** Biology Computer Science French B	Theatre Arts Visual Arts Economics/Business** Biology Computer Science French B

* Subjects will only be offered if sufficient students sign up. Normally the minimum number of students required for a subject to run is 5. Equally, for some subjects there is a maximum number of students which can be accommodated; as such each student is required to have a second choice selected within each subject group. If a student does not have the required grade in Semester One for a subject, the second choice may be allocated. Subjects will be filled on a first come first served basis AND teacher recommendation.

** Only one course will be offered – either Economics OR Business Management. This decision will be based on the number of students choosing either course.

What if a student does not meet the minimum requirements for entry?

For a student who does not meet the minimum requirement(s), entry to the course(s) or level(s) will not be possible. A conditional place **may** be offered (at the discretion of the school) according to measures outlined below:

- Specific subject work would be given over the summer break by the subject teacher(s)
- The student would sit an entrance exam for the subject(s) before Semester One (August).
- If the exam(s) is satisfactorily completed, then the student would be offered a conditional place in the course(s) or level(s) – *if space is still available in the class*. This conditional place would be reviewed after the October snapshot reports and at the end of Semester One of Grade 11.
- During this conditional period, the student would have the status of a “courses” candidate and would only be promoted to being a full “Diploma” candidate after the successful completion of the conditional period (a minimum of grade 4 in all 6 Diploma courses would be required and satisfactory performance in TOK, Extended Essay and CAS).

Please note that if the exam is not satisfactorily completed, the student would not gain entry into the course and alternative options would then be discussed with the student and parents.

What do I need to do to get an IB Diploma?

Students must complete all assessments in three HL courses and three SL courses, plus satisfactorily complete TOK, the Extended Essay and the CAS programme in order to receive an IB Diploma. Students who do not complete all components will get an ‘IB Certificate’ which details their achievement in the components that they did complete.

Full requirements for the IB Diploma are available upon request, but here are a few of the most important points:

In their 6 subjects students must achieve at least 24 points (points table below). This would be an average of 4 points per course. However, students do not have to score 4 points in all subjects. They must:

- ✓ Score at least “3” or higher in all HL subjects
- ✓ Score at least 12 points in their 3 HL subjects
- ✓ Score at least “2” or higher in all SL subjects
- ✓ Score at least 9 points in the 3 SL subjects
- ✓ Score no more than one grade of “2” in all subjects
- ✓ Score no more than three grades of “3” or lower in all subjects
- ✓ Not be found guilty of malpractice for any assessment component
- ✓ Score at least a “D” in both TOK and Extended Essay

German Recognition

Please note that the following subjects are not recognized by Germany and cannot be included to achieve German recognition: German B SL, German *ab initio* SL, Mathematics Studies SL.

In order for an IB Diploma to be recognized for entry to a German university (see comparison table below), a few more requirements must be met. Here are a few of the most important points:

1. At least one foreign language is taken at A level or B HL.
2. The mathematics course must be “Math SL” or “Math HL”, **NOT** “Math Studies SL”
3. Either a science or mathematics class must be taken as an HL subject.
4. All courses must be taken for the full two years of the Diploma Programme.
5. The student must be able to provide report cards showing twelve continuous years of schooling.
6. **The student must score at least 24 points, with no “1”s, no “2”s and no more than one grade of “3”. If the student scores “3” in a subject, he/she must even this out with at least one score of “5”-or-higher in a subject of the same level (HL or SL).**

See table of grades overleaf:

IB subject points scale:	
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

Equivalence with German abitur points scale:	
45	1.0
44	1.0
43	1.0
42	1.0
41	1.1
40	1.3
39	1.5
38	1.6
37	1.8
36	2.0
35	2.1
34	2.3
33	2.5
32	2.6
31	2.8
30	3.0
29	3.1
28	3.3
27	3.5
26	3.6
25	3.8
24	4.0

What is the DIS Diploma?

If a student decides to solely pursue the DIS High School Diploma, instead of gaining the IB Diploma in addition, they are in the same classes as the IB Diploma students and still select six subjects to study and complete Creativity, Activity and Service (CAS). However, there are some important differences:

- Subjects are offered at both standard and higher level.
- For the DIS High School Diploma, **no higher-level courses are required**, so students can take six standard level subjects if they wish, or a combination of HL and SL courses.
- Students can either choose to take IBDP exams in each of their six subjects, gaining an IB certificate in each subject, or they can take a mixture of IBDP courses and High School Courses.
- The curriculum and assessment for the High School Courses are set by DIS.
- Students must also complete the Theory of Knowledge course (TOK), as it is an integral part of our curriculum and valuable component of a well-rounded high school education. However, the assessment is modified and they would not have to complete the full final essay.
- The Extended Essay must be completed but the assessment is modified and the work is marked internally by teachers, not by the IB.

What can I use the DIS Diploma for?

The DIS Diploma alone does not allow students to study at German universities. However, it is accepted in other European countries and also in the USA as a qualification to gain entry into a variety of courses and institutions. It is important that students research possible courses/locations for their post-18 education to ensure they pick the right combination of courses to enable them to progress to the next stage in their education. Our Secondary Counsellor can also give advice on this topic.

The Core: Theory of Knowledge

What is TOK?

The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge. Specifically, the aims of the TOK course are for students to:

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

Expectations of students studying TOK

TOK is compulsory for all students taking the diploma programme. Together with the Extended Essay there are 3 diploma points to be had. There is no division of HL and SL and no required MYP scores.

- Discussions, group work and active participation in classes
- Keep an on going journal in which they record examples of knowledge issues and questions from their own reading, in the media and in their subject courses
- Timely completion of presentations in preparation for the final presentation
- Timely completion of essays in preparation for the final essay.

Assessment outline

The assessment model in theory of knowledge (TOK) has two components, both of which should be completed within the 100 hours designated for the course. (3 lessons per cycle)

Part 1 Essay on a prescribed title 67%

One essay on a title chosen from a list of six titles prescribed by the IB for each examination session. The maximum length for the essay is **1,600 words**. All essays are externally assessed by the IB.

Part 2 The presentation 33%

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.

Topics

- How do we know: language, reason, memory, imagination (with brief examination of perception, emotion, intuition and faith)
- What do we know: Ethics, Natural Sciences, History, Religious Knowledge, The Arts, Human Sciences etc.

Unlike the other diploma subjects, but like the Extended Essay, TOK is graded according to levels A to E as defined below. These grades are taken together with those of the Extended Essay (EE) to determine the total ‘extra points’ awarded.

HOW BONUS POINTS ARE AWARDED:							
THEORY OF KNOWLEDGE							
		A	B	C	D	E	NS
E E	A	+3	+3	+2	+2	+1	N
	B	+3	+2	+1	+1	0	N
	C	+2	+1	+1	0	0	N
	D	+2	+1	0	0	0	N
	E	+1	0	0	0	N	N
	NS	N	N	N	N	N	N

A = Work of excellent standard
 B = Work of a good standard
 C = Work of a satisfactory standard
 D = Work of a mediocre standard
 E = Work of an elementary standard
 NS = not submitted
 N = Failing condition

The Core: Extended Essay

Description:

The extended essay is an in-depth study of a focused topic selected from the list of approved Diploma Programme subjects—normally one of the student's six chosen subjects for the IB diploma. This essay promotes high-level research and writing skills, intellectual discovery and creativity. Students develop a research question and thesis, plan and pursue independent research with minimal guidance of a supervisor (a teacher in the school), evaluate and analyse the findings and write a 4,000-word essay. This results in a formal and structured essay, in which ideas and findings are communicated in a logical and coherent manner, and is indicative of the level of research and writing expected at university. Upon completion of the written essay, the student participates in a short, concluding interview, or *viva voce*, with the supervisor.

Assessment:

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

- **A: research question** – clearly formulated and explicitly stated in introduction of essay
- **B: introduction** – provides context and explains significance of topic
- **C: investigation** – relevant information has been gathered from a range of appropriate sources
- **D: knowledge and understanding** of the topic studied – clear demonstrated knowledge and understanding
- **E: reasoned argument** – ideas are developed logically and coherently
- **F: application of analytical and evaluative skills** appropriate to the subject – information is interpreted and evaluated effectively and appropriately for the given topic
- **G: use of language** appropriate to the subject – terminology is used precisely and clearly
- **H: conclusion** – a conclusion consistent with the evidence and interpretations provided is stated clearly and succinctly
- **I: formal presentation** – all of the formal elements of the essay (cover page, index, page numbering, etc.) are presented in a neat and consistent manner that facilitates a reader's understanding of the essay
- **J: abstract** – the abstract succinctly presents the research question, the investigative approach and the conclusions of the essay
- **K: holistic judgment** – the student demonstrates commitment, initiative and insight while engaging in the process of writing the essay

Requirements:

The extended essay is:

- compulsory for all Diploma Programme students
- 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 piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school
- chosen from the list of approved Diploma Programme subjects, published in the Vade Mecum
- presented as a formal piece of scholarship containing no more than 4,000 words
- the result of approximately 40 hours of work by the student
- concluded with a short interview, or *viva voce*, with the supervising teacher (recommended).

In the Diploma Programme, the extended essay is the prime example of a project where the student has the opportunity to show knowledge, understanding and enthusiasm of a topic through a thoughtful and sustained argument. In those countries where interviews are required prior to acceptance for employment or for a place at university, the extended essay is often a valuable stimulus for discussion.

The Core: Creativity, Activity Service (CAS)

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

Aims

CAS is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP. A meaningful CAS programme is a journey of discovery of self and others. The CAS programme lasts for 18 months and aims to develop students who:

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

What is CAS?

CREATIVITY: Exploring and extending ideas leading to an original or interpretative product or performance.

ACTIVITY: **Physical exertion** contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

SERVICE: A collaborative and reciprocal engagement with the community in response to an authentic need. An **unpaid** and **voluntary** exchange that has a **learning benefit** for the student. The rights, dignity and autonomy of all those involved are respected.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attribute of the IB learner profile
- not be used or included in the student's Diploma course requirements

The Seven Learning Outcomes

There are specific goals for the CAS programme that are important to the development of young adults. As a CAS participant, you **MUST** document your activities and provide evidence that, through them, you have achieved seven key learning outcomes.. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome:

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognise the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognise and consider the ethics of choices and actions

Responsibilities of the student

As far as possible, students should “own” their personal CAS programmes. With guidance, students should choose activities for themselves, initiating new ones where appropriate. Your Advisor is also your CAS Advisor, and the first person you should go to with a question. The CAS Coordinator is also there to help you with larger issues.

Students are required to:

- **Self-review** at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme
- **Plan, do and reflect** (plan activities, carry them out and reflect on what they have learned)
- Meet regularly with their CAS Advisor
- Take part in a **range of experiences**
- Take part in at least one **CAS project** - a collaborative, well-considered series of sequential CAS experiences that should last for at least one month.
- **Keep records** of their activities and achievements, including a list of the principal activities undertaken
- Show evidence of **achievement of the seven CAS learning outcomes**

Recording and Reporting

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed. At DIS we use Managebac to facilitate this process.

1. What do I plan to do?

Get your activity approved! *All CAS activities MUST be approved by the CAS Coordinator before you begin.*

Select your learning outcomes. *Carefully choose which learning outcomes you believe you will fulfill through the activity. Think about this carefully, because if you cannot provide evidence that you have achieved a certain learning outcome, it will not count.*

2. Journal Writing

What did I plan to do? What did I actually do? What were the outcomes for me, for the team I was working with and for others? Reflect especially on the learning outcomes!

3. Add other evidence:

Be sure to collect photographs, videos, newspaper clippings, programmes (from events), correspondence with other people, etc that will help illustrate what it is that you did. You can also use blogging or videoblogging to augment your written reflections.

4. CAS Questions

Be sure to answer the CAS Questions and use them as a summary reflection of the whole activity. These CAS Questions are required 4 times a year, and occur right before progress and semester reports.

5. Request the final supervisor review

Ask your supervisor to write a review about the activity and encourage him/her to go into some detail to give us a vivid picture of the outcomes of your work.

6. Show and **celebrate** your success

Think about showing your success and celebrating it with our school community. We are often very proud of the contributions made by our CAS participants. You could make a bulletin board, display some framed pictures or submit digital pictures or videos for the monitors throughout the school. You could even make a presentation during an assembly.

Please see timeline on next page:

Timeline

By the very nature of the goals of the programme, CAS must be pursued throughout the two years of grades 11 and 12. 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. Cramming your CAS requirement into grade 12 is not acceptable! The minimum requirements follow:

CAS for class of 2017	
by 15 January 2016	at least 60 total hours, with at least 15 hours of creativity 15 hours of activity & 15 hours of service <i>with all documentation complete and submitted on-time</i>
by 10 June 2016	at least 100 total hours, with at least 25 hours of creativity 25 hours of activity & 25 hours of service <i>with all documentation complete and submitted on-time</i>
by October 2017 (exact date to be confirmed)	at least 130 total hours, with at least 40 hours of creativity 40 hours of activity & 40 hours of service <i>with all documentation complete and submitted on-time</i>
by February 2017 (exact date to be confirmed)	at least 150 total hours, with at least 50 hours of creativity 50 hours of activity & 50 hours of service <i>with all documentation complete and submitted on-time</i>

English Literature

Why study Literature A?

- This course focuses on the literary aspects of language and how they can evoke and provoke our thoughts and feelings.
- It involves close analytical skills, as well as strong skills in written and spoken expression.
- High achievements in this course will impress universities when applying for courses such as Law, Literature, Politics, Journalism, Philosophy etc.

Expectations for students studying Literature A.

- A love of reading.
- A strong interest in the ideas and concepts that are perennial themes in the Arts.
- The ability to write effectively about literature

Syllabus component	Assessments
Part 1: Works in translation SL: Franz Kafka <i>Metamorphosis</i> Albert Camus <i>The Outsider</i> HL: Evgeny Zamyatin <i>We</i>	Interactive orals leading to Written Assignment
Part 2: Detailed study SL: James Joyce <i>Dubliners</i> Shakespeare <i>Tempest</i> HL: Sylvia Plath <i>Poetry</i>	Individual Oral Commentary
Part 3: Literary genres Poetry SL: Seamus Heaney Emily Dickinson Judith Wright HL: Shakespeare's Sonnets	Exam Paper 2
Part 4: Options John Hersey <i>Hiroshima</i> Cormac McCarthy <i>The Road</i> Samuel Beckett <i>Endgame</i>	Individual Oral Presentation

Deutsch Literatur. Lehrplanübersicht

Warum sollte man den Literaturkurs wählen?

Folgende Kursziele sollen im Literaturkurs erreicht werden:

- Wertschätzung von Literatur, Entwicklung des Verständnisses für schriftstellerische Techniken, Setzen von Maßstäben zur kritischen Betrachtung literarischer Werke
- Entwicklung des Ausdrucksvermögens des Schülers, sowohl im schriftlichen als auch im mündlichen Ausdruck
- Auseinandersetzung der Schüler mit einer Reihe literarischer Werke verschiedener Epochen, Genres, Stile und Inhalte
- Erweiterung der Sicht der Schüler durch das Studium von literarischen Werken anderer Kulturkreise
- Herausbildung der Fähigkeit zur detaillierten Analyse, Interpretation und Erörterung verschiedener Aspekte literarischer Werke

Welche Erwartungen sollten Schüler erfüllen, die den Kurs wählen?

- Leidenschaft für Literatur, das Lesen und das Schreiben über Literatur allgemein
- Interesse für Themen, die in Kunst, Kultur und Philosophie eine wichtige Rolle spielen
- sehr gute Fähigkeiten im akademischen Schreiben über Literatur

Syllabus component	Assessments
Part 1: Works in translation SL: Gabriel G. Marquez „ <i>Chronik eines angekündigten Todes</i> “ Sophokles „ <i>Antigone</i> “ HL: Albert Camus „ <i>Die Pest</i> “	Interactive Orals Reflective Statements Written assignment (analytisches Essay)
Part 2: Detailed study SL: Johann Wolfgang Goethe „ <i>Faust I</i> “ Lyrik – Autor noch zu bestimmen HL: Daniel Kehlmann „ <i>Die Vermessung der Welt</i> “	Individual Oral Commentary (mündliche Interpretation und Literaturdiskussion)
Part 3: Literary genres - Drama SL: Bertolt Brecht „ <i>Leben des Galilei</i> “ Friedrich Dürrenmatt „ <i>Die Physiker</i> “ Georg Büchner „ <i>Woyzeck</i> “ HL: Gotthold Ephraim Lessing „ <i>Emilia Galotti</i> “	Exam Paper 2 (literarische Erörterung)
Part 4: Options Jurek Becker „ <i>Jacob der Lügner</i> “ Günter Grass „ <i>Im Krebsgang</i> “ Ruth Klüger „ <i>Weiter leben</i> “	Individual Oral Presentation (literarische Präsentation)

ASSESSMENT DETAILS – English A and German A Literature

Standard Level –assessment component and weighting

External assessment

Paper 1: Literary analysis (1½ hours)

Literary analysis of one unseen text in response to guided questions

20%

Paper 2: Essay (1 ½ hours)

An essay based on at least two works studied in part 3

25%

Written assignment

A reflective statement and literary essay on one part 1 work

Reflective statement 300-400 words

Essay 1200-1500 words

25%

Internal assessment

Individual oral commentary (10 minutes):

Formal oral commentary and questions on an extract from a text from part 2 (10 minutes)

15%

Individual oral presentation (10-15 minutes):

Based on a text or texts from part 4

15%

Internally assessed and moderated through the IOC task.

Higher Level –assessment component and weighting

External assessment

Paper 1: Literary analysis (2 hours)

Literary analysis of one unseen text

20%

Paper 2: Essay (2 hours)

An essay based on at least two works studied in part 3

25%

Written assignment

A reflective statement and literary essay on one part 1 work

Reflective statement 300-400 words

Essay 1200-1500 words

25%

Internal assessment

Individual oral commentary and interview (20 minutes):

Formal oral commentary and questions on a poem from part 2 (10 minutes) followed by and interview based on one of the other works from part 2 (10 minutes)

15%

Individual oral presentation (10-15 minutes):

Based on a text or texts from part 4

Internally assessed and moderated through the IOC

15%

Language and Literature

Why study Language and Literature A?

- This course focuses on the role language plays in society and how it can be used to manipulate our attitudes and ideas.
- It involves analysis of language in a variety of contexts in Mass Media, in our cultures and in literature.
- High achievements in this course will impress universities when applying for courses such as Social Studies, Humanities, Psychology, Media, Politics, Journalism, etc.

Expectations for students studying Literature A.

- An awareness and interest in the way language is used all around us.
- An interest in reading various literary and non-literary texts.
- The ability to write effectively in a wide range of modes and genres.

Part 1 – Language in cultural context

Content	Assessment
- Language Theory - Rhetoric - Language Change - Bilingualism (HL only)	- Written tasks of 800-1,000 words + 200-300 word rationale (One of these may be sent away for external assessment – 20% of final grade) - Paper 1 practice - Further Oral Activities (One of these may be sent away for external assessment – 15% of final grade)

Part 2 – Language and Mass Communication

Content	Assessment
- Rhetoric in language and mass communication - Advertising and Branding - Stereotyping	- Written tasks of 800-1,000 words +rationale/outline (One of these may be sent away for external assessment – 20% of final grade) - Paper 1 practice - Further Oral Activities (One of these may be sent away for external assessment – 15% of final grade)

Part 3 – Texts and Contexts

Content	Assessment
HL Katherine Boo, <i>Behind the Beautiful Forevers</i> ; Yevgeny Zamyatin, <i>We</i> ; Tom Stoppard, <i>Professional Foul</i> SL Katherine Boo, <i>Behind the Beautiful Forevers</i> ; Yevgeny Zamyatin, <i>We</i>	- Written tasks of 800-1000 words +rationale/outline (One of these will be sent away for external assessment – 20% of final grade) - Various tasks in preparation for Paper 2 (25% of final grade)

Part 4 - Critical Study

Content	Assessment
HL Tennessee Williams, <i>A Streetcar Named Desire</i> ; Ernest Hemingway, <i>The Sun Also Rises</i> ; Poetry SL Tennessee Williams, <i>A Streetcar Named Desire</i> ; Ernest Hemingway, <i>The Sun Also Rises</i>	- Written tasks of 800-1000 words + rationale/outline (One of these will be sent away for external assessment – 20% of final grade) - Various tasks in preparation for the Individual Oral Commentary (15% of final grade)

In addition there is a further examination in which you will be asked to write an analytical comparison of two unseen texts. (25% of final grade)

SL will send one written task away for external assessment. HL will send two away one of which must be in answer to a question set by the IB and requires you to write an outline instead of a rational.

Deutsch A Sprache und Literatur. Lehrplanübersicht

Warum sollte man den *Sprache und Literatur*-Kurs wählen?

Die folgenden Lernziele sollen im *Sprache und Literatur*-Kurs erreicht werden:

- Entwickeln des Verständnisses für sprachbezogene Problemstellungen, u. a. Sensibilisieren für die Rolle, die Sprache in einer Kultur, in einer Gesellschaft spielt
- Entwickeln des Verständnisses dafür, wie Sprache zur Beeinflussung bis zur Manipulation unserer Einstellungen und Gedanken verwendet werden kann
- Fertigkeitentwicklung der Analyse von Sprache, Stil, Kontext, Zielgruppe, Zweck eines Sachtextes oder einer Kommunikationsform der Massenmedien im Zusammenhang zum Inhalt
- Auseinandersetzung mit literarischen Werken einiger Epochen, Genres, Stile und Inhalte
- Herausbildung der Fähigkeit zur detaillierten Analyse, Interpretation und Erörterung verschiedener Aspekte literarischer Werke
- Entwicklung des schriftlichen und mündlichen Ausdrucksvermögens

Welche Erwartungen sollten Schüler erfüllen, die den Kurs wählen?

- über ein Interesse für die verschiedenen Arten, in denen Sprache um uns herum genutzt wird, verfügen
- ein Interesse am Lesen und Analysieren unterschiedlicher nichtliterarischer und literarischer Texte haben
- über ausgeprägte Schreibfertigkeiten verfügen, v. a. hinsichtlich des Verfassens eines Spektrums an verschiedenen Textsorten in einer angemessenen Weise

Syllabus component	Assessments
Part 1: Language in cultural context Sprache und Geschlecht, Sprache und Macht, Rhetorik, Kommunikation und Kommunikationsmodelle, Spracherwerb und Bilingualismus; Sprachskeptizismus, Soziolekte	Written Task Further Oral Activity Exam Paper 1 (textanalytischer Aufsatz)
Part 2: Language and Mass Communication Formen der Massenkommunikation, Massenmedien (Entwicklung, Funktionen in der Demokratie, Bezug zu Kommunikationsmodellen), Printmedien/ Neue Medien; Werbung; journalistische Textsorten, Untersuchungen zum Sprachgebrauch in den Medien, HL: u. a. Nachrichten-Websites: Informieren, überzeugen, überreden?	Written Task Further Oral Activity Exam Paper 1 (textanalytischer Aufsatz)
Part 3: Literature- Texts and contexts SL: Sophokles „Antigone“ + Friedrich Dürrenmatt „Die Physiker“ HL: Bertolt Brecht „Leben des Galilei“	Written Task Exam Paper 2 (literarische Erörterung)
Part 4: Literature- Critical Study SL: Daniel Kehlmann „Die Vermessung der Welt“ + ein weiterer Roman des 20./ 21. Jahrhunderts HL: Lyrik – Autor noch zu bestimmen	Written Task Individual Oral Commentary (mündliche Interpretation und Gespräch)

Einzelheiten zu den Prüfungen

Baustein	SL	HL	Gewichtung
Paper 1	Textanalyse (90 Minuten)	Vergleichende Textanalyse (120 Minuten)	25 %
Paper 2	Essay – Literarische Erörterung, zu den Texten von Part 3 (90 Minuten)	Essay – Literarische Erörterung, zu den Texten von Part 3 (120 Minuten)	25 %
Written Tasks	Einreichen einer <i>Written Task</i> , entweder für <i>Sprache</i> oder für <i>Literatur</i>	Einreichen von zwei <i>Written Tasks</i> , eine für <i>Sprache</i> und eine für <i>Literatur</i>	20 %
Mündliche Prüfung	Individual oral commentary, zu den Texten von Part 4	Individual oral commentary, zu den Texten von Part 4	15 %
Mündliche Prüfung	Further Oral Activity, zu Part 1 und 2	Further Oral Activity, zu Part 1 und 2	15 %

German B / English B

Why take Language B?

- to focus on and hone language acquisition skills and intercultural understanding
- approach learning language through meaning
- build receptive, productive, and interactive skills in that language

Expectations:

A variety of texts are explored and a range of assessments are given, but there is a strong emphasis on class discussion and debate, and students are expected to participate fully in this. Students will need an open mind and an active curiosity in order to be successful.

Content

The core: (topics are common to both levels, the core is divided into three areas and is a required area of study)

- Communication and media
- Global issues
- Social relationships

The options: (in addition, at both SL and HL, teachers select two from the following five options)

- Cultural diversity
- Customs and traditions
- Leisure
- Health

Literature (HL only): Reading literature will help students to broaden their vocabulary and to use language in a more creative manner, developing fluent reading skills, promoting interpretative and inferential skills, and contributing to intercultural understanding. Students should understand the works in some depth but literary criticism as such is not an objective of the language B course at HL. Students are **required to read two works of literature** originally written in the target language.

Assessment Criteria & Components:

	SL	HL
External Assessment 70%		
Paper 1 <i>receptive skills</i> 25%	1 hour 30 minutes questions on 4 texts (based on core)	1 hour 30 minutes questions on 5 texts (based on core)
Paper 2 <i>written productive skills</i> 25%	1 hour 30 minutes writing exercise of 250–400 words from a choice of five (based on the options)	1 hour 30 minutes 2 compulsory writing exercises (400-650 words): Section A: One task of 250–400 words (based on the options), to be selected from a choice of five Section B: Response of 150–250 words to a stimulus text (based on the core)
Written assignment <i>receptive and written productive skills</i> 20%	Intertextual reading followed by a written exercise of 300–400 words plus a 150-200 word rationale (based on the core)	Creative writing of 500–600 words plus a 150-250 word rationale (based on one of the literary texts read)
Internal Assessment (externally moderated by the IB) 30%		
Individual Oral 20%	8-10 minutes (based on the options) 15 minutes' preparation time 10-minute presentation of a (previously unseen) photograph and discussion with the teacher	8-10 minutes (based on the options) 15 minutes' preparation time 10-minute presentation of a (previously unseen) photograph and discussion with the teacher
Interactive Oral Activity 10%	(based on the core) Three classroom activities assessed by the teacher.	(based on the core) Three classroom activities assessed by the teacher.

German *ab initio* SL

The language *ab initio* course is designed for students with little or no prior experience of the language they wish to study.

Aims of the *ab initio* course:

The language *ab initio* course is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language of German 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.

Topics (Grade 11)

1. **The individual** - The self and others & the home
2. **Food and drink** - Shopping & eating out
3. **Town and services** - Shopping & public services and communication
4. **Leisure and travel** - Hobbies and free time, holidays and traveling & accommodation

Topics (Grade 12)

1. **Health and Emergencies** - Physical health & emergencies
2. **Education and work** - School & future plans
3. **The environment** - Weather, physical geography/the world & environmental concerns

Assessment component	Weighting
External assessment	75%
Paper 1 (1 hour 30 minutes): Receptive skills Four written texts. (40 marks) Text-handling exercises.	30%
Paper 2 (1 hour): Productive skills Two compulsory writing exercises. (25 marks)	25%
Written assignment: Receptive and productive skills A piece of writing, 200–350 words, demonstrating intercultural understanding and written in the target language. (20 marks)	20%
Internal assessment (10 minutes): Interactive skills Individual oral (25 marks) Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course. • Part 1: Presentation of a visual stimulus (from a choice of two) • Part 2: Follow-up questions on the visual stimulus • Part 3: General conversation including at least two questions on the written assignment	25%

French B

Why study French?

French enables students to:

- use the language effectively as a means of practical communication
- gain insights into the life and civilization of the communities where French is spoken
- contribute to the development of positive attitudes and respect towards speakers of other languages
an appreciation of and empathy for other cultures
- gain a sound basis of communicative skills necessary for future study, work and leisure

Expectations of students choosing French

Students choosing French in the Diploma Programme have to have completed for SL phase 3 and for HL phase 4 at the end of grade 10. In the Diploma Programme there is a strong emphasis on the development of receptive, productive and interactive skills and competencies that are. Therefore it's important that students develop a methodical and effective way on how to organize their notes. Furthermore learning vocabulary and grammar regularly is a vital part of their success. It is also important that students are willing to spend time reading and watching DVDs or television in French.

CORE:

- **Les relations sociales:** enfant-parents, amies, la France multiculturelles, le système éducatif français
- **La communication et les média:** internet et les réseaux sociaux, la publicité, la télé-réalité
- **Les problèmes de Monde:** les problèmes économiques, environnementaux et les inégalités: globalisations, pauvreté, racisme et discriminations

OPTIONS (le prof choisit 2 sujets):

- **Les différentes cultures:** l'identité française, stéréotype, l'image des français dans le monde
- **Coutumes et traditions:** les pays francophones et leurs symboles, traditions et identités
- **La santé:** santé et bien-être, les dépendances
- **Les loisirs:** le cinéma français, voyager dans les pays francophones
- **Les sciences et la technologie:** le clonage, les énergies renouvelables, le monde à l'avenir
- **Bien sûr avec toujours de la grammaire dans chaque unité.**
- **HL: Les élèves de HL liront 2 livres français.**

Assessment	Length of paper	Percentage of final grade for HL	Percentage of final grade for SL
Paper 1 –receptive skills	1 hour 30	25%	25%
Paper 2 – written productive skills	1 hour 30	25%	25%
Written Assignment – receptive and written productive skills	SL: 400 words +150 word rational HL: 600 words + 150 word rational	20%	20%
Individual Oral	8 – 10 min	20%	20%
Interactive Oral Activity	3 classroom activities	10%	10%

History

Why study history?

History enables students to:

- Develop their interest in the past and learn about the significance of events, individuals, issues and societies in history;
- Develop an understanding of how the past has been interpreted and represented;
- Learn how and why societies have changed over time;
- Improve their analytical and thinking skills;
- Learn to express their ideas more confidently and effectively.

Expectations of students choosing history

A variety of teaching methods are employed, but there is a strong emphasis on discussion work and students are strongly encouraged to participate fully in this. Independent research and note taking is important in history and you must develop a methodical, effective and reliable approach. It is also important that students are willing to spend time reading around the subjects studied and show initiative in finding out information for themselves. The two main skills assessed in history are essay writing and source analysis. Essay writing is particularly important in HL history. This means you will have to learn a large number of historical details and use them as evidence to support your arguments.

Content

- **The move to global war:** the first case study is Japanese expansion in East Asia 1931-41 and the second case study is German and Italian expansion 1933-40.
- **Causes and effects of twentieth century wars:** case studies include World War I, World War II, Chinese Civil War and the Spanish Civil War.
- **Authoritarian states:** case studies may include Germany under National Socialism, Maoist China, the USSR under Stalin and Pol Pot's Cambodia.

HL students only - regional option - History of Europe: three topics are focused on, depending on students' preference)

- Imperial Russia, revolution and the establishment of the Soviet Union 1853-1924
- Europe and the First World War 1871-1918
- European states in the inter-war years 1918-39
- Versailles to Berlin: Diplomacy in Europe (1919-45)

SL & HL students - Historical Investigation: a 2,200 word project on a subject of the student's choice.

Assessment	Length of paper	Percentage of final grade for HL	Percentage of final grade for SL
Paper 1 - The move to global war - document paper (24 marks).	1 hour	20%	30%
Paper 2 - essay paper based on the 20 th century world history topics (30 marks).	1.5 hours	25%	45%
Paper 3 (HL Only) - an essay paper based on the regional option Europe (45 marks).	2.5 hours	35%	
Historical Investigation – an investigation on any topic the student chooses. Maximum 2,200 words.		20%	25%

Geography

Why study geography?

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. Geography enables students to:

- Identify trends and patterns in these interactions and examines the processes behind them
- Investigate the way that people adapt and respond to change and evaluates management strategies associated with such change
- Describe and explain the similarities and differences between spaces and places
- Develop an understanding of the interrelationships between people, places, spaces and the environment

Expectations of students choosing geography

A variety of teaching methods are employed, but there is a strong emphasis on discussion work and students are strongly encouraged to participate fully in this. Note taking is important in geography and you must develop a methodical, effective and reliable approach. It is also important that students are willing to spend time reading around the subjects studied and show initiative in finding out information for themselves. The two main skills assessed in geography are essay writing and graph/map analysis.

Essay writing is particularly important in HL geography. This means you will have to learn a large number of geographical details and use them as evidence to support your arguments.

Content

- **Populations in transition**
- **Disparities in wealth and development**
- **Patterns in environmental quality and sustainability**
- **Patterns in resource consumption**
- **Freshwater—issues and conflicts**
- **Urban Environments**

HL students only:

- **Hazards and disasters: risk assessment and response**
- **Global Interactions**
The HL extension theme focuses on the global interactions, flows and exchanges arising from the disparities that exist between places.
- **Internal Assessment Fieldwork:** a 2500 word project on either river management or urban renewal.

Assessment	Length of paper	Percentage of final grade for HL	Percentage of final grade for SL
Paper 1 - Syllabus content: Core theme questions that are common to both SL and HL assessment.	90 minutes	25%	40%
Paper 2 - Two themes for SL and three for HL, each selected from a different theme. For each theme there is a choice of two questions.	2 hours	35%	35%
Paper 3 - an essay paper based on the HL Globalization extension, students answer one of three essay questions.	1 hour	20%	NA
Internal Assessment Fieldwork: This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Written report (2,500 words) based on fieldwork.	20 Hours	20%	25%

Business Management (Possible Subject Offering)

Why study business management?

Have you ever wondered what it takes to be a successful businessman or businesswoman? Or maybe you are keen to discover how Facebook, Apple, Google and other big players make their money? Business management offers a great possibility of gaining knowledge and understanding of the contemporary business theories, but also enables you to unfold some of the issues burning the modern world of business. It is also important to remember that the business management course prepares you for a career in business, which may stretch across any sector or industry. It also helps you to be more competitive when looking for a place at a university or an internship. During the course you will work on your Curriculum Vitae (CV) structure and practice job interviews.

What is the content of the subject?

Business Management is a rigorous, challenging and dynamic discipline. We discover the world of business psychology (motivation), operations (production), money (finance and accounting) and marketing (the art of selling).

Expectations of students choosing Business Management

The expectations are high and you would have to work hard in the class and at home to develop ability to think critically, make ethically sound and well-informed decisions, think strategically, undertake long-term planning and investigate problems.

Business Organization & environment		Human Resource Management	
Types of organizations Organizational objectives Stakeholders External environment Growth and evolution		Evolution of human resource management Organizational structure Leadership and management Motivation	
Finance and Accounts		Marketing	
Sources of finance Costs and revenues Break-even analysis Cash flow	Profitability & liquidity ratio analysis Investment Budgets	The role of marketing Sales forecasting Market research The four Ps (product, price, promotion, place) International E-commerce	
Operations Management		Internal Assessment	
Production methods Location Production planning Research and development Crisis management		The SL IA is a written commentary that let's you apply business management tools, techniques and theories to a business issue or problem.	The HL IA is a research project that applies your skills and knowledge to business issues or decision-making.

Assessment	Timing & Length of Paper		Percentage of final grade	
	SL	HL	SL	HL
Paper 1 – Based on a case study issued in advance.	1h 15	2h 15	35%	35%
Paper 2 – Based on stimulus material.	1h 45	2h 15	40%	40%
Internal assessment	1500 words	2000 words	25%	25%

Economics (Possible Subject Offering)

Why Study economics?

Economics enables students to:

- have an understanding and knowledge of economic concepts and theories
- apply economic theory to a range of circumstances and a variety of situations
- analyse information through the use of economic concepts and theories
- evaluate concepts and theories from different economic perspectives

The study of economics is essentially about the concept of scarcity and the problem of resource allocation. Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements and relate to many other fields of study.

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

Content

- Microeconomics
- Macroeconomics
- International Economics
- Development Economics

Expectations of students choosing economics

The expectations are high and you would have to work hard in the class and at home to develop ability to think critically, make ethically sound and well-informed decisions, think strategically, undertake long-term planning and investigate problems. Mathematics and the application of concepts form a central part of the economics course.

Assessment	Length of paper	Percentage of final grade for HL	Percentage of final grade for SL
Paper 1 – Extended response paper based on microeconomics and macroeconomics.	1.5 hours	30%	40%
Paper 2 – Data response paper based on international and development economics	1.5 hours	30%	40%
Paper 3 (HL Only) – extended response paper on HL topics	1 hour	20%	
Internal Assessment – portfolio of three commentaries based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3 (45 marks)		20%	20%

Biology

Aims

- provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
- provide a body of knowledge, methods and techniques that characterize science and technology
- enable students to 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
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- develop and apply the students' information and communication technology skills in the study of science
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with science and scientists
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method

Expectations of students

Students should be able to achieve the following objectives.

- Demonstrate an understanding of:
 - scientific facts and concepts
 - scientific methods and techniques
 - scientific terminology
 - methods of presenting scientific information.
- Apply and use:
 - scientific facts and concepts
 - scientific methods and techniques
 - scientific terminology to communicate effectively
 - appropriate methods to present scientific information.
- Construct, analyse and evaluate:
 - hypotheses, research questions and predictions
 - scientific methods and techniques
 - scientific explanations.
- Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
- Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

Content

CORE	AHL	OPTION
1: Cell Biology	7: Nucleic Acids	A: Neurobiology & Behaviour* *Subject to change
2: Molecular Biology	8: Metabolism, Cell Respiration and Photosynthesis	
3: Genetics	9: Plant Biology	
4: Ecology	10: Genetics and Evolution	
5: Evolution and Biodiversity	11: Animal Physiology	
6: Human Physiology		

Assessment

Assessment	Time duration of paper (hours)		Percentage of final grade	
	SL	HL	SL	HL
Paper 1 – MULTIPLE CHOICE QUESTIONS	¾	1	20%	20%
Paper 2 – STRUCTURED QUESTIONS	1 ¼	2 ¼	40%	36%
Paper 3 – OPTION AND REQUIRED PRACTICALS	1	1 ¼	20%	24%
INTERNAL ASSESSMENT			20%	20%

Chemistry

Aims

- provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
- provide a body of knowledge, methods and techniques that characterize science and technology
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyze, evaluate and synthesize scientific information
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- develop and apply the students' information and communication technology skills in the study of chemistry
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with science and scientists
- encourage an understanding of the relationships between scientific disciplines and the overarching Nature of Science

Expectations of students

Students should be able to achieve the following objectives.

- Demonstrate an understanding of:
 - scientific facts and concepts
 - scientific methods and techniques
 - scientific terminology
 - methods of presenting scientific information.
- Apply and use:
 - scientific facts and concepts
 - scientific methods and techniques
 - scientific terminology to communicate effectively
 - appropriate methods to present scientific information.
- Construct, analyze and evaluate:
 - hypotheses, research questions and predictions
 - scientific methods and techniques
 - scientific explanations.
- Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
- Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety, involving the safe and appropriate use and disposal of chemicals.
- Reflect and contribute to discussions on the international-mindedness of Chemistry and issues of Global relevance related to chemistry

Content

CORE	AHL	OPTIONS
1: Quantitative Chemistry		Students will select one from the following list: 15 Hrs. @SL 25 Hrs. @HL Materials Chemistry Biochemistry Energy Medicinal Chemistry
2: Atomic Structure	12: Atomic Structure	
3: Periodicity	13: Periodicity	
4: Bonding	14: Bonding	
5: Energetics	15: Energetics	
6: Kinetics	16: Kinetics	
7: Equilibrium	17: Equilibrium	
8: Acids & Bases	18: Acids & Bases	
9: Oxidation & Reduction	19: Oxidation & Reduction	
10: Organic Chemistry	20: Organic Chemistry	
11: Measurement & Data Processing		

Assessment	Time duration of paper (hours)		Percentage of final grade	
	SL	HL	HL	SL
Paper 1 – MULTIPLE CHOICE QUESTIONS	$\frac{3}{4}$	1	20%	20%
Paper 2 – STRUCTURED QUESTIONS	1 $\frac{1}{4}$	2 $\frac{1}{4}$	36%	40%
Paper 3 - OPTIONS	1	1 $\frac{1}{4}$	24%	20%
INTERNAL ASSESSMENT & Gr. 4 PROJECT			20%	20%
Instructional Hours	150	240		

Students will be expected to conduct, participate in and design a selection of required labs that supplement the instructional content and which can also form part of the exam evaluation. Students will also design, conduct, analyse and write-up an individual investigation of their choice for moderation as part of their required “Individual investigation for their internal assessment component.”

Physics

Aims

- Provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students.
- Provide a body of knowledge, methods and techniques that characterize science and technology, which the students can apply and use.
- Engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities.
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology. Develop an appreciation of the limitations associated with science and scientists

Expectations of students

Students should be able to achieve the following objectives.

- Demonstrate an understanding of, to be able to apply and use:
 - scientific facts and concepts
 - scientific methods and techniques
 - scientific terminology to communicate effectively.
 - appropriate methods of presenting scientific information.
- Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
- Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

Content

CORE	AHL	OPTIONS
1: Measurements and uncertainties	9: Wave phenomena	Imaging
2: Mechanics	10: Fields	
3: Thermal Physics	11: Electromagnetic Induction	
4: Waves	12: Quantum and Nuclear physics	
5: Electricity and Magnetism		
6: Circular Motion and Gravitation		
7: Atomic, Nuclear and Particle Physics		
8: Energy production		

Assessment

	Time duration of paper (hours)		Percentage of final grade	
	HL	SL	HL	SL
Paper 1 – MULTIPLE CHOICE QUESTIONS	¾	1	20%	20%
Paper 2 – STRUCTURED QUESTIONS	1 ¼	2 ¼	36%	40%
Paper 3 - OPTIONS	1	1 ¼	24%	20%
INTERNAL ASSESSMENT	10		20%	20%

Mathematics

Mathematics HL

This is a challenging course that caters for students with a very good background in mathematics who are competent in a range of analytical and technical skills. **The majority of these students will be expecting to include mathematics as a major component of their university studies**, either as a subject in its own right or within courses such as physics, engineering and technology.

Mathematics SL

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

Mathematics Studies SL

Mathematics Studies caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

Note: In order to receive a *Hochschulzugangsberechtigung* for a German university, you will need either Mathematics SL or Mathematics HL.

Objectives of all Diploma Mathematics courses

You are expected to know and use mathematical concepts and principles. In particular, you must be able to:

- read, interpret and solve a given problem using appropriate mathematical terms
- organize and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- recognize and demonstrate an understanding of the practical applications of mathematics
- use appropriate technological devices as mathematical tools
- demonstrate an understanding of and the appropriate use of mathematical modeling.

Assessment

	Length of paper		Percentage of final grade	
	SL and Studies	HL	SL and Studies	HL
Paper 1	1.5 hrs	2 hrs	40%	30%
Paper 2	1.5 hrs	2 hrs	40%	30%
Paper 3	NA	1 hr	NA	20%
Internal Assessment	Min 20 hrs		20%	20%

	Studies	SL	HL
Grade 11	<ul style="list-style-type: none"> - Intro to the Graphics Display Calculator - Number and Algebra - Sets, Logic and Probability - Functions - Statistics - Start Exploration Task 	<ul style="list-style-type: none"> - Sequences and Series - The binomial theorem - Exponents and Logarithms - Functions & Equations - Circular Functions & Trigonometry - Calculus Part 1 - Statistics & Prob. Part 1 - Start <i>Exploration Task</i> 	<ul style="list-style-type: none"> - Sequences and Series, the binomial theorem and prove by induction - Statistics and Probability - Exponents and Logarithms - Functions, Equations and inequalities - Trigonometry - Differential Calculus
Grade 12	<ul style="list-style-type: none"> - Geometry and Trigonometry - Differential Calculus - Completion of the Mathematics Project - Financial Mathematics - Final Exam Revision 	<ul style="list-style-type: none"> - Calculus Part 2 - Vectors - Statistics & Prob. Part 2 - Final exam revision 	<ul style="list-style-type: none"> - Integral Calculus - <i>Start Exploration task</i> - Vectors and systems of equations - Complex Numbers - Probability Distributions - OPTION: Statistics and Probability - Revision for final exams

Resources

- Graphic Display Calculator: **Casio** CFX-9850G Plus is recommended
- Textbook: Oxford Mathematics Standard Level, Higher Level or Studies

Theatre Arts

Why Theatre Arts?

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Expectations of Theatre Arts students

Theatre Arts student will be expected to:

- Explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
- understand and engage in the processes of transforming ideas into action (theatre processes)
- develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)

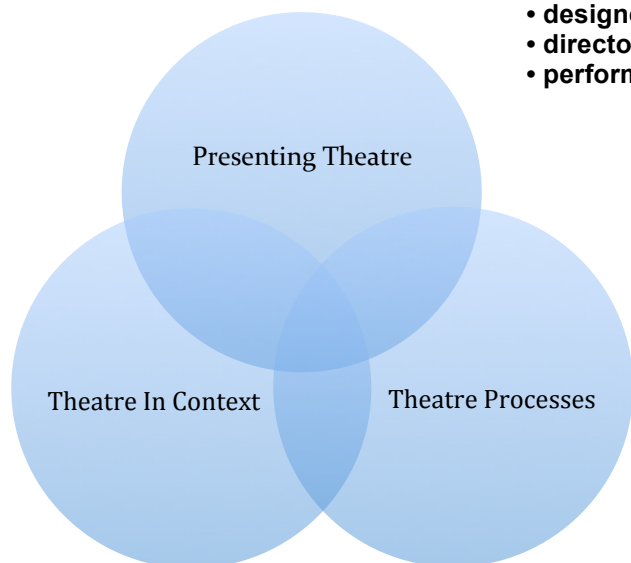
For HL only:

- understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).

Core Syllabus Areas:

Students are required to approach these areas from the perspectives of each of the following specialist theatre roles:

- **creator**
- **designer**
- **director**
- **performer**



Assessments:

Task	Description	Ext/Int?	HL	SL
Task #1 HL ONLY	<p>Solo theatre piece: Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory. Each student submits for assessment:</p> <ul style="list-style-type: none"> • a report (3,000 words maximum) • a continuous unedited video recording of the whole solo theatre piece (4–8 minutes) • a list of all primary and secondary sources cited 	EXT	35%	
Task #2 SL/HL	<p>Director’s notebook: Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. Each student submits for assessment:</p> <ul style="list-style-type: none"> • a director’s notebook (20 pages maximum) which includes the student’s presentation of their final directorial intentions and the intended impact of these on an audience • a list of all sources cited 	EXT	20%	35%
Task #3 SL/HL	<p>Research presentation: Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. Each student submits for assessment:</p> <ul style="list-style-type: none"> • a continuous, unedited video recording of the live presentation (15 minutes maximum) • a list of all sources cited and any additional resources used by the student during the presentation which are not clearly seen within the video recording. 	EXT	20%	30%
Task #4 SL/HL	<p>Collaborative theatre project: Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice. Each student submits for assessment:</p> <ul style="list-style-type: none"> • a process portfolio (15 pages maximum) • a video recording (4 minutes maximum) evidencing the student’s contribution to the presentation of the collaboratively created piece. The selected footage must be chosen by the student and must demonstrate specific artistic choices made by the student • a list of all sources cited. 	INT	25%	30%

Visual Arts

Why Visual Arts?

Visual Arts is a subject that focuses on relating to the physical world and making connections with the interior world of the imagination. Our contemporary world makes visual demands on everyone that are more complicated and sophisticated than ever before, whether it be in electronic media, popular periodicals, advertising on the street, or in the specialized world of art itself. By a critical examination of this world, the study of visual arts uses the making of art as well as the analysis and criticism of the art of the past and present to better understand our present reality.

Expectations of a Visual Arts Student

Students will be expected to:

- Explore a variety of media such as painting, drawing, sculpture, printmaking, photography and video.
- Do research and experimentation with various types of materials.
- Research chosen contemporary and historical artists to analyze their styles and their art making practices.
- Create significant works of art which show the understanding they have gained both from their research and experimentation as well as by observing the world in which they live.

Core Syllabus Areas

Students are expected to keep a developmental workbook in which they record all research and investigations which they conduct, and work they make for class. This record must be both visual (photos, reproductions, drawings, collages) and written. The workbook should be chronological and show each stage of the development of the student's work and the knowledge gained over two years. Students are expected to regularly complete resolved works which show what they have learned and how their skills develop over the two-year course.

Assessments

Assessments are of three types:

1. Workbook assessment (visual and written aspects, and how they relate to each other).
2. Finished art works (showing understanding of formal elements, degree of technical skill and the relation between intent and research).
3. A combined assessment showing a finished artwork and the relationship between it and supporting workbook content.

Assessments will occur every five weeks in one of above categories.

The final assessment for the two year course will be the examination and diploma exhibition. For the exhibition, Standard Level students are expected to exhibit between 9 and 18 finished works. Higher Level students are expected to exhibit between 13 and 25 finished works. This assessment will be marked by both the course teacher as well as examiners in the IB administration.

Computer Science

Why study computer science?

- Opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
- Knowledge, methods and techniques that characterize computer science
- Apply and use a body of knowledge, methods and techniques that characterize computer science
- Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
- Awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
- Develop logical and critical thinking as well as experimental, investigative and problem-solving skills
- Develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- Develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Expectations of students choosing computer science

Diploma Programme computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the computer science course emphasizes the need for both a theoretical and practical approach.

Content

Core syllabus content	SL	HL
SL/HL core The topics that must be studied, including some practical work, are: <ul style="list-style-type: none"> • Topic 1: System fundamentals (20 hours) • Topic 2: Computer organization (6 hours) • Topic 3: Networks (9 hours) • Topic 4: Computational thinking, problem-solving and programming (45 hours) 	80	80
HL extension The topics that must be studied, including some practical work, are: <ul style="list-style-type: none"> • Topic 5: Abstract data structures (23 hours) • Topic 6: Resource management (8 hours) • Topic 7: Control (14 hours) 	---	45
Case study Additional subject content introduced by the annually issued case study	---	30
Option (Web science) Students will be expected to have completed practical activities linked to developing different types of web pages and be able to evaluate when a particular type of web page is most appropriate.		
SL/HL core	30	30
HL extension	---	15
Internal assessment		
Solution	30	30

Assessment	Length of paper	Percentage of final grade for HL	Percentage of final grade for SL
Paper 1 - is an examination paper consisting of two compulsory sections .	2 hours 10 min	40%	45%
Paper 2 - is an examination paper linked to the option studied. The paper consists of between two and five compulsory questions.	1 hour	20%	25%
Paper 3 - is an examination paper of 1 hour consisting of four compulsory questions based on a pre-seen case study.	1.5 hours	20%	
<p>Internal Assessment - This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Solution The development of a computational solution. • Supporting documentation (word limit 2,000 words).</p>		20%	30%