

International School of Paris

# DP Curriculum Guide 2022-23



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## The International Baccalaureate Diploma Programme

### IB Mission Statement

“The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. [Our] programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

The IB Diploma Programme (IB DP) at ISP is purpose built for our high school students. It allows them to use big ideas and real world contexts to develop the skills, knowledge and attitudes that are vital for future success in both academic programmes and as global citizens.

To meet the needs of our international community, ISP DP provides a balanced education, which facilitates geographic and cultural mobility and promotes the concepts of responsibility and international understanding.

### General Information about the International Baccalaureate Diploma Programme



The International Baccalaureate Diploma Programme (IB DP) was established in Geneva in 1968 to provide an international, and internationally recognised, university-entrance qualification for students studying outside of their home country. The IB’s goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices and respect others in the global community. The IB Programme equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the centre of the curriculum model (below).

Today the IB DP has expanded so that more than half the students opting for it come from state or national systems rather than from international schools. As the IB DP has grown, so too has its reputation for excellence; the IB DP is now recognised in almost every country in the world as a one of the pre-eminent pre-university qualifications.

## The International Baccalaureate Learner Profile

### 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:**

|  |   |
|--|---|
| <p><b>INQUIRERS</b><br/>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.</p> <p><b>KNOWLEDGEABLE</b><br/>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.</p> <p><b>THINKERS</b><br/>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b><br/>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.</p> <p><b>PRINCIPLED</b><br/>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.</p> | <p><b>OPEN-MINDED</b><br/>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.</p> <p><b>CARING</b><br/>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.</p> <p><b>RISK-TAKERS</b><br/>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.</p> <p><b>BALANCED</b><br/>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.</p> <p><b>REFLECTIVE</b><br/>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.</p> |
|--|---|

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

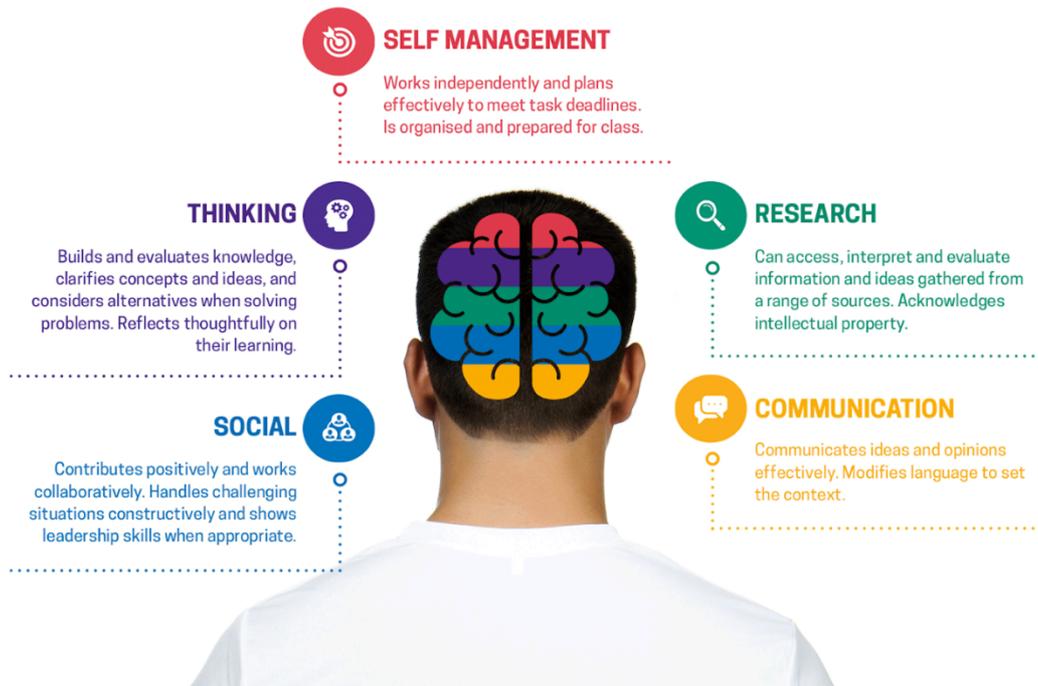
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The IB learner profile are ten personal attributes valued by IB World Schools. We believe these attributes help our students become responsible members of local, national and global communities. The learner profile is what enables ISP to reach its mission, Educating *for* Complexity. The attributes of the learner profile permeate teaching and learning and provide a framework for our values.

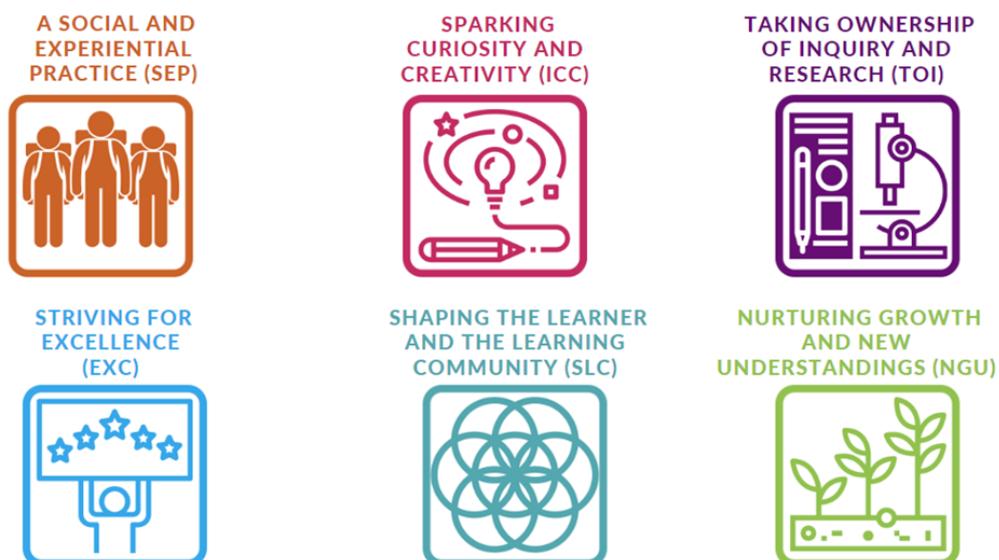
## Approaches to Learning (ATLs)

It is widely known that the development of transdisciplinary skills is just as important as learning in specific subjects. The transdisciplinary skills that empower students to be successful in school, education and beyond, are known as Approaches to Learning (ATLs). There are five broad categories of skills, which can be broken down into ten more specific categories of ATL skills. Throughout the DP, students will learn and practice different strategies for developing these skills.



## ISP's High Quality Learning Definition

High-quality learning is a social and experiential practice. It sparks students' curiosity and stimulates their natural creativity. It inspires them to strive for excellence, and to take ownership of their own inquiry and research. It shapes the learner and the learning community, nurturing growth and new understanding.



## Programme of Study

The IB Diploma Programme (DP) at ISP builds on our IB Middle Years Programme (IB MYP), a broad yet demanding course of study in Grades 6-10 and our IB Primary Years Programme (IB PYP) from Early Learners to Grade 5. The DP is a two-year international curriculum, Grades 11 and 12, that allows students to fulfil the requirements for university entrance of their national or state education systems. Internationally mobile students are able to transfer into the IB Diploma Programme from other IB World Schools, as well as from other school systems.

## Entry Requirements

To be eligible for the IB Diploma Programme, ISP students should have successfully completed the IB Middle Years Programme, which includes Personal Project and ISP's service requirements. In order to ensure access to an IB Diploma Higher Level course, a student must have studied the subject in Grade 10 and gained at least an end-of-year level 5 or equivalent. In order to ensure access to an IB Diploma standard level course, a student must have gained at least an end-of-year MYP level 4 (or equivalent) in the last year that he/she studied the subject. Please note that if a subject is not offered in Grade 9 and 10, such as Economics, a student should have gained a suitable grade in another subject from the same group.

External applicants are assessed individually. There are no universal, formal entry requirements; however, in order to have access to instruction and to the course materials, it is a pre-requisite that a student has competent English skills — speaking, listening, reading and writing. If a student does not have sufficient English skills, then we may require that that he/she take a summer English language course before enrolling in the DP.

## Course Selection

All the courses at DP are IB courses that last 2 years. Students should start the process of choosing their personal programme by consulting the list of subjects offered by ISP. When making course selections, students should also consider their future education and career plans and their personal strengths in individual subjects. Students should become familiar with the specific requirements of the universities in the countries to which they intend to apply as different universities in different countries have different entrance requirements. It is very important that students are aware that specific subjects or combinations of subjects could be required (or excluded) by the country or university of choice. Information about universities around the world is available from ISP's university counsellors.

It is strongly recommended that students spend as much time as possible discussing their options with as many people as possible, including parents and teachers. Decisions made at this stage in a student's education could affect the rest of their lives, so it is vital that choices are made only after full research and consultation.

To be eligible for the IB Diploma, each student is required to follow six IB courses, with one subject taken from each group in the curriculum model:

- Group 1: Language A (literature and/or language and literature)
- Group 2: Language B (language acquisition) or possibly second Language A
- Group 3: Individuals and Societies
- Group 4: Experimental Sciences
- Group 5: Mathematics
- Group 6: Arts OR one subject from groups 1-4

Further, all IB Diploma students must choose:

- three courses at higher level (HL); and,
- three courses at standard level (SL).

In addition, all IB Diploma students must complete:

- a course in the Theory of Knowledge (TOK);
- a 4,000-word Extended Essay in a subject of their choice; and,
- the Creativity, Activity, Service (CAS) programme.

## Grading

All IB courses, HL and SL, are graded on the IB 7-point scale:

| Grade | Descriptor   |
|-------|--|
| 7     | Consistent and thorough understanding of the required knowledge and skills and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality. |
| 6     | Consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.   |
| 5     | Thorough understanding of the required knowledge and skills and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.   |
| 4     | General understanding of the required knowledge and skills and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.  |
| 3     | Limited achievement against most of the objectives or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.  |
| 2     | Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.  |
| 1     | Minimal achievement in terms of the objectives.  |

## Graduation

### ISP High School Diploma

If a student fulfils the graduation requirements set out by the school (see below), they will be awarded an ISP High School Diploma. This is the equivalent of an American High School Diploma, but may also have equivalency in other countries. The conditions for the award of the ISP High School Diploma are determined by the school and are not contingent on any external examinations.

The requirements for the ISP High School Diploma are as follows:

- participation in six courses during grades 11 and 12 (other than TOK);
- an average score of 18 points across all six courses over the two years;
- satisfactory participation in the Service component of CAS (equivalent number of reflections) to those required for IB Diploma candidates (note: Creativity and Activity are optional); and,
- minimum 90% attendance in each course over the two years.

### ISP High School Honours Diploma

The requirements for the ISP High School Honours Diploma are as follows:

- participation in six courses, each from a different subject group, during grades 11 and 12 (other than TOK);
- an average score of 21 points across all six courses over the two years;
- no score lower than a 2 in any course in grade 12;
- satisfactory participation in the Service component of CAS (equivalent number of reflections) to those required for IB Diploma candidates (note: Creativity and Activity are optional); and,
- minimum 90% attendance in each course over the two years.

### IB Course Certificates

The majority of our students will take examinations validated by the International Baccalaureate. There are many subjects available at ISP; we offer an unusually generous and wide variety of courses. An IB Course Certificate will be awarded externally, by the IB, for any IB examination taken. IB Course Certificates are typically used in conjunction with an ISP High School Diploma to earn advanced standing credit and are often a requirement in addition to the High School Diploma for university applications. University Counsellors will help with identifying courses and their requirements. The award of IB Course Certificates is independent of the ISP High School Diploma.

## IB Diploma

A student will be eligible for the award of the IB Diploma if they meet the criteria outlined by the IB (below). This will include taking external examinations, plus completing the core requirements: Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). The award of the IB Diploma is independent of the ISP High School Diploma.

Each year, the large majority of our students take the IB Diploma, and the pass rate at ISP has been significantly higher than the average rate worldwide. However, students are not obliged to take the IB Diploma. Some students may feel that their needs are not best met by the IB Diploma, and may choose to organise their programme in a different way. It may be that the IB Diploma is not required either by a student's university of choice or in the country where the student would like to study. A student may choose fewer than three higher level subjects, or all six subjects at standard level, or even select a combination of subjects that does not meet the requirements for the IB Diploma.

To be a successful IB Diploma student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record and to complete work on time and to an appropriate standard. In all courses, students must complete mandatory coursework assignments; typically, this coursework amounts to 25% of the final grade for each course, although in some cases it may be higher or lower. The key to doing this work to an acceptable standard is organisation, and the importance of keeping to internal deadlines cannot be stressed enough.

There is a maximum of seven points available for each of the six subject courses; in addition, there are three points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at higher level. In general, in order to receive the IB Diploma, a student will have to score at least a 4 in each subject, or 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

The IB Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met:

- numeric grades have been awarded in all six subjects registered for the IB Diploma;
- all CAS requirements have been met;
- grades A (highest) to D (lowest without failing) have been awarded for both Theory of Knowledge and an Extended Essay;
- there is no grade 1 in any subject;
- there are no more than two grade 2s (higher or standard level);
- overall, there are no more than three grades of 3 or below (higher or standard level);
- at least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level);
- at least nine points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least six points at standard level); and,
- the final award committee has not judged the candidate to be guilty of malpractice.

## Promotion from Grade 11 to Grade 12

To be promoted from Grade 11 to Grade 12 at the end of the first year of the IB Diploma Programme, a student must meet the requirements of the ISP High School Diploma; this includes meeting the required attendance in each course.

## University Entrance

The IB Diploma is a rigorous and demanding programme that provides students with a first-class preparation for their future after ISP. Students follow a course of study with a global reputation for academic excellence, and universities throughout the world recognise the IB Diploma as an entrance qualification to higher education degree courses. In some countries, such as the United States and Canada, the IB Diploma qualifies students for advanced placement or academic credits; furthermore, students with the IB Diploma are accepted at a higher rate at selective US universities than those with other qualifications. In general, European universities prefer the IB Diploma for entrance over IB certificates or the High School Diploma. Universities may require standardised tests (SAT, ACT), if a student only has the High School Diploma or the High School Diploma with IB certificates.

ISP has a strong record in placing its graduates in universities around the world. We employ four counsellors: one for English-speaking universities (North America and the UK), one for European universities, one for Korean universities and one for Japanese universities.

## The Core IB Curriculum

### Theory of Knowledge (TOK)

Theory of Knowledge is a course focused on the question, “How do we know?” Students are taught to seek out knowledge through critical thinking and analysis of real world situations. By the end of the course, students should be proficient in formulating arguments and analysing knowledge claims. The central features of the Theory of Knowledge course in grade 11 are 30 exhibition prompts which guide students’ thinking, while 6 essay questions play a similar role in grade 12.

#### Assessment

Students are officially assessed for their IB Diploma, based solely on two pieces of work:

- Grade 12: The TOK essay on a prescribed title (1,200–1,600 words) – this is supervised by a teacher in the school, and then graded externally by an IB examiner.
- Grade 11: The TOK Exhibition and written rationale – this is supervised and assessed by a teacher in the school. The final grade is then sent to the IB.

The final TOK grade and the final Extended Essay grade are entered into the Diploma points matrix (see below) to award a possible maximum of 3 extra points, which are added to a student’s Diploma score. Candidates not submitting satisfactory work (level E) for either task will fail the Diploma.

For more information, please see the TOK Student Handbook on ManageBac.

### The Extended Essay

The Extended Essay is an in-depth study of a specific topic within a subject. Its purpose is to provide a student with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner and on the overall presentation of the Extended Essay in compliance with IB guidelines. Students are required to devote 40+ hours to the essay over the course of twelve months. The Extended Essay is limited to 4,000 words and should include an introduction, a development methodology, a conclusion, a bibliography and any necessary appendices.

#### Subject choice

In choosing a subject, an essential consideration should be the personal interests of the student. The subject should offer the opportunity for in-depth research but should also be limited in scope. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. Extended Essays submitted in Language B or Language A must be written in that language. All other essays must be in English.

## Assessment

The Extended Essay is externally examined. Marks are awarded against a set of published criteria. The final Extended Essay grade and the final TOK grade are entered into the Diploma points matrix (see below) to award a possible maximum of three extra points, which are added to a student's Diploma score. Candidates not submitting satisfactory work (level E) will fail the Diploma.

For more information, please see the Extended Essay Student Handbook on ManageBac.

## The Diploma Points Matrix

| TOK / EE | A                 | B | C | D | E                 |
|----------|-------------------|---|---|---|-------------------|
| A        | 3                 | 3 | 2 | 2 | Failing Condition |
| B        | 3                 | 2 | 2 | 1 |                   |
| C        | 2                 | 2 | 1 | 0 |                   |
| D        | 2                 | 1 | 0 | 0 |                   |
| E        | Failing Condition |   |   |   |                   |

## The Creativity, Activity, Service (CAS) Programme

The three elements of the Diploma Programme core (TOK, CAS and the Extended Essay) were introduced by the original curriculum designers of the Diploma Programme as a way to educate the whole person.

CAS experiences are an important source of personal knowledge, providing students with the opportunity to gain awareness of the world in a range of diverse and challenging situations. Shared knowledge extends the idea from how individuals construct knowledge to how communities construct knowledge. In CAS, students might draw on TOK discussions that deepen understanding of different communities and cultures. In both CAS and TOK, students reflect on beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives.

In the CAS programme, students must:

- engage in critical reflection, analyse their own thinking, effort and performance;
- learn how to set challenging goals and develop the commitment and perseverance to achieve them;
- develop self-awareness and a sense of identity;
- consider a CAS project that fosters international-mindedness – reflects an issue of global significance, but is explored from a local perspective;
- develop individual and shared responsibility, and effective teamwork and collaboration;
- demonstrate attributes of the IB learner profile in real and practical ways;
- develop skills, attitudes and dispositions through a variety of individual and group experiences;
- allocate sufficient time to the CAS programme (weekly basis, 18-month journey); and,

- reflect on CAS experiences and provide evidence in CAS portfolios of achieving the 7 learning outcomes.

CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. A meaningful CAS programme is a journey of discovery of self and others. Each individual student has a different starting point and different needs and goals.

For more information, please see the CAS Student Handbook on ManageBac.

## Group 1: Languages A

### Language A: Language and Literature (HL and SL)

The language A: Language and Literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication – reflecting experience and shaping the world – and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The main objectives in this course are for students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures;
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing;
- develop skills in interpretation, analysis and evaluation; and,
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings.

| Type of assessment               | Format of assessment  | Time (hours) |      | Weighting of final grade (%) |    |
|----------------------------------|---|--------------|------|------------------------------|----|
|                                  |   | SL           | HL   | SL                           | HL |
| <b>External</b>                  |   |              |      |                              |    |
| Paper 1: Guided textual analysis | Guided analysis of unseen non-literary passage/passages from different text types.  | 1.25         | 2.25 | 35                           | 35 |
| Paper 2: Comparative essay       | Comparative essay based on two literary works written in response to a choice of one out of four questions.                               | 1.75         | 1.75 | 35                           | 25 |
| HL essay                         | Written coursework component: 1,200–1,500 word essay on one literary work or a non-literary body of work studied.                         |              |      |                              | 20 |
| <b>Internal</b>                  |   |              |      |                              |    |
| Individual oral                  | Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue. |              |      | 30                           | 20 |

## Language A: Literature (HL and SL)

The Language A: Literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature — the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The main objectives in this course are for students to:

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

| Type of assessment                | Format of assessment  | Time (hours) |      | Weighting of final grade (%) |    |
|-----------------------------------|---|--------------|------|------------------------------|----|
|                                   |   | SL           | HL   | SL                           | HL |
| <b>External</b>                   |   |              |      |                              |    |
| Paper 1: Guided literary analysis | Guided analysis of unseen literary passage/passages from different text types.  | 1.25         | 2.25 | 35                           | 35 |
| Paper 2: Comparative essay        | Comparative essay based on two literary works written in response to a choice of one out of four questions.   | 1.75         | 1.75 | 35                           | 25 |
| HL essay                          | Written coursework component: 1,200–1,500 word essay on one work studied.   |              |      |                              | 20 |
| <b>Internal</b>                   |   |              |      |                              |    |
| Individual oral                   | Prepared oral response on the way that one work originally written in the language studied and one work studied in translation have approached a common global issue. |              |      | 30                           | 20 |

## Group 2: Languages B

### Language B: Language Acquisition (HL and SL)

Language B is designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. Offered at SL only, Language ab initio is a language acquisition course designed for students with no previous experience in – or very little exposure to – the target language. Both Language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between Language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate.

The main objectives in this course are for students to:

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

| Language B SL and HL assessment outline |  | Weighting |
|---|--|-----------|
| External<br>75%                         | <b>Paper 1</b> (productive skills)<br>One writing task from a choice of three    | 25%       |
|   | Writing—30 marks   |           |
|   | <b>Paper 2</b> (receptive skills)<br>Separate sections for listening and reading |           |
|   | Listening—25 marks   | 25%       |
|   | Reading—40 marks   | 25%       |
| Internal<br>25%                         | <b>Individual oral assessment</b><br>30 marks                                    | 25%       |

### Language ab initio (SL)

Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. While the themes are common to both Language ab initio and Language B, the Language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

## Group 3: Individuals and Societies

### Economics (HL and SL)

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic wellbeing, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

The main objectives in this course are for students to:

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy;
- apply economic theories, models, ideas and tools, and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies; and,
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

#### Economics HL

| Type of assessment | Format of assessment  | Time               | Weighting of final grade (%) |
|--------------------|---|--------------------|------------------------------|
| External           |   | 4 hours<br>45 mins | 80                           |
| Paper 1            | Extended response paper based on all units of the syllabus  | 1 hour<br>15 mins  | 20                           |
| Paper 2            | Data response paper based on all units of the syllabus  | 1 hour<br>45 mins  | 30                           |
| Paper 3            | Policy paper based on all units of the syllabus   | 1 hour<br>45 mins  | 30                           |
| Internal           |   |                    |                              |
| Portfolio          | Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts | 20 hours           | 20                           |

#### Economics SL

| Type of assessment | Format of assessment  | Time              | Weighting of final grade (%) |
|--------------------|---|-------------------|------------------------------|
| External           |   | 3 hours           | 70                           |
| Paper 1            | Extended response paper based on all units of the syllabus  | 1 hour<br>15 mins | 30                           |
| Paper 2            | Data response paper based on all units of the syllabus  | 1 hour<br>45 mins | 40                           |
| Internal           |   |                   |                              |
| Portfolio          | Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts | 20 hours          | 30                           |

## Geography (HL and SL)

Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places, on a variety of scales and from different perspectives. Geography as a subject is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The course integrates physical, environmental and human geography, and students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines, helping students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas. Students at both SL and HL are presented with a common core and optional geographic themes. HL students also study the HL core extension. Although the skills and activity of studying geography are common to all students, HL students are required to acquire a further body of knowledge, to demonstrate critical evaluation and to further synthesise the concepts.

The main objectives in this course are for students to:

- develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales;
- develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
  - acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes;
  - synthesising diverse geographic knowledge in order to form viewpoints about how these issues could be resolved; and,
- understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

| Type of assessment | Format of assessment   | Time (hours) |      | Weighting of final grade (%) |    |
|--------------------|--|--------------|------|------------------------------|----|
|                    |  | SL           | HL   | SL                           | HL |
| External           |  | 2.75         | 4.5  | 75                           | 80 |
| Paper 1            | Each option has a structured question and one extended answer question from a choice of two.   | 1.5          | 2.25 | 35                           | 35 |
| Paper 2            | Three structured questions, based on each SL/HL core unit. Infographic or visual stimulus, with structured questions. One extended answer question from a choice of two. | 1.25         | 1.25 | 40                           | 25 |
| Paper 3            | Choice of three extended answer questions, with two parts, based on each HL core extension unit.   |              | 1    |                              | 20 |
| Internal           |  | 20           | 20   | 25                           | 20 |
| Fieldwork          | One written report based on a fieldwork question from any suitable syllabus topic, information collection and analysis with evaluation.                                  | 20           | 20   | 25                           | 20 |

## History (HL and SL)

The DP History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasises the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer and use of primary sources. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

The main objectives in this course are for students to:

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

### History HL

| Type of assessment       | Format of assessment   | Time (hours) | Weighting of final grade (%) |
|--------------------------|--|--------------|------------------------------|
| <b>External</b>          |  | 5            | 80                           |
| Paper 1                  | Source-based paper based on the five prescribed subjects         | 1            | 20                           |
| Paper 2                  | Essay paper based on the 12 world history topics                 | 1.5          | 25                           |
| Paper 3                  | Essay paper based on one of the four regional options            | 2.5          | 35                           |
| <b>Internal</b>          |  |              |                              |
| Historical investigation | A historical investigation into a topic of the student's choice. | 20           | 20                           |

### History SL

| Type of assessment       | Format of assessment   | Time (hours) | Weighting of final grade (%) |
|--------------------------|--|--------------|------------------------------|
| <b>External</b>          |  | 2.5          | 75                           |
| Paper 1                  | Source-based paper based on the five prescribed subjects         | 1            | 30                           |
| Paper 2                  | Essay paper based on the 12 world history topics                 | 1.5          | 45                           |
| <b>Internal</b>          |  |              |                              |
| Historical investigation | A historical investigation into a topic of the student's choice. | 20           | 25                           |

## Group 4: Sciences

### Biology (HL and SL)

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

The main objectives in this course are for students to:

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

#### Biology HL

| Type of assessment       | Format of assessment                                     | Time (hours) | Weighting of final grade (%) |
|--------------------------|--|--------------|------------------------------|
| External                 |  | 4.5          | 80                           |
| Paper 1                  | 40 multiple-choice questions                             | 1            | 20                           |
| Paper 2                  | Data-based, short answer and extended response questions | 2.25         | 36                           |
| Paper 3                  | Data-based, short answer and extended response questions | 1.25         | 24                           |
| Internal                 |  | 10           | 20                           |
| Individual investigation | Investigation and write-up of 6 to 12 pages              | 10           | 20                           |

#### Biology SL

| Type of assessment       | Format of assessment                                     | Time (hours) | Weighting of final grade (%) |
|--------------------------|--|--------------|------------------------------|
| External                 |  | 3            | 80                           |
| Paper 1                  | 30 multiple-choice questions                             | 0.75         | 20                           |
| Paper 2                  | Data-based, short answer and extended response questions | 1.25         | 40                           |
| Paper 3                  | Data-based, short answer and extended response questions | 1            | 20                           |
| Internal                 |  | 10           | 20                           |
| Individual investigation | Investigation and write-up of 6 to 12 pages              | 10           | 20                           |

## Chemistry (HL and SL)

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. This course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills. By studying chemistry, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

The main objectives in this course are for students to:

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

### Chemistry HL

| Type of assessment       | Format of assessment                                     | Time (hours) | Weighting of final grade (%) |
|--------------------------|--|--------------|------------------------------|
| External                 |  | 4.5          | 80                           |
| Paper 1                  | 40 multiple-choice questions                             | 1            | 20                           |
| Paper 2                  | Data-based, short answer and extended response questions | 2.25         | 36                           |
| Paper 3                  | Data-based, short answer and extended response questions | 1.25         | 24                           |
| Internal                 |  | 10           | 20                           |
| Individual investigation | Investigation and write-up of 6 to 12 pages              | 10           | 20                           |

### Chemistry SL

| Type of assessment       | Format of assessment                                     | Time (hours) | Weighting of final grade (%) |
|--------------------------|--|--------------|------------------------------|
| External                 |  | 3            | 80                           |
| Paper 1                  | 30 multiple-choice questions                             | 0.75         | 20                           |
| Paper 2                  | Data-based, short answer and extended response questions | 1.25         | 40                           |
| Paper 3                  | Data-based, short answer and extended response questions | 1            | 20                           |
| Internal                 |  | 10           | 20                           |
| Individual investigation | Investigation and write-up of 6 to 12 pages              | 10           | 20                           |

## Design Technology (HL and SL)

The Design Technology course aims to develop internationally-minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. Inquiry and problem-solving are at the heart. This course requires the use of the design cycle, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution — defined as a model, prototype, product or system — that students have developed independently. DP Design Technology enables students to develop critical thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework.

The main objectives in this course are for students to:

- build a sense of curiosity as they acquire the skills necessary for independent and lifelong learning and action through inquiry into the technological world around them;
- explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology;
- apply thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making;
- understand and express ideas confidently and creatively using a variety of communication techniques through collaboration with others;
- demonstrate a propensity to act with integrity and honesty, and take responsibility for their own actions in designing technological solutions to problems;
- develop an understanding and appreciation of cultures in terms of global technological development, seeking and evaluating a range of perspectives;
- show a willingness to approach unfamiliar situations in an informed manner and explore new roles, ideas and strategies to confidently articulate and defend proposals;
- develop an understanding of the contribution of design and technology to the promotion of intellectual, physical and emotional balance;
- build empathy, compassion and respect for the needs and feelings of others in order to make a positive difference to the lives of others and to the environment; and,
- increase skills that enable reflection on the impacts of design and technology on society and the environment.

### Design HL

| Type of assessment | Format of assessment   | Time (hours) | Weighting of final grade (%) |
|--------------------|--|--------------|------------------------------|
| External           |  | 4            | 60                           |
| Paper 1            | Multiple-choice questions on core and HL extension material                | 1            | 20                           |
| Paper 2            | Data based, short-answer, and extended-response questions on core material | 1.5          | 20                           |
| Paper 3            | Structured questions on HL extension material                              | 1.5          | 20                           |
| Internal           |  | 60           | 40                           |
| Design project     | Individual design project  | 60           | 40                           |

### Design SL

| Type of assessment | Format of assessment   | Time (hours) | Weighting of final grade (%) |
|--------------------|--|--------------|------------------------------|
| External           |  | 2.25         | 60                           |
| Paper 1            | Multiple-choice questions on core material                                 | 0.75         | 30                           |
| Paper 2            | Data-based, short-answer, and extended-response questions on core material | 1.5          | 30                           |
| Internal           |  | 40           | 40                           |
| Design project     | Individual design project  | 40           | 40                           |

## Environmental Systems and Societies (SL)

Environmental Systems and Societies (ESS) is an interdisciplinary course that can fulfil either the Individuals and Societies or the Sciences requirement; it enables students to satisfy the requirements of both subject groups simultaneously while studying one course. ESS is firmly grounded in scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying ESS, students will become equipped with the ability to recognise and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

The main objectives in this course are for students to:

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

| Type of assessment       | Format of assessment   | Time (hours) | Weighting of final grade (%) |
|--------------------------|--|--------------|------------------------------|
| External                 |  | 3            | 75                           |
| Paper 1                  | Case study   | 1            | 25                           |
| Paper 2                  | Short answers and structured essays  | 2            | 50                           |
| Internal                 |  |              |                              |
| Individual investigation | Written report of a research question designed and implemented by the student. | 10           | 25                           |

## Physics (HL and SL)

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. By studying physics, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

The main objectives in this course are for students to:

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

### Physics HL

| Type of assessment       | Format of assessment                                     | Time (hours) | Weighting of final grade (%) |
|--------------------------|--|--------------|------------------------------|
| External                 |  | 4.5          | 80                           |
| Paper 1                  | 40 multiple-choice questions                             | 1            | 20                           |
| Paper 2                  | Data-based, short answer and extended response questions | 2.25         | 36                           |
| Paper 3                  | Data-based, short answer and extended response questions | 1.25         | 24                           |
| Internal                 |  | 10           | 20                           |
| Individual investigation | Investigation and write-up of 6 to 12 pages              | 10           | 20                           |

### Physics SL

| Type of assessment       | Format of assessment                                     | Time (hours) | Weighting of final grade (%) |
|--------------------------|--|--------------|------------------------------|
| External                 |  | 3            | 80                           |
| Paper 1                  | 30 multiple-choice questions                             | 0.75         | 20                           |
| Paper 2                  | Data-based, short answer and extended response questions | 1.25         | 40                           |
| Paper 3                  | Data-based, short answer and extended response questions | 1            | 20                           |
| Internal                 |  | 10           | 20                           |
| Individual investigation | Investigation and write-up of 6 to 12 pages              | 10           | 20                           |

## Group 5: Mathematics

### Mathematics: Analysis and Approaches (HL and SL)

The Mathematics: Analysis and Approaches course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: Analysis and Approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The main objectives in this course are for students to:

- develop a curiosity and enjoyment of math, and appreciate its elegance and power;
- develop an understanding of the concepts, principles and nature of mathematics;
- communicate mathematics clearly, concisely and confidently in a variety of contexts;
- develop logical and creative thinking, and patience and persistence in problem solving;
- employ and refine their powers of abstraction and generalisation;
- apply and transfer skills to alternative situations;
- appreciate the moral, social and ethical questions arising from mathematics;
- appreciate the universality of mathematics and its multicultural, international and historical perspectives;
- appreciate the contribution of mathematics to other disciplines;
- develop the ability to reflect critically upon their own work and the work of others; and,
- independently and collaboratively extend their understanding of mathematics.

| Type of assessment | Format of assessment  | Time (hours) |    | Weighting of final grade (%) |    |
|--------------------|---|--------------|----|------------------------------|----|
|                    |   | SL           | HL | SL                           | HL |
| <b>External</b>    |   |              |    |                              |    |
| Paper 1            | No technology allowed.<br><b>Section A:</b> compulsory short-response questions based on the syllabus.<br><b>Section B:</b> compulsory extended-response questions based on the syllabus. | 1.5          | 2  | 40                           | 30 |
| Paper 2            | Technology allowed.<br><b>Section A:</b> compulsory short-response questions based on the syllabus.<br><b>Section B:</b> compulsory extended-response questions based on the syllabus.    | 1.5          | 2  | 40                           | 30 |
| Paper 3            | Technology allowed.<br>Two compulsory extended-response problem-solving questions.  |              | 1  |                              | 20 |
| <b>Internal</b>    |   |              |    |                              |    |
| Exploration        |   | 15           | 15 | 20                           | 20 |

## Mathematics: Applications and Interpretations (SL)

The Mathematics: Applications and Interpretation course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalisations. Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The main objectives in this course are for students to:

- develop a curiosity and enjoyment of math, and appreciate its elegance and power;
- develop an understanding of the concepts, principles and nature of mathematics;
- communicate mathematics clearly, concisely and confidently in a variety of contexts;
- develop logical and creative thinking, and patience and persistence in problem solving;
- employ and refine their powers of abstraction and generalisation;
- apply and transfer skills to alternative situations;
- appreciate the moral, social and ethical questions arising from mathematics;
- appreciate the universality of mathematics and its multicultural, international and historical perspectives;
- appreciate the contribution of mathematics to other disciplines;
- develop the ability to reflect critically upon their own work and the work of others; and,
- independently and collaboratively extend their understanding of mathematics.

| Type of assessment | Format of assessment   | Time (hours) |    | Weighting of final grade (%) |    |
|--------------------|--|--------------|----|------------------------------|----|
|                    |  | SL           | HL | SL                           | HL |
| <b>External</b>    |  |              |    |                              |    |
| Paper 1            | Technology allowed.<br>Compulsory short-response questions based on the syllabus.    | 1.5          | 2  | 40                           | 30 |
| Paper 2            | Technology allowed.<br>Compulsory extended-response questions based on the syllabus. | 1.5          | 2  | 40                           | 30 |
| Paper 3            | Technology allowed.<br>Two compulsory extended-response problem-solving questions.   |              | 1  |                              | 20 |
| <b>Internal</b>    |  |              |    |                              |    |
| Exploration        |  | 15           | 15 | 20                           | 20 |

## Group 6: The Arts

### Film (HL and SL)

The Film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis through practical engagement in the art, craft and study of film. Students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film. The course emphasises the importance of working collaboratively, international and intercultural dynamics and an appreciation of the development of film across time and culture. The film syllabus allows for greater breadth and depth in teaching and learning at HL through an additional assessment task, requiring HL students to reflect on the core syllabus areas to formulate their own intentions for a completed film. They work collaboratively as a core production team in order to effectively communicate on screen.

The main objectives in this course are for students to:

- explore the various contexts of film and make links to, and between, films, filmmakers and filmmaking techniques (inquiry);
- acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively (action); and,
- develop evaluative and critical perspectives on their own film work and the work of others (reflection).

| Type of assessment                   | Format of assessment   | Weighting of final grade (%) |    |
|--------------------------------------|--|------------------------------|----|
|                                      |  | SL                           | HL |
| External                             |  | 60                           | 40 |
| Textual analysis                     | Textual analysis (max 1,750 words) of a prescribed film text based on a chosen extract (max 5 mins), and list of sources.  | 30                           | 20 |
| Comparative study                    | Recorded multimedia comparative study (max 10 mins), and list of sources.  | 30                           | 20 |
| Internal                             |  | 40                           | 60 |
| Film portfolio                       | Portfolio pages (max 9 pages: 3 pages per production role) and list of sources.<br>A film reel (max 9 mins: 3 mins per production role, including 1 completed film). | 40                           | 25 |
| Collaborative film project (HL only) | Completed film (max 7 mins).<br>Project report (max 2,000 words) and list of sources.  |                              | 35 |

## Music (HL and SL)

The Diploma Programme Music course has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing. The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components. The course seeks to be inclusive of students with wide-ranging personal and cultural musical backgrounds. In place of prescribed musical content, students and teachers have the agency to personalise unique approaches to musical forms, genres and pieces. The exploration of diverse musical material is focused through the lenses of four areas of inquiry: music for sociocultural and political expression; music for listening and performance; music for dramatic impact, movement and entertainment; and, music technology in the digital age.

The main objectives in this course are for students to:

- explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression;
- acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others; and,
- evaluate and develop critical perspectives on their own music and the work of others.

|   | External/<br>internal | SL   | HL   |
|---|-----------------------|------|------|
| <b>Exploring music in context</b><br>Students select samples of their work for a portfolio submission. Students submit: <ol style="list-style-type: none"> <li>written work demonstrating engagement with, and understanding of, diverse musical material</li> <li>practical exercises in creating and performing</li> </ol>  | External              | 30%  | 20%  |
| <b>Experimenting with music</b><br>Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students submit: <ol style="list-style-type: none"> <li>a written experimentation report that supports the experimentation</li> <li>practical musical evidence of the experimentation process in creating and performing</li> </ol> | Internal              | 30%  | 20%  |
| <b>Presenting music</b><br>Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: <ol style="list-style-type: none"> <li>Programme notes</li> <li>Presenting as a creator: composition and/or improvisation</li> <li>Presenting as a performer: solo and/or ensemble</li> </ol>  | External              | 40%  | 30%  |
| <b>The contemporary music-maker (HL only)</b><br>Students submit a continuous multimedia presentation documenting their real-life project which evidences: <ol style="list-style-type: none"> <li>the project proposal</li> <li>the process and evaluation</li> <li>the realized project, or curated selections of it.</li> </ol>   | Internal              |      | 30%  |
|   |                       | 100% | 100% |

## Theatre (HL and SL)

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasises working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualise their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international mindedness and an appreciation of the diversity of theatre.

The main objectives in this course are for students to:

- explore theatre in a variety of contexts and understand how these contexts inform practice;
- understand and engage in the processes of transforming ideas into action;
- develop and apply theatre production, presentation and performance skills, working both independently and collaboratively; and,
- understand and appreciate the relationship between theory and practice.

| Assessment task                     | Assessment task details   | SL  | HL  |
|-------------------------------------|---|-----|-----|
| <b>Internal</b>                     |   |     |     |
| <b>Production proposal</b>          | Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following.<br>1. A production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.  | 30% | 20% |
| <b>External</b>                     |   |     |     |
| <b>Research presentation</b>        | Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following.<br>1. A video recording of the student's research presentation (15 minutes maximum).<br>2. A list of all sources cited and any additional resources used by the student during the presentation.                 | 30% | 20% |
| <b>Collaborative project</b>        | Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. Each student submits the following.<br>1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.<br>2. A video recording of the final piece (7-10 minutes maximum).                  | 40% | 25% |
| <b>Solo theatre piece (HL only)</b> | Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4-7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following.<br>1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited.<br>2. A continuous unedited video recording of the whole solo theatre piece (4-7 minutes maximum). | X   | 35% |

## Visual Arts (HL and SL)

The Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem solving and divergent thinking, while working towards technical proficiency and confidence as art makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers is to actively and carefully organise learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

The main objectives in this course are for students to:

- make artwork that is influenced by personal and cultural contexts;
- become informed and critical observers and makers of visual culture and media; and,
- develop skills, techniques and processes in order to communicate concepts and ideas.

### Visual Arts HL

| Type of assessment | Format of assessment  | Weighting of final grade (%) |
|--------------------|---|------------------------------|
| External           |   | 60                           |
| Comparative study  | <ul style="list-style-type: none"> <li>• 10–15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists</li> <li>• 3–5 screens which analyse the extent to which the student's work and practices have been influenced by the art and artists examined</li> <li>• A list of sources used</li> </ul> | 20                           |
| Process portfolio  | <ul style="list-style-type: none"> <li>• 13–25 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities</li> </ul>  | 40                           |
| Internal           |   | 40                           |
| Exhibition         | <ul style="list-style-type: none"> <li>• A curatorial rationale that does not exceed 700 words</li> <li>• 8–11 artworks</li> <li>• Exhibition text (stating the title, medium, size and intention) for each artwork</li> </ul>  | 40                           |

### Visual Arts SL

| Type of assessment | Format of assessment  | Weighting of final grade (%) |
|--------------------|---|------------------------------|
| External           |   | 60                           |
| Comparative study  | <ul style="list-style-type: none"> <li>• 10–15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists</li> <li>• A list of sources used</li> </ul>                         | 20                           |
| Process portfolio  | <ul style="list-style-type: none"> <li>• 9–18 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities</li> </ul>                       | 40                           |
| Internal           |   | 40                           |
| Exhibition         | <ul style="list-style-type: none"> <li>• A curatorial rationale that does not exceed 400 words</li> <li>• 4–7 artworks</li> <li>• Exhibition text (stating the title, medium, size and intention) for each artwork</li> </ul> | 40                           |

## IB Coursework Deadlines

All assignments are due by the ISP submission dates set out in the table below. Please note that final deadlines (day/month) will be confirmed closer to the date by the subject teachers and communicated to the students and parents through ManageBac. It is the student's responsibility to ensure that he/she makes a careful note of the due date for each assignment — for written work and oral presentations — and presents this work on time.

The school will not accept that a student has not been informed of IB coursework deadlines. Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss strategies which will allow them to meet their commitments. Students with an absence for the day that an assignment was due must hand in the assignment by email where possible, or on their return. They are also responsible for finding out what new assignments there may be and when they are due. Failure to meet a coursework deadline will result in that student being suspended from class until the assignment is complete.

**Table: Class of 2023 Deadlines**

| Subject                          | Coursework assignment   | Deadline                       |
|----------------------------------|---|--------------------------------|
| Group 1: Language & Literature   | Language written tasks  | October 2022 and February 2023 |
| Group 2: Language Acquisition    | Language written tasks  | February 2023                  |
| Group 3: Individuals & Societies | History IA  | October 2022                   |
|                                  | Geography IA  | November 2022                  |
| Group 4: Sciences                | ESS IA  | October 2022                   |
|                                  | Science IA  | October 2022                   |
|                                  | Design  | March 2023                     |
| Group 5: Mathematics             | Mathematics IA  | December 2022                  |
| Group 6: The Arts                | Visual Arts: Comparative Study                                    | June 2022                      |
|                                  | Theatre: Director's Notebook                                      | November 2022                  |
|                                  | Film: Textual Analysis  | November 2022                  |
|                                  | Music: Investigation  | December 2022                  |
|                                  | Music: Composition  | January 2023                   |
|                                  | Film: Comparative Documentary                                     | February 2023                  |
|                                  | Economics portfolio   | February 2023                  |
|                                  | Collaborative Study (report)                                      | February 2023                  |
|                                  | Solo Theatre Project (performance)                                | March 2023                     |
|                                  | Solo Theatre Project (report)                                     | March 2023                     |
|                                  | Music: Performance  | March 2023                     |
|                                  | Visual Arts: Exhibition (Art Vernissage) and Curatorial rationale | March 2023                     |
|                                  | Film: Collaborative Film  | March 2023                     |
| CORE                             | Extended Essay  | October 2022                   |
|                                  | TOK Essay   | February 2023                  |

## Homework

Homework is an extension of the regular daily school work and is given in all courses. The functions of homework are to help students prepare for classes and to develop the skills of organisation, time management, independent responsibility, self-direction and self-discipline.

Long-range assignments such as reports and projects take careful planning and organisation on the part of the student. Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers, counsellors, and the learning support department.

The amount of homework assigned for Grades 11 and 12 will vary between ten to twelve hours a week. The nature of the homework will change, but it can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Getting work done on time requires careful planning, organisation, determination and self-discipline. These qualities are important in students' careers and in their personal lives.

To promote the habit of punctuality, while recognising that difficulties can arise, our expectations are:

- All assignments are due by the deadline set by the teacher (Diploma coursework or any other assignment). It is the class teacher's responsibility to ensure that the due date – for written work and oral presentations – is clearly understood by all of the students in the class. IB Diploma deadlines are placed on ManageBac.
- Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss a possible extension. An extension may be granted if the teacher judges that there is an acceptable and legitimate reason.
- Students with an absence for the day that an assignment was due should hand in the assignment by email or on their return.

## Academic Integrity Policy

ISP is committed to academic integrity and will ensure that all students in the IB Diploma Programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

### Academic Dishonesty and Malpractice

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

- Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.
- Copying: taking work of another student, with or without his or her knowledge and submitting it as one's own.
- Exam cheating: communicating with another candidate in an exam, bringing unauthorised material into an exam room or consulting such material during an exam in order to gain an unfair advantage;
- Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- Falsifying data: creating or altering data which have not been collected in an appropriate way.
- Collusion: helping another student to be academically dishonest.

### Prevention of Academic Dishonesty

ISP, in line with IB recommendations and practice, may submit random or selected pieces of work to external bodies for verification and evaluation of sources. Students should be able to submit electronic copies of any work to either the teacher or the relevant curriculum coordinator for such verification at any time. We recommend that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

### Procedure for Investigating Suspected Cases of Academic Dishonesty

If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic honesty, he or she will inform the IB DP coordinator, the Department Leader, the Grade Level Leader, and Homeroom Teacher. The matter will be investigated, and the student will be informed of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the IB DP Coordinator will make a recommendation to the Secondary School Principal as to whether or not the case is one of academic dishonesty, or of an academic infringement. Again, in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. The Principal will decide the outcome of the case.

### The Consequences of Academic Dishonesty

Any student who has been found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student's parents. If the work has been submitted as an official piece of IB coursework, it will not be accepted; if there is time for him or her to do so, the student will be allowed to resubmit another piece of work in its place. If there is not time for the student to produce new work, he or she will normally not

receive a grade for that course and will therefore not receive an IB Diploma. A second violation will result in the student being removed from that particular IB DP course, and being disallowed from being able to receive an IB course certificate in that subject. In addition, the student will not receive credit towards the High School Diploma for the course. If a student submits work to the IB which is later recognised as having been produced dishonestly, the IB will not award a diploma to that student.

Students should recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

### Turnitin.com

After some unfortunate incidents where students have not been awarded their Diploma due to an innocent oversight, ISP currently uses “turnitin.com” as a useful tool for electronically collecting work that will be submitted to Diploma examiners. All Extended Essays and TOK essays will be submitted this way, and subject teachers will use it through the ManageBac platform. We strongly encourage students to use the draft submission facility prior to the deadline. This will identify all their quotations, with their sources.

### Student Work

ISP reserves the right to use anonymised student work for its educational purposes. However, a student has the right to retain full permission of his/her work (in accordance with the International Baccalaureate Organisation) and withdraw the work at any point.



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