

International Baccalaureate Diploma Programme

Course Catalogue 2018/19





1. Table of Contents

1.1. Introduction to the IB Diploma Programme	p. 4
1.2. The IB Diploma Programme at Institut Montana	p.5
1.3. The High School Diploma and IB Courses	p.7
1.4. Subjects available at Institut Montana	p.7

Abbreviations:

CAS	Creativity, Activity, Service
DP	Diploma Programme
EE	Extended Essay
HL	Higher level
HSD	High School Diploma
IB	The International Baccalaureate
SL	Standard level
TOK	Theory of Knowledge



1.1. Introduction to the IB Diploma Programme

The International Baccalaureate Diploma Programme aims to provide a broad and demanding education for students aged 16 to 19. This two-year course results in a Diploma that has wide recognition and is accepted as a qualification for entry into institutions of higher education around the world.

The IB Mission Statement is as follows (as stated on the IBO website www.ibo.org):

- The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Diploma Programme is an academically challenging programme with a holistic approach to education. It promotes the 'education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge' (as quoted in the IBO 'Learner Profile' document). Here at Montana, we share these aims. The mission statement outlined above has been translated into a series of learning outcomes, characteristics that are developed in IB Diploma students, known as the 'IB Learner Profile'.

According to the IB Learner Profile, IB learners strive to be: (taken from the IBO Learner Profile Guide).

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



1.2. The IB Diploma Programme at Institut Montana

Prior to beginning the IB Diploma Programme at Institut Montana, a student's assessment of his or her own capabilities, strengths and interests needs to be matched to the various courses, subjects and levels in consultation with his or her teachers and the college counsellor. All teachers will offer recommendations and students are encouraged to discuss their choices with their parents, college counsellor and the IB Coordinator to formulate the best course of studies for them. Additionally, some university programmes in some countries require that specific subjects are taken before a student can be accepted. Therefore, IB subject choices need to be considered carefully.

This course catalogue, which provides insights into the courses offered, is aimed at prospective students and should help them in making the right subject choices.

What subjects are students required to take as part of the IBDP?

Over the course of the two-year programme, students:

- study six subjects chosen from the six subject groups
- complete an extended essay
- follow a theory of knowledge course (TOK)
- participate in creativity, activity, service (CAS).

The IB Diploma Programme Curriculum Model (right) shows the six subject groups.



IB students must study six academic subjects – three at higher level and three at standard level. Five of these subjects must be chosen from different subject groups (Groups 1-5: Language A, Second language, Individuals and societies, Sciences, Mathematics). The sixth subject may either be chosen from Group 6 (the Arts) or from any subject in groups 1, 2, 3 and 4.

IB diploma students must also participate in the three core requirements, namely a program of Creativity, Activity, Service, a course entitled Theory of Knowledge, and write an Extended Essay based on their own research. More information regarding these core requirements is included later on in this guide.

What needs to be considered when making subject choices?

When choosing his or her academic subjects, a student must consider the following:

- what subjects he or she enjoys;
- what subjects he or she is capable of passing;
- his or her future career plans;
- requirements of colleges and universities.

Before registering for subjects, students should discuss options with teachers, discuss options with the IB coordinator and the college counsellor, talk to students already engaged in IB coursework, re-view IB textbooks and reflect on college and university prospectuses.

Please note that courses will only be offered if chosen by at least 4 students. Otherwise the school reserves the right to cancel the course or charge an additional fee of 2,000 CHF per semester.

Students should also consider the following:

- The approach to and content of subjects at IB level may significantly differ from a student's existing or past experiences.



- Some combinations of subjects are complementary; they support each other both in study and as qualifications for further study.
- More than half of university graduates secure positions that are not directly related to their academic degree. IB subject choices should thus not be viewed as merely vocational or job directed.

Who qualifies for the IB Diploma Programme?

In order to be eligible for the IB Diploma Programme, students need to reach an average of at least 4 in Grade 10, excluding their grades for PE. All other requirements and conditions stated in the promotion policy need to be fulfilled as well. They are in part as follows:

- Students must maintain a GPA of 5 or an IGCSE grade of C for HL subjects and a GPA of 4.0 or an IGCSE grade D for SL subjects
- Students with a GPA of 4 - 4.5 will be put on probation for the first grading period in grade 11 and must maintain a grade 4 average in each subject to continue with the full diploma
- Students who do not meet these criteria can pursue IB courses in individual subjects and a High School Diploma

Additionally, to study at IB level at Montana a student must demonstrate:

- Respect for his or her colleagues, as well as the work and social ethos of the school
- Competence in a majority of his or her six subject choices
- The maturity to take responsibility for his or her future study.

Succeeding in the IB Diploma Programme requires discipline. To be successful, students need to learn how to learn, to show initiative and leadership, and to work well on a team. Unquestionably, being a good IB Diploma candidate is not merely a matter of maintaining respectable grades in academic subjects. The program aims at encouraging students to be mature, responsible and creative. CAS, sports, drama and other school activities provide ample opportunities for students to develop fully and holistically. Such education of the whole person does not only benefit IB candidates, but also benefits students when applying for higher education and career opportunities later in life; it is the foundation of life-long learning.

How is the IB Diploma assessed?

Students will engage in both internal and external assessment that varies among the academic disciplines. Internal assessment is graded by a Montana teacher and moderated by an IB examiner. External assessment is graded by an IB examiner.

For each of his or her three higher level and three standard level subjects, a student can score up to seven points, adding up to a possible forty-two points. An additional one to three points may be earned for the Extended Essay and Theory of Knowledge, making 45 points the maximum score a student can achieve.

A diploma is generally awarded when a student achieves 24 points. There are, however, certain other conditions which must be met. For example, in order to earn a diploma, a student must gain 12 points in their HL subjects. Candidates must pass both the Extended Essay and the Theory of Knowledge course. A full list of conditions will be distributed to the students at the beginning of the course



1.3. The High School Diploma and IB Courses

In addition to the IB Diploma, students at Montana will also be offered the chance to gain the high school diploma. This diploma takes into account grades over four years, including grade 11 and 12.

At Institut Montana, students may decide that the IB DP is too challenging and therefore may choose to take the high school diploma instead of the IB Diploma. Students who choose to do this may choose up to six IB course subjects, and can choose whether to do them at Higher Level or Standard Level, as they would not be limited by the Diploma restrictions of having to take three HL subjects. They will do the full Internal Assessments and examinations in these subjects and receive individual course certificates from the IBO. IB course students are not required to participate in the CAS programme (but are strongly encouraged to do so), the TOK course or an Extended Essay but may register for these aspects of the programme if they wish. Many IB course students excel since the workload and subject areas are well-tailored to their abilities. Good IB course scores will facilitate entry into many U.S. universities. However, it is important to note that most European universities will require an IB Diploma and further education choices will be limited by choosing to take the high school diploma instead of the full IB Diploma.

1.4. Subjects available at Institut Montana

Group 1	A Language HL: Literature (offered in English, Spanish, Italian and Russian) A Language SL: Literature (offered in English, Spanish, Italian and Russian) A Language School Supported Self Taught SL: Literature A Language HL: Language and Literature (offered in English and German) A Language SL: Language and Literature (offered in English and German)
Group 2	B Language HL (offered in French, English, German, Spanish) B Language SL (offered in French, English, German, Spanish) Ab Initio SL - German
Group 3	Business Management HL, Business Management SL Economics HL, Economics SL History HL, History SL Global Politics HL, Global Politics SL
Group 4	Biology HL, Biology SL Chemistry HL, Chemistry SL Physics HL, Physics SL
Group 5	Mathematics HL Mathematics SL Mathematics Studies SL
Group 6	Visual Arts or any one of the above subjects (groups 1-4) as an elective, subject to time-table compatibility
Core Requirements	CAS, TOK and Extended Essay



Group 1

English A Language and Literature HL-SL

Summary of the Two Year Course Content

The IB Language A Language and Literature course is based on the study of language, culture, and literature. Language skills such as reading, listening, speaking, and writing will be reinforced and refined.

- The culture(s) of the language, and connections between other languages will be explored in depth. A variety of text types (fiction, non-fiction, image-as-text) from a variety of media will be analysed, compared, contrasted, and produced.
- A minimum of 6 literary works (in the language and world literature) will be studied.
- Students will examine the language, form, and content in literary works, and investigate their cultural specificity as well as the elements that make them universal.

Internal Assessment during the Two Year Course *HL/SL*

Individual Oral Commentary (15min): students comment on an extract from a literary text studied in the course. The commentary is an in-depth analysis of the language, style, literary devices, text-type and genre markers used in the extract. 15% of final IB grade.

Further Oral Activity: Students complete many oral activities based on different course components. The mark of one such activity together with a reflective statement about that activity written by the student is submitted for final assessment. 15% of final IB grade.

External Assessment at the End of the Two Year Course

HL

Exam Paper 1: Comparative analysis of two unseen texts: a text and a non-verbal text (image or cartoon). 120 min. 25% of final IB grade.

Exam Paper 2: Essay based on at least two of the literary texts studied. 120min. 25%.

Written Tasks: Students produce written tasks for every course component. Two of these tasks are submitted for external assessment in the final year. One task must be a creative and the other a critical response. Each task must be 800-1000 words in length. Each task must include a rationale of 200-300 words. 20% of final IB grade.

SL

Exam Paper 1: Analysis of one non-literary unseen text. 90 min. 25% of final IB grade.

Exam Paper 2: Essay based on at least two of the literary texts studied. 90 min. 25% of final IB grade.

Written Task: Students produce written tasks for every course component. One creative task is selected and submitted for external assessment in the final year. The task must be 800-1000 words in length and include a rationale of 200-300 words. 20% of final IB grade.

Prerequisites

Students entering the course should have a good command of the A language, although the chosen course need not be in their first language. Students should have read and analysed unabridged literature in language A, have some knowledge of literary genres and literary terminology, have studied and produced different text types (e.g. essay, formal letter, article, diary entry), should speak the language fluently, and have a wide range of everyday and academic vocabulary in language A. EAL students who wish to take English A Language and Literature must take the IGCSE extended EAL examination and score either an A* or A.



The Future

The study of language and literature can be relevant to a variety of university disciplines and careers. It is particularly useful for the study of literature, linguistics, history, political sciences, film and cultural studies, anthropology, gender studies, law, media and communication studies, journalism, creative writing, advertising, and many more.

English A Literature HL-SL

Summary of the Two Year Course Content

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; therefore, 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.

Internal Assessment during the Two Year Course *HL/SL*

- Individual oral commentary and discussion (20 minutes HL, 10 minutes SL) 15% of final IB grade
- Individual oral presentation (10-15 minutes) 15% of final IB grade

External Assessment at the End of the Two Year Course *HL/SL*

- Paper 1: HL - Literary commentary (2 hours); SL - Guided literary analysis (1.5 hours) 20% of final IB grade
- Paper 2: Essay (2 hours HL, (1.5 hours SL) 25% of final IB grade
- Written assignment (reflective statement and literary essay) 25% of final IB grade

Prerequisites

Students entering the course should have a solid command of the A language, although the chosen course need not be in their first language. Students should have read and analysed unabridged literature in language A, have some knowledge of literary genres and literary terminology, should speak the language fluently, and have a wide range of everyday and academic vocabulary in language A. EAL students who wish to take English Literature must take the IGCSE extended EAL examination and score either an A* or A.

The Future

The study of literature can be relevant to a variety of higher education courses and careers and is particularly useful for Economics, Law, Medicine, History, Anthropology, Literature, educational careers and many more areas.

German A Language and Literature HL-SL

Summary of the Two Year Course Content

The IB Language A Language and Literature course is based on the study of language, culture, and literature. Language skills such as reading, listening, speaking, and writing will be reinforced and refined.

- The culture(s) of the language, and connections between other languages will be explored in depth. A variety of text types (fiction, non-fiction, image-as-text) from a variety of media will be analysed, compared, contrasted, and produced.



- A minimum of 6 literary works (in the language and world literature) will be studied.
- Students will examine the language, form, and content in literary works, and investigate their cultural specificity as well as the elements that make them universal.

Internal Assessment during the Two Year Course *HL/SL*

Individual Oral Commentary (15min): students comment on an extract from a literary text studied in the course. The commentary is an in-depth analysis of the language, style, literary devices, text-type and genre markers used in the extract. 15% of final IB grade.

Further Oral Activity: Students complete many oral activities based on different course components. The mark of one such activity together with a reflective statement about that activity written by the student is submitted for final assessment. 15% of final IB grade.

External Assessment at the End of the Two Year Course

HL

Exam Paper 1: Comparative analysis of two unseen texts: a text and a non-verbal text (image or cartoon). 120 min. 25% of final IB grade.

Exam Paper 2: Essay based on at least two of the literary texts studied. 120min. 25% of final IB grade.

Written Tasks: Students produce written tasks for every course component. Two of these tasks are submitted for external assessment in the final year. One task must be a creative and the other a critical response. Each task must be 800-1000 words in length. Each task must include a rationale of 200-300 words. 20% of final IB grade.

SL

Exam Paper 1: Analysis of one non-literary unseen text. 90 min. 25% of final IB grade.

Exam Paper 2: Essay based on at least two of the literary texts studied. 90 min. 25% of final IB grade.

Written Task: Students produce written tasks for every course component. One creative task is selected and submitted for external assessment in the final year. The task must be 800-1000 words in length and include a rationale of 200-300 words. 20% of final IB grade.

Prerequisites

Students entering the course should have a good command of the A language, although the chosen course need not be in their first language. Students should have read and analyzed unabridged literature in language A, have some knowledge of literary genres and literary terminology, have studied and produced different text types (e.g. essay, formal letter, article, diary entry), should speak the language fluently, and have a wide range of everyday and academic vocabulary in language A.

The Future

The study of language and literature can be relevant to a variety of university disciplines and careers. It is particularly useful for the study of literature, linguistics, history, political sciences, film and cultural studies, anthropology, gender studies, law, media and communication studies, journalism, creative writing, advertising, and many more.



Chinese A Literature SL

Summary of the Two Year Course Content

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; therefore, 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.

Internal Assessment during the Two Year Course

- Individual oral commentary and discussion (10 minutes) 15% of final IB grade
- Individual oral presentation (10 minutes) 15% of final IB grade

External Assessment at the End of the Two Year Course

- Paper 1: Guided literary analysis (1.5 hours) 20% of final IB grade
- Paper 2: Essay (1.5 hours) 25% of final IB grade
- Written assignment (reflective statement and literary essay) 25% of final IB grade

Prerequisites

Students entering the course should have a solid command of the A language, although the chosen course need not be in their first language. Students should have read and analysed unabridged literature in language A, have some knowledge of literary genres and literary terminology, should speak the language fluently, and have a wide range of everyday and academic vocabulary in language A.

The Future

The study of literature can be relevant to a variety of higher education courses and careers and is particularly useful for Economics, Law, Medicine, History, Anthropology, Literature, educational careers and many more areas.

Russian A Literature HL-SL

Summary of the Two Year Course Content

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; therefore, 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.



Internal Assessment during the Two Year Course HL/SL

- Individual oral commentary and discussion (20 minutes HL, 10 minutes SL) 15% of final IB grade
- Individual oral presentation (10-15 minutes) 15% of final IB grade

External Assessment at the End of the Two Year Course HL/SL

- Paper 1: HL - Literary commentary (2 hours), SL - Guided literary analysis (1.5 hours) 20% of final IB grade
- Paper 2: Essay (2 hours) 25% of final IB grade
- Written assignment (reflective statement and literary essay) 25% of final IB grade

Prerequisites

Students entering the course should have a solid command of the A language, although the chosen course need not be in their first language. Students should have read and analysed unabridged literature in language A, have some knowledge of literary genres and literary terminology, should speak the language fluently, and have a wide range of everyday and academic vocabulary in language A.

The Future

The study of literature can be relevant to a variety of higher education courses and careers and is particularly useful for Economics, Law, Medicine, History, Anthropology, Literature, educational careers and many more areas.

Additional information

Родной язык (**Language A: Literature IB Diploma**): комплексное изучение русского языка и литературы

Курс Language A предполагает изучение лучших образцов как русской, так и мировой литературы. В задачи курса входит рассмотрение произведений разных жанров и разных эпох развития мирового литературного процесса.

При построении программы учитываются интересы учащихся, их литературные и культурные предпочтения. Большое внимание в учебном процессе уделяется самостоятельной работе учащихся, развитию у них аналитических и творческих способностей.

Предлагается изучение литературы как на стандартном (SL), так и на повышенном (HL) уровне.

Self-Taught A Literature SL

Summary of the Two Year Course Content

Please read this in conjunction with the A Language Literature SL course description.

School-supported self-taught (language A: literature) provides students with the opportunity to explore and analyze in some depth the literature of their mother tongues and some world literature in a fairly independent setting. They meet once a week with a language A: literature teacher who provides them assistance with specific aspects of their studies. Self-taught students are consequently equipped with the information and skills necessary for carrying out the part 1 written assignment task, and for answering paper 1 and paper 2. Students will also receive guidance both in choosing extracts in preparation for their recorded oral work (formally entitled “the alternative oral assessment examination”) and in the procedures for recording this work.



External Assessment

The alternative oral assessment examination (the individual oral commentary and the individual oral presentation)

Students are required to present a 10-minute oral commentary. **The individual oral commentary** is a literary analysis of an extract taken from one of the works studied in part 2 of the syllabus.

Students are also required to complete an **individual oral presentation** on one or more of the part 4 works studied. The oral presentation, which is also approximately 10 minutes in length should take the form of a discussion of two works. Students may take prepared notes into the examination and these notes are sent to the examiner, along with the recording. The notes must be the main points only, not the full text of a talk.

The weighting of the oral is 15% for the commentary and 15% for the presentation.

Self-taught students will have their orals recorded by their teacher and sent to an examiner for assessment. The self-taught program of study is assessed entirely by an external examiner appointed by the IB.

Written examination papers and a written assignment

At SL there are two examination papers that are set and assessed externally. They are designed to allow students to demonstrate their competencies in relation to the **language A: literature** assessment objectives and to specific parts of the syllabus.

Paper 1 contains two previously unseen passages and students are instructed to write a guided literary analysis on one of these passages. A guided literary analysis in this context refers to an interpretation of the passage supported by two guiding questions. One passage will be poetry; the other passage will be taken from works such as: a novel or short story, a play, an essay, a biography, or a journalistic piece of writing of literary merit.

Paper 2 contains three essay questions for each literary genre represented on the PLA of the language A being examined. Students answer one essay question only.

The essay is written under examination conditions, without access to the studied texts. Each question directs students to explore the ways in which content is delivered through the conventions of the selected genre. Students are required to compare and contrast the similarities and differences between at least two of the works studied in part 3 of the course.

The written assignment is based on a work in translation studied in part 1 of the course. Students produce an analytical essay with reflective statement, undertaken during the course and externally assessed. The goal of this task is to assist students in producing individual, well-informed essays.

The weighing is 25% for paper 1, 25% for paper 2, and 25% for the written assignment.

Note: Self-taught students are required to complete the same external assessment components as taught students.

Prerequisites

Student entering our school-supported self-taught course should have a good command of their native language. They should speak and write the language fluently, and have both a wide range of everyday vocabulary and academic vocabulary.

Additionally, students should have read and analysed unabridged literature in their native language, have some knowledge of literary genres and literary terminology, and have studied and produced commentary writing, particularly detailed and comparative commentaries. They should be self-disciplined and willing to work independently.



Tutor (Distant or Local)

Students taking school-supported self-taught are required to secure a tutor in their mother tongue. A tutor may have the following responsibilities:

- Assisting the student in setting up a program of studies (especially mother-tongue texts)
- Providing suggestions for works of literary value (in the case of special request languages where no Prescribed Book List is available)
- Providing the student with resources related to the texts, (in the mother tongue)
- Providing the student with mother-tongue guidance (discussion of content, language, conventions, structure, and so on) for the various parts of the course of studies
- Setting and providing feedback on mock examinations and on practice papers/ orals
- Maintaining contact with the supervisor and regularly providing information on the student's progress

Additional Information

Languages currently available at self-taught: Amharic, Arabic, Bosnian, Bulgarian, Catalan, Chinese, Croatian, Czech, Danish, Dutch, Finnish, Hebrew, Hindi, Hungarian, Indonesian, Italian, Japanese, Korean, Latvian, Lithuanian, Macedonian, Malay, Modern Greek, Nepali, Norwegian, Persian, Pilipino, Polish, Portuguese, Russian, Serbian, Sesotho, Sinhalese, Slovak, Slovene, Spanish, Swahili, Swedish, Thai, Turkish, Welsh.

Please note: For all other languages, a special request will be sent to the IB by the IB coordinator.

Group 2

IB English B HL-SL

Summary of the Two Year Course Content

The Course is based on texts and films dealing with issues involving countries who speak the language being studied. Aspects of the following core subjects are considered:

- Communication and Media
- Global Issues
- Social Relationships

Two of the following five options are also covered:

- Cultural Diversity
- Customs and Traditions
- Health
- Leisure
- Science and technology

HL students are also required to read two book-length works of literature.

Internal Assessment during the Two Year Course *HL/ SL*

- Individual Oral (8-10 minutes) based on the two options covered during the course. (20% of final IB grade)
- Interactive Oral Activity based on the core subjects. (10% of final IB grade)



External Assessment at the End of the Two Year Course

HL

- Paper 1: Text-handling exercises on five written texts, based on the core. (1 hour 30 minutes) (25% of final IB grade)
- Paper 2: Two compulsory writing exercises, one based on the options, the other based on the core. (1 hour 30 minutes) (25% of final IB grade)
- Written assignment: Creative writing of 500-600 words plus a 150-word rationale, based on one of the literary texts read. (20% of final IB grade)

SL

- Paper 1: Text-handling exercises on four written texts, based on the core. (1 hour 30 minutes) (25%)
- Paper 2: One writing exercise of 250-400 words from a choice of five, based on the options. (1 hour 30 minutes) (25% of final IB grade)
- Written assignment: Intertextual reading followed by a written exercise of 300-400 words plus a 100-word rationale, based on the core. (20% of final IB grade)

Prerequisites

Language B is a course designed for students with some previous learning of the language they study. The main focus of the course is on language acquisition and development of language skills. All final decisions on the appropriateness of the course for which students are entered are taken by the IB coordinator and administration, in liaison with teachers.

The Future

Language B will give students the opportunity to significantly improve their reading, writing, listening, and speaking skills. Please note that some courses and Universities may not accept a language at B level.

Additional Information

English B is a language-learning course designed for students with some previous learning of English. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills are developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the cultures of English-speaking countries. The material is chosen to enable students to develop mastery of language skills and intercultural understanding. It is not intended solely for the study of specific subject matter or content.

The English B syllabus approaches the learning of language through meaning. Through the study of the core (Communication and Media, Global Issues, and Social Relationships) and the options (two options to be selected among the following: Cultural Diversity, Customs and Traditions, Health, Leisure and Science and Technology) at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the English B course through the expansion of their receptive, productive, and interactive skills.

SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.



French B HL-SL

Summary of the Two Year Course Content

The course is based on resources (texts, films, songs, etc.) dealing with issues involving countries where French is spoken. Aspects of the following core subjects are considered:

- Communication and Media
- Global Issues
- Social Relationships

Two of the following five options are also covered:

- Cultural Diversity
- Customs and Traditions
- Health
- Leisure
- Science and technology

HL students are also required to read two book-length works of literature.

Internal Assessment during the Two Year Course *HL/ SL*

- Individual Oral based on the two options covered during the course. (8-10 minutes) (20% of final IB grade)
- Interactive Oral Activity based on the core subjects. (10% of final IB grade)

External Assessment at the End of the Two Year Course

HL

- Paper 1: Text-handling exercises on five written texts, based on the core. (1 hour 30 minutes) (25% of final IB grade)
- Paper 2: Two compulsory writing tasks, one based on the options (250-400 words), the other based on the core (150-250 words). (1 hour 30 minutes) (25% of final IB grade)
- Written assignment: Creative writing of 500-600 words plus a 150-word rationale, based on one of the literary texts read. (20% of final IB grade)

SL

- Paper 1: Text-handling exercises on four written texts, based on the core. (1 hour 30 minutes) (25%)
- Paper 2: One writing task of 250-400 words from a choice of five, based on the options. (1 hour 30 minutes) (25% of final IB grade)
- Written assignment: Intertextual reading followed by a written task of 300-400 words plus a 100-150 word rationale, based on the core. (20% of final IB grade)

Prerequisites

Language B is a course designed for students with some previous learning of the language they study. The main focus of the course is on language acquisition and development of language skills. All final decisions on the appropriateness of the course for which students are entered are taken by the IB coordinator and administration, in liaison with teachers.

The Future

Language B will give students the opportunity to significantly improve their reading, writing, listening, and speaking skills. Please note that some courses and universities may not accept a language at B level.



German Ab Initio SL

Summary of the Two Year Course Content:

The IB Diploma Ab Initio course is designed for students who have little or no prior knowledge of German. In the two years of the course the students will achieve A2 level of German according to the GER/ CEFR (Common European Framework of Reference for Languages). The passive knowledge of German will be slightly higher as the external assessment requires understanding of real life texts and deducing the meaning of words from their context, understanding grammatical structures and functions in context, being aware of the cohesive devices that give coherence to a text.

The language ab initio course is organized into three themes:

- Individual and society
- Leisure and work
- Urban and rural environment

The Ab Initio Course guide states that:

"Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity."

Students develop their productive and receptive skills through using a range of materials to supplement the core course book. Students are encouraged to be aware of the world around them and to use the advantage of living in a German-speaking country to help them to expand their language knowledge.

Internal Assessment during the Two Year Course

Individual Oral (10 minutes) based on a visual stimulus followed by a general conversation. (25% of final IB grade)

External Assessment at the End of the Two Year Course

- Paper 1: (1 hour 30 minutes) Text-handling exercises on four written texts. (30% of final IB grade)
- Paper 2: (1 hour) Two compulsory writing exercises, a short writing task based on a choice of two (minimum 50 words), an extended writing task based on a choice of three (minimum 100 words). (25% of final IB grade)
- Written assignment: Piece of writing of 200-350 words demonstrating intercultural understanding and written in the target language. (20% of final IB grade)

Prerequisites

None

The Future

German ab initio course is a course that seeks to enhance intercultural understanding. After the course the students will be able to make a link between their mother language and an additional language acquisition. According to the IB Language ab initio guide this reflection would include a consideration of the following questions:

- Do we know and learn our first language(s) in the same way as we learn additional languages?
- If you were to learn a language from a textbook only, how would this differ from learning through interaction only?
- Do you understand the world differently when you learn another language? How (for example, time, humour, leisure)?



German B HL-SL

Summary of the Two Year Course Content

The Course is based on texts and films dealing with issues involving countries who speak the language being studied. Aspects of the following core subjects are considered:

- Communication and Media
- Global Issues
- Social Relationships

Two of the following five options are also covered:

- Cultural Diversity
- Customs and Traditions
- Health
- Leisure
- Science and technology

HL students are also required to read two book-length works of literature.

Internal Assessment during the Two Year Course *HL/ SL*

- Individual Oral based on the two options covered during the course. (8-10 minutes) (20% of final IB grade)
- Interactive Oral Activity based on the core subjects. (10% of final IB grade)

External Assessment at the End of the Two Year Course

HL

- Paper 1: (1 hour 30 minutes) Text-handling exercises on five written texts, based on the core. (25% of final IB grade)
- Paper 2: (1 hour 30 minutes) Two compulsory writing exercises, one based on the options, the other based on the core. (25% of final IB grade)
- Written assignment: Creative writing of 500-600 words plus a 150-word rationale, based on one of the literary texts read. (20% of final IB grade)

SL

- Paper 1: (1 hour 30 minutes) Text-handling exercises on four written texts, based on the core. (25% of final IB grade)
- Paper 2: (1 hour 30 minutes) One writing exercise of 250-400 words from a choice of five, based on the options. (25% of final IB grade)
- Written assignment: Intertextual reading followed by a written exercise of 300-400 words plus a 100-word rationale, based on the core. (20% of final IB grade)

Prerequisites

Language B is a course designed for students with some previous learning of the language they study. The main focus of the course is on language acquisition and development of language skills. All final decisions on the appropriateness of the course for which students are entered are taken by the IB coordinator and administration, in liaison with teachers.



The Future

Language B will give students the opportunity to significantly improve their reading, writing, listening, and speaking skills. Please note that some courses and universities may not accept a language at B level.

Spanish B HL-SL

Summary of the Two Year Course Content

The Course is based on texts and films dealing with issues involving countries who speak the language being studied. Aspects of the following core subjects are considered:

- Communication and Media
- Global Issues
- Social Relationships

Two of the following five options are also covered:

- Cultural Diversity
- Customs and Traditions
- Health
- Leisure
- Science and technology

HL students are also required to read two book-length works of literature.

Internal Assessment during the Two Year Course *HL/ SL*

- Individual Oral (8-10 minutes) based on the two options covered during the course. (20% of final IB grade)
- Interactive Oral Activity based on the core subjects. (10% of final IB grade)

External Assessment at the End of the Two Year Course

HL

- Paper 1: (1 hour 30 minutes) Text-handling exercises on five written texts, based on the core. (25% of final IB grade)
- Paper 2: (1 hour 30 minutes) Two compulsory writing exercises, one based on the options, the other based on the core. (25% of final IB grade)
- Written assignment: Creative writing of 500-600 words plus a 150-word rationale, based on one of the literary texts read. (20% of final IB grade)

SL

- Paper 1: (1 hour 30 minutes) Text-handling exercises on four written texts, based on the core. (25% of final IB grade)
- Paper 2: (1 hour 30 minutes) One writing exercise of 250-400 words from a choice of five, based on the options. (25% of final IB grade)
- Written assignment: Intertextual reading followed by a written exercise of 300-400 words plus a 100-word rationale, based on the core. (20% of final IB grade)

Prerequisites

Language B is a course designed for students with some previous learning of the language they study. The main focus of the course is on language acquisition and development of language skills. All final decisions on the



appropriateness of the course for which students are entered are taken by the IB coordinator and administration, in liaison with teachers.

The Future

Language B will give students the opportunity to significantly improve their reading, writing, listening, and speaking skills. Please note that some courses and Universities may not accept a language at B level.

Additional Information

AIMS - In order to achieve the level required for the IB program the student will:

- immerse in a wide variety of themes in order to appreciate the different Hispanic cultures. (Reading articles in targeted language, listening to audios, watching videos and debating the different topics).
- revise the grammatical rules of the language so that the student can improve his confidence in using the language correctly. (Independent study through homework tasks will reinforce the learning process)
- improve the communication skills in Spanish language through written and oral tasks focusing in the correct the organization of arguments and the coherence of speech.

ASSESSMENT - During the course the student will be assessed through different methods which will help him to be better prepared for the IB official assessments. These are some examples

- Vocabulary quiz
- Collaborative listening comprehension
- Reading comprehension tests
- Written tasks related to the topic
- Oral presentations or debates

The student is expected to:

- have collaborative and positive attitude in class
- respect the given deadlines for written and oral tasks
- dedicate time to work on his homework which is given on a weekly basis
- use the Spanish language in class as much as possible

Group 3

Business Management HL-SL

Summary of the Two Year Course Content

HL and SL core topics

- Business organisation and environment
- Human resource management
- Finance and accounts
- Marketing
- Operations management



Internal Assessment during the Two Year Course

HL – Students write a report that addresses an issue facing an organization or analyses a decision to be made by an organization. (25% of final IB grade)

SL – Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. (25% of final IB grade)

External Assessment at the End of the Two Year Course

- Paper 1 HL 6 topics, 35% of final IB grade; SL 5 topics, 40% of final IB grade
- Paper 2 HL 6 topics, 35% of final IB grade; SL 5 topics, 40% of final IB grade

All structured questions.

Prerequisites

No specific subject requirements are necessary for students to take the Business Management course, however an aptitude in math and the ability to collate, process and analyse data would be of benefit.

The Future

The Business Management course will help students develop a wide range of skills and understanding that will be directly relevant to anyone considering a career in business, or studying a business related course in Higher education.

Economics HL-SL

Summary of the Two Year Course Content

Course content includes:

Microeconomics, macroeconomics, international economics, development economics.

Skills:

- Demonstrate knowledge and understanding of specified content, including understanding of current economic issues and data.
- Demonstrate application and analysis of knowledge and understanding, including application of economic concepts and theories to real-world situations and interpretation economic data.
- Demonstrate synthesis and evaluation skills, meaning ability to examine economic concepts and theories, ability to use these to construct and present an argument and to discuss and evaluate economic information and theories.
- Select, use and apply a variety of appropriate skills and techniques, including:
 - Produce well-structured written material, using appropriate economic terminology.
 - Use correctly labelled diagrams to help explain economic concepts and theories.
 - Select, interpret and analyse appropriate extracts from the news media and basic statistics.
- Use quantitative techniques to identify, explain and analyse economic relationships (HL only).

Internal Assessment during the Two Year Course

- Students produce a portfolio of three commentaries (each up to 750 words) based on different sections of the syllabus and on published extracts from the news media (20% of final IB grade)



External Assessment at the End of the Two Year Course

- Paper 1: An extended response (essay) paper (HL 30%, SL 40% of final IB grade)
- Paper 2: A data response paper based on articles and statistics (HL 30%, SL 40% of final IB grade)
- Paper 3: HL extension paper focused on quantitative techniques (20% of final IB grade)

Prerequisites

No particular background in terms of specific subjects studied required. The ability to understand and explain abstract concepts and the ability to write in a logically structured manner are distinct advantages in economics. At HL, students need basic mathematical skills (e.g. linear equations, calculating areas in a diagram, percentage change and indices).

The Future

The course is well suited for both those who are planning to further their studies in economics, business or politics at tertiary level, and those who want a solid core knowledge of economics to then further their studies in other areas. The HL course places more emphasis on use of mathematics in economics, giving the students a taste of what studying economics at university level is like. The HL course is also highly useful for students considering studying Business in higher education, giving them an opportunity to learn key concepts and skills already in high school.

History HL-SL

Summary of the Two Year Course Content

SL and HL students follow a syllabus that has a common core consisting of prescribed subjects and topics in world history. The difference is that at HL are also required to undertake an in-depth study of three topics from European history. The course is a world history study based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural. In Grade 11, students will focus on the rise and consolidation of Authoritarian States in the 20th Century and 20th Century Conflicts. Case studies will include: the Weimar Republic and Hitler's Germany, Mao's China, the First World War, and the origins of Chinese Civil War 1927-1950. HL students will also study Spain in the interwar years 1918-1939 including a study of the Spanish Civil War. All students will also study Japanese, Italian and German expansionism in the 1930s.

Internal Assessment during the Two Year Course

Students also undertake a historical investigation on any area of the syllabus (HL 20%, SL 25% of final IB grade).

External Assessment at the End of the Two Year Course

- Paper 1 : A source based paper with four short/structured questions. (HL 20%, SL 30% of final IB grade)
- Paper 2 : Two essay questions (HL 25%, SL 45% of final IB grade)
- Paper 3 : Three essay questions (HL only - 35% of final IB grade)

Prerequisites

It is recommended that students have studied IGCSE History. If so, students would usually be expected to have scored a Grade 'B' or above before embarking on IB History at SL or HL. Students who have not studied IGCSE History, but in other programmes such as High School Diploma, would ideally have scored around Grade '5' or above in History in Grade 10. Due to the literary nature of the subject, it follows that students require a good level of written and spoken English.



The Future

Students are able to develop a number of skills such as analytical skills and evaluation of evidence which will be useful beyond school.

Typical employers of History graduates include: schools; higher education institutions; banks; accountancy firms; television and radio broadcasters; publishing companies; management consultancies; law firms; retailers (http://www.prospects.ac.uk/options_history.htm) History is also very much seen as a top subject which universities and employers hold in it high regard.

Additional Information

The aims of the History course at SL and HL to

- develop an understanding of, and continuing interest in, the past;
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and development;
- promote international-mindedness through the study of history from more than one region of the world;
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives;
- develop key historical skills, including engaging effectively with sources; and
- increase students' understanding of themselves, their own historical identity and of contemporary society by encouraging reflection on the past (quoted in the IB DP History Guide 2015).

These aims are closely aligned with the IB Group 3 Subject Aims, outlined in the IB DP History Guide 2015.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. During this course students develop an understanding of multiple interpretations of history, analytical skills, critical analysis of sources of evidence and essay writing. In this way, the History course involves a challenging and demanding critical exploration of the past.

Global Politics HL-SL

Summary of the Two Year Course Content

The global politics course engages students with key political concepts and contemporary political issues in a variety of contexts and through a variety of approaches. Through teaching and learning in the subject, students develop a holistic and nuanced understanding of global politics and acquire the skills needed to analyse, evaluate and act on political issues they encounter inside and outside of the classroom. The following 16 key concepts weave a conceptual thread through the course: power, sovereignty, legitimacy, interdependence, human rights, justice, liberty, equality, development, globalization, inequality, sustainability, peace, conflict, violence and non-violence. (taken from the IBO Global Politics Guide).

Internal Assessment during the Two Year Course

- Students produce a written report on a political issue explored through engagement and research. (HL 14%, SL 21 % of final IB grade)
- HL extension: global political challenges: Two video recorded oral presentations (10-minute maximum each) of two case studies chosen from two different HL extension topics (14% of final grade)

External Assessment at the End of the Two Year Course

- Paper 1: Four compulsory short-answer/structured questions (HL 18%, SL 26% of final IB grade)
- Paper 2: An extended response (essay) paper (HL 54%, SL 53% of final IB grade)



Prerequisites

No particular background in terms of specific subjects studied required.

The Future

Defining an interesting political issue in the wider, real-world situation they are studying is often an early and key step for students to make progress with their understanding of global politics. The course is well suited for those who are planning to further their studies in politics, business or law.

Group 4

Biology HL-SL

Summary of the Two Year Course Content

Knowledge

Cell biology, molecular biology, genetics, ecology, evolution and biodiversity, human and animal physiology, metabolism, cell respiration, photosynthesis and plant biology

Skills

Design of scientific investigations; Basic laboratory methods for data collection; Analysis and evaluation of scientific data.

Group project

Students work in groups with Chemistry and Physics students to experimentally investigate a scientific theme of their choice, followed by oral presentations of the results.

Internal Assessment during the Two Year Course

Students produce a written laboratory report based on their own independent investigation. (20%)

External Assessment at the End of the Two Year Course

- Paper 1: Multiple choice (20 % of final IB grade)
- Paper 2: Data analysis, short and long answer questions (HL 36%, SL 40 % of final IB grade)
- Paper 3: Short and long answer questions (HL 24%, SL 20 % of final IB grade)

Prerequisites

Students wishing to study IB Biology need a good background in biology and chemistry. Students must have passed both of these courses in IGCSE Coordinated Science. The HL Biology student is recommended to study mathematics at the Mathematics SL level or higher.

The Future

The content and level of the HL program is set to provide a sound preparation for college or university courses requiring a biological qualification, e.g. Biochemistry, Dentistry, Medicine, Agriculture or Pharmacy. Both the HL and SL programs examine a variety of topics at the molecular level to that of the biosphere.



Chemistry HL-SL 11

Summary of the Two Year Course Content

Knowledge

Stoichiometric relationships; Atomic structure; Periodicity; Chemical bonding and structure; Energetics/thermochemistry; Chemical kinetics; Equilibrium; Acids and bases; Redox processes; Organic chemistry; Measurement and data processing plus one option among: Materials; Biochemistry; Energy; Medicinal Chemistry.

Skills

Design of scientific investigations; Basic laboratory methods for data collection; Analysis and evaluation of scientific data.

Group project

Students work in groups with Chemistry and Biology students to experimentally investigate a scientific theme of their choice, followed by oral presentations of the results.

Internal Assessment during the Two Year Course

Students produce a written laboratory report based on their own independent investigation. (20% of final IB grade)

External Assessment at the End of the Two Year Course

- Paper 1: Multiple choice (20 % of final IB grade)
- Paper 2: Data analysis, short and long answer questions (HL 36%, SL 40 % of final IB grade)
- Paper 3: Short and long answer questions (HL 24%, SL 20 % of final IB grade)

Prerequisites

Students must have passed Mathematics and Chemistry in their pre-IB year. Coordinated Science is a prerequisite for entrance into the IB Diploma Programme; additionally, the following criteria must be met in order to take Chemistry: Chemistry HL students are required to achieve at least a B in IGCSE Mathematics as their grade in the final IGCSE exam or at least an average high school diploma grade of 6.0 in the two IGCSE years. Chemistry SL students are required to achieve at least a C in IGCSE Mathematics as their grade in the final IGCSE exam or at least an average high school diploma grade of 5.0 in the two IGCSE years. Students who fail to fulfil this condition but want to take Chemistry SL will be interviewed by the relevant IB teacher and/or take a placement test to demonstrate they have the required mathematical skills.

The Future

From the IB guide: "Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment."



Physics HL-SL

Summary of the Two Year Course Content

Knowledge

Measurements and uncertainties; Mechanics; Thermal physics; Waves; Electricity and magnetism; Circular motion and gravitation; Atomic, nuclear and particle physics; Energy production and one Option among: Relativity; Engineering Physics; Imaging; Astrophysics.

Skills

Design of scientific investigations; Basic laboratory methods for data collection; Analysis and evaluation of scientific data

Group project

Students work in groups with Chemistry and Biology students to experimentally investigate a scientific theme of their choice, followed by oral presentations of the results.

Internal Assessment during the Two Year Course

Students produce a written laboratory report based on their own independent investigation. (20% of final IB grade)

External Assessment at the End of the Two Year Course

- Paper 1: Multiple choice (20 % of final IB grade)
- Paper 2: Data analysis, short and long answer questions (HL 36%, SL 40 % of final IB grade)
- Paper 3: Short and long answer questions (HL 24%, SL 20 % of final IB grade)

Prerequisites

Students must have passed Physics in their pre-IB year. Students should have strong mathematical skills. Coordinated Science is a prerequisite for entrance into the IB Diploma Programme; additionally, the following criteria must be met in order to take Physics: Physics HL students are required to achieve at least a B in IGCSE Mathematics as their grade in the final IGCSE exam or at least an average high school diploma grade of 6.0 in the two IGCSE years. Physics SL students are required to achieve at least a C in IGCSE Mathematics as their grade in the final IGCSE exam or at least an average high school diploma grade of 5.0 in the two IGCSE years. Students who fail to fulfil this condition but want to take Physics SL will be interviewed by the relevant IB teacher and/or take a placement test to demonstrate they have the required mathematical skills.

The Future

Physics SL is a balanced course that provides a solid introduction to Physics. It is considered a requirement for some universities for majors such as engineering or environmental sciences.



Group 5

Math HL

Summary of the Two Year Course Content

Core

All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus. Students are also required to be familiar with the topics listed as prior learning.

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus

Options - Students must study all the sub-topics in one of the following options as listed in the syllabus details.

- Statistics and probability
- Sets, relations and groups
- Calculus
- Discrete mathematics

Internal Assessment during the Two Year Course

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Internal assessment in Mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of Mathematics. Mathematical exploration accounts for 20% of the final IB marks.

External Assessment at the End of the Two Year Course

- Paper 1 based on core part of the syllabus (requires no use of the calculator) (30% of final IB grade)
- Paper 2 based on core part of the syllabus (requires use of the calculator) (30% of final IB grade)
- Paper 3 based on an option (requires use of the calculator) (20% of final IB grade)

Prerequisites

Students who wish to take IB Mathematics HL must take the IGCSE extended mathematics examination and score an A* or A. Students are expected to have sufficiently covered the areas listed below:

- Numbers
- Sets, Algebra
- Trigonometry
- Geometry
- Coordinate Geometry
- Probability and statistics

The Future

Preparation for courses requiring Mathematics HL at the University level, especially science-related courses.



Math SL

Summary of the Two Year Course Content

Core: All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus. Students are also required to be familiar with the topics listed as prior learning.

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus

Internal Assessment during the Two Year Course

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Internal assessment in Mathematics SL is an individual exploration (Mathematical exploration). This is a piece of written work that involves investigating an area of Mathematics. Mathematical exploration accounts for 20% of the final IB marks.

External Assessment at the End of the Two Year Course

- Paper 1: No calculator (40% of final IB grade)
- Paper 2: Calculator (40% of final IB grade)

Prerequisites

Students who wish to take IB Mathematics SL must also take an IGCSE extended mathematics examination and score a minimum of grade C. Students are expected to have covered the areas listed below.

- Numbers
- Sets, Algebra
- Trigonometry
- Geometry
- Coordinate Geometry
- Probability and statistics

The Future

The study of Mathematics is the basis for further studies in both social and natural sciences. You will not only acquire the necessary math skills but also problem solving skills relevant to all fields.



Math Studies SL

Summary of the Two Year Course Content

All topics are compulsory. Students must study all the sub-topics in each of the topics in the Syllabus. Students are also required to be familiar with the topics listed as prior learning.

- Number and algebra
- Descriptive statistics
- Logic, sets and probability
- Statistical applications
- Geometry and trigonometry
- Mathematical models
- Introduction to differential calculus

Internal Assessment during the Two Year Course

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The project is an individual piece of work worth 20 % of the final IB grade. It involves the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements

External Assessment at the End of the Two Year Course

- Paper 1 :short-response questions based on the whole syllabus (40% of final IB grade)
- Paper 2 :extended-response questions based on the whole syllabus (40% of final IB grade)

Prerequisites

Students are required to have passed Mathematics in the previous year (Grade 10). Students who take the IGCSE extended mathematics examination and score below C and students who take the IGCSE core examination must take IB Mathematical Studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

The Future

Math Studies SL caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of Mathematics in students who do not anticipate a significant need for Mathematics in their future studies. Please note that many courses and universities do not accept Math Studies SL.



Group 6

Visual Arts HL-SL

Summary of the Two Year Course Content

The aims of the arts subjects are to enable students to:

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

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

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

Both HL and SL Visual Arts Students complete 3 assessed elements.

SL External assessment

Part 1: Comparative study

Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. 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. (20% of final IB grade)

Part 2: Process portfolio

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. 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. (40% of final IB grade)

SL 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

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. Students submit a curatorial rationale that does not exceed 400 words.



SL students submit 4–7 artworks and an exhibition text (stating the title, medium, size and intention) for each selected artwork. Students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition. (40% of final IB grade)

HL External assessment

Part 1: Comparative study

Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). Students submit 3–5 screens which analyse the extent to which their work and practices have been influenced by the art and artists examined. Students must submit a list of sources used. (20% of final IB grade)

Part 2: Process portfolio

Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least **three** art-making forms, selected from a minimum of two columns of the art-making forms table. (40% of final IB grade)

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

Students at HL 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. Students submit a curatorial rationale that does not exceed 700 words.

HL students submit 8–11 artworks with an exhibition text (stating the title, medium, size and intention) for each selected artwork. Students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition. (40% of final IB grade)

Prerequisites

The IB Visual Arts course is open for all creative and imaginative students and not just those who have achieved a high level of technical skill. Students must have passed their 10th grade (or equivalent) with at least a 5 if they wish to take Visual Arts at Higher Level. Students must have passed their 10th grade (or equivalent) with at least a 4 in the final term if they wish to take Visual Arts at Standard Level. It is not a requirement that students have taken IGCSE Art and Design, although it is recommended.



The Future

The future for students who study Art through the IB program and then through Art college/University opens up the possibility of a career in the following areas:

Fashion, Graphics, Interior Design, Animation, Photography, Sculpture, Product Design, Architecture, Costume Design, Performing Arts, Film/Stage actor, Choreographer, Theatre stage manager, Media and Communications, Public relations practitioner, Multi Media Specialist, TV/Film/Video producer, Advertising Account Executive, Broadcaster Presenter, Broadcaster Journalist, Communications Director, Magazine/Newspaper Journalist, Market Researcher, Game Designer, Web Designer, Writer, Filmmaker

Core Requirements

CAS

Summary of the Two Year Course Content

All IB Diploma Programme students are required to fulfil the IB CAS requirements. This involves students participating in a balanced self-developed programme of:

- Creativity: arts and other experiences that involve creative thinking
- Activity: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Programme. Although there are no formal Physical Education lessons for IB students, all IB students are expected to take part in at least one sports activity a week as part of their CAS program.
- Service - an unpaid and voluntary exchange that is of learning benefit for the student.

Students are required to create their own CAS programme that includes CAS experiences that cover the 3 CAS strands. The CAS programme lasts for a minimum of 18 months. So as to be able to complete the programme well before the final exams in May, students are expected to work continuously throughout an 18-month period (including vacations) starting in September. Furthermore, they should choose their CAS experiences carefully as the purpose of the experiences is to encourage self-awareness and growth and fulfil the 7 learner outcomes. So as to be able to increase their self-awareness and learn to analyse their improvements, students are required to submit regular evidence in the form of e.g. written reflections. At the end of each activity, students are required to write a short evaluation.

Students are also required to take part in a CAS project that is planned and initiated with their peers. They have the opportunity to take part in projects set by the school if they so wish. The last week before the summer break is set aside for the grade 11 students to spend a week doing community service in relation to their project. All activities must be approved by the CAS Coordinator prior to students beginning them and must have an adult activity supervisor who may not be a relative.

Students will meet with the CAS Coordinator during weekly lessons. During these lessons, the learner outcomes and the CAS requirements are discussed in further detail. The lessons are also a good opportunity for the students to exchange ideas and discuss their queries.

Both the IB and Institut Montana feel strongly that through this program students can learn more about themselves and their own potential and about their relationship and responsibility to the society around them.



Internal Assessment during the Two Year Course

The IB states that activities should provide:

- real, purposeful activities, with significant outcomes
- personal challenge - tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress and reporting
- reflection on outcomes and personal learning.

Students are assessed on the basis of their reflections and the evidence of the work they have carried out. Furthermore, students will be interviewed 3 times during the 18-month period. This is an opportunity for the CAS Co-ordinator to discuss each student's CAS programme with them and to help them set new goals. The interviews are uploaded on Managebac (the software used by the school for interactively creating CAS portfolios).

Students need to plan their activities carefully, ensure that their portfolio on Managebac is always up to date throughout their involvement in the experience and provide evidence of signatures from a responsible adult who can verify that the student has completed the CAS experience.

External Assessment at the End of the Two Year Course

Students will not be assessed externally. It is up to the CAS Co-ordinator to decide whether a student has fulfilled the requirements to complete the CAS programme. Please note, failure to fulfil the CAS requirements will lead to the IB Diploma being withheld until all requirements are fulfilled.

Prerequisites

All IB Diploma Programme students are required to take part in the CAS programme and are assessed on their individual capabilities. Any student eligible for the IB Diploma Programme is eligible for the CAS Programme. All High School Diploma students in grades 11-12 are also encouraged to take part in the CAS programme.

The Future

The School is working on developing the CAS project ideas so as to enable the students to choose from a wide range of ideas thereby giving them the opportunity to choose a project that they are passionate about, e.g. animal welfare, helping children, environmental protection etc.

The CAS programme is an integral part of the IB Diploma programme and will also be extremely valuable for students' futures. It provides students with the opportunity to develop holistically and to have broad experiences outside of their academic studies. Their CAS experiences will serve as excellent examples of their well-rounded capabilities and will provide them with material for university and college applications and/or interviews.

Extended Essay

Summary of the Two Year Course Content

The candidate can choose to write the essay on any IB subject that he or she takes. In special cases a candidate can ask for special permission to examine a topic which he or she is not taking, but which is of special interest to him or her. The only stipulation is that it be a subject which the IB offers. The Extended Essay is a requirement for all full IB Diploma candidates and can also be taken by students following IB courses.

The Extended Essay is defined as an in-depth study of a focused topic within a subject. It is assessed against common criteria, interpreted in ways appropriate to each subject. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the Extended Essay has often proved to be a valuable stimulus for discussion.



Emphasis is placed on

- The process of engaging in personal research appropriate for the subject in question
- The communication of ideas and information in a logical and coherent manner
- The overall presentation of the Extended Essay in compliance with the guidelines and
- Three reflection sessions including the viva voce or thesis defence interview.

External Assessment

A research essay on the topic of their choice will be sent to an IB examiner.

Students will be graded based on generic assessment criteria and will receive a grade A-E. These grades, along with the TOK grade, will be combined to give bonus points, on top of the subject grade scores. (A, A or A, B = 3 points, B, B; A, C; A, D; B,C = 2 points, B,D; C, C = 1 point, all other combinations = 0 points).

Please note, failure (Grade E) in the Extended Essay or the TOK course will lead to failure of the IB Diploma. Attaining a grade E in either the Extended Essay or TOK is a failing condition irrespective of the overall points earned.

Prerequisites

Any student eligible for the IB Diploma Programme is eligible for the Extended Essay.

The Future

The Extended Essay (maximum 4,000 words) offers the opportunity to investigate a topic of special interest and is intended to acquaint students with and promote high-level research and writing skills, intellectual discovery and creativity expected at university. Their Extended Essay can often be a useful example of their interest in a particular subject which they can talk about in their applications to higher education and in interviews at further education institutions.

Additional Information

To aid the student in this task, students are required to seek the assistance of a qualified supervisor to monitor the progress and provide feedback to the candidate. Students will arrange to meet with their Extended Essay supervisor when necessary.

Theory of Knowledge

Summary of the Two Year Course Content

TOK encourages students to reflect on their own learning. Drawing from their individual Diploma Programme and the world around them, this challenging and thought provoking course gives students the opportunity to explore different knowledge issues through thoughtful inquiry and critical thought.

Programme Outline

- Understanding knowledge questions
- Justification of knowledge claims
- Ways of knowing (four of the following: emotion, language, reason, sense perception, intuition, faith, imagination and memory)
- Areas of knowledge (six of the following: Mathematics, Natural Sciences, Human Sciences, History, The Arts, Ethics, Indigenous Knowledge and Religious Knowledge)



Internal Assessment during the Two Year Course

Presentation linked to a real-life issue, focused on a knowledge question (33% of final IB grade). Presentations are assessed internally. A sample of students' presentation plans is selected and moderated by the IB.

External Assessment at the End of the Two Year Course

Essay on one of six prescribed titles (67% of final IB grade). The essay (maximum 1600 words) will be sent to the IB to be marked by an IB examiner.

Prerequisites

Any student eligible for the IB Diploma Programme is eligible for Theory of Knowledge. All Diploma Programme candidates must take Theory of Knowledge. Course candidates (High School Diploma candidates who take individual IB Courses) can choose to take Theory of Knowledge. Students who will excel in this course will be students who are able to think critically, have an interest in discussion, are reflective, open-minded and are academic inquirers with an interest in the way in which we learn. Ability to construct logical arguments and present them in a coherent manner orally and in writing is an advantage.

The Future

The study of TOK is relevant to all higher education courses and careers. Learning how to reflect on your learning is a life-long skill that you will use throughout you IB studies, chosen course at university and beyond.