

# Diploma Programme

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Handbook for Students & Parents

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### **1. Introduction**

Dear Students and Parents,

It is a great pleasure to welcome both new and returning pupils to the new school year.

This handbook has useful information for everyone about our school. It is important that we all understand the expectations and responsibilities that are required by the school as these help us provide a safe and comfortable learning environment for all our pupils. Please familiarize yourself with the information provided in the handbook.

Have a happy, successful, and enjoyable school year!

Principal of ISoB

Imiślawa Bugeja

## 2. ISOB Mission and Philosophy



### **Mission**

Our main aim is to establish a sense of independence, creativity and responsibility among our students, who are participants in social, environmental, and cultural life. = **INVOLVE**

We pride ourselves on helping students to appreciate both their national heritage and their importance as citizens of the global community. = **SUPPORT, OPEN**

We make great efforts to develop compassionate adults who will contribute to the creation of a better and more harmonious world. = **BUILD**

### Philosophy

The IB philosophy focuses on intercultural awareness, understanding, and holistic education. It promotes -centered programmes as well as an individual approach. Students are exposed to the interrelatedness of various disciplines, skills, and experiences.

## 3. IB Learner Profile

All IB programmes are 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.

IB learners strive to be:

<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	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
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect to the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open-minded</b>	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 experience.
<b>Caring</b>	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.
<b>Risk-takers</b>	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.
<b>Balanced</b>	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.
<b>Reflective</b>	We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses to support our learning and personal development.

#### 4. General regulations

##### 1 Introduction

Since 2021, the General regulations: Diploma Programme publication constitutes this section within this Diploma Programme Assessment procedures publication. Therefore, IB World Schools delivering the DP and students completing assessments in May and November 2025 are subject to the “General regulations: Diploma Programme ” in part B of this version of the Diploma Programme Assessment procedures.

These “General regulations: Diploma Programme” set out the expectations that IB World Schools and their students must follow for their assessment results to be validated by the IB, including how to maintain integrity and ensure full compliance when delivering assessments and examinations. Some sections have been removed from the previous version of the General regulations: Diploma Programme publication, in order to avoid duplication of information that is available in either the Rules for IB World Schools, Diploma Programme Assessment procedures or the relevant subject guides.

The following sections from the previous General regulations: Diploma Programme publication are now wholly or in part found only in Rules for IB World Schools.

- Role and responsibilities of schools
- Use of student data
- Governing law
- Arbitration

Where new policy documents have been published or separate documents exist, summarized information is maintained in part B of this document, “General regulations: Diploma Programme”, with links to the related documents clearly indicated. Some examples include the following.

- Academic integrity (article 16)
- Access and inclusion policy (article 14)
- Appeals (article 17)

## Article 1: Scope

1.1 The International Baccalaureate Organization (hereinafter, together with its affiliated entities, the “IB”) is a foundation that has developed and offers four programmes of international education: the Primary Years Programme (hereinafter “PYP”), the Middle Years Programme (hereinafter “MYP”), the Diploma Programme (hereinafter “DP”) and the Career-related Programme (hereinafter “CP”). It authorizes schools (known as IB World Schools and hereinafter “schools”) to offer one or more of these programmes to their students (hereinafter “students”).

1.2 This document describes the regulations that apply to those schools that have been authorized as IB World Schools to offer the DP, and is intended for schools, students and their legal guardians. When used herein the term “legal guardians” encompasses parents and individuals with legal guardianship of any student enrolled in the DP. If a student is of legal age, the school’s duties towards legal guardians specified herein also apply towards the student.

1.3 The IB has developed the DP as a pre-college/pre-university programme aimed at students in the 16–19 age range. It is implemented in the last two years of secondary education. The DP is designed to lead to “the Diploma of the International Baccalaureate” (hereinafter “IB Diploma”) or “Diploma Programme Course Results” (hereinafter “DP Course Results”) for subjects/elements forming part of the DP.

## Article 2: Role and responsibilities of schools

2.1 In addition to articles in these “General regulations: Diploma Programme” (hereinafter “general regulations”) schools must comply with the Rules for IB World Schools, available in a separate document, as well as with the administrative requirements detailed elsewhere in this Diploma Programme Assessment procedures, which contains detailed information on assessment procedures for DP coordinators and teachers and is made available to schools by the IB.

2.2 Schools are responsible for informing students and legal guardians about the general characteristics of the DP and how the school implements it. Additionally, schools must inform students and legal guardians of the assessment services offered by the IB and any restrictions or prohibitions that apply to the DP.

2.3 To qualify for the award of the IB Diploma, a student must follow the course of study and undertake assessment for the DP at a school authorized to offer the DP or via an IB-approved online course provider. In addition to subject requirements, the IB Diploma has three further requirements (collectively known as the “core”): an extended essay (hereinafter “EE”) and theory of knowledge (hereinafter “TOK”), which are both assessed, as well as creativity, activity, service (hereinafter “CAS”), a programme of activities that must be successfully completed.

2.4 A student will be awarded DP Course Results if they follow the course of study and assessment for the selected subject(s) and/or one or more core elements. Subjects of the DP normally include both internal and external assessment.

2.5 Schools are responsible for the secure storage of IB examination stationery and examination papers for a forthcoming examination session and for the conduct of the examinations according to the procedures described in the Conduct of examinations booklet 2025 and in the Secure storage of confidential IB examinations material booklet 2025. The school must immediately notify the IB via IB Answers of any breach in the procedure for the secure storage of such material. The school must provide the IB with statements and any relevant information from the programme coordinator and anyone else about the breach and cooperate with the IB in investigating and addressing such a breach.

2.6 The IB may request, gather and use student work and information for the following non-commercial reasons: educational research, training and support for IBEN, investigations into possible academic misconduct or maladministration, quality controls of IB processes and decision-making, and to allow it to perform its core educational duties. Therefore, schools are responsible for the secure storage of all

work submitted by their students (externally and internally assessed) up to the close of the examination session concerned—15 September/15 March.

2.7 Schools are expected to uphold the principle of academic integrity and not to engage in any form of maladministration. The publication Academic integrity policy provides examples of forms of maladministration and subsequent possible consequences for schools.

### Article 3: Students and their legal guardian(s)

3.1 Except where provided otherwise in these general regulations or the Diploma Programme Assessment procedures, students and their legal guardian(s) must use the school's DP coordinator as the intermediary for any communication with the IB. If either a student or their legal guardian(s) has a question about the general characteristics of the DP, its administration or how the school implements it, they must raise the matter with the school's DP coordinator.

3.2 Students, whether studying for the IB Diploma or DP Course Results, must complete all requirements within the two-year period of the programme or within an extended period of study if a student retakes one or more subjects.

3.3 Students are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB at its sole discretion, which includes not engaging in academic misconduct (as defined in article 16), and must be in good standing at the school at the time of the examinations.

3.4 The IB is entitled to refuse to mark or moderate assessment submissions if a student has acted in an irresponsible or unethical manner in connection with that part of the assessment, or if a student submits inappropriate material that is unrelated to the content of the assessment. In such instances the IB is also entitled to take additional action in accordance with its academic integrity policy for serious cases.

### Article 4: Equal opportunities statement

4.1 It is the practice of the IB to make its programmes available to all students from IB World Schools. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other

personal characteristic, as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.

4.2 It is the practice of the IB to make its assessments available to all students from IB World Schools who have fulfilled the school's and the IB's academic requirements. The IB will make all reasonable efforts and/or accommodations, or as may otherwise be required by law, to enable students to participate in its assessments.

#### Article 5: Recognition of the IB Diploma

The IB actively promotes wide recognition and acceptance of the IB Diploma as a basis for the exit from secondary/high school education and/or entry to courses at universities and other institutions of further or higher education. However, the requirements of individual institutions and the relevant authorities of a country are beyond the control of the IB and are subject to change. The IB, therefore, does not guarantee recognition of the IB Diploma or DP Course Results, and does not accept responsibility for the consequences of any change in recognition practice by a university or other institution or relevant authorities in a country. Consequently, students and legal guardians bear the sole responsibility for verifying the entry requirements of the universities and other institutions of further or higher education to which they are interested in applying.

#### Article 6: Property and copyright in materials produced by students

6.1 Students produce materials in a variety of forms that are submitted to the IB as part of the assessment requirements. These assessment materials (hereinafter "materials") include all forms of written work, audio and visual materials, computer programs and data and, in certain cases, may contain images or voices of the students.

6.2 Students retain copyright in all materials submitted for assessment purposes, but by submitting those materials, subject to article 6.4, students and their legal guardians thereby grant the IB a non-exclusive, charge-free, worldwide licence, for the duration of the applicable jurisdiction's copyright protection, to reproduce submitted materials, to use the image and voice of the student where they appear on audio or video materials and to reproduce any musical performances in any medium for assessment, educational, training, commercial and/or promotional purposes relating to the IB's activities, or to related activities of which it approves. Such licences become effective from the date of submission to the IB.

6.3 Where the IB uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and will, in most cases, anonymize them before publication in print or in electronic form. If the purpose of the publication is to focus on work of a particularly high standard, then the student and school may be identified if anonymizing would reduce the quality of the response. In such cases, the IB will inform the school beforehand and the school will inform the student.

6.4 Under exceptional circumstances, a student and/or a student's legal guardian may withdraw the aspects of the licence relating to use of a student's work outside an assessment context, as referred to in article 6.2, for a specific piece of work. In such cases, the IB must be notified in accordance with the procedure described in the Diploma Programme Assessment procedures. The student must submit a written notification to the school's DP coordinator, who has the duty to inform the IB by the due date set forth in the Diploma Programme Assessment procedures. In these cases, the IB will use the material only for assessment purposes, as defined in article 6.5.

6.5 Under the licence granted upon submission for assessment purposes, the IB can electronically scan, store or reproduce submitted materials in any medium in order to allow the materials to be communicated to examiners, moderators and any other persons involved in the assessment process or any subsequent appeals (including third-party vendors and/or services providers). The materials may also be used in the training of examiners. Materials for which a student has withdrawn the aspects of the licence relating to use of student work outside an assessment context will not be placed in any IB publications or used for any commercial or promotional purposes.

6.6 Materials submitted for assessment, or reproductions of them, are either internally assessed by teachers in the schools (whose marks are moderated) or externally assessed by IB examiners. Wherever the materials or reproductions are held during their assessment, for example, by the school or a third party, they are always held on behalf of the IB and in a manner that is compliant with applicable privacy regulations.

6.7 All materials submitted to the IB for assessment, and reproductions of such materials, become the property of the IB. Once the materials have been assessed, the IB is entitled to retain the materials for record-keeping purposes or to eventually destroy them according to its needs and legal obligations.

6.8 Students are entitled to request the return of a copy of their externally assessed work, provided such application is made for a May session by 15 September in the same year and for a November session by 15 March of the following year. In all cases, to be valid, the application must be submitted to the IB by the school's DP coordinator according to the procedures stated in the Diploma Programme

Assessment procedures.

## Article 7: Use of student data

Student data, including data relating to assessment, may be used:

- a. to register students in the DP and administer the DP and its requirements for the student and school, including sensitive personal data if making determinations about assessment accommodations
- b. to provide DP support and services for the student and school, including website services and online forums, assessment services and accommodations, delivery of courses online to the student and assisting students and their school with providing information to institutions of higher education (such as universities and colleges or governmental authorities related to admission to institutions of higher education)
- c. for use in research and statistical analysis related to the IB's mission, including research on assessments and results, and the effectiveness of the DP
- d. for advertising and promotional purposes for the IB (such as student and/or alumni networks and social media platforms)
- e. for educational, training, commercial and other compatible purposes
- f. to engage in, and process, transactions with the student or school
- g. to fulfil statutory, regulatory, reporting and/or legal obligations.

## Article 8: Content and requirements of the IB Diploma

Students for the IB Diploma must satisfy assessment requirements in six subjects and the core. All higher level (hereinafter "HL") subjects, the core and at least one standard level (hereinafter "SL") subject must be taught over the two years of the programme. Should circumstances demand it, up to two SL subjects may be taught during the first year and assessed at the end of that first year as anticipated subjects. It is also permissible, should circumstances require it, to teach one SL subject during the first year and one SL subject during the second year, with assessment requirements met at the end of each corresponding

year. Language ab initio and pilot subjects must always be taught throughout the two years of the programme.

## Article 9: Response language

9.1 For subjects in the studies in language and literature, and language acquisition groups, students must complete their examinations and other forms of assessment in the target language. For subjects in the remaining four groups (individuals and societies, sciences, mathematics, the arts), and TOK, students must use English, French or Spanish as their response language. Students are not permitted to write in their first or best language and then translate their work, be that using digital translation tools or the services of translators, before submission to the IB for assessment. Other response languages (including Chinese, German and Japanese) are also available for certain subjects, as stated in the Diploma Programme Assessment procedures. An EE in subjects in the studies in language and literature, and language acquisition groups must be written in the language of the subject chosen. For subjects in the remaining four groups (individuals and societies, sciences, mathematics, the arts), an EE must be presented in English, French or Spanish. Other available response languages for an EE, and exceptions to the above, are specified in the Diploma Programme Assessment procedures.

9.2 Students may be permitted to write their examinations and other forms of assessment in languages other than English, French or Spanish for certain IB projects in the individuals and societies, and sciences groups, TOK, and the EE. The IB reserves the right to make such languages for such projects mainstream from time to time and therefore available to all students as response languages upon notice by the IB.

9.3 The same response language must be used for all components of a subject. However, if a subject is being retaken and the desired response language is not available in the target session for the subject concerned, internal assessment (hereinafter “IA”) can be carried over from a previous session resulting in more than one response language for the same subject.

## Article 10: Student registration

10.1 Student registration is an application by a student to take DP assessments. The registration process is conducted using the IB information system (IBIS), a secure web-based service used by DP coordinators. Registration must be undertaken by the school’s DP coordinator. No other method is

available to register students. Students cannot register themselves for an examination session or make amendments to an existing registration. This cannot be done on their behalf by their legal guardian(s) either.

10.2 A student for the IB Diploma or DP Course Results must be registered by a school for each intended examination session, and must take the requisite courses and assessments at that school. The school must complete the registration requirements on behalf of the student and pay the related fees by the relevant deadlines. It is the sole responsibility of the school to ensure that students are registered correctly for an examination session.

10.3 A school may accept an external student from another IB World School authorized to offer the DP if the school the student normally attends does not offer a particular IB subject. However, all academic and administrative responsibility for that student will remain with the school that has registered, or will register, that student for a DP examination session. The student must not be registered by both schools, unless advised to do so by the IB. Similarly, in the case of a retake student, the school at which they are registered must accept all academic and administrative responsibility for that student, and responsibility cannot be delegated elsewhere. Students taking online courses with an IB- approved online provider are subject to the conditions specified in the current version of the Diploma Programme Assessment procedures.

10.4 If a DP student retakes a subject to improve their results, the highest grade for the subject/core requirement will contribute to the award of the IB Diploma. Similarly, if an anticipated student retakes a subject in their IB diploma session, the highest grade will normally contribute to the award of the IB Diploma.

#### Article 11: Form of the results

Successful IB diploma students will receive an IB Diploma and a document titled Diploma Programme Results listing the total IB diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of TOK and the EE. An IB diploma student will receive a bilingual version of the IB Diploma if they meet the requirements as given in the Diploma Programme Assessment procedures.

An IB diploma student who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in TOK and the EE, and confirmation of the completion of all CAS requirements, as appropriate.

DP course students receive DP Course Results indicating the results obtained in individual subjects and the core requirements, as appropriate.

#### Article 12: Enquiry upon results

12.1 A student's assessment material may be re-marked, returned to the school (in electronic format) and/or subject to remoderation (for IA) as part of the enquiry upon results service, the details and fees for which are specified in the Diploma Programme Assessment procedures. The categories and conditions of this service are subject to change and, therefore, are in accordance with the details given in the Diploma Programme Assessment procedures for the examination session concerned. All enquiries upon results must be submitted by the school on behalf of the student.

12.2 Re-marking a student's assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school must obtain the written consent of the student or their legal guardian(s) ensuring that the student and/or the legal guardian(s) are aware that the grade may go up or down.

12.3 If the school's DP coordinator believes the process leading to the grade upon re-marking or remoderation did not respect the procedures defined in these general regulations and/or the Diploma Programme Assessment procedures, the DP coordinator may request, on behalf of the student, a report on the re-mark. Before requesting a report, the school must obtain the consent of the student(s) or their legal guardian(s).

12.4 Beyond the enquiry upon results service, the DP coordinator may not request a subsequent re-marking of assessment material or a further moderation of marks for IA. However, the student is entitled to submit an appeal under the conditions defined in article 17.

#### Article 13: IB DP/CP Final Award Committee

13.1 The IB DP/CP Final Award Committee is the body that formally awards the IB Diploma, IB CP Certificate, DP Course Results and CP Course Results on the basis of the grades determined by grade award procedures. The award is made by the committee on behalf of the IB Board of Governors.

13.2 The Final Award Committee consists of senior members of the IB, and may include members of the Board of Governors, the IB Examining Board and senior IB assessment staff.

13.3 The Final Award Committee may delegate decisions on cases of alleged academic misconduct to a sub-committee, but the Final Award Committee is the body that has authority to make the final decision in all special cases with respect to the award of the IB Diploma, IB CP Certificate, DP Course Results and CP Course Results.

#### Article 14: Students with access requirements

Inclusion is defined as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Access arrangements do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and, in addition, validity and meaningfulness to assessment. A student with access requirements is one who requires access arrangements in teaching, learning and assessment.

The IB approach to access and inclusion is articulated in the Access and inclusion policy with details on the access arrangements that are available for IB assessments if they are used as part of teaching and learning. The procedure to request authorization from the IB for access arrangements for IB assessments is set out in section “C6”.

#### Article 15: Students affected by adverse circumstances

Adverse circumstances are situations that have their onset or occurrence during the examinations or up to three months before the examinations in May/November, which are beyond the control of a student and/or the school, which affect students and have a bearing on their performance in IB assessments. They may impact an individual student, or multiple students where the same circumstance may affect a group of students or the entire cohort.

The IB approach to adverse circumstances is set out elsewhere in section “C7”. It details what is included and not included as an adverse circumstance and the possible actions that the IB is able to apply in such situations.

#### Article 16: Students suspected of academic misconduct

The IB approach to academic misconduct is set out in the publication Academic integrity policy.

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.

For further information on investigation procedures and outcomes, please refer to the publication Academic integrity policy.

#### Article 17: Admissibility of an appeal

17.1 An assessment appeal is an opportunity for a school or student (via their school) to ask the IB to review how a decision was made as part of the assessment process—i.e. the processing of an IB grade for the student, or the handling of academic misconduct.

17.2 An appeal cannot ask for an exception to an IB process, but it can challenge the reasonableness of the interpretation of IB rules. An appeal cannot change published IB policies, and where an appeal results in a clarification of IB rules, this must be applied to all students in that session.

17.3 An appeal represents the final step in concerns about the IB assessment process. The outcome of an assessment appeal may not be escalated elsewhere in the IB. This does not affect the legal right to complain to a national regulator or to seek arbitration.

17.4 For logistical reasons, all appeals must be raised by either the Head of School or the DP coordinator. However, a school must submit an appeal on behalf of a student or their legal guardian(s) if requested, even if they do not support the appeal. It is a school decision whether to charge a student or their legal guardian(s) for an appeal.

17.5 The appeals process is divided into two stages. Each stage will usually require the payment of a fee. The fee will be refunded if the decision being appealed changes.

For further information on the appeals process, please refer to the document Diploma Programme assessment appeals procedure.

## 5. [Diploma Programme curriculum framework](#)



## **The IB Diploma Programme**

### **What is the Diploma Programme?**

The IB Diploma Programme (DP) is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification (the IB diploma) that is widely recognized by the world's leading universities.

### **Composition of the Diploma Programme**

The curriculum contains six subject groups, together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK). The subject groups and the core elements are shown in figure 1.

The subject groups and core elements are listed below.

#### **Subject groups**

Studies in language and literature

Language acquisition

Individuals and societies

Sciences

Mathematics

The arts

#### **Core elements**

Extended essay

Theory of knowledge

Creativity, activity, service

## **What subjects must DP category students study?**

### **Mainstream subjects**

DP category students taking the diploma study six subjects selected from the subject groups. Normally one subject is chosen from each group with three of these studied as higher level (HL) and three studied as standard level (SL). Please refer to section “C1” for the complete diploma requirement details.

- HL courses represent 240 teaching hours.
- SL courses represent 150 teaching hours.

### **Core elements**

All three core elements must be studied; these are central to the philosophy of the DP.

For more about the philosophy of the DP, refer to the following resources.

- What is an IB education? (November 2019)
- Guide to school authorization: Diploma Programme (October 2010, updated October 2018)
- “General regulations: Diploma Programme ” (part B of this publication)
- Developing academic literacy in IB programmes (August 2014)
- Programme standards and practices (October 2018, updated April 2022)
- Learning stories—series
- Global engagement—series

The three core elements are as follows.

The extended essay (EE) offers students the opportunity to research and investigate a topic that interests them, using the independent research and writing skills they will need at college or university.

A diploma student must complete and submit an EE, which is a substantial piece of independent research of up to 4,000 words. Work on the EE is expected to occupy approximately 40 hours. The work for an EE must be done under the direct supervision of an appropriate teacher at the IB World School that is registering the student for the examination session. See also the Extended essay guide.

The theory of knowledge (TOK) course explores the nature of knowledge across a range of disciplines.

A diploma student must follow a TOK course. The IB recommends that TOK is an independent course of at least 100 teaching hours evenly distributed over the two-year period of study, and the course must meet the TOK assessment requirements that include creating an exhibition and submitting an essay on one of the six prescribed titles for the examination session. The prescribed titles for May 2025 are released on the Programme Resource Centre for coordinators in September 2024, and those for November 2025 are released in March 2025.

See also the Theory of knowledge guide (February 2020).

The creativity, activity, service (CAS) programme fosters students' awareness and appreciation of life beyond the academic arena.

A diploma student must take part in CAS experiences. Schools entering students for the diploma undertake to ensure that all students engage in a CAS programme. The CAS programme formally begins at the start of the DP and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity and service.

See also the Creativity, activity, service guide (March 2015).

## **Award of the diploma**

### **Core requirements**

- DP category students must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements—see section “A2.2.2”.
- Students who successfully meet these conditions will be awarded the diploma.
- Students who take the diploma in multiple languages may be eligible for a bilingual diploma.

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma. See section “A2.2.2”.
- The overall maximum points from subject grades, TOK and the EE is therefore 45:  $((6 \times 7) + 3)$ .
- The minimum threshold for the award of the diploma is 24 points. If a student scores less than 24 points, the diploma is not awarded.

### **Additional requirements**

There are a number of additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The student has gained 12 points or more on HL subjects. (For students who register for four HL subjects, the three highest grades count.)
- The student has gained 9 points or more on SL subjects. (Students who register for two SL subjects must gain at least 5 points at SL.)
- The student has not received a penalty for academic misconduct from the Final Award Committee.

## **Bilingual diploma**

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

A bilingual diploma will be awarded to a successful student who fulfils one or more of the following criteria.

- Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages.
- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the student's nominated studies in language and literature language. The student must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups.

Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma, provided the above conditions are met.

The following cannot contribute to the award of a bilingual diploma.

- An extended essay
- A school-based syllabus
- A subject taken by a student in addition to the six subjects for the diploma (“additional subjects”)

Further details of how the IB diploma is awarded are contained in part B “General regulations: Diploma Programme”.

## **Non-regular diploma**

If the entry conditions to a university or college of higher education require a student to offer a combination of subjects outside the scope of a regular or bilingual diploma as detailed in section “A2.2” and part B “General regulations: Diploma Programme”, then the student may be allowed to take a reasonable substitution if they are able to present acceptable documentary evidence.

A request for a non-regular diploma will only be allowed if the entry conditions for the proposed higher education course offer no alternative. A student will not be allowed to make a substitution for a studies in language and literature or language acquisition subject, except that two studies in language and literature subjects may be offered instead of a studies in language and literature and a language acquisition subject. Documentary evidence, which can include pages from a university or college prospectus, must be submitted in all cases.

### **DP courses online**

Schools have the opportunity of offering online DP courses to widen a student's choice of courses. These online courses, from IB-approved providers, are led by experienced DP teachers.

Online DP courses have a number of benefits and can:

- extend subject choice for students in IB World Schools
- create international and intercultural classrooms in ways that cannot be envisaged in many schools
- enable students, increasingly socialized in the digital world, to develop essential skills that will equip them for life after school
- enable students who cannot attend IB World Schools to benefit from an IB educational experience.

(The IB has started a pilot project, with the collaboration of IB World Schools, to analyse the feasibility of offering DP courses online to students who are not enrolled in IB World Schools.)

Students taking DP courses online take the DP assessments in the same way as students enrolled in school-based courses and must comply with all DP requirements.

Detailed information about DP courses online and the role of the site-based coordinator can be found in the publication *Diploma Programme courses online: An overview for schools* (updated August 2014).

If a student is enrolled in an online DP course, this must be indicated when registering the student. See section "C2.6" for further information.

### **Role of the site-based coordinator**

If schools have students who intend to enrol in one or more courses online, they must appoint a site-based coordinator (SBC) who must complete a required training activity in order to be able to fulfil their responsibilities. Full details of this role and the accompanying responsibilities can be found in Diploma Programme courses online: An overview for schools.

## **Programme evaluation**

The IB runs an ongoing programme evaluation process in schools to ensure that standards and practices of the programme are being maintained at a consistent level. For further information, please refer to the Guide to programme evaluation (April 2022, updated August 2023), available on the Programme Resource Centre.

### **5.1 Core**

#### **5.1.1 The Theory of Knowledge**

*While there are arguably many ways of knowing, the TOK course identifies eight specific ways of knowing (WOKs): language, sense perception, emotion, reason, imagination, faith, intuition, and memory. While each of these will be explored, some will be examined in greater detail during the inquiry into the TOK Areas of Knowledge (AOKs): mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems. This course will focus on six of the eight areas.*

The purpose of the TOK course is not to descend into relativism and to ultimately decide that knowledge is subjective. It seeks instead to foster critical thinking about knowledge, to lead students to be able to consciously engage their own knowledge and learning process, to inquire into their own perspectives, and to encounter other perspectives in a spirit of understanding and mutual respect.

In the words of the IB, again:

*It offers students and their teachers the opportunity to:*

- *reflect critically on diverse ways of knowing and on areas of knowledge*
- *consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.*

*In addition, it prompts students to:*

- 1) *be aware of themselves as thinkers, encouraging them to become more acquainted with the*

*complexity of knowledge*

2) *recognize the need to act responsibly in an increasingly interconnected but uncertain world.*

*As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these is "How do we know?"*

The TOK final assessment is concluded on the basis of two tasks: an essay, written on a topic provided by IB and assessed externally, and a presentation (individual or small group) to be assessed internally (with external verification by IB). Both tasks are to be concluded in year two of the program.

### **Course Description, ISoB Bydgoszcz**

The **Theory of Knowledge (TOK)** course is, in the description of the IB, is "*central to the educational philosophy of the Diploma Programme.*" Integrated with the whole of the DP curriculum, it is described as:

*The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. [...] In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.*

*The course centres on the exploration of knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: "What counts as good evidence for a claim?", "Are some types of knowledge less open to interpretation than others?", or "What constraints should there be on the pursuit of knowledge?". While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course*

The main idea behind TOK is not so much covering or discussing specific knowledge or "material" to be learned, but rather to work across the curriculum in what in essence is an extended exercise in honing critical thinking skills, about critical inquiry into how knowledge is constructed and how to assess the validity of claims, ideally helping students to learn to independently evaluate the quality of claims about knowledge for themselves. The purpose of the TOK course is not to descend into relativism and to ultimately decide that knowledge is subjective. It seeks instead to foster critical thinking about knowledge, to lead students to be able to engage consciously their own knowledge and learning process, to inquire into their own perspectives, and to encounter other

perspectives in a spirit of understanding and mutual respect.

The subject, then, is less about “what we know” than “how do we know”. This is then placed into a context and framework designed by IB to integrate well with the main subjects of the curriculum (links to TOK are often made in other DP classes) as well as to form a consistent approach.

As IB describes the course in the subject guide:

*Students are encouraged to examine the evidence for claims and to consider, for example, how we distinguish fact from opinion, or how we evaluate the credibility of claims that we are exposed to in the media. They explore different methods and tools of inquiry and try to establish what it is about them that makes them effective, as well as considering their limitations.*

*The following 12 concepts have particular prominence within, and thread throughout, the TOK course: evidence, certainty, truth, interpretation, power, justification, explanation, objectivity, perspective, culture, values and responsibility. Exploration of the relationship between knowledge and these concepts can help students to deepen their understanding, as well as facilitating the transfer of their learning to new and different contexts.*

For those who have seen TOK in past years (students may well have older friends or siblings who have completed DP), the new revised programme starting in 2020 is both familiar and somewhat streamlined over past years.

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

- *The core theme—Knowledge and the knower: This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.*
- *Optional themes: This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world today and play a key role in shaping people’s perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.*
- *Areas of knowledge: The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining*

knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.

After first introducing the basic “tools” of TOK (which will be used in assessment!), the course will move on to discussion of two larger “themes” (starting with knowledge and language – given the multilingual and international nature of our students, it would be a shame not to), and then a second theme to be selected from the other four in discussion with students. The final topics covered will then be the five Areas of Knowledge.

Each of these topics and areas of knowledge are to be discussed within a concrete framework, to provide a fairly consistent structure to the discussions well as leading them toward the final assessments (discussed below).

*To help teachers and students explore these three parts of the TOK curriculum, guidance and suggested knowledge questions are provided. These suggested knowledge questions are organized into a framework of four elements: scope, perspectives, methods and tools, and ethics. This "knowledge framework" encourages a deep exploration of each theme and AOK. Having these common elements run throughout the different parts of the curriculum also helps to unify the course and helps students to make effective connections and comparisons across the different themes and areas of knowledge. [...]*

**Assessment in TOK:**

Assessment for the TOK course takes on two primary forms: the exhibition (at the end of year one) and the essay. (concluding the course in year two). Throughout year one students will practice the skills necessary to produce their final essay during year two. This final assessment, which is part of the IB diploma, is concluded on the basis of two tasks:

<i>Assessment component</i>	<i>Weighting</i>
<p><i>Internal assessment</i>  <i>Theory of knowledge exhibition (10 marks)</i>  <i>For this component, students are required to create an exhibition 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.</i></p>	<p><i>1/3 (33%)</i></p>

<p><i>External assessment</i>  <i>TOK essay on a prescribed title (10 marks)</i>  <i>For this component, 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.</i></p>	<p>2/3 (67%)</p>
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In greater detail:

*The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.*

*Students are required to create an exhibition comprising three objects, or images of objects, and an accompanying written commentary on each object. To enable their exhibition to be marked by their TOK teacher and for samples of student work to be submitted to the IB for moderation, students are required to produce a single file containing:*

- *a title clearly indicating their selected IA prompt*
- *images of their three objects*
- *a typed commentary on each object that identifies each object and its specific real-world context, justifies its inclusion in the exhibition and links to the IA prompt (maximum 950 words)*
- *appropriate citations and references.*

*Each student must create an individual exhibition. Group work may not be undertaken by students. Multiple students in the same TOK class are permitted to create exhibitions on the same IA prompt. However, students in the same class are not permitted to use any of the same objects.*

In this task, students will choose a knowledge-related prompt from a list provided by IB (there are over thirty to choose from related to different elements of the TOK curriculum) and find three real-world examples to discuss and analyse in a TOK context. The context should be based on either the core theme of “the knower” or one of the optional themes. The examples which students choose should be *specific* and *real-world examples* – so, to name some examples from the subject guide, a photo of the student playing in a band and not a stock photo, an image of Picasso’s *Guernica* (or of a painting the student made in Visual Arts), or a specific news article or TED talk. The point is that the examples are genuine, and not generic; the analysis should be about specific things and not generalizations. This is to provide an opportunity for students to make links to the real

world, while still guided by prompts provided by IB and the TOK framework (as we should be doing in class).

*The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.*

*The TOK essay is an external assessment component. Each student's essay is submitted to the IB to be marked by IB examiners. The TOK Essay must be written in standard 12 type size and be double spaced. It is not primarily a research paper, but it is expected that specific sources will be used, and these must be acknowledged*

In all work pertaining to the TOK course, presentations, writing assignments or class contributions, academic integrity is essential. This means, concretely, that the work must be entirely the student's own, without plagiarism or unacknowledged or inappropriate use of sources. All sources used must be appropriately cited and referenced. The work should be original and meet fundamental standards of academic work.

In addition to the final assessment for the IB diploma described above, students will receive regular semester grades for TOK which will be based on students participation, engagement, and how well they perform on a number of in-class and/or homework tasks.

In Year One, the Following Assessment Methods are Planned:

- 1) Student Mini-Exhibitions (up to 5 minutes, ca. 250 words), in which a student will be asked to present a sample object or item in a way similar to the final exhibition at the end of the year; these should not be the same objects and those used in the final exhibition!
- 2) Mini-essays (ca. 500 - 1000 words), teacher assessed written on analysis of a concrete TOK question, similar to the prompts for the final TOK essay in year two;
- 3) Discussion Contributions - as part of formative assessment, will be ongoing, teacher assessed.
- 4) The TOK Exhibition – topics should be selected by mid-April, a draft/outline of the analysis of three objects should be ready and presented to the instructor by early/mid

May; the final exhibition (including sharing with other students in the class – form to be negotiated) will be in the first week of June.

In Year Two, the following assessment instruments are planned, as prescribed by IB:

1) Discussion Contributions / analyses - as part of formative assessment, will be ongoing, teacher assessed.

2) Mini-essays (ca. 500 - 1000 words), teacher assessed written on analysis of a concrete TOK question, similar to the prompts for the final TOK essay in year two; these will be earlier in the year to help hone writing skills while not distracting from the final essay.

3) TOK Essay first draft due in December, Year 2, final draft at the end of January, Year two for external submission. The essay itself is externally assessed; the semester grade will consider whether a student has been working regularly, observing deadlines, etc. IB requires three “interactions” in the process of writing the essay:

1. *Discussing the list of prescribed titles* – this also includes students discussing their ideas and thoughts regarding specific titles, working on their selection (and keeping the instructor informed of this progress) (October);

2. *Discussing the student’s initial exploration of their selected title* (for example, an essay plan, main ideas to be considered, sketched/drafted fragments). This, in essence, means regular work on the essay over a number of weeks, and not simply writing a draft at the last moment before the deadline (November-December).

3. *Discussion/revision of an initial draft the student’s essay*. A completed first draft should be ready by December. Feedback and suggestions for improvement will be given, so that the student can then submit the final version by the end of January.

#### **Assessment Criteria:**

The following assessment guidelines are those used by IB for final assessment. These will be used (with increasing strictness) over the two years of the TOK course.

#### **TOK Exhibition assessment instrument:**

Does the exhibition successfully show how TOK manifests in the world around us?
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Excellent 9-10	Good 7-8	Satisfactory 5-6	Basic 3-4	Rudimentary 1- 2	0
<p>The exhibition clearly identifies three objects and their specific real-world contexts. Links between each of the three objects and the selected IA prompt are clearly made and well explained.</p> <p>There is a strong justification of the particular contribution that each individual object makes to the exhibition.</p> <p>All, or nearly all, of the points are well-supported by appropriate evidence and explicit</p>	<p>The exhibition identifies three objects and their real-world contexts. Links between each of the three objects and the selected IA prompt are explained, although this explanation may lack precision and clarity in parts.</p> <p>There is a justification of the contribution that each individual object makes to the exhibition.</p> <p>Many of the points are supported by appropriate evidence and references to the selected IA prompt.</p>	<p>The exhibition identifies three objects, although the real-world contexts of these objects may be vaguely or imprecisely stated. There is some explanation of the links between the three objects and the selected IA prompt.</p> <p>There is some justification for the inclusion of each object in the exhibition.</p> <p>Some of the points are supported by evidence and references to the selected IA prompt.</p>	<p>The exhibition identifies three objects, although the real-world contexts of the objects may be implied rather than explicitly stated. Basic links between the objects and the selected IA prompt are made, but the explanation of these links is unconvincing and/or unfocused.</p> <p>There is a superficial justification for the inclusion of each object in the exhibition.</p> <p>Reasons for the inclusion of the objects are offered, but these are not supported by appropriate evidence and/or lack relevance to the selected IA prompt. There may be</p>	<p>The exhibition presents three objects, but the real-world contexts of these objects are not stated, or the images presented may be highly generic images of types of object rather than of specific real-world objects. Links between the objects and the selected IA prompt are made, but these are minimal, tenuous, or it is not clear what the student is trying to convey.</p> <p>There is very little justification offered for the inclusion</p>	<p>The exhibition does not reach the standard described by the other levels or does not use one of the IA prompts provided.</p>

references to the selected IA prompt.			significant repetition across the justifications of the different objects.	of each object in the exhibition. The commentary on the objects is highly descriptive or consists only of unsupported assertions.	
Possible characteristics					
Convincing Lucid Precise	Focused Relevant Coherent	Adequate Competent Acceptable	Simplistic Limited Underdevelop ed	Ineffective Descriptive Incoherent	

**TOK essay assessment instrument**

Does the student provide a clear, coherent and critical exploration of the essay title?					
Excellent 9–10	Very good 7–8	Satisfactory 5–6	Basic 3–4	Rudimentary 1–2	0
The discussion has a sustained focus on the title and is linked effectively to areas of knowledge. Arguments are clear, coherent and effectively supported by specific examples. The implications of	The discussion is focused on the title and is linked effectively to areas of knowledge. Arguments are clear, coherent and supported by examples. There is awareness and some evaluation of	The discussion is focused on the title and is developed with some links to areas of knowledge. Arguments are offered and are supported by examples. There is some awareness of different points of view.	The discussion is connected to the title and makes superficial or limited links to areas of knowledge. The discussion is largely descriptive. Limited arguments are offered but they are unclear and	The discussion is weakly connected to the title. While there may be links to the areas of knowledge, any relevant points are descriptive or consist only of unsupported assertions.	The discussion does not reach the standard described by the other levels or is not a response to one of the prescribed titles for the correct examination session

arguments are considered. There is clear awareness and evaluation of different points of view.	different points of view.		are not supported by effective examples.		
Possible characteristics					
Insightful Convincing Accomplished Lucid	Pertinent Relevant Analytical Organized	Acceptable Mainstream Adequate Competent	Underdeveloped Basic Superficial Limited	Ineffective Descriptive Incoherent Formless	

### Planned Topics:

#### Year One

- 1) How do you (we) know? Introduction to TOK, including assessment
- 2) Core Theme: Knowledge and the Knower (I) – key ideas, concepts, approaches
- 3) Knowledge and the Knower (II): Forming Knowledge Questions, the Knowledge Framework
- 4) Optional Theme I – Knowledge and Language
- 5) Optional Theme II – to be decided with students; suggested: Knowledge and Technology or Knowledge and Indigenous Societies, but Knowledge and Politics or Knowledge and Religion are possible, depending on students’ interest. To be decided in- class with the group.
- 6) Introducing the Exhibition – basic requirements, approaches (to be integrated also in thematic discussions)
- 7) How to write about knowledge? - Introducing (or reviewing) critical writing skills, including citation, references, etc. for TOK; including some analysis of sample essays.

8) Areas of Knowledge (two to be discussed in Year One, of students' choice: History, The Human Sciences, The Natural Sciences, The Arts, Mathematics).

8) TOK Exhibition

## **Year Two**

1) Review of TOK fundamentals

2) Continued discussions of the remaining Areas of Knowledge not discussed in detail in Year One.

3) TOK writing workshops (first draft due in December, final version by the end of January 2019)

### **5.1.2 Creativity, action, service (CAS)**

***Creativity, activity, service (CAS)*** is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows. Creativity: arts, and other experiences that involve creative thinking. Activity: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme. Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected. CAS enables students to enhance their personal and interpersonal development through experiential learning. CAS activities should continue on a regular basis for as long as possible throughout the programme. Successful completion of CAS is a requirement for the award of the IB diploma.

### **5.1.3 The extended essay**

The ***extended essay*** provides the opportunity for IB students to explore a topic of their own interest, usually connected with one (or two – in the case of an interdisciplinary essay) of the student's six DP subjects, and acquaints them with the practice of independent research and academic writing skills expected at university. It is intended to promote high-level research and academic style writing skills, intellectual discovery and creativity - resulting in approximately 40 hours of work. It provides students with an opportunity to engage in personal research on a topic of their choice, under the guidance of a supervisor. This leads to a major piece of formally presented, structured writing of up to 4,000 words, in which ideas and findings are exhibited in a reasoned and coherent

manner, appropriate to the subject. Students follow the process of preparing the essay with

a series of short interviews aimed at reflection and guidance in research and a concluding interview - *viva voce* - with the supervisor approved by the ISOB. Extended Essay proves also to be a way to further the knowledge and usage of the detailed rules of Academic Integrity. In countries where interviews are required prior to acceptance for employment or for a place at university, the extended essay had proved to be a valuable stimulus for discussion. (Source used – IB DP Extended Essay Guide, 2018).

## **6. Group 1 – Studies in Language and Literature**

### **6.1 Language A – Literature**

Language A: Literature courses comply with the IB learner profile and build on the previously acquired skills and knowledge of the students. They belong to Group 1 courses and constitute an obligatory requirement of the IB Diploma Programme. Students can choose between High Level and Standard Level. Language A – Literature School Supported Self-Taught Programme is offered only at Standard Level. The courses are designed for students who have experience of using the language of the course in an academic context.

The course in each case is designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. In the language A: literature course, focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. The courses are also directly connected with the CORE, i.e. Theory of Knowledge, CAS and Extended Essay, by shaping skills and knowledge needed for the interdisciplinary tasks and transfer skills. Language A – Literature builds on prior learning, encourages critical engagement with sensitive topics, and fosters international mindedness.

Language A: literature is a literature course that may be studied in as many as eighty languages. Our school offers Language A: literature course in several languages and the list of languages in current offer is placed on the school's website. Students can also choose Language A – Literature School Supported Self-Taught Programme if the language of their choice is not provided by the school. The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world.

It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Through the study of a wide range of literature, the language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in

their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

As specified by the *IB DP Language A – Literature guide 2019*, Language A - Literature course explores elements of language, literature and performance and focuses on the relationships between readers, writers and texts, the range and functions of texts across geographical space and historical time as well as aspects of intertextuality. Literary texts are the sole focus of the language A: literature course, which provides the study of literary, non-literary, visual and performance texts, focuses on understanding how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. It promotes thinking critically about texts, as well as responding to, producing or performing them and leads students to an understanding of how language sustains or challenges ways of thinking and being. The study additionally builds awareness that all texts may be understood in relation to their form, content, purpose, audience and their associated contexts, such as social, historical and cultural circumstances. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

The **aims** of Language A – literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. 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
5. 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
6. develop an understanding of the relationships between studies in language and literature and other disciplines

7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature. (*IB Language A – Literature Guide, 2019*)

### **Distinction between SL and HL**

The model for language A: literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study 9 works, while HL students are required to study 13. Assessment criteria weigh differently between SL and HL levels.

In Paper 1, both SL and HL students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both literary extracts or texts. In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied literary text or work. The outcome is an essay of 1,200–1,500 words in which HL students are expected to demonstrate a deeper understanding of the nature of literary study. The distinction between SL and HL is summarized below.

<b>Works read</b>	<b>SL</b>	<b>HL</b>
<b>Works in translation written by authors on the <i>Prescribed reading list</i></b>	Study of a minimum of three works	Study of a minimum of four works
<b>Works originally written in the language studied, by authors on the <i>Prescribed reading list</i></b>	Study of a minimum of four works	Study of a minimum of five works
<b>Free choice works</b>	Study of two works freely chosen	Study of four works freely chosen
<b>Selection rules and assigning areas of</b>	There must be a minimum	There must be a minimum

<b>exploration</b>	of two works studied for each area of exploration. Works must be selected to cover three literary forms, three periods and three countries or regions (as defined on the Prescribed reading list) in at least two continents.	of three works for each area of exploration. Works must be selected to cover the four literary forms, three periods and four countries or regions as defined on the Prescribed reading list in at least two continents.
<b>Total works studied</b>	<b>9</b>	<b>13</b>
<b>External assessment</b>	<b>SL</b>	<b>HL</b>
<b>Paper 1: Guided literary analysis</b>	A guided analysis of a previously unseen literary extract or text from a choice of two	Two guided analyses of previously unseen literary extracts or texts
<b>HL essay</b>	---	An essay of 1,200–1,500 words exploring a line of inquiry in connection with a studied literary text or work

**A work is defined for studies in language and literature courses as one single major literary text, such as a novel, autobiography or biography; two or more shorter literary texts such as novellas; 5–10 short stories; 5–8 essays; 10–15 letters; or a substantial section or the whole of a long poem (at least 600 lines) or 15–20 shorter poems. Where more than one text is studied as part of a work, texts must be from the same author.**

**Course components:**

All works chosen for the course must refer to one of the three areas of exploration presented below and to seven key concepts:

<u>Area of exploration</u>	<u>Description</u>
----------------------------	--------------------

Readers, writers and texts	Works are chosen from a variety of literary forms. The study of the works could focus on the relationships between literary texts, readers and writers as well as the nature of literature and its study. This study includes the investigation of the response of readers
	and the ways in which literary texts generate meaning. The focus is on the development of personal and critical responses to the particulars of literary texts.
Time and space	Works are chosen to reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of literary texts and the variety of ways literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.
Intertextuality: Connecting texts	Works are chosen so as to provide students with an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among literary texts.

Concepts are vital in studies in language and literature courses since they help organize and guide the study of works across the three areas of exploration. They foreground aspects of linguistic and literary study that have been the focus of attention and inquiry.

The seven concepts are stated below:

1. Identity
2. Culture
3. Creativity
4. Communication

5. Perspective
6. Transformation
7. Representation

Additionally, as the syllabus does not bind the areas of exploration to particular assessment components, there is room for individual decisions to be made by students about the works for each of their assessment content. The freedom to make course design decisions requires careful planning to guarantee that requirements are met throughout the teaching of the syllabus material. The central principles of variety, integration, autonomy and accountability are aimed at providing guidance for teachers in structuring their courses and advising students how to make sensible and careful decisions.

### **The learner portfolio**

The learner portfolio is a central element of the language A: literature course and is mandatory for all students. It is an individual collection of student work compiled during the two years of the course. The work carried out for the learner portfolio forms the basis of preparation for the assessment; it is a fundamental element of the course, providing evidence of the student's work and a reflection of his or her preparation for the assessment components. Schools may be required to submit these learner portfolios in cases in which it is necessary to determine the authenticity of student's work in a component, to certify that the principles of academic honesty have been respected or to evaluate the implementation of the syllabus in a school.

The learner portfolio must consist of a diversity of formal and informal responses to the works studied, which may come in a range of critical and/or creative forms, and in different media. It is the student's own record of discovery and development throughout the course.

### **Internal assessment:**

The **individual oral** is based on the exploration the student has carried out in the learner portfolio. In the lead-up to the individual oral, the student needs to make a decision about which global issue and which works will be explored in the task. Two works must be selected: one of them must be a text written originally in the language A studied and the other one must be a work in translation. An extract of no more than 40 lines should be selected from each work, which is representative of the presence of the global issue in it. The works selected must have a clear connection with the global issue. The individual oral should be a well supported argument about the ways in which the works represent and explore the global issue. Students must select two extracts, one from each work, that clearly show significant moments when this global issue is being focused on. The extracts are meant to help students focus their responses, remove the need to learn quotations and enable them to explore more precise issues, such as style, specific devices and other distinct techniques used by authors to present the global issue. The choice of extracts should show the student's

understanding of the relevance of the extracts to the whole works and enable coverage of both larger and smaller choices made by the writers to shape their perspectives on the global issue.

A global issue incorporates the following three properties.

- It has significance on a wide/large scale.
- It is transnational.
- Its impact is felt in everyday local contexts.

The following global issues can be chosen from:

1. Culture, identity and community
2. Beliefs, values and education
3. Politics, power and justice
4. Art, creativity and the imagination
5. Science, technology and the environment

#### **Assessment criteria**

Assessment criteria are the same for High Level, Standard Level and Self-Taught students; however, their weight is different for the final grade. The assessment components also vary for HL, SL and Self-taught programmes. The details are presented below.

#### **Assessment in SL**

<b><u>Assessment component</u></b>	<b><u>Weighting</u></b>
External assessment (3 hours) Paper 1: Guided literary analysis (1 hour 15 minutes) The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	70% 35%
Paper 2 Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)	<b><u>35%</u></b>
Internal assessment This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from one work written originally in the	<b><u>30%</u></b>

language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	
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### **Assessment in HL**

<b><u>Assessment component</u></b>	<b><u>Weighting</u></b>
External assessment (4 hours) Paper 1: Guided literary analysis (2 hours 15 minutes) The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	<b><u>80%</u></b> <b><u>35%</u></b>
Paper 2 Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)	<b><u>25%</u></b>
Higher level (HL) essay Students submit an essay on one literary text or work studied during the course. (20 marks) The essay must be 1,200–1,500 words in length.	<b><u>20%</u></b>
Internal assessment This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	<b><u>20%</u></b>

### **School-supported self-taught programme**

School-supported self-taught (SSST) students may study language A: literature at SL only. They are expected to meet the same syllabus requirements as for taught SL students, but with the following exception: all works studied must be written by authors chosen from the *Prescribed reading list*. The open nature of the language A: literature syllabus means SSST students must be given assistance with specific aspects of their studies. They are assigned a tutor in their first and best language and a special class is created for all SSST students in the cohort which is scheduled in their school timetable. These arrangements are necessary to equip SSST students with the information and skills they will need to select works for their booklist, and to help them decide which works to use for each of the assessment components. Students will also need guidance in choosing a suitable global issue for the works selected for the internal assessment, in selecting the extracts from each of them and in organizing their individual oral.

### **Assessment in Self-taught programme**

<b><u>Assessment component</u></b>	<b><u>Weighting</u></b>
<p>External assessment (3 hours)</p> <p>Paper 1: Guided literary analysis (1 hour 15 minutes)</p> <p>The paper consists of two passages , from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)</p>	<p><b><u>70%</u></b></p> <p><b><u>35%</u></b></p>
<p>Paper 2 Comparative essay (1 hour 45 minutes)</p> <p>The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)</p>	<p><b><u>35%</u></b></p>
<p>Individual oral (SSST variant)</p> <p>This component consists of an individual oral that is externally assessed by the IB.</p> <p>Individual oral (15 minutes)</p> <p>Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 15 minutes to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<p><b><u>30%</u></b></p>

### **Assessment criteria for particular assessment components in HL, SL and Self-taught programme:**

### Paper 1

	<u>CRITERION</u>	<u>Points</u>
<u>Criterion A</u>	<u>Understanding and interpretation</u>	<u>5</u>
<u>Criterion B</u>	<u>Analysis and evaluation</u>	<u>5</u>
<u>Criterion C</u>	<u>Focus and organization</u>	<u>5</u>
<u>Criterion D</u>	<u>Language</u>	<u>5</u>
<u>TOTAL</u>		<u>20</u>

### Paper 2

	<u>CRITERION</u>	<u>Points</u>
<u>Criterion A</u>	<u>Knowledge, understanding and interpretation</u>	<u>10</u>
<u>Criterion B</u>	<u>Analysis and evaluation</u>	<u>10</u>
<u>Criterion C</u>	<u>Focus and organization</u>	<u>5</u>
<u>Criterion D</u>	<u>Language</u>	<u>5</u>
<u>TOTAL</u>		<u>30</u>

### HL essay

	<u>CRITERION</u>	<u>Points</u>
<u>Criterion A</u>	<u>Knowledge, understanding and interpretation</u>	<u>5</u>
<u>Criterion B</u>	<u>Analysis and evaluation</u>	<u>5</u>
<u>Criterion C</u>	<u>Focus, organization and development</u>	<u>5</u>
<u>Criterion D</u>	<u>Language</u>	<u>5</u>
<u>TOTAL</u>		<u>20</u>

### Internal assessment

	<u>CRITERION</u>	<u>Points</u>
<u>Criterion A</u>	<u>Knowledge, understanding and interpretation</u>	<u>10</u>
<u>Criterion B</u>	<u>Analysis and evaluation</u>	<u>10</u>
<u>Criterion C</u>	<u>Focus and organization</u>	<u>10</u>
<u>Criterion D</u>	<u>Language</u>	<u>10</u>
<u>TOTAL</u>		<u>40</u>

Language A – literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. Students are given the autonomy to choose a specified number of works for particular assessment components.

## **6.2 Group 2 – Language Acquisition**

### **English B, German B, French B, Spanish B (updated for first assessment 2020)**

Language B is a language acquisition course developed at two levels—standard level (SL) and higher level (HL)—for students with some background in the target language. At SL the minimum prescribed number of hours is 150 and at HL it is 240 hours. SL and HL are differentiated by the recommended number of teaching hours, but also by the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria. The focus of the course is language acquisition, intercultural understanding, and textual interpretation.

Five prescribed themes are common to the syllabuses of language B and language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest. The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP. Students and teachers of language B with experience of the Primary Years Programme (PYP) or the MYP will recognize that the themes are inspired by the transdisciplinary themes of the PYP and the global contexts of the MYP. In this way, the DP language B course can enhance the continuity of the educational experience of long-standing IB students, while also being suitable for students who are new to the IB.

Additionally,, at HL, students minimum of two works of literature originally written in the target language, selected by the teacher.

### **ASSESSMENT**

There are six assessment objectives for the language B course. Students will be assessed on their ability to:

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organize ideas on a range of topics, in a clear, coherent and convincing manner
- understand, analyse and respond to a range of written and spoken texts
- understand and use works of literature written in the target language of study (HL only).

Throughout the DP programme students are assessed internally and are prepared for external assessment. Formative tasks are given to provide the students with opportunities to develop their linguistic competence in the four skills: speaking, writing, listening and reading as well as in grammatical accuracy. These formative forms of assessment might be short vocabulary tests, quizzes, oral presentations, written tasks on various text types covered during the course, grammatical tests, reading or listening comprehension checks, etc. They are marked against IB criteria: Oral communication, Visual interpretation, Writing, Reading, Cultural interpretation, Textual analysis.

Internal assessment is compulsory for both SL and HL students. SL students are required to make an individual presentation in response to a visual stimulus whereas HL students will respond to a literary extract. At both levels, students will then go on to engage in a one-to-one discussion with the teacher, firstly on the topic of the stimulus and then in general conversation across the range of themes listed in the syllabus.

## Assessment

outline—SL

### First assessment 2020

Assessment component	Weighting
External assessment (3 hours)	75%

<p>Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p>Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>25% 50%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<p>25%</p>

### Assessment outline—HL

#### First assessment 2020

Assessment component	Weighting
<p>External assessment (3 hours 30 minutes) Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p>	<p>75% 25% 50%</p>

<p>Paper 2 (2 hours)  Receptive skills—separate sections for listening and reading (65 marks)  Listening comprehension (1 hour) (25 marks)  Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	
<p>Internal assessment  This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment  A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)</p>	<p>25%</p>

**Placement of students in language courses (based on 'DP language courses: overview and placement guidance')**

When making placement decisions, the following guidance must be taken into consideration:

Language A: literature is suitable for students who have experience of using the language in an academic context. It is recognized that students have language backgrounds that vary significantly. There are some students for whom the target language is their only proficient language, whereas other students have complex language profiles and are competent in more than one language. Language A :Literature is offered at SL or HL.

The language ab initio and language B courses are language acquisition courses—designed to provide students the opportunity to develop in a language in addition to their home/personal/best language(s). They are not designed for students entering the course who already have the ability to communicate confidently and proficiently in that specific language.

Language B is designed for students with some experience in the target language; providing students with an appropriate degree of challenge is important for their development. Language B is offered at SL or HL.

Language B HL is designed for students with previous experience in the target language who have the ability to communicate in that language in a variety of contexts and for a variety of purposes. As the study of two literary works originally written in the target language is compulsory in language B HL,

entering the course with these communication skills would allow the student to begin the study of works of literature originally written in the target language.

Language B SL is designed for students with some previous experience in the target language who already have the ability to communicate in the language in familiar contexts.

Language ab initio SL is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

The following statements, developed from course Grade descriptors, provide guidance in placing students in an appropriate language course. A student who exhibits a majority of these statements would likely be able to handle the course whilst being appropriately challenged.

If a student can demonstrate a good understanding of the meaning and purpose of written texts, including literary texts; demonstrate a good understanding of the meaning and purpose of oral texts; recognize some subtleties of specific language use and their effects, speak mostly clearly and fluently and use a varied range of language mostly accurately; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express ideas and organize work coherently, handle ideas mostly effectively with generally full interaction; exhibit some difficulties with more difficult questions the recommended course is Language A: literature  
If a student can demonstrate a good understanding of the meaning and purpose of written texts; demonstrate a good understanding of the meaning and purpose of oral texts, speak generally clearly; respond appropriately to most questions but struggle with responding to difficult questions; demonstrate an adequate command of vocabulary and grammatical accuracy; use basic and some complex language correctly; show a reasonable ability to adapt writing to suit the intended audience and purpose; express ideas and organize work appropriately, respond appropriately and demonstrate comprehension; use pronunciation and intonation which facilitate the understanding of the message; make independent contributions; produce clear messages the recommended course is Language B HL.

If a student can demonstrate adequate understanding of the meaning and purpose of written texts; demonstrate adequate understanding of the meaning and purpose of oral texts, develop some ideas using a logical structure; use a range of basic cohesive devices; use basic grammatical structures accurately; use a range of basic vocabulary and appropriate register, respond appropriately and generally demonstrate comprehension; use pronunciation and intonation which often facilitate the understanding of the message; make some independent contributions; produce mostly clear messages the recommended course is Language B SL.

If a student has no prior experience in or has had very limited previous exposure to the target language the recommended course is Language ab initio.

## **6.2 Group 3 – Individuals and Societies**

### **6.2.1 History SL/HL**

History is an analysis furthermore awareness gained throughout the research. Historians work as detectives. They are scrutinising and scribbling figures, facts as well as processes from the past connecting them to the present.

Thanks to the Diploma Programme (DP), you will extend familiarity on:

- **collecting and classifying historical proof** by strengthening inquiry skills of finding and choosing proper data from books, articles, websites and audio-visual resources; identifying the differences within distinct sorts of evidence: primary and secondary, textual, audio-visual, verbal, visual, tabular;
- **evaluation of historical evidence** by understanding the subjective nature of the historical evidence, examining sources for information and interpretations, and for cases where they corroborate, complement or contradict each other. Then recognising the value and uses of sources, and reasons to use them cautiously, understanding and recognising why and how opinions and interpretations differ
- **knowing and understanding historical processes and their relationships to human experience**, activity and motivation by identifying, explaining and analysing causes and consequences, recognising, explaining and analysing continuity, change and development over time, understanding, interpreting and analysing similarity and difference, relating human activities, experiences and motivations in history to a range of cultural and social dimensions, synthesising material studied across time and space
- **planning and proving historical concepts and data** by coming up with questions and hypotheses, including responding or questioning them, managing and combining various origins for one inquiry. Picking and using data, and concepts, envisioning narratives, with viewpoints, examination and proper approval, reviewing and reporting at results.

DP History is designed as two years of learning action on **standard** (*total teaching hours: 150*) and **higher-level** (*240 hours*). More details on the course may be found in the History Guide. It was a source for this short description as well as the official IB website: [History in the DP](#)

### **6.2.2 Global Politics**

The global politics class examines key civic concepts such as power, equality, sustainability, and peace in a series of settings and at a variety of levels.

It empowers students to receive knowledge of the regional, state, foreign and global

dimensions of civic activity. It provides them with the occasion to examine political matters concerning their conditions.

Global politics carries on a variety of disciplines in human craftsmanships and opinions. It encourages learners to learn complex political ideas by training them in real-world cases and case investigations. It additionally draws a parallel connecting such models and case considerations to guarantee a transnational viewpoint.

Explaining worldly-mindedness also an experience of many aspects is at the center of these classes. They promote talk and debate, training the ability to evaluate opposing and contestable cases.

All standard level and higher-level students develop an essential core supporting the primary unifying idea of "people, power and politics". This consists of four focus units:

- Power, sovereignty and international relations
- Human rights
- Development
- Peace and conflict.

All standard level and higher-level pupils also begin an action project within which they scrutinise a political matter of concern experientially. Learners complement their experiential knowledge with more general prospects from inquiry and submit a typewritten report reviewing their study.

Higher-level learners further explore pair up-to-date global-civic disputes within a case examinations plan.

Source: Taken after information on [www.ibo.org](http://www.ibo.org) and edited.

### **6.2.3 Geography**

The Diploma Programme geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socioeconomic methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It

considers examples and detailed case studies at a variety of scales, from local to regional, national and international.

The aims of the geography syllabus at SL and HL are to enable students to:

- develop an understanding of the interrelationships between people, places, spaces and the environment
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

Throughout the course, there is considerable flexibility in the choice of examples and case studies to ensure that Diploma Programme geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location.

### **Distinction between SL and HL**

Students at standard level (SL) and higher level (HL) in geography are presented with a syllabus that has a common core and optional themes. HL students also study the higher level extension. The syllabus requires the development of certain skills, attributes and knowledge.

Although the skills and activity of studying geography are common to both SL and HL students, the HL student is required to acquire a further body of knowledge, to demonstrate critical evaluation, and to synthesize the concepts in the higher level extension.

### **Paper 2 - Core Theme –Geographic perspectives-global change [HL and SL Students]**

The core theme provides an overview of the geographic foundation for the key global issues of our times. The purpose is to provide a broad factual and conceptual introduction to each topic and to the United Nations' Millennium Development Goals (MDGs), in particular those concerning poverty reduction, gender equality, improvements in health and education and environmental sustainability. The progress made towards meeting these goals is also evaluated.

There are three compulsory topics in this core theme:

1. Population distribution-changing population
2. Global climate-vulnerability and resilience
3. Global resource consumption and security

### **Paper 1 - Optional Themes**

HL students study three options. SL students study two options. The options are:

- A. Freshwater – drainage basins
- B. Oceans and coastal margins
- C. Extreme Environments
- D. Geophysical hazards
- E. Leisure, tourism and sport
- F. Food and health
- G. Urban environments

**Paper 3 - HL Core Extension - Global Perspectives-global interactions** There are three compulsory topics in the HL extension:

1. Power, places and network
2. Human development and diversity
3. Global risks and resilience

### **6.2.4 Psychology**

**(Old syllabus, the last assessment 2026)**

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

Students will:

- understand diverse methods of inquiry
- understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- ensure that ethical practices are upheld in psychological inquiry and discussion
- develop an awareness of how psychological research can be applied to address real-world

problems and promote positive change

The study of the biological level of analysis, the cognitive level of analysis and the sociocultural level of analysis comprises the core of the psychology course. The three levels of analysis focus on three fundamental influences on behaviour: biological, cognitive and sociocultural. The interaction of these influences substantially determines behaviour. The level of analysis approach reflects a modern trend in psychology towards integration and demonstrates how explanations offered by each of the three levels of analysis complement one another and together provide more complete and satisfactory explanations of behaviour.

Additionally, students at SL must study one option and students at HL must study two options out of four: Abnormal psychology, Developmental psychology, Health psychology, Psychology of human relationships. The study of the core (approaches to understanding behaviour) provides a foundation and a broad overview of psychology, whereas the options allow students the opportunity to study a specialized area of psychology in depth (including empirical studies and theories), according to their own particular interests. During the psychology course, students will also learn about qualitative research methodology (HL level only) and conduct a simple experimental study.

The IB psychology course is a good basis for studying psychology at university level.

### *Assessment Outline*

#### **Standard Level (SL)**

- **Paper 1** (2 hours): Short-answer questions (SAQs) and one extended response essay on the three core approaches to psychology (biological, cognitive, sociocultural).
- **Paper 2** (1 hour): One extended response essay from one chosen option (abnormal psychology, developmental psychology, health psychology, or psychology of human relationships).
- **Internal Assessment (IA)**: A written report (1,500–2,000 words) of a simple experimental study conducted by the student.
- **Weighting**: Paper 1 – 50%, Paper 2 – 25%, IA – 25%.

#### **Higher Level (HL)**

- **Paper 1** (2 hours): Short-answer questions (SAQs) and two extended response essays on the three core approaches.
- **Paper 2** (2 hours): Two extended response essays from two different options.
- **Paper 3** (1 hour): Three questions on qualitative research methodology.
- **Internal Assessment (IA)**: A written report (1,500–2,000 words) of an experimental study.

- **Weighting:** Paper 1 – 40%, Paper 2 – 20%, Paper 3 – 20%, IA – 20%.

*(New syllabus, first assessment 2027)*

Psychology is the systematic study of behaviour and mental processes. IB Psychology explores human behaviour through an integrative approach that connects **concepts, content and contexts**. Students learn to examine behaviour from biological, cognitive and sociocultural perspectives, applying these approaches to real-world contexts such as health and well-being, human development, human relationships, and learning and cognition.

The course emphasizes **conceptual understanding** over memorization, focusing on six key concepts: bias, causality, change, measurement, perspective and responsibility. Students engage in at least four **class practicals**, which provide hands-on experience with research methods and strengthen their ability to evaluate psychological knowledge.

At HL, students also explore **extensions**, including the role of culture, motivation and technology in shaping human behaviour, as well as the analysis and interpretation of psychological data.

The internal assessment requires students to design a **research proposal** for a chosen “population of interest,” applying one of the four research methods studied in class practicals (experiment, interview, observation or survey). This task emphasizes research design, ethics and the potential application of psychological knowledge.

The IB Psychology course develops critical thinking, an appreciation of ethical issues, and an understanding of how psychological knowledge can be applied to address global challenges. It provides an excellent foundation for further studies in psychology and related fields at university level.

### *Assessment Outline*

#### **Standard Level (SL)**

- **Paper 1** (1 hour 30 minutes): Integration of concepts, content and contexts.
  - Section A: Two compulsory short-answer questions from two of the three content areas.
  - Section B: Two compulsory short-answer questions applying knowledge to unseen situations, each from one of the four contexts.
  - Section C: One extended response question chosen from two concept-based questions, each from a different context.
  - **Weighting: 35%**
- **Paper 2** (1 hour 30 minutes): Applying concepts and content to research contexts.
  - Section A: Four compulsory questions on class practicals.

- Section B: Evaluation of an unseen research study with reference to two or more concepts.
- **Weighting: 35%**
- **Internal Assessment (IA): Research Proposal** (20 hours, 1,500–2,200 words): A written proposal for an investigation into a population of interest using one of the four class practical methods.
  - **Weighting: 30%**

### Higher Level (HL)

- **Paper 1** (1 hour 30 minutes): Integration of concepts, content and contexts.
  - Sections A, B and C structured as at SL.
  - **Weighting: 25%**
- **Paper 2** (1 hour 30 minutes): Applying concepts and content to research contexts.
  - Section A: Four compulsory questions on class practicals.
  - Section B: Evaluation of an unseen research study with reference to two or more concepts.
  - **Weighting: 25%**
- **Paper 3** (1 hour 45 minutes): Data analysis and interpretation (HL extensions).
  - Four source-based questions with quantitative and qualitative findings, drawn from the HL extensions (culture, motivation, technology).
  - **Weighting: 30%**
- **Internal Assessment (IA): Research Proposal** (20 hours, 1,500–2,200 words).
  - **Weighting: 20%**

### **6.2.5 Economics online – course provided by Pamoja**

Economics is the social science that describes the factors that determine the production, distribution and consumption of goods and services. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

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

SL and HL students of economics are presented with a common syllabus, with an HL extension in some topics. The syllabus for both SL and HL students requires the development of certain skills and techniques, attributes and knowledge—as described in the assessment objectives of the programme.

While the skills and activity of studying economics are common to both SL and HL students, the HL student is required to acquire a further body of knowledge—including the ability to analyze, synthesize and evaluate that knowledge—and to develop quantitative skills in order to explain and analyze economic relationships.

The economics course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or

required. The specific skills of the economics course are developed within the context of the course itself. The ability to understand and explain abstract concepts and the ability to write in a logically structured manner are distinct advantages in economics.

The development of certain skills in the Middle Years Programme (MYP) humanities course of study is excellent preparation for a Diploma Programme course in economics, which requires the student to undertake research, to demonstrate understanding and knowledge of concepts, and to exhibit the capacity to think critically.

The following specific skills, for example, which are identified and developed in the MYP humanities course, are encouraged in the Diploma Programme economics course:

- The ability to use sources such as graphs and tables in a critical manner
- The ability to analyze and interpret information from a wide range of sources
- The ability to make well-substantiated decisions and to relate them to real world contexts

The aims of the Diploma Programme course in economics are to:

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic social environments; and the history and development of social and cultural institutions
2. develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material
4. promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and to the culture of other societies
5. develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
6. enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the tolerance of uncertainty.
7. develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
8. develop an appreciation of the impact on individuals and societies of economic interactions between nations
9. develop an awareness of development issues facing nations as they undergo the process of change.

### **6.3 Group 4 – Sciences**

### 6.3.1 Biology

IB Biology is a two-year course designed to meet the requirements for an IB Diploma. This is a very challenging and demanding course. It requires a commitment of both time and personal energy to be successful. Students will acquire a limited body of facts and at the same time develop a broad, general understanding of the principles of the subject. Moreover, all IB students must complete a multi-disciplinary research project – Collaborative Sciences Project. Working in team students will select a project; gather data, form conclusions, and present results. CSP is designed to give students an appreciation of the processes that go on in real-world scientific research. The emphasis is on interdisciplinary cooperation and the processes involved in scientific investigation, rather than the products of such investigation. The course provides an adequate training in analytical and critical thought. It helps students become flexible and adaptable with respect to a rapidly changing world and possible roles they may wish to undertake. The methodology and the resources with which the sciences are presented will enhance the international perspective of our students. The IB Biology course is designed to meet the strict curriculum requirements so students can take the examinations with confidence. I have organized appropriate laboratory exercises and optional topics for study that conform to IB requirements for the specific science course. All science teachers have collaborated and planned for the group 4 project and there is adequate instructional space for the group 4 courses.

The syllabus for the Diploma Programme biology course is divided into three parts: the core, the HL material and the options. A syllabus overview is provided below:

#### **Biology First assessment 2025**

##### **Unit 1**

A1.1 Water

D2.3 Water potential

B1.1 Carbohydrates and lipids

B2.1 Membranes and membrane transport

A2.2 Cell structure

B2.2 Organelles and compartmentalization

B2.3 Cell specialization

A2.1 Origins of cells (HL only)

##### **Unit 2**

A1.2 Nucleic acids  
D1.1 DNA replication  
D1.2 Protein synthesis  
B1.2 Proteins  
D2.2 Gene expression (only HL)

### **Unit 3**

D3.2 Inheritance  
D2.1 Cell and nuclear division  
D1.3 Mutations and gene editing

### **Unit 4**

B3.1 Gas exchange  
B3.2 Transport  
B3.3 Muscle and motility (HL only)

### **Unit 5**

C3.1 Integration of body systems  
C2.3 Neural signalling  
C2.1 Chemical signalling (HL only)

### **Unit 6**

D3.1 Homeostasis  
D3.1 Reproduction  
C3.2 Defence against disease  
A2.3 Viruses (only for HL)

### **Unit 7**

C1.1 Enzymes and metabolism  
C1.2 Cell respiration

C1.3 Photosynthesis  
 D4.3 Climate change  
 D4.2 Stability and change

**Unit 8**

C4.1 Populations and communities  
 C4.2 Transfer of energy and matter  
 B4.2 Ecological niches  
 B4.1 Adaptation to environment

**Unit 9**

A4.2 Conservation of biodiversity  
 A3.2 Classification and cladistics (HL only)  
 A3.1 Diversity of organisms  
 A4.1 Evolution and speciation  
 D4.1 Natural selection

**Assessment outline—HL**

<b>Assessment component</b>	<b>Weighting</b>
<b>External assessment</b> (4 hours and 30 minutes)	80%
Paper 1 (2 hours) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 75 marks)	36%
Paper 2 (2 hours and 30 minutes) Section A: Data based and short answer questions Section B: Extended-response questions (Total 80 marks)	44%
<b>Internal assessment</b> (10 hours)	20%

<p>The internal assessment consists of one task: the scientific investigation.</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>(Total 24 marks)</p>	
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### Assessment outline—SL

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour and 30 minutes) Paper 1A— Multiple-choice questions Paper 1B—Data- based questions (Total 55 marks)	36%
Paper 2 (1 hour and 30 minutes) Section A: Data-based and short-answer questions Section B: Extended-response questions (Total 50 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher	
and externally moderated by the IB at the end of the course. (Total 24 marks)	

#### NON IB MONITORING

Written tests after every topic which are specified in the teaching plan

Oral and written tests between them

Homework – regularly

#### 6.4.2 [Chemistry](#)

*The Chemistry course combines academic study with the acquisition of practical and investigational skills through the experimental approach.* Students practice and deepen their knowledge in the following chapters: stoichiometry, atomic structure, periodicity, bonding, energetics and thermochemistry, chemical kinetics, equilibrium, acids and bases, oxidation and reduction reactions, organic chemistry, measurement and data processing. The chemistry course covers the essential principles of the subject and a selection of options (materials, biochemistry, energy and medicinal chemistry).

Standard Level Chemistry has been specifically designed for the student who wishes to know more of the applications of chemistry, while still wanting to further their knowledge of the more "pure" aspects of the subject.

Higher Level Chemistry is an in depth study of modern chemistry and provides a sound foundation for college and university courses in Chemistry, Medicine, Biochemistry, Pharmacology, Environmental Studies, Chemical Engineering, etc. This chemistry course requires previous knowledge as certain areas of the subject are studied in considerable detail.

Assessment procedures measure the extent to which students have mastered advanced academic skills in chemistry. External and internal assessments are used. Overall weighting for standard and higher level differ slightly, as shown in the following tables.

## **Chemistry First assessment 2025**

### Topics

#### Structure 1: Models of the particulate nature of matter

S 1.1—Introduction to the particulate nature of matter

HL and SL (Higher and Standard Level)

S 1.1.1—Elements as the primary constituents of matter

S 1.1.2—The kinetic molecular theory

S 1.1.3—Average kinetic energy  $E_k$  of particles

S 1.2—The nuclear atom

HL and SL

S 1.2.1—Subatomic particles

S 1.2.2—Isotopes

AHL (Additional Higher Level)

S 1.2.3—Mass spectra

S 1.3—Electron configurations

HL and SL

S 1.3.1—Emission spectra

S 1.3.2—The line emission spectrum

S 1.3.3—Main energy levels of electrons

S 1.3.4—The division of the main energy level into s, p, d and f sublevels

S 1.3.5—Orbitals

AHL

S 1.3.6—Atom ionization.

S 1.3.7—Ionization energies.

S 1.4—Counting particles by mass: The mole

HL and SL

S 1.4.1—The mole as the SI unit of amount of substance

S 1.4.2—Relative atomic mass  $A_r$  and relative formula mass  $M_r$

S 1.4.3—Molar mass

S 1.4.4—Empirical and molecular formulas

S 1.4.5—Molar concentration

S 1.4.6—Avogadro's law

S 1.5—Ideal gases

HL and SL

S 1.5.1—The ideal gas model

S 1.5.2—Real gases

S 1.5.3—The molar volume of an ideal gas

S 1.5.4—The ideal gas equation  $pV = nRT$

## Structure 2. Models of bonding and structure

S 2.1—The ionic model

HL and SL

S 2.1.1—Forming cations, anions

S 2.1.2—The ionic bond

S 2.1.3—Ionic structures and properties

S 2.2—The covalent model

HL and SL

S 2.2.1—Covalent bonding

S 2.2.2—Single, double and triple covalent bonds

S 2.2.3—Coordination bonds

S 2.2.4—The valence shell electron pair repulsion (VSEPR) model

S 2.2.5—Bond polarity

S 2.2.6—Molecular polarity

S 2.2.7—Covalent network structures

S 2.2.8—Intermolecular forces

S 2.2.9—The relative strengths of intermolecular forces

S 2.2.10— Intermolecular forces and chromatography

S 2.2.11—Resonance structures

S 2.2.12—Benzene

S 2.2.13—Molecules with an expanded octet

S 2.2.14—Formal charge

S 2.2.15—Sigma and pi bonds

S 2.2.16—Hybridization

S 2.3—The metallic model

HL and SL

S 2.3.1—The metallic bond

S 2.3.2—The strength of a metallic bond

AHL

S 2.3.3—Transition elements

S 2.4—From models to materials

HL and SL

S 2.4.1—The bonding triangle

S 2.4.2—Application of the bonding triangle

S 2.4.3—Alloys

S 2.4.4—Polymers

S 2.4.5—Addition polymers

AHL

S 2.4.6—Condensation polymers

### Structure 3. Classification of matter

S 3.1—The periodic table: Classification of elements

HL and SL

S 3.1.1—Periods, groups and blocks

S 3.1.2—Periodicity and electron configuration

S 3.1.3—Periodicity in properties of elements

S 3.1.4—Periodicity in reactivity

S 3.1.5—Metal and non-metal oxides

S 3.1.6—Oxidation states

S 3.1.7—Discontinuities in patterns of increasing first ionization

S 3.1.8—Characteristic properties of transition elements

S 3.1.9—Variable oxidation states

S 3.1.10—Coloured complexes

S 3.2—Functional groups: Classification of organic compounds

HL and SL

S 3.2.1—Structural representations of organic compounds

S 3.2.2—Functional groups and classes of compounds

S 3.2.3—Homologous series

S 3.2.4—Successive members of a homologous series

S 3.2.5—IUPAC nomenclature

S 3.2.6—Structural isomers

AHL

S 3.2.7—Stereoisomers

S 3.2.8—Mass spectrometry

S 3.2.9—Infrared spectroscopy

S 3.2.10—Nuclear magnetic resonance spectroscopy

S 3.2.11—Splitting individual NMR signals into clusters of peaks

S 3.2.12—Combining analytical techniques

## Reactivity 1. What drives chemical reactions?

### R 1.1—Measuring enthalpy changes

HL and SL

R 1.1.1—Chemical reactions involve a transfer of energy

R 1.1.2—Endothermic and exothermic reactions

R 1.1.3—Energetic stability of reactants and the direction of change

R 1.1.4—Determining enthalpy changes

### R 1.2—Energy cycles in reactions

HL and SL

R 1.2.1—Bond enthalpy

R 1.2.2—Hess's law

AHL

R 1.2.3—Standard enthalpy changes of combustion and formation

R 1.2.4—Calculating the enthalpy changes

R 1.2.5—Born–Haber cycles

### R 1.3—Energy from fuels

HL and SL

R 1.3.1—Combustion reactions

R 1.3.2—Incomplete combustion of organic compounds

R 1.3.3—Fossil fuels

R 1.3.4—Biofuels

R 1.3.5—Fuel cells

### R 1.4—Entropy and spontaneity

AHL

R 1.4.1—Entropy

R 1.4.2—Gibbs energy

R 1.4.3— $\Delta G$  and spontaneity

R 1.4.4— $\Delta G$  and equilibrium

## Reactivity 2. How much, how fast and how far?

R 2.1—How much? The amount of chemical change

HL and SL

R 2.1.1—Chemical equations

R 2.1.2—Using mole ratios in equations

R 2.1.3—The limiting reactant and theoretical yield

R 2.1.4—Percentage yield

R 2.1.5—Atom economy

R 2.2—How fast? The rate of chemical change

HL and SL

R 2.2.1—Rate of reaction

R 2.2.2—Collision theory

R 2.2.3—Factors that influence the rate of a reaction

R 2.2.4—Activation energy

R 2.2.5—Catalysts

AHL

R 2.2.6—Rate determining step

R 2.2.7—Multistep reactions

R 2.2.8—The molecularity of an elementary step

R 2.2.9—Rate equations

R 2.2.10—The order of a reaction

R 2.2.11—The rate constant,  $k$

R 2.2.12—The Arrhenius equation

R 2.2.13—The Arrhenius factor,  $A$ ,

R 2.3—How far? The extent of chemical change

HL and SL

R 2.3.1—Dynamic equilibrium

R 2.3.2—Equilibrium law

R 2.3.3—The magnitude of the equilibrium constant

R 2.3.4—Le Châtelier's principle

AHL

R 2.3.5—The reaction quotient,  $Q$

R 2.3.6—Quantifying the composition of an equilibrium mixture 2.3.7—

Measuring the position of equilibrium

Reactivity 3. What are the mechanisms of chemical change?

R 3.1—Proton transfer reactions

HL and SL

R 3.1.1—Brønsted–Lowry acids and bases

R 3.1.2—A conjugate acid–base pair

R 3.1.3—Amphiprotic species

R 3.1.4—The pH scale

R 3.1.5—The ion product constant of water

R 3.1.6—Strong and weak acids and bases

R 3.1.7—Neutralization reactions

R 3.1.8—pH curves

AHL

R 3.1.9—The pOH scale

- R 3.1.10—Acid and base dissociation constants
- R 3.1.11—The relationship  $K_a \times K_b = K_w$
- R 3.1.12—The pH of salt solutions
- R 3.1.13—pH curves of different combinations of strong and weak monoprotic acids and bases
- R 3.1.14—Acid–base indicators
- R 3.1.15—Equivalence points
- R 3.1.16—Buffer solutions
- R 3.1.17—Buffer compositions and pH

### R 3.2—Electron transfer reactions

HL and SL

- R 3.2.1—Redox reactions
  - R 3.2.2—Half-equations
  - R 3.2.3—Trends in ease of oxidation and reduction of elements
  - R 3.2.4—Oxidation of metals by acids
  - R 3.2.5—Comparing voltaic and electrochemical cells
  - R 3.2.6—Primary (voltaic) cells.
  - R 3.2.7—Secondary (rechargeable) cells
  - R 3.2.8—Electrolytic cells
  - R 3.2.9—Oxidation of functional groups in organic compounds
  - R 3.2.10—Reduction of functional groups in organic compounds
  - R 3.2.11—Reduction of unsaturated compounds
- AHL
- R 3.2.12—The standard hydrogen electrode
  - R 3.2.13—Standard electrode potential
  - R 3.2.14—Electrode potentials and Gibbs energy changes
  - R 3.2.15—Electrolysis of aqueous solutions
  - R 3.2.16—Electroplating

### R 3.3—Electron sharing reactions

HL and SL

- R 3.3.1—Radicals
  - R 3.3.2—Homolytic fission
  - R 3.3.3—Radical substitution reactions of alkanes
- ### R 3.4—Electron-pair sharing reactions

HL and SL

- R 3.4.1—Nucleophiles
- R 3.4.2—Nucleophilic substitution reactions
- R 3.4.3—Heterolytic fission
- R 3.4.4—Electrophiles
- R 3.4.5—Electrophilic addition of alkenes
- AHL
- R 3.4.6—Lewis acids and Lewis bases
- R 3.4.7—Lewis bases as nucleophiles and Lewis acids as electrophiles
- R 3.4.8—Complex ions
- R 3.4.9—S<sub>N</sub>1 and S<sub>N</sub>2 nucleophilic substitution mechanisms
- R 3.4.10—Rate of the substitution reactions
- R 3.4.11—Electrophilic addition reactions of alkenes
- R 3.4.12—Addition reactions between hydrogen halides and unsymmetrical alkenes
- R 3.4.13—Electrophilic substitution of benzene

### Assessment outline—HL

Assessment component	Weighting
<b>External assessment</b> (4 hours and 30 minutes)	80%
Paper 1 (2 hours) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 75 marks)	36%
Paper 2 (2 hours and 30 minutes) Short-answer and extended-response questions (Total 90 marks)	44%
<b>Internal assessment</b> (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
(Total 24 marks)	

### Assessment outline—SL

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour and 30 minutes) Paper 1A— Multiple-choice questions Paper 1B—Data- based questions (Total 55 marks)	36%
Paper 2 (1 hour and 30 minutes) Short-answer and extended-response questions (Total 50 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

## NON IB MONITORING

Written tests after every topic.

Written tests, quizzes between topics

Written reports after conducting laboratory experiments

Homework - regularly

Additional information about the course may be found in the Chemistry Guide on MyIB that was a source for this description.

### 6.4.3 [Physics](#)

IB Physics covers strictly the physics curriculum required by the IB Diploma Programme and thus students can take subsequent examinations with confidence. The course lasts for two years. The emphasis is put on a deep comprehension of the principles and relations

fundamental to physics, rather than on learning a large number of facts. The course also focuses on how the principles and relations in physics may be expressed using mathematical language. For that reason the course requires a lot of stamina from the students' side. The core of the course consists of 8 units that give a student an overall view of physics without going into deep details on any of the units. HL students, in addition to the core course, also study the Higher Level material (HL) that gives an additional depth to the core units. This roughly corresponds to the General Physics course provided at the first year university studies. Students also study two options. The Curriculum Options allow students to explore physics as a specialty area in both breadth and depth. The teacher's choice of the options is made in such a way that the students are provided with an opportunity to appreciate the importance of physics for both fundamental sciences and highly advanced technological developments. As in the case of the HL material, the options coverage corresponds to university level. All IB students are also required to complete a multi-disciplinary research project, a so-called Group 4 Project. Working in team students will select a project, gather data, form conclusions, and present results. In this way the students will have an opportunity to appreciate the work flow that is employed in the real world scientific research. The emphasis of the Group 4 Project is on this work flow and also the interdisciplinary collaboration, rather than on the products of the student investigation. The course provides an adequate training in analytical and critical thinking. It helps students become flexible and adaptable with respect to a rapidly changing world and possible roles they may wish to undertake. The methodology and the resources with which the sciences are presented will enhance the international perspective of students. Internet tools, such as e-mail, Skype, web pages will be used to collaborate with other schools worldwide to exchange ideas and to promote awareness and understanding of different cultures. The laboratory exercises and optional topics have been designed to conform with the IB requirements. All science teachers have collaborated and planned for the Group 4 Project and there is an adequate instructional space for the Group 4 courses. The syllabus for the Diploma Programme Physics Course is divided into three parts: the core, the HL, and the options.

#### NON IB MONITORING

Written tests after every topic specified in the teaching plan

Oral and written tests between them

Homework - regularly

#### **First assessment 2025**

- A. Space, time and motion
  - A.1 Kinematics •
  - A.2 Forces and momentum •
  - A.3 Work, energy and power •
  - A.4 Rigid body mechanics ••
  - A.5 Galilean and special relativity •••
- B. The particulate nature of matter
  - B.1 Thermal energy transfers •
  - B.2 Greenhouse effect •
  - B.3 Gas laws •
  - B.4 Thermodynamics •••
  - B.5 Current and circuits •
- C. Wave behaviour
  - C.1 Simple harmonic motion ••
  - C.2 Wave model •
  - C.3 Wave phenomena ••
  - C.4 Standing waves and resonance •
  - C.5 Doppler effect ••
- D. Fields
  - D.1 Gravitational fields ••
  - D.2 Electric and magnetic fields ••
  - D.3 Motion in electromagnetic fields •
  - D.4 Induction •••
- E. Nuclear and quantum physics
  - E.1 Structure of the atom ••
  - E.2 Quantum physics •••
  - E.3 Radioactive decay ••
  - E.4 Fission •
  - E.5 Fusion and stars•

- Topics with content that should be taught to all students
- Topics with content that should be taught to all students plus additional HL content
- Topics with content that should only be taught to HL students

### Assessment outline—SL

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour and 30 minutes) Paper 1A— Multiple-choice questions Paper 1B—Data- based questions (Total 45 marks)	36%
Paper 2 (1 hour and 30 minutes) Short-answer and extended-response questions (Total 50 marks)	44%
Internal assessment (10 hours)	20%
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

### Assessment outline—HL

Assessment component	Weighting
External assessment (4 hours and 30 minutes)	80%
Paper 1 (2 hours) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 75 marks)	36%
Paper 2 (2 hours and 30 minutes) Short-answer and extended-response questions (Total 90 marks)	44%
Internal assessment (10 hours)	20%

<p>The internal assessment consists of one task: the scientific investigation.</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>(Total 24 marks)</p>	
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### Internal assessment criteria Biology/Chemistry/Physics

Duration: 10 hours

Weighting: 20%

The new assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned:

Criterion	Maximum number of marks available	Weighting (%)
Research design	6	25
Data analysis	6	25
Conclusion	6	25
Evaluation	6	25
<b>Total</b>	<b>24</b>	<b>100</b>

#### NON IB MONITORING

Written tests after every topic specified in the teaching plan

Oral and written tests between them

Homework - regularly

#### Collaborative sciences project

All IB students must also complete a multi-disciplinary research project called Collaborative sciences project. This is an interdisciplinary sciences project, providing a worthwhile challenge to DP students, addressing real-world problems that can be explored through the sciences. The nature of the challenge should allow students to integrate factual, procedural and conceptual knowledge developed through the study of their disciplines workflow and the interdisciplinary collaboration rather than the products of the student investigation.

#### **6.4.4 Environmental systems and societies - Interdisciplinary subject**

Environmental Systems & Societies (ESS) is an interdisciplinary group 3 and 4 course that is offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with group 4 (sciences) with those associated with group 3 (individuals and societies). Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course, or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional group 3 or group 4 subject.

ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a 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 this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem-solving, and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Students should be encouraged to develop solutions from a personal to a community and to a global scale.

Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources.

Unlike ‘conventional’ subjects, the ES&S approach gathers Biology, Physics, Chemistry, Geography and also Philosophy and Psychology. According to the DP schedule, eight topics will be studied:

- Topic 1—Foundations of environmental systems and societies
- Topic 2—Ecosystems and ecology
- Topic 3—Biodiversity and conservation
- Topic 4—Water and aquatic food production systems and societies
- Topic 5—Soil systems and terrestrial food production systems and societies
- Topic 6—Atmospheric systems and societies
- Topic 7—Climate change and energy production
- Topic 8—Human systems and resource use

Assessment is divided into two parts: external assessment and internal one, as described in the table below.

Assessment component	Weighting %	Approximate weighting of objectives in each component (%)		Duration (hours)
		1 and 2	3	
Paper 1 (case study)	25	50	50	1
Paper 2 (short answers and structured essays)	50	50	50	2
Internal assessment (individual investigation)	25	Covers objectives 1, 2, 3 and 4		10

It is possible for the students to choose to write his/her extended essay in ES&S.

#### **6.4 Group 5 – Mathematics**

Diploma students are permitted to use only the Texas Instruments Graphic Display Calculator, TI-84  
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Plus, during the examination session (for all levels). The ISOB possesses a sufficient number of these calculators for all students to borrow for the duration of the Diploma Program.

## Mathematics

Mathematics has been described as the study of structure, order and relation that has evolved from the practices of counting, measuring and describing objects. Mathematics provides a unique language to describe, explore and communicate the nature of the world we live in as well as being a constantly building body of knowledge and truth in itself that is distinctive in its certainty. These two aspects of mathematics, a discipline that is studied for its intrinsic pleasure and a means to explore and understand the world we live in, are both separate yet closely linked.

Mathematics is driven by abstract concepts and generalization. This mathematics is drawn out of ideas, and develops through linking these ideas and developing new ones. These mathematical ideas may have no immediate practical application. Doing such mathematics is about digging deeper to increase mathematical knowledge and truth. The new knowledge is presented in the form of theorems that have been built from axioms and logical mathematical arguments and a theorem is only accepted as true when it has been proven. The body of knowledge that makes up mathematics is not fixed; it has grown during human history and is growing at an increasing rate.

The side of mathematics that is based on describing our world and solving practical problems is often carried out in the context of another area of study. Mathematics is used in a diverse range of disciplines as both a language and a tool to explore the universe; alongside this its applications include analyzing trends, making predictions, quantifying risk, exploring relationships and interdependence.

While these two different facets of mathematics may seem separate, they are often deeply connected. When mathematics is developed, history has taught us that a seemingly obscure, abstract mathematical theorem or fact may in time be highly significant. On the other hand, much mathematics is developed in response to the needs of other disciplines. The two mathematics courses available to Diploma Programme (DP) students express both the differences that exist in mathematics described above and the connections between them. These two courses might approach mathematics from different perspectives, but they are connected by the same mathematical body of knowledge, ways of thinking and approaches to problems. The differences in the courses may also be related to the types of tools, for instance technology, that are used to solve abstract or

practical problems. The next section will describe in more detail the two available courses.

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different subjects in mathematics, each available at SL and HL. These courses are designed for different types of students: those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics, and those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects. Each course is designed to meet the needs of a particular group of students. Mathematics: analysis and approaches (MAA) and Mathematics: applications and interpretation (MAI) are both offered at SL and HL. Therefore, great care should be taken to select the course and level that is most appropriate for an individual student.

In making this selection, individual students should be advised to take into account the following factors:

- their own abilities in mathematics and the type of mathematics in which they can be successful
- their own interest in mathematics and those particular areas of the subject that may hold the most interest for them
- their other choices of subjects within the framework of the DP or Career-related Programme (CP)
- their academic plans, in particular the subjects they wish to study in the future
- their choice of career.

### **Time allocation**

The recommended teaching time for HL courses is 240 hours and for SL courses is 150 hours. For mathematics courses at both SL and HL, it is expected that 30 hours will be spent on developing inquiry, modelling and investigation skills. This includes up to 15 hours for work on the internal assessment which is called the exploration. The time allocations given in this guide are approximate, and are intended to suggest how the remaining 210 hours for HL and 120 hours for SL allowed for the teaching of the syllabus might be allocated. The exact time spent on each topic depends on a number of factors, including the background knowledge and level of preparedness of each student. Teachers should therefore adjust these timings to correspond to the needs of their students.

### **The Toolkit**

Time has been allocated within the teaching hours for students to undertake the types of activities that mathematicians in the real world undertake and to allow students time to develop the skill of thinking like a mathematician—in other words providing students with a mathematical toolkit which will allow them to approach any type of mathematical

problem. Underpinning this are the six pedagogical approaches to teaching and the five approaches to learning which support all IB programmes. This time gives students opportunities in the classroom for undertaking an inquiry-based approach and focusing on conceptual understanding of the content, developing their awareness of mathematics in local and global contexts, gives them opportunities for teamwork and collaboration as well as time to reflect upon their own learning of mathematics.

#### **6.4.1 Mathematics Applications and Interpretation (MAI)**

Mathematics: applications and interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation (MAI) will be those who enjoy mathematics best when seen in a practical context.

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches have a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

#### **MAI: Distinction between SL and HL**

Students who choose Mathematics: applications and interpretation (MAI) at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take MAI at a higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology

#### **Assessment**

Assessment is an integral part of teaching and learning. The most important aim of assessment in the DP is that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the DP. IB

examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.

Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

## **MAI HL**

<b>Assessment components</b>	<b>Weighting</b>
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<p style="text-align: center;"><b>External assessment (5 hours)</b></p> <p style="text-align: center;"><b>Paper 1 (120 minutes)</b> Technology required. (110 marks) Compulsory short-response questions based on the syllabus.</p> <p style="text-align: center;"><b>Paper 2 (120 minutes)</b> Technology required. (110 marks) Compulsory extended-response questions based on the syllabus.</p> <p style="text-align: center;"><b>Paper 3 (60 minutes)</b> Technology required. (55 marks) Two compulsory extended response problem-solving questions.</p>	<p><b>80%</b></p> <p><b>30%</b></p> <p><b>30%</b></p> <p><b>20%</b></p>
<p style="text-align: center;"><b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p style="text-align: center;"><b>Mathematical exploration</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	<p><b>20%</b></p>

**MAI SL**

Assessment components	Weighting
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<p><b>External assessment (3 hours)</b></p> <p><b>Paper 1 (90 minutes)</b> Technology required. (80 marks) Compulsory short-response questions based on the syllabus.</p> <p><b>Paper 2 (90 minutes)</b> Technology required. (80 marks) Compulsory extended-response questions based on the syllabus.</p>	<p><b>80%</b></p> <p><b>40%</b></p> <p><b>40%</b></p>
<p><b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Mathematical exploration</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	<p><b>20%</b></p>

### 6.4.2 [Mathematics Analysis and Approaches \(MAA\)](#)

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, MAA has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

#### **MAA: Distinction between SL and HL**

Students who choose MAA at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take MAA at higher

level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

### **Assessment**

Assessment is an integral part of teaching and learning. The most important aim of assessment in the DP is that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the DP. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.

Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

### **MAA HL**

Assessment components	Weighting
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<p><b>External assessment (5 hours)</b></p> <p><b>Paper 1 (120 minutes)</b> No technology allowed. (110 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus</p> <p><b>Paper 2 (120 minutes)</b> Technology required. (110 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus</p> <p><b>Paper 3 (60 minutes)</b> Technology required. (55 marks) Two compulsory extended response problem-solving questions.</p>	<p><b>80%</b></p> <p><b>30%</b></p> <p><b>30%</b></p> <p><b>20%</b></p>
<p><b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Mathematical exploration</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	<p><b>20%</b></p>

**MAA SL**

Assessment components	Weighting
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<p><b>External assessment (3 hours)</b></p> <p><b>Paper 1 (90 minutes)</b> No technology allowed. (80 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus</p> <p><b>Paper 2 (90 minutes) Technology</b> required. (80 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus.</p>	<p><b>80%</b></p> <p><b>40%</b></p> <p><b>40%</b></p>
<p><b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Mathematical exploration</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	<p><b>20%</b></p>

## 6.5. Group 6 -Visual arts

Within IB Visual Art students will:

- develop the skills and techniques of investigation—both visual and written
- relate art to its cultural and historical contexts
- explore art concepts
- explore art elements
- develop and use the processes of art criticism and analysis
- develop confidence and expertise in the use of various media
- extend their knowledge of design
- share their work with an audience through displays and exhibitions or presentations
- extend individual investigation to inform practical work

- make connections between ideas and practice—both their own and others’ Students will do the above through the use of Art Process Journal which will provide the research, designs, and concepts of their studio work. Within grade 11 students will follow set units of work which will gradually become more personal allowing the student to explore their own interests and ideas. Grade 12 students will see a continuation of this with students developing their own body of work in preparation for their final exhibition.

The aims of the visual arts course at HL and SL are to enable students to:

- investigate past, present and emerging forms of visual arts and engage in producing,
- appreciating and evaluating these
- develop an understanding of visual arts from a local, national and international perspective
- build confidence in responding visually and creatively to personal and cultural experiences
- develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement take responsibility for the direction of their learning through the acquisition of effective working practice

### **External assessment**

**The student prepares a selection of his or her studio work in the form of an exhibition. This is externally assessed by an examiner following an interview with the student about the work.**

The student presents selected pages of his or her investigation workbooks that have been produced during the course. This selection is internally assessed by the teacher and externally moderated by the IB at the end of the course.

#### **Part 1: Comparative study – 20 %**

Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

- SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).
- SL students submit a list of sources used.

#### **Part 2: Process portfolio – 40 %**

Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

- SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.

Internal assessment

This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.

### **Internal Assessment**

**This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.**

#### **Part 3: Exhibition – 40 %**

Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

- SL students submit a curatorial rationale that does not exceed 400 words.
- SL students submit 4–7 artworks.
- SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.

SL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.

### **Visual Arts – First Assessment 2027 (G11)**

Visual arts are an integral part of our daily lives. They have social, political, ritual, spiritual, decorative and functional values. They can be persuasive and are sometimes subversive; they are always enlightening or thought-provoking. The theories and practices of visual arts are dynamic and ever-changing, connecting different areas of knowledge and human experience. Visual arts enable us to make sense of the world, to explore our place within it, and to transform our individual and collective ways of being in and with the world. In this visual arts course students learn how to **create, communicate and connect** as artists. Students engage in creative practices and processes and learn artmaking as inquiry. Teachers and students can adapt the curriculum to their unique contexts, interests and passions. Together, they transform the classroom into a contemporary visual arts studio. This becomes a collaborative, inclusive, creative and conceptually rich space where students develop their art through personal lines of inquiry that explore and solve open-ended challenges relevant to

them. As practicing artists, students experiment with a variety of art-making forms and creative strategies, investigate and connect with past and contemporary artworks, and engage with the world and other people's diverse perspectives. By curating, sharing and exhibiting their artworks, students communicate with a variety of audiences. Inquiry and choice are at the heart of this course, allowing students to pursue their artistic intentions and to create with curiosity, empathy and resilience. The course fosters creativity, communication, critical thinking and collaboration—skills essential in a variety of rapidly evolving fields and professions. Students learn that by making art they are empowered to engage, transform and emerge, both as individuals and as members of a community. These positive and creative approaches will stay with students after they complete the course, enriching any of their future pursuits.

**Assessment objectives** provide measurable indicators of success and help to shape learning and teaching. The visual arts objectives are embedded in the creative process to support authentic learning. At the end of this course, students are expected to provide evidence of how they learned to create, connect and communicate as visual arts practitioners.

Students are expected to evidence how, as part of their artmaking, they:

- **curate** visual and written materials, including both developing and resolved artworks, to communicate artistic intentions and present their art-making practice
- **investigate** art-making forms and creative strategies, as well as meaning and cultural significance of artworks within and across contexts
- **generate** intentions and artworks through inquiry and the application of creative strategies
- **refine** artistic intentions and their own artmaking through investigation, dialogue and critical reflection as part of inquiry
- **resolve** artworks to fulfil artistic intentions and convey meaning
- **situate** their own artworks and artmaking, as well as those of other artists, in relation to context(s), audience(s) and communities of artistic practice
- **synthesize** concept and form through creative and curatorial practices to create artworks, communicate artistic intentions and connect with audience(s).

**Assessment outline—HL**

### **Create**

This core area requires learning and teaching about: • nurturing art-making practice and developing a personal visual language • engaging with concepts, experiences, and the world, through art-making • developing observation skills • completing investigations with and about a variety of creative strategies and art-making forms • understanding different media, materials, techniques and conventions • selecting and organizing resources and materials appropriate to artistic intentions • synthesizing concepts and form to communicate meaning • reviewing, evaluating, refining and documenting the development of art-making • participating in, and responding to, dialogue and critique • persisting when encountering difficulties, but also pausing, reflecting, restarting and repurposing • pursuing artworks to a point of resolution. To create requires the development of both technical and conceptual

skills. Teachers support students in learning how to imagine, conceptualize and realize their intentions. To build students' practical skills and to engender a creative disposition, teachers introduce a variety of art-making forms and creative strategies, broadening students' approaches to art-making and deepening their understanding of what it is to work as an artist. In the classroom as studio, students play with both concepts and materials to generate new forms. They learn how to research as an artist, record their observations, engage with the creative process from conception to realization and sustain a line of inquiry. They are encouraged to consider the inter relationship between concepts and realization as they acquire the skills to manipulate media and express ideas. Teachers facilitate the development of in-depth skills and guide students in the organization and planning of their art-making. They allow time for each student's creative practice to emerge and for individual development beyond predictable imagery and symbolism. Through the pursuit of personal investigations, students develop an authentic art-making practice and a personal visual language. To create as an artist requires the ability to rethink, to repurpose and to restart, as well as to respond to critique and to persist through the evolution of a concept. Acquiring these dispositions enables students to create a coherent body of resolved artworks that effectively communicates meaning and realizes their artistic intentions.

### **Connect**

This core area requires learning and teaching about: • situating art-making in personal, local and global contexts • making links between one's own creative processes and the work of other artists • investigating visual artworks from different contexts to support one's own art-making • developing intercultural understanding, critical reflexivity and self-reflexivity • identifying and analysing how formal qualities and creative strategies convey meaning • researching the function and meaning of art and artworks • considering the cultural significance of artworks, both in their original context and across time and place • participating in dialogue and critique • considering connections between one's own art-making and real or potential audiences. Teachers introduce a variety of investigative strategies and students learn how to conduct effective research and practical investigations to support their creative practice. Teachers offer guidance on how to select sources and introduce strategies to develop artistic intentions, connecting with the work of other artists, with context and with studies in other disciplines. Teachers equip their students to make reasoned and evidenced evaluations of the relationships between artist, artwork, audience and the context(s) of each. 23 Visual arts guide Syllabus content Through guided investigations, students learn how to situate themselves and their art-making, considering connections. They are invited to consider how the personal relates to both local and global contexts, and are guided in building an understanding of how function and meaning are fluid across time and place. Students develop their knowledge and understanding as they are introduced to artworks from different contexts. They learn to analyse how formal and material qualities contribute to meaning in a work of art. Teachers foster intercultural understanding and both critical reflexivity and self-reflexivity. Students are taught to conduct critical analysis and to evaluate the cultural significance of both their own and other artists' artworks, interrogating their own perspectives and positionality. Teachers organize opportunities for students to discover, engage with and respond to the work of other artists, as well as to dialogue and critique. Through experiences of sharing their work and exhibiting, but also visiting museums, galleries and art websites, students learn to connect with different communities of practice and with audiences.

### **Communicate**

This core area requires learning and teaching about: • sharing art-making with others • acquiring a subject-specific language to articulate artistic intentions • articulating critical analysis and one's own artistic and curatorial choices • curating artworks coherently to enhance meaning • exploring strategies for selecting and organizing visual materials • organizing and presenting lines of inquiry to document

the development of personal artwork • engaging in dialogue and critique with other artists and with an audience • exploring the potential of different forms of display and exhibition to showcase artworks to an audience. Teachers guide students in developing the skills of selection and organization so that they learn to curate and showcase their work effectively to communicate their artistic intentions. Teachers introduce a subject specific language to develop precision both in oral and written presentations. They provide opportunities for dialogue through sharing activities such as class presentations, critique, online forums and exhibitions. Students are encouraged to develop a questioning and interactive disposition, enabling them to both receive and provide supportive critique and to elaborate on their intentions. They learn to consider the nature of different audiences in relation to their artwork, evaluating feedback and responding to advice. They experiment with different strategies for the presentation of their artworks. They experience the enriching power of sharing their creations with diverse audiences, cultivating the ability to articulate artistic intentions, and curate and share artwork in different modalities

#### Assessment Outline HL – first exams 2027

Assessment task	Weighting
<b>External assessment</b>	<b>60%</b>
<p><b>Art-making inquiries portfolio (32 marks)</b>            This is an SL and HL task focused on the student’s art-making as inquiry. The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies.            The portfolio demonstrates how the student developed and refined their visual language through one or more lines of inquiry and must explicitly include the inquiry questions or generative statements they worked with.            HL students submit two mandatory files.</p> <ul style="list-style-type: none"> <li>• One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words.</li> <li>• One separate text file listing the sources.</li> </ul>	<b>30%</b>
<p><b>Artist project (40 marks)</b>            This is a stand-alone, HL-only task focused on the student creating and situating in context an artwork that they ideate and realize as part of a project of their choice. The artist project demonstrates through curated evidence how the student work was informed by investigations of context, by connections with at least two artworks by different artists, and by dialogues. A short video curated by the student shows where and how the project artwork was realized to communicate with the audience in the chosen context.            HL students submit three mandatory files.</p> <ul style="list-style-type: none"> <li>• One PDF file of up to 12 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words and the student must comply with the exact word counts set for each section.</li> <li>• One video file up to three minutes long presenting the project artwork realized in the chosen context. The video is submitted accompanied by the artwork details and a short text with the finalized artistic intentions (100 words)</li> </ul>	<b>30%</b>

<p>maximum).</p> <ul style="list-style-type: none"> <li>• One separate text file listing the sources.</li> </ul>	
<p><b>Internal assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Selected resolved artworks (40 marks)</b></p> <p>This is an HL-only task focused on the student’s ability to create a coherent body of work selected from their wider production. Each student submits five selected 40 marks).</p> <p>The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate how they realized their artistic intentions through a selection process for the five resolved artworks, from at least eight of their works. Five artwork texts situate through critical analysis each of the selected resolved artworks in a wider artistic context and in relation to the student’s practice.</p> <p>HL students submit six mandatory files.</p> <ul style="list-style-type: none"> <li>• Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views.</li> <li>• One PDF file of up to eight screens including the rationale (which must not exceed 700 words) and five artwork texts (with a total word count not exceeding 1,000 words).</li> </ul>	<p><b>40%</b></p>

### **Grade 7 Excellent performance**

Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

### **Grade 6 Very good performance**

Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

### **Grade 5 Good performance**

Demonstrates: a sound knowledge and understanding of the subject using subject specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative although some ability is demonstrated to present and develop contrasting points of view; some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

### **Grade 4 Satisfactory performance**

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or 'common sense' points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some

ability to engage in analysis and evaluation.

### **Grade 3 Mediocre performance**

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

### **Grade 2 Poor performance**

Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

### **Grade 1 Very poor performance**

Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

## **7. School Rules and Policies**

International School of Bydgoszcz has five common policies that encompass all school community:

1. Admission Policy
2. Language Policy
3. Assessment Policy
4. Inclusion Policy
5. Academic Integrity Policy

They function as stand-alone documents and are available for all interested parties from ISOB website.

### **The Code of School Behaviour**

#### **The Code Of School Behaviour At The General Education School Complex of Kazimierz Wielki University International School Of Bydgoszcz**

International School of Bydgoszcz promotes the development of internationally minded people who, recognizing their common humanity and sharing guardianship of the planet, help to create a better and more peaceful world.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

**The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognizes the significance of appropriate and meaningful relationships.**

It outlines a consistent standard of behaviour in our school community, inclusive of students, staff and parents. The Code has been created to provide the best possible outcomes for students, recognizing the close relationship between learning, achievement and behaviour.

The school community will use The Code as a basis for providing:

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

All members of the school community are to abide by The Code of School Behaviour in accordance with the following standards:

- **All members of the school community are expected to:**
  - conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others.
- **Students are expected to:**
  - participate actively in the school's education program
  - take responsibility for their own behaviour and learning
  - demonstrate respect for themselves, other members of the school community and the school environment
  - behave in a manner that respects the rights of others, including the right to learn
  - cooperate with staff and others in authority.
- **Parents/caregivers are expected to:**
  - show an active interest in their child's schooling and progress

- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behavior
- contribute positively to behaviour support plans that concern their child
- inform the class teacher if their child will participate in caring activities in the common room before and after lessons
- **The school is expected to:**
  - provide safe and supportive learning environments
  - initiate and maintain constructive communication and relationship with students and parents/caregivers
  - promote skills of responsible self-management

### **Respect for Self**

Students are expected to show respect for one's self. Each student will aim for high standards of personal health and social responsibility. If students have issues, they are encouraged to discuss these with their teachers, the coordinator or the Principal. We will work together to resolve any issues that may arise.

### **Respect for Others**

Every student attending the International School of Bydgoszcz has the right to do so in a safe, friendly atmosphere. Verbal, physical and sexual harassment or bullying of others will not be tolerated under any circumstances. Any activity that has a negative effect on others will be dealt with according to the severity of the situation.

### **Respect for Property**

Students are expected to respect the privacy and property of other students and the ISOB staff. All texts, equipment, library books and other materials must be cared for and returned when requested. Students are also expected to treat the school grounds and the school building with respect. Littering is strictly forbidden.

A student applying to G11 should achieve at least 'good' behavior grade continuing their education at ISOB after MYP, and at least 'good' for candidates from outside ISOB.

It is possible to adjust the requirements for a student with individual educational needs. Such a student also receives a modified MYP achievement report.

The decision to admit students to the DP who do not meet the above requirements is made by the Teachers' Board.

**All students SHOULD:**

- Make an honest, consistent effort to do well in all subjects by utilizing their abilities to the maximum extent possible
- Attend all classes, punctually
- After the break wait for the teacher at the proper classroom according to the school timetable
- Listen and follow the teacher's commands/directions
- Be within the marked area during the outdoor breaks
- Tidy up the classroom after the lesson and leave it clean
- Prepare for all classes by bringing all required materials and completing all homework assignments
- Be responsible for any work missed in classes as a result of absences due to illness or extra-curricular activities
- Display acceptable hall and classroom behaviour and observe all school rules and procedures
- Be active and positive rather than unmotivated and negative
- Respect the rights and be considerate of the feelings of others in the school community by being courteous and responsible in word and deed
- Never participate in the humiliation of other students
- Solve all interpersonal conflicts and difficulties through the use of dialogue, school counselling services or other rational means
- Bring back any things taken from other classrooms

Students participating in caring activities before and after lessons are expected to join the class immediately.

**All students MUST NOT:**

- Leave the classroom without teacher's permission (if necessary only one person can leave the classroom in a time)
- Leave the school building and the school area without the teacher's permission
- Kick or hit others, spit, run, shout or insult others
- Run inside the school building

- Spend the breaks on the stairs
- Throw any objects towards others
- Take somebody else's belongings without the owner's permission
- Use any electrical devices and classroom equipment (computer, projector, screen, etc.) without the teacher's permission and supervision
- Come into the kitchen without a teacher's permission
- Change their seat without the teacher's permission
- Sit on any pieces of furniture, except for chairs, benches and sofas
- Damage or vandalise the plants
- Climb any furniture or windowsills
- Draw on the tables, the walls, the lockers or other pieces of furniture
- Slam the door
- Slide down the handrail of the stairs

### **Severe Violation of the School Rules**

The following are some behavioural examples that are regarded as severe violations of the ISoB's rules with consequences ranging from warnings to removal from the school in accordance with the severity of the situation:

- Violent or threatening behaviour including bullying, racial harassment or discrimination
- Vandalism
- Smoking on any part of the school property
- Consuming alcohol and / or illegal drugs
- Setting off a false fire alarm

- Bringing weapons to school

### Consequences for Unacceptable Student Behaviour

Consequences are to be applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behavior to accept responsibility for themselves and their actions

International School of Bydgoszcz uses a range of consequences which include:

- admonition from the form teacher
- reprimand from the form teacher
- meeting between the form teacher with the DP coordinator
- observation of the class by psychologist/ meeting with parents
- admonition from the Principal
- meeting with Parents, Principal and psychologist
- lower mark of behavior
- written reprimand from Headmaster (may be issued without earlier admonition)
- suspension from the right of taking part in outside the School activities and representing the School outside in the situation when all possible ways of educational influence are used with no result, or when parents do not take up the cooperation with the school – do not fulfil previously accepted arrangements, and the student fails to follow the Statute obligations, School regulations, and generally accepted socio-moral rules, the Principal dismisses the student in accordance with the Teaching Staff resolution
- the removal of students may be applied in the case of a blatant and gross violation of the School Statute regulations or committing a crime.

The student may be expelled in the case of:

- violating the guidelines of the Statute and School regulations, or disrespecting school duties
- promoting lifestyles contradictory to the School educational programme
- distributing or using intoxicants, alcohol, and other harmful substances
- activities which threaten the good, morality, or safety of other students

## 7.1 Bullying and harassment policy

ISoB does not tolerate bullying or harassment. All members of the School community are committed to ensuring a safe, supportive environment, based on the school's values of learning, respect and cooperation.

Parents are actively encouraged to support the policy through:

- discussion of its meaning and implications with their children;
- accepting the School's considered actions when their children are found to be involved in harassment;
- work in partnership with the School toward resolution of these difficulties

There are many forms of bullying and harassment, including:

**Physical:** hitting, pushing, tripping, spitting on others

**Verbal:** teasing, using offensive names, ridiculing, spreading rumours

**Non-verbal:** writing offensive notes or graffiti about others, rude gestures

**Exclusion:** deliberately excluding others from the group, refusing to sit near someone

**Extortion:** threatening to take someone's possessions, food or money

**Cyber bullying:** using information and communication technologies to support deliberate, repeated hostile behaviour

### **Procedures for Dealing with Bullying and Harassment**

A student being bullied or harassed can deal with the problem as follows:

- Tell the person that he/she objects to the behaviour, and does not want it repeated
- Report the incident to a member of staff, for example, their form teacher, subject teacher, psychologist, Student Council, DP Coordinator or the Principal. They will advise on strategies for dealing with the problem
- If the above fails, a formal complaint should be lodged with the DP coordinator, Student Council or the Principal.

When a person is made aware that he/she has been bullying someone else, the following procedures apply:

- He/she is encouraged to understand the offence caused by his/her behaviour and to cease it immediately (e.g. through discussion with his/her subject teacher, form teacher, psychologist, DP Coordinator or Principal).
- In absence of a satisfactory response, appropriate disciplinary action, involving the Student Council, DP coordinator or Principal, is undertaken.

## **7.2 Clothes Policy**

Students must be neatly dressed in clothing appropriate for a multi-cultural, international, school environment.

Clothing must not detract from the school being a serious learning environment. We want students to take responsibility for dressing for school while maintaining autonomy. We do not intend at this time to introduce a mandatory uniform. The school administration is the final arbiter of what is “appropriate.”

We use the following as guidelines:

- Clothes must cover underwear, including when sitting
- Clothes must cover the torso (including, e.g. midriff, cleavage)
- Clothes must cover 2/3 of thighs
- Students must wear safe footwear (e.g. no plastic flip-flops, high-heels, etc)
- Clothing must not be torn or excessively faded
- Students must not have exposed tattoos or body piercing (discreet jewellery and piercing accepted)
- Clothing must not be see-through
- Clothing must not contain offensive images or words

### **Consequences**

Students who are not dressed according to the code will be asked to change into more appropriate attire or cover unacceptable clothing. On a subsequent occasion parents may be invited in to discuss the situation and the usual disciplinary procedures will be followed.

## **7.3 Attendance Policy**

A premium is placed on regular attendance. While it is often true that travel can be an educationally broadening experience for young people, it is difficult to reconcile travel during the school year with the demands of our academic program. The educational process includes participation in class. Parents must understand that the burden shall be on the student to make up all work missed while absent from school. Class activities and presentations often cannot be made up. This may have an academic impact on even the best students. There are three types of student absences:

- 1) **Excused Absence:** These are absences for personal illness or quarantine, as documented in a note from parent or physician; medical or dental care that cannot be scheduled after school hours; certain religious holidays; or death in the immediate family. All students must bring a note from their parents explaining the reason for an absence the first day they return to school. If a student is absent 3 or more days a note from a doctor is mandatory. Parents may inform about student's absence via Managebac. Failure to bring a parent explanation or doctor's note will result in the absence being considered unexcused. It does not include absences due to family vacation, extending a weekend, returning to school late either semester or leaving early either semester.
  
- 2) **Unexcused Absence:** Absence without approval of a parent is considered unexcused. Absences for parties, sporting events (unless the student has an official letter from a national federation verifying participation), birthdays and other social activities are considered unexcused absences. Extending weekends and vacations are unexcused.
  
- 3) **Prearranged Absence:** Any absence that is foreseeable is considered to be a prearranged absence. Students must bring a note to the School Office from a parent explaining the circumstances and duration of the absence well in advance of the absence. The student will receive a form to circulate to all teachers notifying them of the absence. The student should ask for the work that will be missed during that time. If the absence is an official school function, one or more teachers may deny permission if the trip is considered detrimental to the academic success of the student. Prearranged absences should occur only in very rare instances.  
Family vacation, extending a weekend, returning to school late either semester or leaving early either semester is not considered excused but the student should get the assignments and do them so he/she does not fall behind in concepts and skills. Assignments or tests that a student will miss due to prearranged absences are due **before** the student leaves or immediately upon their return. Any work or tests missed during an unexcused absence must be done since they are still expected to know the concepts and to be able to do the skills. A student not attending classes during any part of the day may not participate in any extracurricular event on that day, unless previously approved by the Principal or DP Coordinator. This includes concerts, plays and athletic contests.

If a student misses more than 50 percent of school in a semester, credit may not be given. At least 50% + lesson attendance at particular subjects (if not met, an exam on the covered

material has to be taken). This could mean repeating a grade level or receiving failing grades but being allowed to move on if the teachers feel the student has mastered the material and skills (passed the test). Absences for any reason other than an official school trip count against the 50 per cent limit whether they are excused, unexcused, or prearranged. Things happen in class that students cannot effectively make up. Cases of students with more than 50 per cent will be reviewed if there are extenuating circumstances. It is essentially a parental responsibility to send their children to school on time and to talk to them about punctuality throughout the school day. Parental accountability is an expectation.

### Justified Excuse Form

Date / Data .....

Please accept this justification for the absence of my child from school / Proszę o  
usprawiedliwienie nieobecności mojego dziecka na zajęciach szkolnych

.....  
Name and surname of the child / Imię i nazwisko dziecka

Class / Klasa .....

Days / Dni: .....

The reason for the absence / Przyczyna nieobecności

.....  
.....  
.....

Parent/guardian Signature

Podpis rodzica/opiekuna

This form must be completed and given to the form teacher within three days after the child returns to school. / Proszę o dostarczenie usprawiedliwienia do wychowawcy w ciągu trzech od powrotu dziecka do szkoły.

## **7.4 Information Technology Policy at ISoB**

The technology mission at ISoB is to enable, energize and enhance education. The school provides access to various hardware and software resources, as well as to the internet. The Information Technology policy at ISoB is intended to allow the appropriate use of the technology resources of the school, and students will be encouraged to make use of the internet to support curriculum and research activities, either individually or as part of a group. Students will also be able to access a variety of information sources to which the school has acquired access; including news, selected information databases and holdings from other libraries.

The school believes that the benefits of having access to the internet are huge for both students and educators, but among the vast resources of content on the internet are materials that are not suitable for school-age children. It is not appropriate for students or teachers to purposefully locate material that is illegal, defamatory or offensive. As responsible members of the school community, it is expected that all students and other members of the community will follow and adhere to the guidelines contained within this section.

### **Accessing Information Technology**

#### ***Equipment***

It is expected that all students will respect the Information Technology equipment with which they have been provided.

Students are encouraged to use the school's computers and network and internet connections for educational purposes. Students must conduct themselves in a responsible, efficient, ethical and legal manner at all times. Unauthorized or inappropriate use of the resources, including violations of any of the guidelines below, may result in cancellation of the privilege and further disciplinary action being taken.

#### **Acceptable Usage Guidelines**

- Students may not enter a computer room unless a teacher is present or unless they have permission to do so;
- The computers may not be used for any other purpose other than as directed by the teacher in charge, and students are responsible for their behaviour and communication whilst using the internet;
- Students should not play games or use any other software unless the teacher has given specific permission for this;
- The network and computers may not be used for commercial or profit-making purposes,

advertising or political lobbying;

- Students should not tamper with the setup of the computer system or network, and should not seek to cause damage or engage in any unlawful activities, or develop or use any programmes that harass other users, infiltrate other computer systems, or cause disruption to the school's network and computing resources;
- Students should avoid intentionally wasting storage, printing, connectivity or processing resources;
- Students should not seek access to restricted areas of the computer network from within or outside of the school;
- The equipment provided should not be swapped around, e.g., changing of keyboards, mice or other equipment from one computer to another is not allowed;
- Transmission or storage of any material in violation of any law or regulation or school policy is prohibited, including but not restricted to pornography or other material that is obscene, objectionable, inappropriate and/or harmful to children of any age;
- Privacy of communications over the internet and the school network cannot be guaranteed, and may be monitored, reviewed and inspected. Files stored on the school's network may also be subject to review and inspection;
- All communications and information accessible via the internet should be assumed to be privately owned property and subject to copyright. Correct attribution of authorship and reference must be observed at all times, without violation of copyright or other contracts;
- Students must not make use of another person's account / id / username / password, and should not allow other users to make utilize theirs, or share this information with other people;
- Students are expected to abide by the generally-accepted rules of network etiquette:
  - Be polite, courteous and respectful in all communications, and use language appropriate to a school situations at all times while using the school's resources,
  - Do not reveal names, addresses, phone numbers, other identifying content or passwords, of yourself or other people, when communicating on the internet, unless approved by the teacher,
  - Do not agree to get together with someone you "meet" online without prior parental approval.

### ***Network Folders***

The school will issue each student a network folder (sometimes referred to as a home folder) that resides on the school's network. These are administered by the ISoB technology team. The purpose of this folder is for students to have a convenient storage location for work and assignments throughout the year, and to develop an electronic portfolio.

The network folder is the personal property of the student to whom access has been granted to it. No student should attempt to gain access to any other individual's personal network folder. When necessary, access can be gained by school administrators.

Individuals are responsible for backing up their stored data, and it is strongly recommended that all network users purchase and use a USB memory stick of appropriate storage capacity for this purpose. At the end of the academic year, the student should remove all data from their network. A copy of each student's completed electronic portfolio will be retained by the school.

Usage of network folders should be in accordance with the 'Acceptable Usage Guidelines' detailed earlier in this section.

### **7.5 Library Policy**

1. Resources of the school library are lent to the teaching staff, students and parents of ISoB students.
2. Library materials are lent only by the teacher librarian during the library opening hours.
3. Returned publications must be given to the librarian who puts it back on their place on the shelf.
4. Each member of the teaching staff can borrow any number of library materials for teaching purposes.
5. Each pupil can borrow any number of books (including textbooks) advised by the teacher and up to 10 books of their own choice.
6. Library materials are lent to the members of the teaching staff for one school year.
7. Textbooks and other resources, advised by the teacher, are lent to the pupils for one school year. Other resources are lent for one month.
8. Crossing the due date causes suspension from borrowing books until the overdue ones are returned to the library.
9. Lost or damaged materials must be replaced or paid by cash.
10. Reference resources such as dictionaries, encyclopedias, multimedia materials are lent to be used only at the school. These materials can be lent home to the members of teaching staff in exceptional cases.

11. Borrowed publications must be returned to the library by at least one week before the end of the school year.
12. While using the library, pupils are supposed to keep quiet and order.
13. Eating or drinking is not allowed.

## **8. Practical Information**

### **8.1 Lunch**

If necessary, all information is available on the school website and at the secretary's office. The DP students may bring their own meals from home.

### **8.2 Health Matters**

New parents and the parents of returning students, who do not yet have a completed health record, are asked to complete a health form at the beginning of the year. Health records are kept in the Nurse's Office and are held in strictest confidence. This information is recorded and used as a reference when your child attends the nurse. Teaching staff will be informed of special health needs. If there are any changes in a child's health status, it is the responsibility of parents to inform the school. Parents are encouraged to keep unwell students away from school. If a student attends school and is not well enough to participate or is at risk of spreading infection, the nurse will contact parents to collect the student.

No child is to self-medicate at school. Exceptions are older children with allergies, asthma or diabetes that are known to the school. Parents whose children require occasional or regular medication at school need to deliver the medication and the request to administer medication form to the nurse.

If both parents are away from Bydgoszcz (Poland) for any length of time (even as little as overnight), and the children are under the care of a temporary guardian please notify

your child's form teacher/secretary of the emergency contact details during your period of absence.

**It is essential that the School be notified of any changes of address or telephone numbers and has reliable up-to-date information.**

### **8.3 Nurse's Office**

Nurse is on duty (part time) to attend to First Aid and to assess students who become unwell at school and to provide support to parents and students. If a child presents to a nurse and has been assessed as requiring pain relief, with your consent, the nurse can administer paracetamol. Consent is given on the Medical Information and Consent form; however, a nurse will always try to contact parents prior to administering paracetamol.

Parents of children who suffer from asthma or known allergies are required to arrange to see the nurse.

### **8.4 Trips**

The school may arrange trips for the students from time to time. These may be of a sporting, academic or other nature. All, or part, of the cost of these is usually in addition to school fees. These trips can be in Poland or abroad. Specific permission will be asked from parents for longer trips or day trips that extend beyond the normal school day.

When students are invited to participate in a sports trip or similar event that involves missing regular classes it is on the understanding that the student takes responsibility for finding out what work they have missed and catching up in a timely fashion.

When invited, parents are expected to attend a meeting about trips that involve overnight stays. They will then understand the purpose of the trip, the actual activities planned, and the behavioural expectations of students on such trips. Teachers giving up their time to sponsor such trips have a great deal of responsibility and deserve cooperation from students and families.

Please be aware that school rules and expectations apply on all trips and that students who misbehave, consume any drugs or alcohol (or are tacitly approving of such activities by being in close proximity to students consuming drugs or alcohol)

### **8.5 Lockers**

Lockers are school property and are assigned by the school office at the beginning of the year. Students will be given a locker for the year and a key for this locker. All lockers are clearly labelled with the child's name. Students must use only the locker to which they

have been assigned; they are expected to treat it properly by keeping it free from stickers, graffiti, scratches, or other damage. Open food or drinks may not be kept in the locker. If a student fails to observe these rules or loses the key, a student will be billed for the replacement of the key and repair of damage. All students must use their locker for safekeeping of their school materials, PE clothing, and backpacks. If a student forgets his or her key, a master key may be borrowed from the office. If a student loses their key, they will need to order a new key through the main office.

## 8.6 Visitors

The Principal assures all visitors a warm, friendly and professional welcome to ISoB, whatever the purpose of their visit.

The School has a legal duty of care for the health, safety, security and wellbeing of all pupils and staff. This duty of care incorporates the duty to „safeguard“ all pupils from subjection to any form of harm, abuse or nuisance. It is the responsibility of the teaching staff to ensure that this duty is uncompromised at all times.

In performing this duty, the ISoB recognizes that there can be no complacency where child protection and safeguarding procedures are concerned.

To minimize the disruption to school routine and to ensure our security, visits by friends/relatives of students must be requested in advance and permission must be received from the Principal/Head of PYP, MYP and DP. We are unable to accept visitors who have not followed this procedure and may, regrettably, have to send them away.

We ask you to accept \_\_\_\_\_ (name of visiting student), friend of ISoB student \_\_\_\_\_ (name of ISoB student), as guest student in grade \_\_\_\_\_ on \_\_\_\_\_ (max. two days).

I UNDERSTAND THAT:

- he or she must conform with school expectations at all times.
- ISoB does not take any legal responsibility for him or her.
- at any time during her or his visit, the school may withdraw permission at its absolute discretion and without an explanation.
- I can be reached at any time during the visit on the supplied telephone contact number.

Signature of parent/guardian

Date

Name of parent:

Address during visit:

Telephone numbers at which I can be contacted at any time during visit

## **8.7 Electronic equipment**

Cellular telephones, ipods, and personal digital assistants, MP3 devices may be used before school, during break, lunch, and after school. When the warning bell rings, all students are required to shut these devices off and promptly move to class. If the use of one of these devices is in any way impeding, the item will be confiscated. The student will collect the device from that particular teacher at the end of the day. Mobile phones are prohibited from use in locker rooms and changing areas and during class time.

## **9. Parent – Teacher – School Communication**

### **Contact Procedure**

If you need to speak to someone about your son or daughter, please first contact his or her homeroom advisor or individual subject teacher. After that, you may then speak to the coordinator or finally, the principal.

### **To Contact an Individual Teacher**

Please call the secretary and the teacher can be contacted to return your call. You can also make an appointment with a teacher by the school secretary. Please respect the privacy of teachers and do not contact them at home. You might also like to contact the teacher directly by email.

### **Contacting You**

Please be sure to notify the school of all changes of address, telephone numbers, including office numbers, and email addresses. It is very important that we have information that allows us to contact both parents during the school day in case of an emergency.

### **Contacting Your Child during the Day**

All personal arrangements between parents and children should be made before leaving home.

Please do not call in with messages for your child except in the case of an emergency.