IB DIPLOMA PROGRAMME

OPTIONS BOOKLET
(GUIDE TO COURSES)

For DP1 (YEAR 12) in 2023/24

FINAL EXAMINATIONS – MAY 2025

IB Evaluation Commendations

- KISU is **commended** for “offering a wide range of choices of subjects for all groups within the DP given the size of the student population”.
- KISU is **commended** for “offering a wide range of subject choices considering the size of the student cohort”.
- KISU is **commended** for “promoting an inclusive education and has put in place the resources that support it”.
- KISU is **commended** for “its development of inquiry-based learning”.
- KISU is **commended** for “developing an effective language policy that guides students and teachers tin promoting language development”.
- KISU is **commended** for offering “three pathways to allow students to benefit from the Diploma Programme: Full Diploma, Trial Diploma, Certificate Courses”.
- KISU is **commended** for “continuing to develop programmes of study prior to the DP that help prepare students for the DP”.
- KISU is **commended** for the “system of counselling in place which provides Diploma students with support”.
- KISU is **commended** for “developing a range of learning skills in the years preceding the Diploma Programme”.
- KISU is **commended** for “ensuring that students receive thorough guidance and support in their move to post-secondary education”.
- KISU students are **commended** for “its CAS programme which provides students with a variety of opportunities for experiential learning”.
- KISU is **commended** for the “positive relationships in the school community (which) foster a learning environment based on understanding and respect”.
- KISU is **commended** for the “focus on the development of the learner profile characteristics in the classroom”.
- KISU is **commended** for its assessment policy which “provides exhaustive information to staff, students and parents and promotes assessment for learning”.
- KISU is **commended** for “its whole school approach to the analysis of assessment data across the subject areas ».
- KISU is **commended** for the implementation of a “thorough and supportive extended essay process”.
- KISU is **commended** for their understanding of the “role that responsible action plays within and beyond the school community”.

KISU’s governing body, leadership and staff are commended for their “understanding of the entire Diploma Programme”.

Source: International Baccalaureate Five Year Evaluation Visit Reports, 30 September 2013 and 31 January 2019

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KISU MISSION STATEMENT

At Kampala International School Uganda, we aim to:

- Provide a broad, balanced curriculum based upon the English National Curriculum (ENC), IGCSEs (Cambridge) and the International Baccalaureate Diploma Programme, adapted to reflect the international nature of our school community and its location in Uganda;
- Recognise, respect and celebrate the multicultural and international diversity of our school community;
- Promote high standards across the curriculum in an environment where good quality teaching and learning take place and support each child in achieving their full potential;
- Encourage active, creative and independent learners who take pride in all that they do;
- Provide a safe, welcoming, secure and stimulating environment in which positive self-esteem, acceptance and understanding are promoted;
- Provide positive role models and encourage children to care for and respect themselves, others and property;
- Equip children with knowledge, skills and strategies to promote a healthy and fulfilling lifestyle now and in the future;
- Develop positive relationships throughout the school and with the wider community;
- Equip children for their life in society by developing skills of teamwork, mutual support and conflict resolution;
- Provide an aesthetically stimulating environment that informs and inspires the whole school community and fosters happy and motivated children;
- Develop an awareness of our environmental responsibilities;
- Make all parts of the school community feel included and have a sense of belonging.

IB MISSION STATEMENT

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB LEARNER PROFILE

IB Programmes aim to develop internationally minded people who are striving to become:

INQUIRERS	Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.
KNOWLEDGEABLE	They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a wide range of disciplines.
THINKERS	They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.
COMMUNICATORS	They understand and express ideas and information confidently and creatively in more than one language and a variety of modes of communication.
RISK-TAKERS	They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, idea and strategies. They are courageous and articulate in defending those things in which they believe.
PRINCIPLED	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.
CARING	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.
OPEN-MINDED	Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
BALANCED	They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.
REFLECTIVE	They give thoughtful consideration to their own learning and personal development. They are able to analyse their strengths and weaknesses in a constructive manner.

Dear Year 11 Students,

This Options Guide has been designed to give you and your parents an overview of the IB Diploma Programme at KISU and the range of subjects that will be offered in the academic year, commencing August 2023. It has been provided to you as a point of reference in assisting you to understand the programme and to make more informed decisions about the subject choices available for next year.

KISU is now in its 15th year of teaching the Diploma Programme and has seen its results steadily improve. In 2018 the school went through a mandatory review by the IBO which is required every five years. The results of this review show that KISU has good systems in place to offer the Diploma Programme and has been commended in some areas for their significant progress.

KISU has also recruited well trained IB teachers and administrators. All our IBDP staff have attended workshops or been involved in on-line workshops. New staff to the school are also required to undergo training. Some of the staff are currently examiners in their subject area.

At this stage in the process you need to complete the subject selection form to indicate which subjects you wish to study during the IB Diploma Programme. These subjects will be used as a guide for the school in terms of planning; changes to subjects may be possible during individual discussions with the IBDP Coordinator but will not be automatic. At this moment in time you should use the booklet to help guide your decision making.

Please do not hesitate to contact me at school or via email at ib.coord@kisu.com should you have any questions.

Yours faithfully,

Ms Carine Jadot
IBDP Coordinator

The International Baccalaureate Diploma Programme (IBDP)

The DP was established in 1968 to provide students with a balanced education, to facilitate geographic and cultural mobility and to promote international understanding. As of 2022, there were 3,090 schools offering the DP, in 150 different countries worldwide.

The DP is an academically challenging and balanced programme of education. It addresses the intellectual, social, emotional and physical well-being of students, and is respected by universities across the globe. DP students apply to more than 3,300 higher education institutions each year, in close to 90 countries. The most popular of these institutions are ranked among the top universities in the world.

Through the DP, schools are able to develop students who:

- have excellent breadth and depth of knowledge
- flourish physically, intellectually, emotionally and ethically
- study at least two languages
- excel in traditional academic subjects

The curriculum is made up of the DP core and six subject groups. Students choose a course from within each subject group. The six subject groups are:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The Arts.

Students may opt to study an additional subject in the language acquisition (2), individuals and societies (3) or sciences (4) groups, instead of a course in the arts group (6)

As a requirement of the DP curriculum, every student learns at least one additional language. They could fulfil that requirement through the language acquisition subject group (2) or by taking two courses from the studies in language and literature subject group (1) and thereby gaining a bilingual diploma,

This enables students to:

- Increase their understanding of several cultures, including their own
- Explore globally significant ideas and issues through different languages.

Students take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level. Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level. Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

Three components make up the core, which are studied alongside individual subjects and throughout a student's time in the DP. The DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

- Theory of knowledge, in which students reflect on the nature of knowledge, its scope, perspectives, methodology and tools as well as ethics.
- The extended essay, which is an independent, self-directed research paper.
- Creativity, activity, service for which students are involved in a variety of experiences to developed skills.

Information adapted from: http://www.ibo.org/programmes/diploma-programme/

The IBDP at KISU

The IBDP is offered by KISU as an integral part of the Senior School experience. The programme:

- complements KISU's goals and purpose;
- complements all elements of KISU's traditional curricular, co-curricular and service philosophies and practices;
- provides an internationally recognised curriculum and examination.

Three Pathways

There are three post-secondary pathways open to students at KISU: the full IB Diploma Programme; the trial IB Diploma Programme; or IB Course Certificates.

1. To begin the full Diploma Programme, students need to achieve a grade B or higher in their IGCSE* for any subjects they want to study at Higher Level, and a grade C or higher for any subject they want to study at Standard Level. For those who wish to study Physics or Mathematics (Higher Level), we ask that students have an A at IGCSE (or equivalent).

2. For those students who do not quite reach this requirement, there is the option of beginning the full DP on a trial basis. Students enrolled on the Trial Diploma must have met certain levels at key stages of the first year to continue on the full diploma.

3. Alternatively, students may complete a combination of Courses at different levels. These courses are recognised by many universities around the world. All students following this route are required to complete CAS. Courses students can also complete Theory of Knowledge and the Extended Essay, and earn credit for this.

KISU offers a broad selection of possible subjects (see next page). However, it must be noted the school will only proceed to form classes where it is deemed that sufficient students have chosen the particular subject, and that the class can be properly resourced. Similarly, some classes may have strict limits on the number of available places due to resourcing implications. These restrictions may necessitate some students being asked to re-select one or more subjects, once final numbers are known.

In addition to those courses offered by KISU, students can take one online course through Pamoja Education. The cost for this ranges from approximately $1300 to 1400$ per year. The available courses are listed throughout this guide under different sections.

*If students do not have IGCSEs then an evaluation of the qualifications completed by the student will take place, and some form of equivalency will be calculated. Where this is not possible, or in the rare case when a student does not have any formal qualifications, then acceptance into the programme will be considered on a case-by-case basis. Normally a student would be offered a place as a Trial Diploma student.

Group	Available Subjects
1	**Language A** English A Language & Literature HL & SL French A Language & Literature HL & SL Language A Literature self-taught SL
2	**Language B** French B HL & SL English B HL & SL Spanish ab initio SL Spanish B SL (online) French and Mandarin ab initio SL (online)
3	**Individuals and Societies** Geography HL & SL History HL & SL Business management HL & SL Digital Society HL & SL Economics HL & SL, Psychology HL & SL, Philosophy SL (online)
4	**Sciences** Biology HL & SL Physics HL & SL Chemistry HL & SL
5	**Mathematics** Mathematics analysis and approaches HL & SL Mathematics applications and interpretation SL
6	**Arts** Visual Arts HL & SL Music HL & SL Film SL (online)

A subject will only run if there are sufficient students to form a viable class. Students and families will be advised if they need to alter their initial subject choice.

When choosing subjects:

- Find out the details about subject content and assessment to make an informed decision; do not make hasty judgements based on rumour, your friends' subjects, and general hearsay.
- Take IBDP Higher Level in subjects you enjoy the most and want to spend extra time on; they are challenging but very rewarding. Do not take a subject only because it seems more valued by particular universities. Make the breadth of the programme an advantage to your future.
- Students who have not studied a second language in Years 10 and 11 should not be discouraged from undertaking the IB Diploma. The *ab initio* course is designed for students with no prior experience in that language.
- The overall IB Diploma score is often the most important consideration – gaining a score of 33 pursuing subjects you enjoy is far more beneficial than gaining a lower score after selecting subjects you may mistakenly think are 'harder' or more 'rigorous' disciplines.
- Consider the requirements of universities. For example, to study engineering in the UK, it is normal to have studied Mathematics and Physics, both at Higher Level. Similarly, for those interested in studying medicine, Chemistry and Biology are normally required.
- Remember, the Extended Essay allows you to research and specialise in a very narrow field and is extremely helpful if you do need some detailed specialisation evidence later on. Students regularly use this piece of work at university interviews and refer to it in personal statements.

Assessment

Students can earn a maximum of 45 points, which is accrued through the completion of the six subjects (42 points) and the completion of the Core elements (3 points).

Each assessment is criterion referenced. Hence, the emphasis is on the level of achievement each student has reached rather than on comparing the performance of one student with another to determine a rank order.

The bulk of assessment in all subjects is carried out by external assessment. Consistency of standards in internal assessment is achieved through carefully defined grade descriptors and appropriate moderation strategies.

Each subject is graded on a 1 to 7 points scale.

Award of the Diploma

All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the award of the IB Diploma. The IB Diploma will be awarded to a candidate provided that all the following requirements have been met:

- CAS requirements have been met
- Candidate's total points are 24 or more
- An N has not been given for theory of knowledge, extended essay or for a contributing subject
- A grade E has not been awarded for one or both of theory of knowledge and the extended essay
- There is no grade 1 awarded in any subject
- Grade 2 has not been awarded three or more times (HL or SL)
- Grade 3 or below has not been awarded four or more times (HL or SL)
- Candidates have a minimum of 12 points on HL subjects
- Candidates have a minimum of 9 points on SL subjects.

Core
Theory of Knowledge (TOK)

Course description and aims

The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

The aims of the TOK course are:

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

Curriculum

Core theme: Knowledge and the knower	This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.
Optional themes	Students are required to study **two** optional themes from the following five options. • Knowledge and technology • Knowledge and language • Knowledge and politics • Knowledge and religion • Knowledge and indigenous societies
Areas of knowledge	Students are required to study the following **five** areas of knowledge. • History • The human sciences • The natural sciences

	• The arts • Mathematics

Assessment

Internal assessment	Exhibition Students are required to create an exhibition of three objects with accompanying commentaries that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.
External assessment	Essay Students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.

Note: This subject is compulsory for the full diploma but may be chosen as an option by students enrolled in courses.

Core
Creativity, Activity, Service (CAS)

Description and aims

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

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

CAS aims to develop students who:

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

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

Learning outcomes

As a result of their CAS experience over the two years of the programme, students should be able to demonstrate that they have met each of the following learning outcomes:

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

In order to meet the CAS requirements, they will be expected to have provided evidence of having fulfilled each of these by the completion of the diploma programme.

Note: CAS is compulsory for both the full diploma and courses students.

Core
Extended Essay (EE)

Course description and aims

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Extended essay topics may be chosen from a list of approved DP subjects— normally one of the student's six chosen subjects for the IB diploma or the world studies option. World studies provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines.

The aims of the extended essay are to provide students with the opportunity to:

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

Assessment

The extended essay, including the world studies option, is assessed against common criteria and is interpreted in ways appropriate to each subject.

The extended essay contributes to the student's overall score for the diploma through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge.

Note: This subject is compulsory for the full diploma but may be chosen as an option by students enrolled in courses.

Group 1: Studies in language and literature
English or French Language and Literature

Course description and aims

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 aims of studies in language and literature courses are to enable students to:

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

Curriculum

	Standard Level	Higher Level
Readers, writers and texts	Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and literary works are chosen from a variety of literary forms. The study of the non-literary texts and literary works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.	
Time and space	Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.	

Intertextuality; connecting texts	Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

Assessment

	Standard Level	Higher Level
Internal assessment	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.	
External assessment	Paper 1: Guided textual analysis Guided analysis of unseen non-literary passage/passages from different text types.	
	Paper 2: Comparative essay Comparative essay based on two literary works written in response to a choice of one out of four questions.	
External assessment		HL essay Written coursework component: 1,200–1,500 word essay on one literary work or a non-literary body of work studied.

Language A Literature self-taught

This course is part of the studies in language and literature group. Being a self-taught student offers a unique opportunity to study the literature of a language that is not offered at the school as a taught subject. A certain level of autonomy is expected. This option is discussed on an individual case.

Group 2: Language acquisition
French or English B

Course description and aims

Language B is a language acquisition course 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 organization and sharing the planet.

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. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

The aims of the language B course are to enable 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.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

Curriculum

The curriculum is organized around five prescribed themes with which the students engage though written, audio, visual and audio-visual texts.

Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation.

Communication is evidenced through receptive, productive and interactive skills.

Assessment

	Standard Level	Higher Level
Internal assessment	Individual Oral	
External assessment	**Paper 1** (productive skills) One writing task from a choice of three	
	Paper 2 (receptive skills) Separate sections for listening and reading	

Online courses:
Spanish B SL is offered online by Pamoja Education. There will be additional cost set by Pamoja Education. For more details please see the Pamoja Education website: http://pamojaeducation.com/

Group 2: Language acquisition
Spanish ab initio SL

Course description and aims

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.

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 organization and sharing the planet. 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.

The aims of the language ab initio course are to enable 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.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

Curriculum

The curriculum is organized around five prescribed themes and 20 prescribed topics with which the students engage though written, audio, visual and audio-visual texts.

Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation.

Communication is evidenced through receptive, productive and interactive skills.

Assessment

	Standard Level
Internal assessment	Individual Oral
External assessment	**Paper 1** (productive skills) One writing task from a choice of three
	Paper 2 (receptive skills) Separate sections for listening and reading

Online courses:
Mandarin and French ab initio SL are offered online by Pamoja Education. There will be additional cost set by Pamoja Education. For more details please see the Pamoja Education website: http://pamojaeducation.com/

Group 3: Individuals and Societies
Business management

Course description and aims

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts: creativity, change, ethics and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

The aims of the DP business management course are to enable students to:

- develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
- foster an informed understanding of ethical and sustainable business practices
- explore the connections between individuals, businesses and society
- engage with decision-making as a process and a skill.

Curriculum

	Standard Level	Higher Level
Unit 1: Introduction to business management	1.1 What is a business? 1.2 Types of business entities 1.3 Business objectives 1.4 Stakeholders 1.5 Growth and evolution 1.6 Multinational companies (MNCs)	

Unit 2: Human resource management	2.1 Introduction to human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation and demotivation 2.5 Organizational (corporate) culture (HL only) 2.6 Communication 2.7 Industrial/employee relations (HL only)
Unit 3: Finance and accounts	3.1 Introduction to finance 3.2 Sources of finance 3.3 Costs and revenues 3.4 Final accounts 3.5 Profitability and liquidity ratio analysis 3.6 Debt/equity ratio analysis (HL only) 3.7 Cash flow 3.8. Investment appraisal 3.9 Budgets (HL only)
Unit 4: Marketing	4.1 Introduction to marketing 4.2 Marketing planning 4.3 Sales forecasting (HL only) 4.4 Market research 4.5 The seven Ps of the marketing mix 4.6 International marketing (HL only)
Unit 5: Operations management	5.1 Introduction to operations management 5.2 Operations methods 5.3 Lean production and quality management (HL only) 5.4 Location 5.5 Break-even analysis 5.6 Production planning (HL only) 5.7 Crisis management and contingency planning (HL only) 5.8 Research and development (HL only) 5.9 Management information systems (HL only)
	Business management toolkit
	Research time allocated for the pre-released statement in paper 1
	Internal assessment

Assessment

	Standard Level	Higher Level
Internal assessment	Business research project Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	
External assessment	Paper 1 Based on a pre-released statement that specifies the context and background for the unseen case study	
	Paper 2 Based on unseen stimulus material with a quantitative focus	

		Paper 3 Based on unseen stimulus material about a social enterprise

Group 3: Individuals and societies
Geography

Course description and aims

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 synthesize the concepts in the HL extension.

The aims of the geography course at SL and HL are to enable 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
  - synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved.
- understand and evaluate the need for planning and sustainable
- development through the management of resources at varying scales.

Curriculum

	Standard Level	Higher Level
Geographic themes seven options SL two options; HL three options	• Freshwater • Oceans and coastal margins • Extreme environments • Geophysical hazards • Leisure, tourism and sport • Food and health • Urban environments	
SL and HL core Geographic perspectives	• Population distribution—changing population • Global climate—vulnerability and resilience • Global resource consumption and security	

global change		
		HL only Geographic perspectives—global interactions • Power, places and networks • Human development and diversity • Global risks and resilience
Internal assessment SL and HL Fieldwork	Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation	

Assessment

	Standard Level	Higher Level
Internal assessment	One written report based on a fieldwork question from any suitable syllabus topic, information collection and analysis with evaluation.	
External assessment	Paper 1: Each option has a structured question and one extended answer question from a choice of two	
	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.	
		Paper 3: Choice of three extended answer questions, with two parts, based on each HL core extension unit.

Group 3: Individuals and societies
History

Course description and aims

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 emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. 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 aims of the DP history course are to enable 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
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Curriculum

	Standard Level	Higher Level
Prescribed subjects	*One of the following, using two case studies, each taken from a different region of the world:* 1. Military leaders 2. Conquest and its impact 3. The move to global war 4. Rights and protest 5. Conflict and intervention	
World history topics	*Two of the following, using topic examples from more than one region of the world:* 1. Society and economy (750–1400) 2. Causes and effects of medieval wars (750–1500) 3. Dynasties and rulers (750–1500) 4. Societies in transition (1400–1700) 5. Early Modern states (1450–1789)	

	6. Causes and effects of Early Modern wars (1500–1750) 7. Origins, development and impact of industrialization (1750–2005) 8. Independence movements (1800–2000) 9. Evolution and development of democratic states (1848–2000) 10. Authoritarian states (20th century) 11. Causes and effects of 20th-century wars 12. The Cold War: Superpower tensions and rivalries (20th century)	
		HL options: Depth studies *One of the following:* 1. History of Africa and the Middle East 2. History of the Americas 3. History of Asia and Oceania 4. History of Europe
Internal assessment Historical investigation		

Assessment

	Standard Level	Higher Level
Internal assessment	A historical investigation into a topic of the student's choice.	
External assessment	Paper 1: Source-based paper based on the five prescribed subjects	
	Paper 2: Essay paper based on the 12 world history topics	
		Paper 3: Essay paper based on one of the four regional options

Group 3: Individuals and societies
Digital Society

Course description and aims

Digital society is an interdisciplinary course within the individuals and societies subject group. The course is designed for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world. Digital society is intended to appeal to a broad range of teachers in the social studies, media, humanities, IT and related subject areas.

The course integrates concepts, content and contexts through inquiry.

- Concepts such as expression, space and identity highlight powerful, pervasive and debatable perspectives that provide insight for inquiry.
- Content informs inquiry with details about digital systems including areas related to data, algorithms, media, AI, robotics and more.
- Contexts situate inquiry into areas significant to life in digital society including social, cultural and environmental contexts.

In addition, HL students consider important contemporary challenges and digital interventions.

The course aims support standard level (SL) and higher level (HL) students on their inquiry journey as they:

- Focus inquiry using course concepts, content and contexts as well as real-world examples
- Explore diverse sources relevant to digital society
- Investigate impacts and implications of digital systems for people and communities
- Reflect on emerging trends, future developments and further insights
- Share discoveries about digital society with others

Curriculum

<table>
<tr><td colspan="3">Introduction
1.1 What is digital society?</td></tr>
<tr><td>Concepts
2.1 Change
2.2 Expression
2.3 Identity
2.4 Power
2.5 Space
2.6 Systems
2.7 Values and ethics</td><td>Content
3.1 Data
3.2 Algorithms
3.3 Computers
3.4 Networks and the internet
3.5 Media
3.6 Artificial intelligence
3.7 Robots and autonomous technologies</td><td>Contexts
4.1 Cultural
4.2 Economic
4.3 Environmental
4.4 Health
4.5 Human knowledge
4.6 Political
4.7 Social</td></tr>
<tr><td colspan="3">HL extension: challenges and interventions
5.1 Global well-being
5.2 Governance and human rights
5.3 Sustainable development</td></tr>
</table>

Inquiry Project (internal assessment) An inquiry project into impacts and implications of digital systems for people and communities. The requirements are common to SL and HL students.

Assessment

	Standard Level	Higher Level
Internal assessment	Inquiry project A project into the impacts and implications of a chosen digital system for people and communities. Project is submitted with an inquiry process document, a recorded multimedia presentation and a list of references.	
External assessment	Paper 1 Questions that address the syllabus and real-world examples in an integrated way. In the HL extension, students also address challenges and interventions.	
	Paper 2 Source-based questions that address the syllabus in an integrated way.	
		Paper 3 Questions that address an intervention related to an HL extension challenge outlined in pre-released brief.

Online courses:
Economics HL and SL, Psychology HL and SL, Philosophy SL are offered online by Pamoja Education. There will be additional cost set by Pamoja Education. For more details please see the Pamoja Education website: http://pamojaeducation.com/

pamoja education
Teaching the IB online

Group 4: Sciences
Biology

Course description and aims

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Through the overarching theme of the nature of science, the course aims to enable students to:

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- develop the ability to analyse, evaluate and synthesize scientific information and claims
- develop the ability to approach unfamiliar situations with creativity and resilience
- design and model solutions to local and global problems in a scientific context
- develop an appreciation of the possibilities and limitations of science
- develop technology skills in a scientific context
- develop the ability to communicate and collaborate effectively
- develop awareness of the ethical, environmental, economic, cultural and social impact of science.

Curriculum

	Standard Level	Higher Level
Unity and diversity	• Water • Nucleic acids • Origins of cells (HL level only) • Cell structure	

	• Viruses (HL level only) • Diversity of organisms • Classification and cladistics (HL level only) • Evolution and speciation • Conservation of biodiversity
Form and function	• Carbohydrates and lipids • Proteins • Membranes and membrane transport • Organelles and compartmentalization • Cell specialization • Gas exchange • Transport • Muscle and motility (HL level only) • Adaptation to environment • Ecological niches
Interaction and interdependence	• Enzymes and metabolism • Cell respiration • Photosynthesis • Chemical signalling (HL level only) • Neural signalling • Integration of body systems • Defence against disease • Populations and communities • Transfer of energy and matter
Continuity and change	• DNA replication • Protein synthesis • Mutations and gene editing • Cell and nuclear division • Gene expression (HL level only) • Water potential • Reproduction • Inheritance • Homeostasis • Natural selection • Sustainability and change • Climate change
Experimental programme	Practical work Collaborative sciences project Scientific investigation

Assessment

	Standard Level	Higher Level
Internal assessment	The scientific investigation is an open- ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	

External assessment	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)
	Paper 2 Data-based and short-answer questions Extended-response questions

Group 4: Sciences
Chemistry

Course description and aims

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Through the overarching theme of the nature of science, the course aims to enable students to:

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- develop the ability to analyse, evaluate and synthesize scientific information and claims
- develop the ability to approach unfamiliar situations with creativity and resilience
- design and model solutions to local and global problems in a scientific context
- develop an appreciation of the possibilities and limitations of science
- develop technology skills in a scientific context
- develop the ability to communicate and collaborate effectively
- develop awareness of the ethical, environmental, economic, cultural and social impact of science.

Curriculum

	Standard Level	Higher Level
Structure 1. Models of the particulate nature of matter	Structure 1.1—Introduction to the particulate nature of matter Structure 1.2—The nuclear atom Structure 1.3—Electron configurations Structure 1.4—Counting particles by mass: The mole Structure 1.5—Ideal gases	
Structure 2. Models of bonding and structure	Structure 2.1—The ionic model Structure 2.2—The covalent model Structure 2.3—The metallic model Structure 2.4—From models to materials	
Structure 3. Classification of matter	Structure 3.1—The periodic table: Classification of elements Structure 3.2—Functional groups: Classification of organic compounds	

Reactivity 1. What drives chemical reactions?	Reactivity 1.1—Measuring enthalpy change Reactivity 1.2—Energy cycles in reactions Reactivity 1.3—Energy from fuels Reactivity 1.4—Entropy and spontaneity (Additional higher level)
Reactivity 2. How much, how fast and how far?	Reactivity 2.1—How much? The amount of chemical change Reactivity 2.2—How fast? The rate of chemical change Reactivity 2.3—How far? The extent of chemical change
Reactivity 3. What are the mechanisms of chemical change?	Reactivity 3.1—Proton transfer reactions Reactivity 3.2—Electron transfer reactions Reactivity 3.3—Electron sharing reactions Reactivity 3.4—Electron-pair sharing reactions
Experimental programme	Practical work Collaborative sciences project Scientific investigation

Assessment

	Standard Level	Higher Level
Internal assessment	The scientific investigation is an open- ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	
External assessment	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	
	Paper 2 Short-answer and extended-response questions	

Group 4: Sciences
Physics

Course description and aims

As one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are 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 leading to a better understanding of the natural world, physics gives us the ability to alter our environments.

DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Through the overarching theme of the nature of science, the course aims to enable students to:

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- develop the ability to analyse, evaluate and synthesize scientific information and claims
- develop the ability to approach unfamiliar situations with creativity and resilience
- design and model solutions to local and global problems in a scientific context
- develop an appreciation of the possibilities and limitations of science
- develop technology skills in a scientific context
- develop the ability to communicate and collaborate effectively
- develop awareness of the ethical, environmental, economic, cultural and social impact of science.

Curriculum

	Standard Level	Higher Level
A Space, time and motion	A.1 Kinematics A.2 Forces and momentum A.3 Work, energy and power A.4 Rigid body mechanics (HL level only) A.5 Galilean and special relativity (HL level only)	
B. The particulate nature of matter	B.1 Thermal energy transfers B.2 Greenhouse effect B.3 Gas laws B.4 Thermodynamics (HL level only) B.5 Current and circuits	

C. Wave behaviour	C.1 Simple harmonic motion (additional HL content) C.2 Wave model C.3 Wave phenomena (additional HL content) C.4 Standing waves and resonance C.5 Doppler effect (additional HL content)
D. Fields	D.1 Gravitational fields (additional HL content) D.2 Electric and magnetic fields (additional HL content) D.3 Motion in electromagnetic fields D.4 Induction (HL level only)
E. Nuclear and quantum physics	E.1 Structure of the atom (additional HL content) E.2 Quantum physics (HL level only) E.3 Radioactive decay (additional HL content) E.4 Fission E.5 Fusion and stars
Experimental programme	Practical work Collaborative sciences project Scientific investigation

Assessment

	Standard Level	Higher Level
Internal assessment	The scientific investigation is an open- ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	
External assessment	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions	
	Paper 2 Short-answer and extended-response questions	

Group 5: Mathematics
Analysis and approaches

Course description and aims

The IB DP Mathematics: analysis and approaches course recognizes 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 aims of all DP mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, 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 to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

Curriculum

Standard Level	Higher Level
• Number and algebra • Functions • Geometry and trigonometry • Statistics and probability • Calculus	

Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics

Assessment

	Standard Level	Higher Level
Internal assessment	Exploration	
External assessment	Paper 1: **Section A:** compulsory short-response questions based on the syllabus. **Section B:** compulsory extended-response questions based on the syllabus.	
	Paper 2: **Section A:** compulsory short-response questions based on the syllabus. **Section B:** compulsory extended-response questions based on the syllabus.	
		Paper 3: Two compulsory extended-response problem-solving questions.

Group 5: Mathematics
Applications and Interpretations SL

Course description and aims

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes 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 generalizations.

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

- develop a curiosity and enjoyment of mathematics, 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 to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

Curriculum

Standard Level
• Number and algebra • Functions • Geometry and trigonometry • Statistics and probability • Calculus

Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics

Assessment

	Standard Level
Internal assessment	Exploration
External assessment	Paper 1: Compulsory short-response questions based on the syllabus.
	Paper 2: Compulsory extended-response questions based on the syllabus.

Group 6: The Arts
Visual arts

Course description and aims

The IB Diploma Programme 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 should be to actively and carefully organize 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 aims of the arts subjects are to enable students to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.

In addition, the aims of the visual arts course at SL and HL are to enable students to:

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

Curriculum

	Standard Level	Higher Level
Visual arts in context	• Examine and compare the work of artists from different cultural contexts. • Consider the contexts influencing their own work and the work of others. • Make art through a process of investigation, thinking critically and experimenting with techniques. • Apply identified techniques to their own developing work. • Develop an informed response to work and exhibitions they have seen and experienced. • Begin to formulate personal intentions for creating and displaying their own artworks.	
Visual arts methods	• Look at different techniques for making art.	

	• Investigate and compare how and why different techniques have evolved and the processes involved. • Experiment with diverse media and explore techniques for making art. • Develop concepts through processes informed by skills, techniques and media. • Evaluate how their ongoing work communicates meaning and purpose. • Consider the nature of “exhibition”, and think about the process of selection and the potential impact of their work on different audiences.
Communicating visual arts	• Explore ways of communicating through visual and written means. • Make artistic choices about how to most effectively communicate knowledge and understanding. • Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept. • Select and present resolved works for exhibition. • Explain the ways in which the works are connected. • Discuss how artistic judgments impact the overall presentation.

Assessment

	Standard Level	Higher Level
Internal assessment	Exhibition A curatorial rationale that does not exceed 700 words • 8–11 artworks • Exhibition text (stating the title, medium, size and intention) for each artwork	
External assessment	Comparative study • 10–15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists • 3–5 screens which analyse the extent to which the student’s work and practices have been influenced by the art and artists examined • A list of sources used	
	Process portfolio • 13–25 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities	

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Group 6: The Arts
Music

Course description and aims

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 aims of the music course are to enable 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
- evaluate and develop critical perspectives on their own music and the work of others.

Curriculum

<table>
<tr><th></th><th>Standard Level</th><th>Higher Level</th></tr>
<tr><td>Exploring music in context</td><td colspan="2">Students will learn how to engage with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making. They will demonstrate diversity and breadth in their exploration by engaging with music from the areas of inquiry in personal, local and global contexts.</td></tr>
<tr><td>Experimenting with music</td><td colspan="2">Students connect theoretical studies to practical work and gain a deeper understanding of the music they engage with. Through this theoretical and practical work as researchers, creators and performers, they will learn to experiment with a range of musical material and stimuli from the areas of inquiry across local and global contexts.</td></tr>
<tr><td>Presenting music</td><td colspan="2">Students learn to practise and prepare finished pieces that will be performed or presented to an audience. In working towards completed musical works, they expand their musical identity, demonstrate their level of musicianship, and learn to share and communicate their music as researchers, creators and performers.</td></tr>
<tr><td>The contemporary music maker (HL only)</td><td></td><td>Music at higher level (HL) builds on the learning of musical competencies and challenges students to engage with the musical processes in settings of contemporary music-making. For the HL component, students plan and collaboratively create a project that draws on the competencies,</td></tr>
</table>

		skills and processes in all of the musical roles of the music course and is inspired by real-life practices of music-making.

Assessment

	Standard Level	Higher Level
Internal assessment	Experimenting with music 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: a) a written experimentation report that supports the experimentation b) practical musical evidence of the experimentation process in creating and performing	
		The contemporary music-maker (HL only) Students submit a continuous multimedia presentation documenting their real-life project which evidences: a) the project proposal b) the process and evaluation c) the realized project, or curated selections of it.
External assessment	Exploring music in context Students select samples of their work for a portfolio submission. Students submit: a) written work demonstrating engagement with, and understanding of, diverse musical material b) practical exercises in creating and performing	
	Presenting music Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: a) Programme notes b) Presenting as a creator: composition and/or improvisation c) Presenting as a performer: solo and/or ensemble	

Online courses:
Film SL is offered online by Pamoja Education. There will be additional cost set by Pamoja Education. For more details please see the Pamoja Education website: http://pamojaeducation.com/