

ST. FRANCIS COLLEGE

IB Diploma Programme

Options Booklet 2022-2024



ST. FRANCIS COLLEGE



Identity Statement

St. Francis College is an international school that strives for excellence, providing a warm and friendly community committed to the IB philosophy. We offer a challenging educational programme with rigorous assessment through inquiry-based instruction.

Mission Statement

We empower pupils to be passionate lifelong learners, achieve academic and personal excellence, and be committed to impact the world positively.

Aims

- ❖ Support the development of the mother tongue.
- ❖ Involve parents and the community in the everyday life of the school.
- ❖ Develop social, emotional, intellectual, academic, and physical pupils' potential to the fullest in all areas.
- ❖ Promote independence, autonomy, self-discipline, and an understanding of the needs of others.
- ❖ Ensure that balanced curricular opportunity is genuinely available to all students and is positively encouraged.
- ❖ Blend tradition with modernity to reap the harvest of both past and present.
- ❖ Combine elements of all cultures and values to learn the best of these cultures.
- ❖ Promote internationalism.
- ❖ Practice inquiry-based teaching grounded on a concept-based curriculum that is regularly evaluated by teaching professionals to improve the quality and effectiveness of the PYP, MYP, and Diploma programme.
- ❖ Keep abreast of new approaches in education.
- ❖ Evaluate and monitor our curriculum, results, and development.

IB learner profile

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



As IB learners we strive to be

Inquirers

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

Reflective

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

Principled

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

Communicators

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

Knowledgeable

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

Risk-takers

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

Caring

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

Open-minded

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

Thinkers

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

Balanced

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

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



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

An IB education

The IB continuum of International education for 3 to 19 years old is a **unique system that encompasses academic and personal rigour where students are inspired to become lifelong learners.**

The International Baccalaureate (IB) is a non-profit educational foundation, Founded in 1968, the IB currently works with 4,583 schools in 147 countries to develop and offer four challenging programmes to over 1,250,000 students aged 3 to 19 years.¹

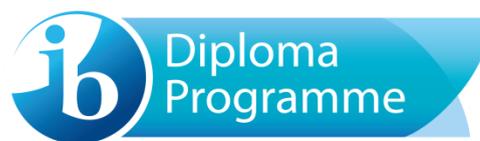
Motivated by its mission the IB aspires to develop well-rounded students who respond to challenges making use of the attributes of the Learner Profile. The IB offers high-quality programmes focused on the learners; it encourages the implementation of innovative and effective approaches to learning and prepares the students for the future by taking into account the global contexts students live in.

St. Francis College is the first school in Brazil and one of only 44 schools in Latin America to offer three of the IB programmes ensuring continuum in the students' education. The MYP, complemented by the University of Cambridge IGCSE examination is the perfect preparation for the challenges students will undergo in the Diploma programme.



¹ IBO, "Facts And Figures". *International Baccalaureate*®. N.p., 2017. Web. 23 Feb. 2017 .
<<http://www.ibo.org/about-the-ib/facts-and-figures/>>.

The IB Diploma Programme



The IB Diploma programme is academically challenging and balanced. It leads to final examinations; it prepares students for university and aspires for them to become lifelong learners.

The Diploma Programme is a demanding pre-university course of study that leads to examinations. It is designed for highly motivated secondary school students aged 16 to 19.

The programme was born of efforts to establish a common curriculum and university entry credential for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision. They believed that students should share an academic experience that would emphasise critical thinking, intercultural understanding, and exposure to a variety of points of view.

The programme has earned a reputation for rigorous assessment, giving IB Diploma holders access to the world's leading universities. The Diploma Programme's grading system is criterion-referenced, which means that each student's performance is measured against well-defined levels of achievement. These are consistent from one examination session to the next and are applied equally to all schools.

Over the past 40 years, the IB has shown that students are well-prepared for university work. The programme is a comprehensive two-year international curriculum that incorporates the best elements of national systems, without being based on anyone.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- ❖ develop physically, intellectually, emotionally, and ethically
- ❖ acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups
- ❖ develop the skills and a positive attitude toward learning that will prepare them for higher education
- ❖ study at least two languages and increase understanding of cultures, including their own
- ❖ make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course

- ❖ undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- ❖ enhance their personal and interpersonal development through creativity, action, and service²



The Curriculum Model

The IB Diploma curriculum model allows students to choose six subjects from at least five different groups ensuring breath and balance of knowledge. Subjects are offered at two different levels allowing students to study subjects at different depths.

The IB Curriculum model divides the subjects into six disciplinary groups, plus three more elements that comprise the DP core. The six subject groups are:

- ❖ Group 1 — Studies in Language and Literature
- ❖ Group 2 — Language Acquisition
- ❖ Group 3 — Individuals and Societies
- ❖ Group 4 — Sciences
- ❖ Group 5 — Mathematics
- ❖ Group 6 — The Arts

Subjects can be taken at a higher level and standard level. Students study three subjects at a standard level and three at a higher level. Students select the levels taking into account their interests, abilities, and teachers' recommendations.

Students must select one subject from groups 1 to 5³. Brazilian passport holders must choose Portuguese Literature or Language & Literature due to Brazilian educational requirements. Non-Brazilians whose mother tongue is a romance language must also study Portuguese in group two. The sixth subject can be selected from group six or alternatively be another subject from groups 1 to 4. At St Francis College, Subjects are organised into the following groups and students must select one from each.

² IBO. "The IB Diploma Programme." *Diploma Programme at a Glance*. N.p., n.d. Web. 27 Jan. 2014. <<http://www.ibo.org/diploma/>>.

³ Students can select two subjects from **group 1** in which case they need not choose a subject from **group 2**

Group 1: Studies in language and literature	Group 2: Language acquisition	Group 3: Individuals and societies
English Literature English Language and Literature Portuguese Literature Portuguese Language and Literature Spanish Literature	English B Portuguese B French B Spanish B Mandarin ab initio	Brazilian Social Studies Business Management Economics Geography History
Group 4: Science	Group 5: Mathematics	Group 6: Arts
Biology Physics Chemistry	Mathematics: Applications and Interpretation Mathematics: Analysis and Approaches	Music Theatre Visual Arts

The Diploma Core

The three elements that make the Diploma core are one of the reasons the Diploma programme stands out from other international programmes of study. “The core elements broaden students’ educational experience and challenge them to apply their knowledge and skills.”⁴

The three core elements of the Diploma programme are compulsory for all students. They are some of the elements that enrich our students’ academic experience. The core of the Diploma is made up of:

- ❖ Theory of knowledge — TOK is an interdisciplinary subject intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge and to inquire into the nature of knowing.

⁴ IBO. "The IB Diploma Programme." IBO 2012 .

- ❖ The extended essay — In the extended essay, each student has the opportunity to investigate in-depth a topic of special interest from a Diploma subject they are studying. The essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities.

- ❖ Creativity Activity Service — CAS involves students in a range of activities that develop their creative thinking skills; it encourages a healthy active lifestyle through physical activity and provides them with service opportunities for their community as a vehicle to develop experiential learning. CAS promotes individual and group work and allows the student to get to know themselves.



Integration between the IB Diploma and the last two years of *Ensino Médio*

At St. Francis, both the IB Diploma Programme and the Brazilian National Curriculum are completely integrated. This means that all IB Diploma subjects are also part of the Brazilian National Curriculum and the grades awarded throughout the two years of the IB Diploma will be the official grades of the Ensino Médio. This complete integration is possible due to the fact that at St. Francis the Grade Curricular do Ensino Médio is approved by the Brazilian Educational Authorities and fulfills the requirements of both the IB Diploma and the Brazilian National Curriculum subjects.

Therefore, we do not have two separate programmes that students can choose from, but only one that simultaneously meets the IB Diploma and Brazilian National Curriculum requirements.

This integration between the international and the local curricula brings many advantages to our students; it avoids repetition of subjects, provides full coverage of both educational systems, and gives a solid basis for entering university both in Brazil and abroad.

In addition to the six academic subjects and the three core subjects, the IB Diploma at St. Francis College includes physical education. This ensures a balanced curriculum for the whole person and is in full compliance with the Brazilian National Curriculum.

Assessment

“What is needed is a process of assessment which is as valid as possible, in the sense that it really assesses the whole endowment and personality of the pupil in relation to the next stage of his life, but at the same time sufficiently reliable to assure pupils, parents, teachers, and receiving institutions that justice is being done.”⁵



The Diploma Programme is criterion-related, which means students' performance is measured against published assessment criteria and not on the performance of other students.

Students take written examinations in the May session of DP2. These examinations are marked by external IB examiners and go through a rigorous process of standardization and quality control. In addition, all subjects have internal assessment requirements which are pieces of work that students complete throughout the course of the two years. Internal Assessment is marked by St. Francis teachers and then externally moderated. This dual form of assessment means students can show their knowledge through different types of tasks that are produced in different conditions.

The marks awarded for each course range from a 1 (lowest) to a 7 (highest). In order to obtain the Diploma, students must obtain a minimum of 24 points and they must satisfactorily conclude all three components of the Core of the Diploma^{6*}. Theory of knowledge and the extended essay can award a maximum of three extra points; hence the highest total score a student can receive is 45 points.

At St. Francis students receive internal reports three times a year. These allow us to show parents and students the progress that each Diploma candidate is making in every component of the programme.

⁵ IBO "Diploma Programme assessment principles and practice", IBO 2013

^{6*} In addition to 24 points students must meet other specific minimum standards across all their subjects.



University Recognition

“Diploma Programme students are well-rounded, multifaceted, multi-skilled, and have studied in depth. They have good time-management skills. They score higher than students in other national systems, and the IB score is worldwide the same measure.”⁷

Hrilina Lock, undergraduate admissions manager, LSE, UK

The IB Diploma is a passport to higher education. Universities around the world welcome the unique characteristics of IB Diploma Programme students and recognize the way in which the programme helps to prepare students for university-level education. The number of universities that recognise the DP in the world increases every year and as of 2016, Brazilian universities are also gradually starting to accept the IB Diploma in their admissions process. For example, in Universities such as FGV⁸, FAAP, ESPM, and FIA the student can be admitted using only the Diploma results without having to do the ‘vestibular’ examinations or the ‘ENEM’ (Exame Nacional do Ensino Médio), which are the most traditional forms of selection for Brazilian universities.

Upon completion of the IB Diploma, students also earn their “Ensino Médio” certificate in Brazil. To maximise their chances of acceptance, those students who plan to study at Brazilian universities should sit the ‘ENEM’ examinations as well as the ‘vestibular’, if available. DP courses, especially those at Higher Level (HL), go far beyond the requirements of the ‘ENEM’ and the ‘vestibular’. Over the course of 50 years, the IB has shown that Diploma students are usually better prepared for university courses and have a greater level of maturity, independence, and awareness of the world around them. In addition, IB graduates develop critical thinking skills and the ability to interconnect their learning; these skills are essential in any higher education system around the world.

The extended essay, guided coursework, and theory of knowledge programmes provide excellent preparation for university as students develop a great deal of independence, critical thinking skills, and responsibility.

Diploma students say they have a considerable advantage over their classmates – including those who studied in Brazilian schools.

⁷ IBO, “IB students bring a passion for learning to your campus The IB Diploma Programme and higher education institutions”, IBO, 2010

⁸ Only for Economics.

Throughout the two years of the Diploma Programme, students are supported through the process of selecting and applying to universities in Brazil or elsewhere in the world. Students interested in studying in the United States may still need to take the SAT or ACT test as part of the specific requirements set by each academic institution. Students interested in studying in Brazil should take the 'ENEM' examinations to increase their chances of being admitted into a Brazilian university. As with any educational system in the world, strong results in these tests will open more opportunities for students. Having this in mind, as of 2016 St. Francis started to offer optional SAT and 'ENEM' preparatory lessons embedded in the students' regular school timetable. Nevertheless, the IB is highly valued by an ever-growing number of tertiary education institutions that are aware of the exceptional qualities that Diploma students have.

General Expectations

The IB Diploma is not intended merely for academically gifted students; those who are highly motivated, responsible and independent are more likely to succeed and enjoy the experience. The IB Diploma will help students develop their organisational skills; work can mount up at times and students need to be able to keep up with academic expectations in a number of subjects and events at the same time.

Alongside all of this, DP 1 and DP 2 students are the most senior at St. Francis and as such we believe they should be excellent role models to our younger students. We expect them to take on this leadership role.

In addition to the normal homework and classwork, IB DP candidates also have to work on their internal assessment pieces of work for each subject, investigate and write their extended essay and keep up with their CAS programme. This requires organisation. In order to support them, the school publishes a detailed deadline calendar that enables the student to plan ahead and be aware of the major pieces of work they will have to hand in. When students fall behind we implement a system of support mechanisms and consequences that enable them to keep up with our expectations.

Internal assessment work must be sent to the IB for moderation, and as such final deadlines for these are non-negotiable. Parents and students must be aware that failure to meet these deadlines can jeopardize a student's entire Diploma. Exam dates (which run from the last day in April until the last week of May) are also non-negotiable and students and parents should plan their holidays accordingly. Failure to attend an exam results in the loss of the Diploma.

Certain activities are also compulsory for DP students. For example, Geography students are expected to take part on a trip to be able to carry out fieldwork for their students. DP1 students are all expected to go on the March trip as this is part of their Group 4 project (a requirement for any science subject).

Mock examinations will also be held during the December-January break and parents are also advised to take this into account when planning holidays during their child's last year in school.

The Options Process

Choosing the Diploma options will begin with a series of presentations in school time for MYP 5 students to become more familiar with the programme and the characteristics of each subject. The student will also receive this booklet, important for parents to read too. Afterward, we will invite students and parents to a presentation with the IB Diploma Coordinator and the heads of department to help clarify doubts. Students are also encouraged to talk to teachers about what they think is the best fit for them.

In order to guide student choices the following data will be collected by the DP Coordinator:

- **Overall internal grades** - Students performance in school is an important indicator that informs about the students progress and ability in different subjects areas
- **IGCSE and MYP e-assessment mock results** - Whilst they are not a prediction of IGCSE examinations, the mock results are a strong indication of performance in standardized testing. IGCSE and MYP e-assessment are good predictors of performance in the diploma programme.
- **Teacher recommendations** - The DP coordinator will have teacher recommendations for all subjects. Teachers will use their knowledge of the student and the subject and the objective information that they have to recommend the possibilities of success for a student at a higher level, a standard level or if the student is not recommended for this subject.

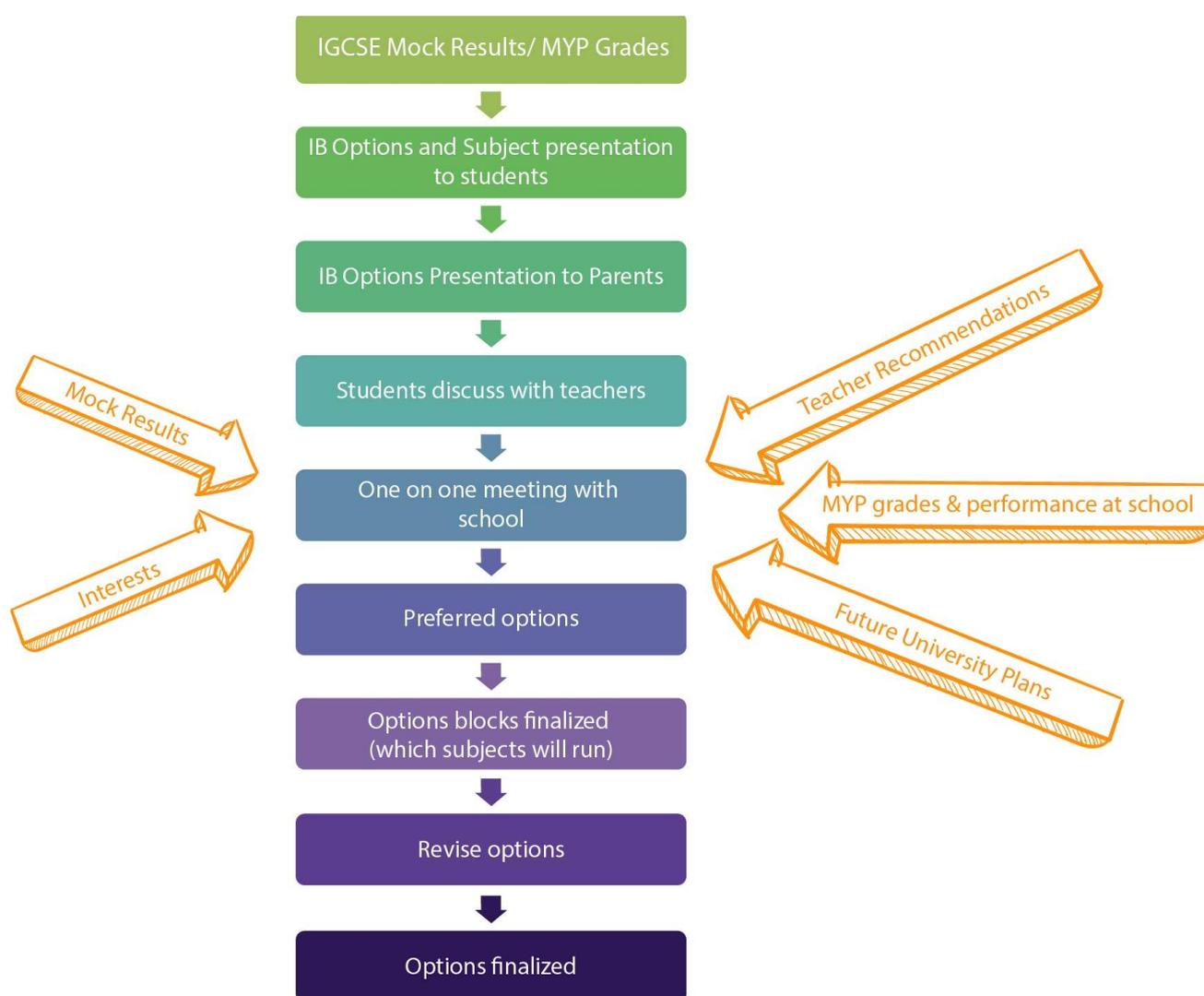
After the presentations, every MYP 5 student will have a one to one meeting with the IB Coordinator and or a senior member of staff. Parents will be invited to this meeting. During the meeting options will be discussed and selected taking into account the information detailed above, plus the student's interest and passions and general ideas of what they might study in the future and where they might study it. The objective of this meeting is to find out the preferred options for the students and elaborate a possible selection of subjects that will allow the students to be successful in the diploma programme.

NB - At this stage the running of subjects is still just a possibility. The school will make a decision on what subjects it runs after seeing the number of students interested in each subject option and assessing if it can offer the option or not. **This is a decision that the school will take.**

NB - Choice of subjects is not completely free by the students. The choice of the students will be directly affected by the evidence at hand. Certain subjects and certain levels are restricted to the indications that the school has of success in these subjects. This is an individual process and every case is unique.

After the school has analysed the information it will announce what subjects will run and what subjects will not run. Students will then have an opportunity to make adjustments or make new choices if their first choice did not run.

Whilst changes are natural and might occur, it is important that students and parents understand the nature of the choices in order to prevent unnecessary changes.



Our aim is to have a considerable variety of subjects on offer that cater to the needs and interests of the majority of our students. However, sometimes subjects might not run due to small numbers.

Students must choose one subject from each of the following option blocks

Block 1: English	Block 2: Language	Block 3: Individuals and Societies
<ul style="list-style-type: none"> English Literature English Language and Literature English B 	<ul style="list-style-type: none"> Portuguese Language and Literature Portuguese Literature Portuguese B 	<ul style="list-style-type: none"> Brazilian Social Studies Business Management Economics Geography History (One subject may move to block 6)
Block 4: Science	Block 5: Mathematics	Block 6: Arts and Electives
<ul style="list-style-type: none"> Biology Physics 	<ul style="list-style-type: none"> Mathematics: Applications and Interpretation Mathematics: Analysis and Approaches 	<ul style="list-style-type: none"> Music Theatre Visual Arts Spanish Literature French B Spanish B Chemistry Mandarin ab initio

Please note

- Students are expected to choose one Literature and one Language and Literature course.
- If a student selects English B they cannot choose Portuguese B.
- Brazilian Social Studies is only offered at SL.
- Subjects running in Blocks 3 and 6 will depend on a minimum number of students.
- The subject from Block 3 that will run in Block 6 will depend on student interest
- Students must choose 3 subjects at HL and 3 at SL. Higher Level subjects must be those where the student is more interested and has shown good skills in that area of the curriculum.
- Options in Group 1 will be guided by the student's language levels.
- Options in group 5 will strongly be based on student's performance at IGCSE level
- It is strongly recommended that students who wish to follow one of the arts subjects, have followed that curriculum in MYP 4 and 5. This is even more important if the subject is to be followed at HL.

What should I take into consideration when choosing an option?

- What am I good at?
- What subjects do I enjoy?
- How do subjects complement each other?
- Do I understand the type of work and the content that will be covered?
- Do I need a specific subject or level if I want to go and study in some specific country (keep your options open)?
- Do I like reading about this subject?
- Am I prepared to put in the extra hours (particularly true for the art courses)?
- Do my teachers think my skills and abilities will be a good match for the course?
- Do my parents think my skills and abilities will be a good match for the course?

Reasons not to choose a subject

- My friend is choosing this subject.
- I like the teacher.
- I dislike the teacher.
- A single university requires me to take this option.
- My parents think I must take this subject.

Group 1 & 2 Language and Literature and Language Acquisition

Subject: Language and Literature (English, Portuguese)

Levels offered: HL & SL

Description

The Language A: Language and Literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption

The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

The syllabus components are:

Part 1: Language in a cultural context

Part 2: Language and mass communication

Part 3: Literature-texts and contexts

Part 4: Literature-critical study

Aims

1. introduce students to a range of texts from different periods, styles and genres
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
3. develop the students' powers of expression, both in oral and written communication

4. encourage students to recognize the importance of the contexts in which texts are written and received
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. promote in students an enjoyment of, and lifelong interest in, language and literature.
8. develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
9. encourage students to think critically about the different interactions between text, audience and purpose.

Assessment

Assessment component at Standard Level	Weighting
<p><u>External assessment</u></p> <p>Paper 1: Textual analysis (1 hour 15 minutes)</p> <p>The paper consists of two unseen texts each accompanied by a question which is not compulsory and which suggests a specific approach to the corresponding text. Students respond with a focused reading of one of these texts.</p> <p>Paper 2: Essay (1 hour 45 minutes)</p> <p>Candidates to write a literary essay about two works in response to one of four questions of a general nature, and it will ask candidates to compare and contrast two of the works they have studied in connection with one of those questions</p> <p>Individual Oral (15 minutes)</p> <p>A 15-minute individual oral exploring two of the texts in relation to a global issue of the student's choice. The first 10 minutes will consist of the student's analysis of the extracts and the overall texts in connection with the chosen global issue. In the remaining 5 minutes, the teacher will ask questions of the student that will encourage further development, exploration or discussion. Language A: language and literature students will be required to discuss one literary text and one non-literary text</p>	<p>35%</p> <p>35%</p> <p>30%</p>

Assessment component at Higher Level	Weighting
<p><u>External assessment</u></p>	
<p>Paper 1: Textual analysis (1 hour 15 minutes)</p> <p>The paper consists of two unseen texts each accompanied by a question which is not compulsory and which suggests a specific approach to the corresponding text.</p> <p>Students respond with a focused reading of both of these texts.</p>	<p>35%</p>
<p>Paper 2: Essay (1 hour 45 minutes)</p> <p>Candidates to write a literary essay about two works in response to one of four questions of a general nature, and it will ask candidates to compare and contrast two of the works they have studied in connection with one of those questions</p>	<p>25%</p>
<p>HL Essay</p> <p>The HL essay is a component that requires candidates to write a 1200-1500 word formal essay, following a line of inquiry of their own choice into one of the texts studied. HL Language A: language and literature candidates will have a choice between writing about a non-literary or literary text. Students can choose any of the texts studied during the course, with the exception of the texts they have used for their internal assessment or that they plan to use for their Paper 2. In order to guide students in their choice of topic, a recommendation will be made in the guide to use the seven central concepts in the course as a starting point for developing a line of inquiry.</p>	<p>20%</p>
<p>Individual Oral (15 minutes)</p> <p>A 15-minute individual oral exploring two of the texts in relation to a global issue of the student's choice. The first 10 minutes will consist of the student's analysis of the extracts and the overall texts in connection with the chosen global issue. In the remaining 5 minutes, the teacher will ask questions of the student that will encourage further development, exploration or discussion. Language A: language and literature students will be required to discuss one literary text and one non-literary text</p>	<p>20%</p>

Subject: Literature (English, Portuguese, and Spanish)

Levels offered: HL & SL

Description

The Language A: Literature course introduces students to the analysis of literary texts. It is the course through which the IB's policy of mother-tongue entitlement is delivered, and maybe studied in any language with a sufficiently developed written literature.

The course is organized into four parts, each focused on a group of literary works. Together, the four parts of the course add up to a comprehensive exploration of literature from a variety of cultures, genres and periods. Students learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

The syllabus components are:

Part 1: Works in translation

Part 2: Detailed Study

Part 3: Literary Genres

Part 4: Options

Aims

1. introduce students to a range of texts from different periods, styles and genres
2. develop in students the ability to engage in a close, detailed analysis of individual texts and make relevant connections
3. develop the students' powers of expression, both in oral and written communication
4. encourage students to recognize the importance of the contexts in which texts are written and received
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. promote in students an enjoyment of, and lifelong interest in, language and literature.

8. develop in students an understanding of the techniques involved in literary criticism
9. develop the students' ability to form independent literary judgments and to support those ideas.

Assessment

Assessment component at Standard Level	Weighting
<p>External assessment</p> <p>Paper 1: Textual analysis (1 hour 15 minutes)</p> <p>The paper consists of two unseen texts each accompanied by a question which is not compulsory and which suggests a specific approach to the corresponding text.</p> <p>Students respond with a focused reading of one of these texts.</p> <p>Paper 2: Essay (1 hour 45 minutes)</p> <p>Candidates to write a literary essay about two works in response to one of four questions of a general nature, and it will ask candidates to compare and contrast two of the works they have studied in connection with one of those questions</p> <p>Individual Oral (15 minutes)</p> <p>A 15-minute individual oral exploring two of the texts in relation to a global issue of the student's choice. The first 10 minutes will consist of the student's analysis of the extracts and the overall texts in connection with the chosen global issue. In the remaining 5 minutes, the teacher will ask questions of the student that will encourage further development, exploration or discussion. Language A: literature students will be required to discuss one text in translation and one in English.</p>	<p>35%</p> <p>35%</p> <p>30%</p>

Assessment component at Higher Level	Weighting
<p>Paper 1: Textual analysis (1 hour 15 minutes)</p> <p>The paper consists of two unseen texts each accompanied by a question which is not compulsory and which suggests a specific approach to the corresponding text.</p> <p>Students respond with a focused reading of both of these texts.</p>	35%
<p>Paper 2: Essay (1 hour 45 minutes)</p> <p>Candidates to write a literary essay about two works in response to one of four questions of a general nature, and it will ask candidates to compare and contrast two of the works they have studied in connection with one of those questions</p>	25%
<p>HL Essay</p> <p>The HL essay is a component that requires candidates to write a 1200-1500 word formal essay, following a line of inquiry of their own choice into one of the texts studied. HL Language A: language and literature candidates will have a choice between writing about a non-literary or literary text. Students can choose any of the texts studied during the course, with the exception of the texts they have used for their internal assessment or that they plan to use for their Paper 2. In order to guide students in their choice of topic, a recommendation will be made in the guide to use the seven central concepts in the course as a starting point for developing a line of inquiry.</p>	20%
<p>Individual Oral (15 minutes)</p> <p>A 15-minute individual oral exploring two of the texts in relation to a global issue of the student's choice. The first 10 minutes will consist of the student's analysis of the extracts and the overall texts in connection with the chosen global issue. In the remaining 5 minutes, the teacher will ask questions of the student that will encourage further development, exploration or discussion. Language A: literature students will be required to discuss one text in translation and one in English.</p>	20%

Subject: Español A - Literatura

Levels offered: SL and HL

Objetivos generales de Estudios de Lengua y Literatura

Los objetivos generales de todas las asignaturas de Estudios de Lengua y Literatura son facultar a los alumnos para:

1. Abordar una variedad de textos que se presentan a través de diversos medios y formas y que pertenecen a diferentes períodos, estilos y culturas
2. Desarrollar habilidades de comprensión auditiva, expresión oral, comprensión de lectura y expresión escrita, y habilidades visuales, de presentación y de representación en sentido amplio
3. Desarrollar habilidades de análisis, interpretación y evaluación
4. Desarrollar una sensibilidad para percibir los rasgos estéticos y formales de los textos, así como la capacidad de apreciar cómo influyen en diversas respuestas y revelan múltiples significados
5. Desarrollar una comprensión de las relaciones entre los textos y una variedad de perspectivas, contextos culturales y cuestiones locales y globales, así como la capacidad de apreciar cómo influyen en diversas respuestas y revelan múltiples significados
6. Desarrollar una comprensión de las relaciones entre Estudios de Lengua y Literatura y otras disciplinas
7. Comunicarse y colaborar con seguridad y creatividad
8. Promover una afición y un interés por la lengua y la literatura que duren toda la vida.

Componentes del programa de estudios

1. Lectores, escritores y textos

Se eligen obras de una variedad de formas literarias. El estudio de las obras puede centrarse en las relaciones entre textos literarios, lectores y escritores, así como en la naturaleza de la literatura y su estudio. Este estudio incluye la investigación de la respuesta de los lectores y las maneras en que los textos literarios construyen significado. Se hace hincapié en el desarrollo de respuestas personales y críticas a los aspectos particulares de los textos literarios.

2. Tiempo y espacio

Se eligen obras que reflejen diversas perspectivas históricas o culturales. Su estudio se centra en los contextos de los textos literarios y la variedad de maneras en que los textos literarios pueden tanto reflejar cómo moldear a la sociedad en general. Se hace hincapié en considerar perspectivas personales y culturales, en desarrollar perspectivas más amplias y en tomar conciencia de las maneras en que el contexto está vinculado con el significado.

3. Intertextualidad: conexión de textos

Se eligen obras de tal modo que se aporte a los alumnos la oportunidad de ampliar su estudio y realizar comparaciones fructíferas. Su estudio se centra en relaciones intertextuales entre textos literarios y se brindan posibilidades de explorar varios temas, cuestiones, convenciones genéricas, formas literarias o tradiciones literarias que se hayan presentado a lo largo del curso. Se hace hincapié en el desarrollo de una respuesta crítica basada en la comprensión de las complejas relaciones entre los textos literarios.

Diferencias entre el NM y el NS

El modelo de Lengua A: Literatura es el mismo en el NM y el NS, pero hay importantes diferencias cuantitativas y cualitativas entre los niveles.

Los alumnos del NM deben estudiar 9 obras, mientras que los del NS deben estudiar 13.

En la prueba 1, tanto a los alumnos del NM como a los del NS se les presentan dos fragmentos o textos literarios no vistos anteriormente pertenecientes a distintas formas literarias, cada uno de ellos acompañado por una pregunta de orientación. Los alumnos del NM deben escribir un análisis guiado de uno de estos, mientras que los alumnos del NS deben escribir análisis guiados de ambos fragmentos o textos literarios.

Además, los alumnos del NS tienen un cuarto componente de evaluación: el ensayo del NS, un trabajo escrito que requiere que los alumnos exploren una línea de indagación relacionada con un texto u obra de índole literaria que se haya estudiado. El resultado es un ensayo de entre 1.200 y 1.500 palabras en el que se espera que los alumnos del NS demuestren una comprensión más profunda de la naturaleza del estudio literario.

Componente de la evaluación - Nivel Medio	Porcentaje
<p><u>Evaluación externa (3 horas)</u></p> <p>Prueba 1: Análisis literario guiado (1 hora 15 minutos) La prueba consta de dos pasajes (textos completos o fragmentos de textos) pertenecientes a dos formas literarias distintas, cada uno de ellos acompañado por una pregunta. Los alumnos eligen un pasaje y escriben un análisis de él. (20 puntos)</p> <p>Prueba 2: Ensayo comparativo (1 hora 45 minutos) La prueba consta de cuatro preguntas generales. En respuesta a una de las preguntas, los alumnos escriben un ensayo comparativo basado en dos obras estudiadas en el curso. (30 puntos)</p> <p><u>Evaluación interna</u> Este componente consta de un oral individual que evalúa internamente el profesor y que modera externamente el IB al final del curso.</p> <ul style="list-style-type: none"> • Oral individual (15 minutos) Con el apoyo de un fragmento extraído de un texto escrito originalmente en la lengua estudiada y otro de una obra traducida estudiada, los alumnos ofrecerán una respuesta preparada de 10 minutos al siguiente estímulo, a la que seguirán 5 minutos de preguntas del profesor: “Examine las maneras en que la cuestión global que ha elegido se presenta mediante el contenido y la forma de dos de las obras que ha estudiado”. (40 puntos) 	<p>35%</p> <p>35%</p> <p>30%</p>

Componente de la evaluación - Nivel Superior	Porcentaje
<p><u>Evaluación externa (4 horas)</u></p> <p>Prueba 1: Análisis literario guiado (2 horas 15 minutos) La prueba consta de dos pasajes (textos completos o fragmentos de textos) literarios pertenecientes a dos formas literarias distintas, cada uno de ellos acompañado por una pregunta. Los alumnos escriben un análisis de cada uno de los pasajes. (40 puntos)</p> <p>Prueba 2: Ensayo comparativo (1 hora 45 minutos) La prueba consta de cuatro preguntas generales. En respuesta a una de las preguntas, los alumnos escriben un ensayo comparativo basado en dos obras estudiadas en el curso. (30 puntos)</p>	<p>35%</p> <p>25%</p>

<p>Ensayo del Nivel Superior (NS) Los alumnos entregan un ensayo acerca de un texto u obra de índole literaria que hayan estudiado durante el curso. (20 puntos) El ensayo debe tener una extensión de entre 1.200 y 1.500 palabras.</p>	<p>20%</p>
<p><u>Evaluación interna</u> Este componente consta de un oral individual que evalúa internamente el profesor y que modera externamente el IB al final del curso.</p> <ul style="list-style-type: none">● Oral individual (15 minutos) Con el apoyo de un fragmento extraído de un texto escrito originalmente en la lengua estudiada y otro de una obra traducida estudiada, los alumnos ofrecerán una respuesta preparada de 10 minutos al siguiente estímulo, a la que seguirán 5 minutos de preguntas del profesor: “Examine las maneras en que la cuestión global que ha elegido se presenta mediante el contenido y la forma de dos de las obras que ha estudiado”. (40 puntos)	<p>20%</p>

Subject: Language B (Spanish B/French B/English B/Portuguese B)

Levels offered: SL and HL

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Most language B subjects are available at both SL and HL. A list of languages offered at language B SL and HL is released each year in the Diploma Programme Assessment procedures.

Distinction between SL and HL

At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

Language B SL

- **Receptive skills:** Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.
- **Productive skills:** Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.
- **Interactive skills:** Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication.

Language B HL

At HL, students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

- **Receptive skills:** Students understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character. They analyse arguments, distinguishing main points from relevant supporting details and explanations. They use a variety of strategies to deduce meaning.
- **Productive skills:** Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples. They speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.
- **Interactive skills:** Students initiate, maintain and close oral exchanges, displaying some ability to make adjustments in style or emphasis. They use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and the culture(s) of the target language. Students are adept in negotiating meaning and fostering communication.

Language acquisition aims

The following aims are common to both language B and language ab initio.

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language. 8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

Assessment objectives

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Assessment tasks at Standard Level	Weighting
<p><u>External assessment</u></p> <p>Paper 1 (1 hour 15 minutes)</p> <ul style="list-style-type: none"> • <u>Productive skills</u> - 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 style="text-align: right;">25%</p> <p>Paper 2 (1 hour 45 minutes)</p> <ul style="list-style-type: none"> • <u>Receptive skills</u>—separate sections for listening and reading (65 marks) • <u>Listening comprehension</u> (45 minutes) (25 marks) • <u>Reading comprehension</u> (1 hour) (40 marks) <p style="text-align: right;">50%</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	
<p><u>Internal assessment</u></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	25%

Assessment tasks at Higher Level	Weighting
<p><u>External assessment</u></p> <p>Paper 1 (1 hour 30 minutes)</p> <ul style="list-style-type: none"> ● <u>Productive skills</u> - 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>Paper 2 (2 hour)</p> <ul style="list-style-type: none"> ● <u>Receptive skills</u>—separate sections for listening and reading (65 marks) ● <u>Listening comprehension</u> (1 hour) (25 marks) ● <u>Reading comprehension</u> (1 hour) (40 marks) <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p> <p><u>Internal assessment</u></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>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 style="text-align: center;">25%</p> <p style="text-align: center;">50%</p> <p style="text-align: center;">25%</p>

Group 3 Individuals and Societies

Group 3 Aims

All group 3 subjects share the following aims :

Aims

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
2. develop in the student the capacity to identify, analyse critically and 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, and to test hypotheses and interpret complex data and source material
4. promote the appreciation of the way in which learning is relevant to both the culture in which the student lives and the cultures of other societies
5. develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
6. enable the student to recognize that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the tolerance of uncertainty.

Subject: Brazilian Social Studies (Language of instruction: Portuguese)

Levels offered: SL

Description

The “Brazilian Social Studies” course is divided into six topics covering a variety of areas of study in the history and geography of Brazil. In order to provide a comprehensive view of Brazil’s development and its current status as a regional power in a global economy, the course is connected with individuals, society and environment in the widest context: physical, political, social, economic, religious, technological and cultural.

In both history and geography, students are encouraged to seek answers to broad and complex questions through investigative methods. In history, for example, students are encouraged to reflect on the role of the historian and to appreciate different interpretations of past events. In geography, they are encouraged to recognize the ways in which the Brazilian physical space has been organized as the result of socio-economic processes, as well as to understand the interaction between human beings and the physical environment. Students are also led to reflect on geographical issues that may require the use of many approaches from various fields.

In addition, students are led through a course of study that allows them to develop an appreciation of Brazilian culture.

Specific Aims for Brazilian Social Studies

1. encourage an understanding of Brazil’s present through critical reflection upon its past
2. encourage an understanding of the impact of historical, geographical and cultural developments in Brazil at national, regional and international levels
3. develop in the students an awareness of their own national identity through the study of historical, geographical, and cultural developments in Brazil
4. develop in students an awareness of Brazil’s links with the globalized world in order to encourage international understanding.

Assessment component	Weighting
<p>External Assessment</p> <p>Paper 1 (1 hour 30 minutes) Short answer, structured questions, based on the two core topics. Assessment objectives 1–3</p> <p><u>Section A:</u> One question on the core topic in Brazilian geography - Topic 2: Brazil's perspective on the New Order</p> <p><u>Section B:</u> One question on the core topic in Brazilian history - Topic 6: The modernization of Brazil (1930-1964)</p> <p>Students will answer both questions, which are weighted equally. Each question is divided into sub-sections clearly indicated on the paper.</p> <p>Paper 2 (1 hour 30 minutes) Extended-response (essay) questions based on the syllabus topics not tested in Paper 1. Assessment objectives 1–4</p> <p><u>Section A:</u> Six questions: two questions on each of the syllabus topics 1, 3 and 5 (Brazilian geography).</p> <p><u>Section B:</u> Six questions: two questions on each of the syllabus topics 4, 5 and 8 (Brazilian history).</p> <p>Students will answer two questions, one from each section.</p> <p><u>Internal Assessment</u></p> <p>A historical or geographical investigation related to any area of the syllabus, based on a research question. Assessment objectives 1-4</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p>	<p>35%</p> <p>40%</p> <p>25%</p>

Subject: Business Management

Levels offered: HL & SL

Description

Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed.

Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course, as this integration promotes a holistic overview of business management. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalization, innovation and strategy), the business management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

The course encourages the appreciation of ethical concerns, as well as issues of corporate social responsibility (CSR), at both a local and global level.

Specific Aims for Business and Management

1. encourage a holistic view of the world of business
2. empower students to think critically and strategically about individual and organizational behaviour
3. promote the importance of exploring business issues from different cultural perspectives
4. enable the student to appreciate the nature and significance of change in a local, regional and global context
5. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
6. develop an understanding of the importance of innovation in a business environment

Assessment component at Standard Level	Weighting
<p><u>External assessment</u></p> <p>Paper 1 (1 hour and 15 minutes) Based on a case study issued in advance, with additional unseen material included in section B.</p> <p><u>Section A</u>: Students answer two of three structured questions</p> <p><u>Section B</u>: Students answer one compulsory structured question.</p> <p>Paper 2 (1 hour and 45 minutes)</p> <p><u>Section A</u>: Students answer one of two structured questions based on stimulus material with a quantitative focus.</p> <p><u>Section B</u>: Students answer one of three structured questions based on stimulus material.</p> <p><u>Section C</u>: Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course.</p> <p><u>Internal assessment</u></p> <p>Written commentary Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words.</p>	<p>35%</p> <p>40%</p> <p>25 %</p>

Assessment component at Higher Level	Weighting
<p><u>External assessment</u></p> <p>Paper 1 (2 hour and 15 minutes) Based on a case study issued in advance, with additional unseen material included in sections B and C.</p> <p><u>Section A</u>: Students answer two of three structured questions.</p> <p><u>Section B</u>: Students answer one compulsory structured question.</p> <p><u>Section C</u>: Students answer one compulsory extended response question primarily based on HL extension topics.</p>	<p>35%</p>

<p>Paper 2 (2 hour and 15 minutes)</p> <p><u>Section A</u>: Students answer one of two structured questions based on stimulus material with a quantitative focus.</p> <p><u>Section B</u>: Students answer two of three structured questions based on stimulus material.</p> <p><u>Section C</u>: Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course.</p> <p><u>Internal assessment</u></p> <p>Research Project Students produce a research project based about a real issue, problem or decision made by an organization. Maximum 2000 words.</p>	<p>40%</p>
	<p>25 %</p>

Subject: Economics

Levels offered: HL & SL

Description

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics)
- at the level of the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy).

At both standard level and higher level, candidates are required to study three topics: microeconomics, macroeconomics, and the global economy with some subtopics within these reserved solely for higher level. These sections are assessed by two examinations at standard level and three examinations at higher level.

In addition to the examinations, candidates must submit an internal assessment. Both standard level and higher level economics students must produce a portfolio of three commentaries based on articles from published news media related to each of the units studied.

Specific Aims for Economics

To enable students to:

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

Assessment component at Standard Level	Weighting
<p>External assessment</p> <p>Paper 1 (1 hour and 15 minutes) An extended response paper (25 marks)</p> <ul style="list-style-type: none"> • Syllabus content (excluding HL extension material) • Students answer one question from a choice of three. <p>Paper 2 (1 hour and 45 minutes) A data response paper (40 marks)</p> <ul style="list-style-type: none"> • Syllabus content (excluding HL extension material). Includes some quantitative questions. • Students answer one question from a choice of two. (40 marks) <p>Internal assessment Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. media.</p> <p>Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts.</p> <p>Maximum 800 words for each commentary (45 marks)</p>	<p>30%</p> <p>40%</p> <p>30%</p>

Assessment component at Higher Level	Weighting
<p>External assessment</p> <p>Paper 1 (1 hour and 30 minutes) An extended response paper</p> <ul style="list-style-type: none"> • Syllabus content including HL extension material • Students answer one question from a choice of three. (25 marks) <p>Paper 2 (1 hour and 30 minutes) A data response paper</p> <ul style="list-style-type: none"> • Syllabus content, including HL extension material. Includes some quantitative questions. • Students answer one question from a choice of two. (40 marks) 	<p>20%</p> <p>30%</p>

<p>Paper 3 (1 hour) A policy paper</p> <ul style="list-style-type: none">• Syllabus content, including HL extension material. Includes both qualitative and quantitative questions.• Students answer two compulsory questions. (60 marks)	30%
<p><u>Internal assessment</u></p> <p>Commentaries</p> <p>Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.</p> <p>Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts.</p> <p>Maximum 800 words for each commentary (45 marks)</p>	20%

Subject: Geography

Levels offered: HL & SL

Description

The Diploma Programme geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines.

The geography course embodies global and international. 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.

Part one: Optional Themes (SL students choose 2 and HL choose 3)

1. Freshwater - Issues and Conflicts
2. Oceans and their Coastal Margins
3. Extreme Environments
4. Hazards and Disasters - Risk Assessment and Response
5. Leisure, Sport and Tourism
6. The Geography of Food and Health
7. Urban Environment

Paper two: There are three compulsory topics for SL and HL and three more for HL:

1. Global climate - vulnerability and resilience
2. Global resource consumption and security

HL extension:

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

Internal Assessment

The fieldwork study area chosen can be from the core theme, the optional themes, or the global interactions at the local level topic of the HL extension. The fieldwork must be on a local scale and involve the collection of primary information. The internal assessment is completed as one 2500 word report.

Specific Aims for Geography

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

Assessment component at Standard Level	Weighting
<p><u>External assessment</u></p> <p>Paper 1 (1 hour and 30 minutes)</p> <ul style="list-style-type: none"> • Geographic themes - two options (40 marks) <p>Paper 2 (1 hour and 15 minutes)</p> <ul style="list-style-type: none"> • Geographic perspectives - global change (50 marks) <p><u>Internal assessment</u></p> <ul style="list-style-type: none"> • Syllabus content: Any topic from the syllabus • Written report based on fieldwork. Maximum 2,500 words (30 marks) 	<p>35%</p> <p>40%</p> <p>25%</p>

Assessment component at Higher Level	Weighting
<p><u>External assessment</u></p> <p>Paper 1 (2 hours and 15 minutes)</p> <ul style="list-style-type: none"> • Geographic themes—three options (60 marks) <p>Paper 2 (1 hour 15 minutes)</p> <ul style="list-style-type: none"> • Geographic perspectives—global change (50 marks) <p>Paper 3 (1 hour)</p> <ul style="list-style-type: none"> • Geographic perspectives—global interactions (28 marks) <p><u>Internal assessment</u></p> <ul style="list-style-type: none"> • Syllabus content: Any topic from the syllabus • Written report based on fieldwork. Maximum 2,500 words 	<p>35%</p> <p>25%</p> <p>20%</p> <p>20%</p>

Subject: History

Levels offered: HL & SL

Description

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

The Diploma Programme history course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in it whether or not they continue to study it formally. The course invites comparisons between, but not judgments of, different cultures, political systems and national traditions.

Students are required to study two world topics. At St Francis we have chosen the following:

- Evolution and development of democratic states (1848–2000)
- Authoritarian states (20th century)

They also study a prescribed subject which at St Francis is **Rights and Protest**. This prescribed subject focuses on struggles for rights and freedoms in the mid-20th century. Two case studies are prescribed, from two different regions of the world, and both of these case studies must be studied. The first case study explores the civil rights movement in the US between 1954 and 1965. The second case study explores protests against apartheid in South Africa. It focuses specifically on the years 1948–1964.

Higher level students follow an additional regional topic: History of Europe.

Specific aims for History

1. develop an understanding of, and continuing interest in, the past
2. encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments

Group 4 Sciences

Group 4 Aims

All group 4 subjects share the following aims:

Aims

Through studying biology, chemistry or physics, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes these subjects. The aims enable students, through the overarching theme of the Nature of science, to:

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

Subject: Biology

Levels offered: HL & SL

Description

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

The group 4 project (which all science students must undertake) is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology.

The biology course is organized by topics, SL students study six topics and HL students study a further five, with some of these taking the first six topics to greater depth. In addition to this, both SL and HL students study one out of a choice of four option topics.

Core topics are:

1. Cell biology
2. Molecular biology
3. Genetics
4. Ecology
5. Evolution and biodiversity
6. Human physiology

The Additional HL topics are:

7. Nucleic acids
8. Metabolism, cell respiration and photosynthesis
9. Plant biology
10. Genetics and evolution
11. Animal physiology

The 4 options available are:

- A. Neurobiology and behaviour
- B. Biotechnology and bioinformatics
- C. Ecology and conservation
- D. Human physiology

Assessment component at Standard Level	Weighting
<p><u>External assessment</u></p> <p>Paper 1 (45 minutes) 30 multiple choice questions on core material</p> <p>Paper 2 (1 hour 15 minutes)</p> <ul style="list-style-type: none"> ● Data-based question. ● Short-answer and extended-response questions on core material. ● One out of two extended response questions to be attempted by candidates. <p>Paper 3 (1 hour) This paper will have questions on core and SL option material.</p> <p><u>Section A:</u> candidates answer questions, based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material.</p> <p><u>Section B:</u> short-answer and extended-response questions from one option.</p> <p><u>Internal assessment</u> Individual investigation.</p>	<p>20%</p> <p>40%</p> <p>20%</p> <p>20%</p>

Assessment component at Higher Level	Weighting
<p><u>External assessment</u></p> <p>Paper 1 (1 hour) 40 multiple choice questions on core material and the additional Higher Level material</p> <p>Paper 2 (2 hour 15 minutes)</p> <ul style="list-style-type: none"> ● Data-based question. ● Short-answer and extended-response questions on core material and additional Higher Level material ● One out of two extended response questions to be attempted by candidates. <p>Paper 3 (1 hour 15 minutes)</p> <p><u>Section A:</u> candidates answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core and additional Higher Level material.</p> <p><u>Section B:</u> short-answer and extended-response questions from one option.</p> <p><u>Internal assessment</u> Individual investigation.</p>	<p style="text-align: center;">20%</p> <p style="text-align: center;">36%</p> <p style="text-align: center;">24%</p> <p style="text-align: center;">20%</p>

Subject: Physics

Levels offered: HL & SL

Description

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

The group 4 project (which all science students must undertake) is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology.

The physics course is organized by topics: SL students study eight topics and HL students study a further four. In addition to this, both SL and HL students study one out of a choice of four option topics.

Core topics are:

1. Measurements and uncertainties
2. Mechanics
3. Thermal physics
4. Waves
5. Electricity and magnetism
6. Circular motion and gravitation
7. Atomic, nuclear and particle physics
8. Energy production

The Additional HL topics are:

9. Wave phenomena
10. Fields
11. Electromagnetic induction
12. Quantum and nuclear physics

The 4 options available are:

- A. Relativity
- B. Engineering physics
- C. Imaging
- D. Astrophysics

Assessment component at Standard Level	Weighting
<u>External assessment</u> Paper 1 (45 minutes) <ul style="list-style-type: none"> ● 30 multiple choice questions on core material 	20%
Paper 2 (1 hour 15 minutes) <ul style="list-style-type: none"> ● Short-answer and extended-response questions on core material. 	40%

<p>Paper 3 (1 hour) This paper will have questions on core and SL option material.</p> <p><u>Section A</u>: one data-based question and several short-answer questions on experimental work</p> <p><u>Section B</u>: short-answer and extended-response questions from one option.</p>	20%
<p><u>Internal assessment</u> Individual investigation.</p>	20%

Assessment component at Higher Level	Weighting
<p><u>External assessment</u></p>	
<p>Paper 1 (1 hour)</p> <ul style="list-style-type: none"> • 40 multiple choice questions on core material and the additional Higher Level material 	20%
<p>Paper 2 (2 hour 15 minutes)</p> <ul style="list-style-type: none"> • Short-answer and extended-response questions on core material and additional Higher Level material 	36%
<p>Paper 3 (1 hour 15 minutes) This paper will have questions on core, additional Higher Level material and option material.</p> <p><u>Section A</u>: one data-based question and several short-answer questions on experimental work.</p> <p><u>Section B</u>: short-answer and extended-response questions from one option.</p>	24%
<p><u>Internal assessment</u> Individual investigation.</p>	20%

Subject: Chemistry

Levels offered: HL & SL

Description

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject.

The group 4 project (which all science students must undertake) is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology.

The chemistry course is organized by topics, with SL students having to study eleven topics and higher level (HL) students having to investigate ten of these topics to a greater depth. Both SL and HL students are responsible for covering one of four option topics.

The core topics are:

1. Stoichiometric relationships
2. Atomic structure
3. Periodicity
4. Chemical bonding and structure
5. Energetics/thermochemistry
6. Chemical kinetics
7. Equilibrium
8. Acids and bases
9. Redox processes
10. Organic chemistry
11. Measurement and data processing

The additional Higher Level topics are:

12. Atomic structure
13. The periodic table—the transition metals
14. Chemical bonding and structure
15. Energetics/thermochemistry
16. Chemical kinetics
17. Equilibrium
18. Acids and bases
19. Redox processes
20. Organic chemistry
21. Measurement and analysis

The 4 options available are:

- A. Materials
- B. Biochemistry
- C. Energy
- D. Medicinal chemistry

Assessment component at Standard Level	Weighting
<p>External assessment</p> <p>Paper 1 (45 minutes)</p> <ul style="list-style-type: none"> 30 multiple choice questions on core material <p>Paper 2 (1 hour 15 minutes)</p> <ul style="list-style-type: none"> Short-answer and extended-response questions on core material. <p>Paper 3 (1 hour)</p> <p>This paper will have questions on core and SL option material.</p> <p><u>Section A</u>: one data-based question and several short-answer questions on experimental work</p> <p><u>Section B</u>: short-answer and extended-response questions from one option.</p> <p>Internal assessment</p> <p>Individual investigation.</p>	<p>20%</p> <p>40%</p> <p>20%</p> <p>20%</p>

Assessment component at Higher Level	Weighting
<p>External assessment</p> <p>Paper 1 (1 hour)</p> <ul style="list-style-type: none"> 40 multiple choice questions on core material and the additional Higher Level material <p>Paper 2 (2 hour 15 minutes)</p> <ul style="list-style-type: none"> Short-answer and extended-response questions on core material and additional Higher Level material <p>Paper 3 (1 hour 15 minutes)</p> <p>This paper will have questions on core, additional Higher Level material and option material.</p> <p><u>Section A</u>: one data-based question and several short-answer questions on experimental work.</p> <p><u>Section B</u>: short-answer and extended-response questions from one option.</p> <p>Internal assessment</p> <p>Individual investigation.</p>	<p>20%</p> <p>36%</p> <p>24%</p> <p>20%</p>

Group 5 Mathematics

Group 5 Aims

All group 5 subjects share the following aims:

Aims

Through studying biology, chemistry or physics, students should become aware of how scientist:

1. enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
2. develop an understanding of the principles and nature of mathematics
3. communicate clearly and confidently in a variety of contexts
4. develop logical, critical and creative thinking, and patience and persistence in problem-solving
5. employ and refine their powers of abstraction and generalization
6. apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
7. appreciate how developments in technology and mathematics have influenced each other
8. appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
9. appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

Overview

The IB has introduced four new mathematics courses to replace the previous group 5 choices. The final subject guides for these new courses have yet to be released by the IB so the details below are subject to changes. There are four courses offered to cater to the individual needs of students in mathematics. These courses are designed for those who wish to study mathematics in depth, either as a subject in its own right or to pursue their interests in areas related to mathematics; those who wish to gain a degree of understanding and competence to better understand their approach to other subjects;

and those who may not yet be aware how mathematics may be relevant to their studies and in their daily lives. In making their course selection, individual students should be advised to take the following into account:

- 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 Diploma Programme
- Their academic plans, in particular the subjects they wish to study in future
- Their choice of career

Teachers are expected to assist with the selection process and to offer advice to students about how to choose the most appropriate course from the four mathematics courses available.

Subject: Mathematics: Application and Interpretation

Levels offered: SL/HL

Description

It is strongly recommended that students attempting Mathematics: Application and Interpretation HL attain at least a grade B at IGCSE level.

This course is available at both standard level (SL) and higher level (HL). It caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and knowledge of basic processes.

The course concentrates on mathematics that is applicable to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations. Students must produce an exploration, a piece of written work based on personal research, guided and supervised by the teacher. The exploration provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or interest of their choice using skills learned before and during the course. This process allows students to ask their own questions about mathematics and to take responsibility for a part of their own course of studies in mathematics.

The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting with first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered formulae. There is a focus on using technology alongside exploring mathematical models to enjoy the more practical side of maths.

Assessment component at Standard Level	Weighting
<p><u>External assessment</u></p> <p>Paper 1 (1 hour 30 minutes) Technology required. Compulsory short-response questions based on the syllabus.(80 marks)</p>	40%
<p>Paper 2 (1 hour 30 minutes) Technology required. Compulsory extended-response questions based on the whole syllabus. (80 marks)</p>	40%
<p><u>Internal assessment</u></p> <p>Mathematical Exploration 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>	20%

Assessment component at Higher Level	Weighting
<p><u>External assessment</u></p> <p>Paper 1 (2 hours) Technology required. Compulsory short-response questions based on the syllabus. (110 marks)</p>	30%
<p>Paper 2 (2 hours) Technology required. Compulsory extended-response questions based on the whole syllabus. (110 marks)</p>	30%
<p>Paper 3 (1 hour) Technology required. Two compulsory extended-response problem-solving questions. (55 marks)</p>	20%
<p><u>Internal assessment</u></p> <p>Mathematical Exploration 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>	20%

Subject: Mathematics: Analysis and Approaches

Levels offered: SL/HL

Description

It is strongly recommended that students attempting Mathematics Analysis and Approaches SL attain at least a grade B at IGCSE level and students attempting Mathematics: Analysis and Approaches HL attain either a grade A or A at IGCSE level.*

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

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on mathematical rigour. Students should wherever possible apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed component, the exploration, offers students a framework for developing independence in their mathematical learning by engaging in an area of interest they would like to explore using their mathematical knowledge and skills developed during the course. Students are provided with opportunities to take a considered approach to this activity and to explore different ways of approaching a problem. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

The HL course covers each of the units in more depth. Students wishing to study subjects with a high degree of mathematical content should therefore opt for the Mathematics: Approaches and Analysis HL course rather than the Mathematics: Approaches and Analysis SL course.

<p>Paper 2 (2 hours) Technology required.</p> <p><u>Section A</u>: Compulsory short-response questions based on the whole syllabus. <u>Section B</u>: Compulsory short-response questions based on the syllabus. (110 marks)</p>	30%
<p>Paper 3 (1 hour) Technology required. Two compulsory extended-response problem-solving questions. (55 marks)</p>	20%
<p><u>Internal assessment</u> Mathematical Exploration 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>	20%

Group 6 The Arts

Group 6 Aims

All group 6 subjects share the following aims:

Aims

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

Subject: Visual Arts

Levels offered: SL and HL

It is strongly recommended that students attempting Visual Arts HL have followed the Visual Arts course in MYP 4 and 5

Specific aims for Visual Arts

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

Description

The visual arts course helps students develop creativity. Creativity is fostered, developed and based in culture, current events, and effectively everything that is happening in one's life.

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. Students must develop analytical skills regarding the visual world around them and develop art making skills that range from classical drawing and painting to lens-based media and beyond. Students must create a curatorial rationale and develop an art exhibition.

There are three parts to the course: the Comparative Study, which is a visually based essay. Secondly is the Process Portfolio where students create a visual diary documenting where their artistic ideas are coming from, how they develop them and how they will develop art skills in order to complete a final piece of exhibition work. And finally the student must produce exhibition work that includes exhibition text and a curatorial rationale.

The whole course culminates into a final art show at the end of the 2 years.

This is a wonderful course but it must be noted that the IB expects students to spend the equivalent amount of time working outside the classroom as inside the classroom in visual arts. There is 3 hours and 45 minutes of independent work outside of the classroom per week.

Assessment component at Standard Level	Weighting
<p><u>External assessment</u></p> <p>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.</p> <ul style="list-style-type: none"> 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). <p>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.</p> <ul style="list-style-type: none"> 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. <p><u>Internal assessment</u></p> <p>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.</p> <ul style="list-style-type: none"> students submit a curatorial rationale that does not exceed 400 words. students submit 4–7 artworks. students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. <p>Students may submit two photographs of their overall exhibition</p>	<p>20%</p> <p>40%</p> <p>40%</p>

Assessment component at Higher Level	Weighting
<p><u>External assessment</u></p> <p>Part 1: Comparative study Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</p> <ul style="list-style-type: none"> 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. <p>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.</p> <ul style="list-style-type: none"> HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art making activities. 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. <p><u>Internal assessment</u></p> <p>Part 3: Exhibition Students 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.</p> <ul style="list-style-type: none"> students submit a curatorial rationale that does not exceed 700 words. students submit 8–11 artworks. students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. <p>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</p>	<p>20%</p> <p>40%</p> <p>40%</p>

Subject: Theatre

Levels offered: SL and HL

It is strongly recommended that students attempting Theatre HL have followed the Drama course in MYP 4 and 5

Specific aims for Theatre

1. explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
2. understand and engage in the processes of transforming ideas into action (theatre processes)
3. develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)
4. For HL only: understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).

Description

Theatre is a live, collaborative and dynamic art form. It is a practical subject which encourages discovery through experiment, the taking of risks, and the presentation of ideas to others. It results in the development both of theatre skills and of life skills - the strengthening of confidence, creativity, and collaborative working skills.

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

Students experience the course from contrasting perspectives. They learn to apply research and theatre theory to inform and to contextualise their work. The theatre course encourages students to appreciate that through researching, creating, preparing, presenting and critically reflecting on theatre—as participants and as audience members—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, processes and modes of presentation. It enables students to discover and engage with various forms of theatre across time, place and culture, and promotes international-mindedness

Assessment tasks at Higher Level	Weighting
<p><u>External assessment</u></p> <p>Task 1: Solo theatre piece (HL only)</p> <ul style="list-style-type: none"> Students research a theatre theorist they have not previously studied, identify an aspect or aspects of their theory, and create and present a solo theatre piece (4–8 minutes) based on this aspect or aspects of theory. <p>Task 2: Director’s notebook</p> <ul style="list-style-type: none"> Students choose a published play text they have not previously studied, and develop ideas regarding how it could be staged for an audience. <p>Task 3: Research presentation</p> <ul style="list-style-type: none"> Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition which they have not previously studied. <p><u>Internal assessment</u></p> <p>Task 4: Collaborative project</p> <ul style="list-style-type: none"> Students collaboratively create and present an original piece of theatre lasting 13–15 minutes, for and to a specified target audience, created from a starting point of their choice. 	<p>35%</p> <p>20%</p> <p>20%</p> <p>25%</p>

Assessment tasks at Standard Level	Weighting
<p><u>External assessment</u></p> <p>Task 2: Director’s notebook</p> <ul style="list-style-type: none"> Students choose a published play text they have not previously studied, and develop ideas regarding how it could be staged for an audience. <p>Task 3: Research presentation</p> <ul style="list-style-type: none"> Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition which they have not previously studied. <p><u>Internal assessment</u></p> <p>Task 4: Collaborative project</p> <ul style="list-style-type: none"> Students collaboratively create and present an original piece of theatre lasting 13–15 minutes, for and to a specified target audience, created from a starting point of their choice. 	<p>35%</p> <p>30%</p> <p>35%</p>

Subject: Music

Levels offered: SL and HL

The music course at both SL and HL requires no formal prior training in music. The course is designed to allow students to experience music on a personal level while expanding their musical identity. The individual student's prior experiences will determine the students' pathways through, and engagement with, the course.

Specific aim for Music

As students develop as young musicians, the course challenges them to engage practically with music as researchers, performers and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

Description

Music is an essential part of the human experience and a unique mode of creativity, **expression** and communication. Music is both functional and meaningful, and its vitality and complexity enriches our lives. Though music is rooted in specific societies and cultures, it also transcends—and often connects—them. Music not only offers a way of understanding the world, but also a means by which we can **express** and share our understanding of it with others

Music's many rich histories continue to evolve through individual and collaborative contributions. In the past, as in our contemporary and increasingly digital world, music responds to, and is shaped by, new and emerging technologies and approaches. The study of music encourages inquiry into creative practices and performance processes. Music study develops listening, creative and analytical skills, as well as encouraging cultural understanding and international-mindedness. In this way, music is a catalyst for expanding critical thinking—a crucial life skill. When we understand others and ourselves through music, we are empowered to make positive and effective change in the world.

In this course, students and teachers engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship.

Throughout the course, students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting

samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose.

Distinction between SL and HL

The syllabus differentiates between SL and HL. The greater breadth and depth required for HL is reflected through an additional assessment task. This task requires HL students to demonstrate knowledge and understanding of the core syllabus areas by formulating and communicating intentions for a project that is based on:

- real-life practices of music-making
- their experiences as developing musicians in this course
- their collaboration with others.

Assessment tasks at Standard Level	Weighting
<p><u>External assessment</u></p> <p>Exploring music in context Students select samples of their work for a portfolio submission (maximum 2,400 words). Student submit:</p> <ul style="list-style-type: none"> ● written work demonstrating engagement with, and understanding of, diverse musical material ● practical exercises: <ul style="list-style-type: none"> ● creating: one creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style) ● performing: one performed adaptation of music from a local or global context for the student's own instrument (maximum 2 minutes) ● supporting audio material (not assessed). 	30%
<p>Presenting music Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains:</p> <ul style="list-style-type: none"> ● Presenting as a researcher <ul style="list-style-type: none"> ○ programme notes (maximum 600 words) ● Presenting as a creator <ul style="list-style-type: none"> ○ composition and/or improvisation (maximum 6 minutes) ● Presenting as a performer <ul style="list-style-type: none"> ○ solo and/or ensemble (maximum 12 minutes) ○ excerpts, where applicable (maximum 2 minutes) 	40%

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