SERVICE WITH A SMILE

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

LADY ANDAL SCHOOL



DIPLOMA PROGRAMME HANDBOOK

OUR VISION

We aim to create a holistic individual by providing a happy atmosphere for the child. Focusing on the all-round development of the child with an emphasis on individual academic brilliance and excellence on the field through games and athletics.

We help build cultural and social skills among our learning community which foster an environment that is conducive to the teaching and learning process.

IB MISSION STATEMENT

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

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

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

IB LEARNER PROFILE

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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THE IB CONTINUUM OF INTERNATIONAL EDUCATION

Primary Years Programme

IB-PYP is a curriculum framework designed for students aged 3-12 years. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is defined by six transdisciplinary themes of global significance. These are explored using knowledge and skills derived from six subject areas, with a powerful emphasis on inquiry-based learning.



Middle Years Programme

IB-MYP is a conceptual curriculum framework for students between the ages of 11-16 years. The MYP aims to develop active learners and internationally-minded young people who can empathise with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.



Diploma Programme

The IB Diploma Programme is a curriculum framework for students between the ages of 16-19 years. The IBDP aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically. The DP was established to provide students with a balanced education, to facilitate geographic and cultural mobility and to promote international understanding.



THE INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME



The IB DP (International Baccalaureate Diploma Programme) is a rigorous two-year educational programme for students aged 16 to 19, offered in over 140 countries and recognized globally for university admissions. Administered by the International Baccalaureate Organization, it emphasizes academic breadth, critical thinking, and intercultural understanding.

Key components

1. **Curriculum structure:** Students study six subjects from groups including languages, sciences, mathematics, and the arts, with three taken at higher level (HL) and three at standard level (SL)

2. **Core requirements:**
   - **Theory of Knowledge (TOK):** Explores interdisciplinary knowledge and critical thinking.
   - **Extended Essay (EE):** A 4,000-word independent research project.
   - **Creativity, Activity, Service (CAS):** Encourages extracurricular engagement and community service.
3. **Assessment:**
   - **External exams:** Most subjects include written exams graded 1–7, contributing to the diploma's total score (minimum 24 required).

- **Internal assessments:** Coursework, oral presentations, and practical work evaluated by teachers and moderated externally.

Recognition:

The IB DP is praised for its academic rigor and interdisciplinary approach, often considered more comprehensive than national curricula like A-levels. Universities worldwide recognize it for fostering research skills and global citizenship. Schools must be certified as IB World Schools to offer the programme.

The six subject groups are:



Group 1: Studies in Language and Literature

Group 2: Language Acquisition

Group 3: Individuals and Societies

Group 4: Sciences

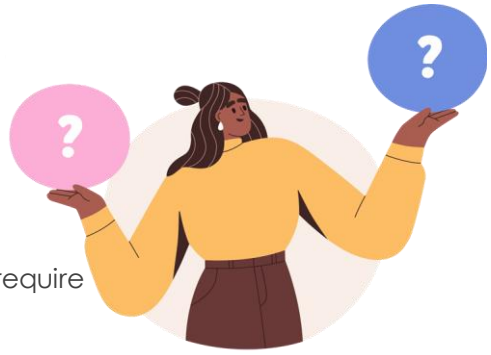
Group 5: Mathematics

Group 6: The Arts

Choosing Courses:

- Students select one subject from each of the six groups.
- Instead of a Group 6 (Arts) course, students may choose an additional science, individuals and societies, or language course.

Higher Level (HL) and Standard Level (SL):



- **Higher Level (HL):** These courses are more in-depth and require at least **240 teaching hours**. Students take 3 or 4 HL subjects.
- **Standard Level (SL):** These courses cover essential knowledge and require at least **150 teaching hours**. The remaining subjects are taken at SL.



ASSESSMENTS

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analyzing and presenting information
- evaluating and constructing arguments
- solving problems creatively,

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate. **Student results are determined by performance against set standards, not by each student's position in the overall rank order.**

External and Internal Assessment in the DP

External Assessment: Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability. They include:

- Essays
- Structured problems
- Short - response questions
- Data - response questions
- Text - response questions
- Case - study questions
- Multiple - choice questions - though these are rarely used.

Internal Assessment: Teacher assessment is also used for most courses. This includes:

- Oral work in languages
- Fieldwork in geography
- Laboratory work in the sciences
- Investigations in mathematics
- Artistic performances.



ASSESSMENTS

The IB takes great care in ensuring assessment of candidates is meaningful and fair. As part of each course, students will be introduced to the assessment standards, criteria, and methodology to ensure they have a full understanding of these.

The overall diploma points are calculated by adding together the grades (1 up to 7) achieved from each of the six subjects and then including between zero and three points from the core. This means the highest score that a candidate can achieve is **45 points*.**

(* ***The maximum points of 45 is obtained from 6 (subjects) x 7 (top grades) + 3 points from the core)***

CORE POINTS MATRIX

- Theory of Knowledge
- Extended Essay
- Creativity, Activity & Service – ***CAS does not receive a grade, however, the candidates will fail to achieve the diploma certificate if they do not complete CAS***

TOK and the EE are graded *A to E*
The candidate can fail to achieve the diploma certificate if they obtain a grade E.

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

The core is worth between zero and three points towards the overall points

CONDITIONS FOR THE AWARD OF THE DIPLOMA

- A candidate can only receive the overall diploma certificate if none of the following nine conditions below applies.
- CAS requirements have not been met.
- Candidate's total points are fewer than 24.
- An N (no grade awarded) has been given for TOK, EE or for a contributing subject.
- A grade E has been awarded for one or both of TOK and the EE.
- There is a grade 1 awarded in a subject/level.
- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more times (HL or SL).
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).



PROGRESSION CRITERIA FROM DP 1 TO DP 2

To advance from Diploma Programme Year 1 (DP1) to Diploma Programme Year 2 (DP2), students must meet the following academic and behavioural requirements:

- Attained a minimum total of 24 points in the final DP1 report.
- Achieved **no grade 2 or below** in any subject.
- Received a **maximum of two grade 3s** in Higher Level (HL) subjects.
- Maintained a **minimum attendance rate of 80%**.
- Accumulated **no more than five days of unexcused absence**.
- Demonstrated **consistent adherence to behavioural expectations** (in line with the school's discipline policy).
- **Fulfilled all Creativity, Activity, Service (CAS) requirements** as outlined by the IB.
- **Completed and submitted all internal assessments, including the Extended Essay**, by the deadlines specified in the DP Internal Assessment (IA) calendar.

Failure to adhere to the above will lead to:

- **Provisional promotion to DP 2 based upon the DP Coordinator and Head of School's discretion.**



HOW DO I SUPPORT MY CHILD

Supporting your child through the IB DP involves balancing academic guidance, emotional support, and fostering independence.

Academic Support:

- Check Managebac regularly for deadlines/updates
- Stay Informed by attending regular Parent - Teacher meetings and communicate regularly with teachers.
- Assist in organizing deadlines (IAs, EE, CAS) by using planners and digital tools. **Encourage starting major projects early.**
- Ensure access to study materials to aid learning.
- Suggest study groups to enhance understanding and reduce stress.

Emotional and Mental Well - being:

- Be mindful of changes in sleep pattern, mood or behaviour.
- Encourage good sleep, exercise, balanced breaks and relaxation techniques.
- Create a conducive space to promote learning.
- Remind your child to take breaks, socialise, and prioritize well - being.
- Keep the school informed about your child's well – being, when required.

Building Independence and Resilience:

- Respect your ward's autonomy. Empower them to take ownership of their work.
- Help develop time - management skills.
- Acknowledge achievements in CAS, EE and coursework to boost confidence.

We recommend that:

- **Your ward should be in school on time, based on the schedule provided.**
- **Avoid family trips before school breaks. The Diploma Programme is a continuous two-year course, with some content-heavy subjects requiring full attendance - requiring 240 hours. Missing classes means falling behind on coursework or assessments.**



SUBJECTS OFFERED IN LADY ANDAL SCHOOL

Language A (HL/SL)	English A: Studies in Language and Literature
Language Acquisition (HL/SL)	Hindi (HL / SL) Hindi (Ab Initio) German / (Ab Initio) Spanish / (Ab Initio)
Individuals and Societies (HL/SL)	Business Management Economics Global Politics Psychology Environmental Systems and Societies (Interdisciplinary)
Sciences (HL/SL)	Physics Chemistry Biology Design Technology Sports, Exercise and Health Sciences Environmental Systems and Societies (Interdisciplinary)
Mathematics (HL/SL)	Analysis and Approaches Applications and Interpretations
Arts (HL/SL)	Visual Arts
Core	Creativity, Activity, Service The Extended Essay Theory of Knowledge

THE CORE:

CREATIVITY, ACTIVITY, SERVICE

Creativity activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme.

CAS STRUCTURE

The three strands of CAS which are often interwoven with particular activities, are characterized as follows:

- **Creativity** - arts, and other experiences that involve creative thinking.
- **Activity** - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- **Service** - an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS AIMS

The CAS programme aims to develop students who:

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

CAS EXPERIENCE

Student completion of the CAS is based on the achievement of **7 CAS learning outcomes realised through the student's commitment to his to her CAS programme over a period** of **18 months.**

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent, or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the students' Diploma course requirements.

THE CORE:

CREATIVITY, ACTION, SERVICE

CAS learning outcomes

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

CAS Stages

The CAS stages are applicable to the three strands of creativity, activity, service and the CAS project. These offer a helpful and supportive framework and continuum of process for CAS students. Typically, students' service experiences involve the following stages:

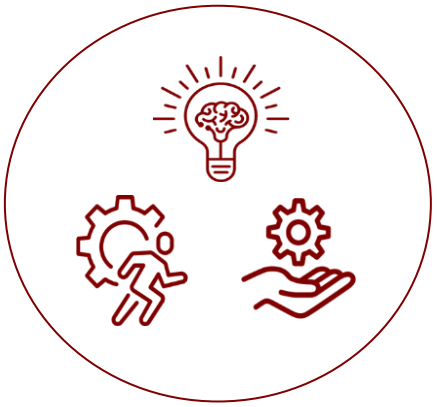
- Investigation, preparation and action that meets an identified need.
- Reflection on significant experiences throughout to inform problem-solving and choices.
- Demonstration allowing for sharing of what has taken place.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes.

Successful completion of CAS is a requirement for the IB Diploma.

Successful completion of CAS is determined by:

- Achievement of the **seven CAS learning outcomes**
- **CAS project**
- **3 formal documented interviews** with the CAS coordinator/adviser.
- Provide **evidence in their CAS portfolios** of achieving the 7 learning outcomes.



THE CORE:

THE EXTENDED ESSAY

COURSE KEY DESCRIPTION

The extended essay is a unique opportunity for student - led, academic exploration of a topic of personal interest. It is a component of the DP core which is a **compulsory, externally assessed piece of independent research, presented as a formal piece of academic writing of 4000 words accompanied by a reflective statement of no more than 500 words.** The essay is a result of approximately 40 hours of work by the student. It is an in - depth study of a focused topic, undertaken either through a subject - focused approach, or an interdisciplinary approach combining two DP subjects. The extended essay process helps to prepare students for the research - driven environment of university or college.

AIMS

The extended essay aims are to enable students to:

- Experience the excitement of intellectual exploration
- Engage in student - led academic research on a topic of personal interest
- Develop skills in research, thinking, self - management, and communication
- Reflect on the learning experience of producing an extended essay.

OVERVIEW OF THE EXTENDED ESSAY PROCESS

The research process involves:

- Choosing the approved DP subject
- Choosing a broad topic
- Undertaking preparatory reading
- Forming a well - focused research question
- Planning the research and writing process
- Planning a structure for the essay *(Note: changes can be made once research develops)*
- Carrying out the research.

Writing and Formal Presentations requirements:

- Title page
- Contents page
- Introduction
- Body of the essay
- Conclusion
- References and Bibliography



THE CORE:
THE EXTENDED ESSAY

The Upper limit of the 4,000 words include the introduction, body, conclusion and any quotations.

Reflection Process

Reflection is a mandatory part of the Extended Essay and is formally assessed. All IB Diploma Candidates are required to complete a Reflection and Progress Form (RPF), which is sent to and externally assessed.

The RPF is restricted to 500 words maximum and consists of three **mandatory** reflection sessions which are

- Initial Reflection Session
- Interim Reflection Session
- Viva Voce* (Final Reflection Session which is a short interview between the student and supervisor)

*The viva voce serves as a check on plagiarism and malpractice in general. It is an opportunity to reflect on success and difficulties and on what has been learned. It also aids the supervisor with their report.

ASSESSMENT MODEL

Assessment of the extended essay is a combination of:

- Formative assessment, i.e. preparation for the RPF
- Summative assessment i.e. the extended essay itself and the reflective statement on the RPF

The extended essay contributes to the student's overall score for the Diploma along with the Theory of Knowledge.

THE CORE:

THEORY OF KNOWLEDGE

COURSE DESCRIPTION

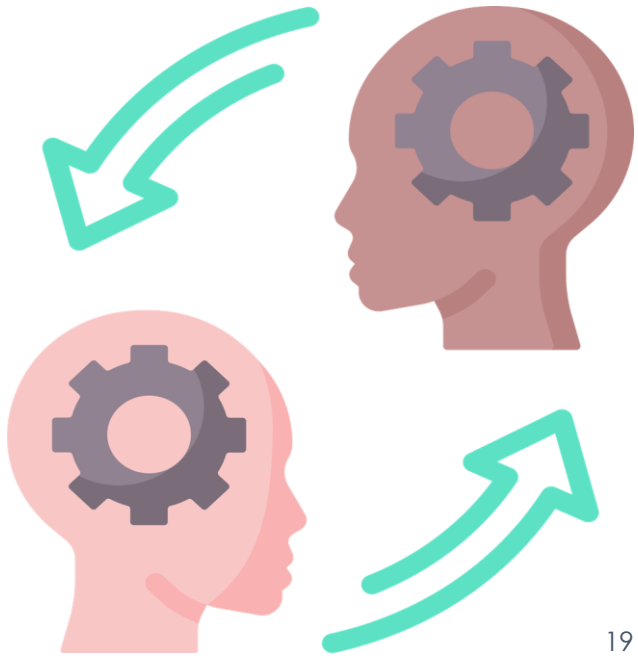
The TOK course provides students with an opportunity **to explore and reflect on the nature of knowledge and the process of knowing**. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know.

TOK is part of the IB DP core and is mandatory for students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question, **"How do you know that?"**

AIMS

The aims of the TOK course are:

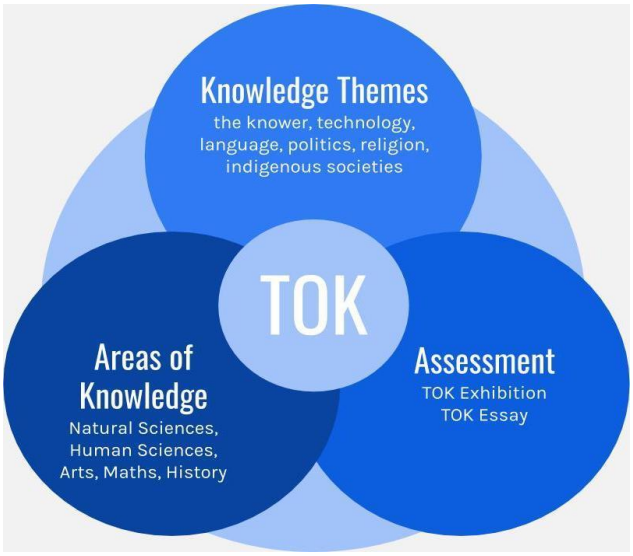
- To expose students to ambiguity, uncertainty and questions with multiple plausible answers.
- To equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations.
- To encourage students to be more aware of their own perspectives and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



THE CORE:

THEORY OF KNOWLEDGE

Course Outline



ASSESSMENT MODEL

Internal Assessment - **TOK Exhibition**

For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

External Assessment - **TOK Essay**

The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. This essay is externally assessed. The maximum length of the essay is 1,600 words, and must be based on any one of the six prescribed titles released by IB for each examination session.





SUBJECTS

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM INDIVIDUALS AND SOCIETIES. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

Language and Literature (HL/SL) - English A

Teaching hours SL - 150 hours/ HL - 240 hours

COURSE OUTLINE

In this course, the students study a wide variety of literary and non - literary texts in a variety of media. It is designed to develop students' understanding of the complex and dynamic nature of language, exploring both its practical and aesthetic dimensions.

AIMS

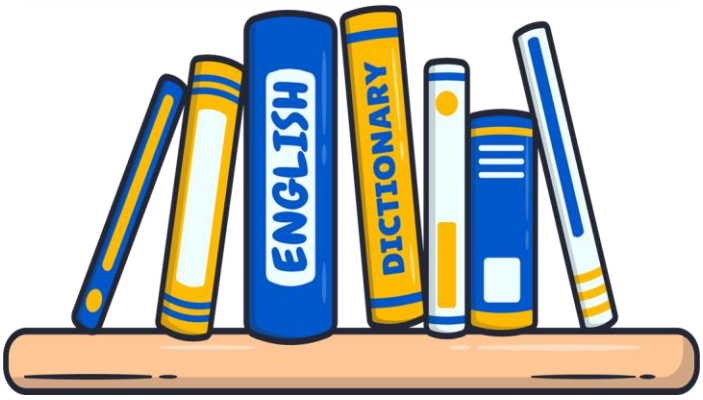
The aims of all subjects in studies in language and literature are to enable students to:

1. Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures.
2. Develop skills in listening, speaking, reading, writing, viewing, presenting and performing.
3. Develop skills in interpretation, analysis and evaluation.
4. Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings.
5. Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings.
6. Develop an understanding of the relationships between studies in language and literature and other disciplines.
7. Communicate and collaborate in a confident and creative way.
8. Foster a lifelong interest in and enjoyment of language and literature.

CURRICULUM MODEL OVERVIEW

Syllabus Component:

- Readers, writers and texts
- Time and Space
- Intertextuality: connecting texts



ASSESSMENT MODEL

It is the intention of this course that students are able to fulfill the following assessment objectives:

1. Know, understand and interpret:
    - A range of texts, works and/or performances, and their meanings and implications
    - Contexts in which texts are written and/or received
    - Elements of literary, stylistic, rhetorical, visual and/or performance craft
    - Features of particular text types and literary forms.
2. Analyse and evaluate:
    - Ways in which the use of language creates meaning
    - Uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
    - Relationships among different texts
    - Ways in which texts may offer perspectives on human concerns.
3. Communicate:
    - Ideas in clear, logical and persuasive ways
    - In a range of styles, registers and for a variety of purposes and situations
    - Ideas, emotion, character and atmosphere through performance (for literature and performance only).

ASSESSMENT AT A GLANCE

Assessment		**SL**	**HL**
Individual Oral	One literary work and one nonliterary work	30%	20%
Paper 1: SL: 1 hour 15 mins HL: 1 hour 15 mins	Guided textual analysis	35%	25%
Paper 2: SL: 1 hour 45 mins HL: 1 hour 45 mins	Comparative Essay	35%	25%
HL Essay	Written coursework component	-	20%

SUBJECTS

GROUP 2: LANGUAGE B

STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM INDIVIDUALS AND SOCIETIES. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

Language B (HL/SL) - Hindi

(SL) - German/Spanish

Teaching hours SL - 150 hours/ HL - 240 hours

COURSE OUTLINE

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.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts.

AIMS

Language B aims to:

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

CURRICULUM MODEL OVERVIEW

- The curriculum is organized around five prescribed themes with which the students engage through written, audio, visual and audio-visual texts.
- Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation.
- Communication is evidenced through receptive, productive and interactive skills.

PRESCRIBED THEMES

Five prescribed themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- Identities
- Experiences
- Human ingenuity
- Social organization
- Sharing the planet.

ASSESSMENT MODEL

The assessment objectives are as follows:

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

ASSESSMENT AT A GLANCE

Assessment		**SL**	**HL**
Internal	Individual Oral Assessment - 30 marks	25%	25%
Paper 1	Writing - 30 marks	25%	25%
Paper 2	Listening - 25 marks Reading - 40 marks	50%	50%



SUBJECTS

GROUP 2: LANGUAGE AB INITIO

STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM INDIVIDUALS AND SOCIETIES. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

GERMAN/SPANISH – AB INITIO SL – 150 HOURS

The language ab initio course is a language acquisition course for students with no prior experience of the target language, or for those students with very limited previous experience.

Students develop the 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. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The language ab initio syllabus is organized into five prescribed themes**: identities, experiences, human ingenuity, social organization and sharing the planet**. The language ab initio syllabus prescribes four topics for each of the five prescribed themes for a total of 20 topics that must be addressed in the language ab initio course.

AIMS

Language Ab Initio aims to:

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

ASSESSMENT AT A GLANCE

Assessment		Weightage
Internal	Internal assessment: This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment: A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	25%
Paper 1 1 hour	Productive skills - writing (30 marks) Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	25%
Paper 2 1 hour 45 mins	Receptive skills - separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%

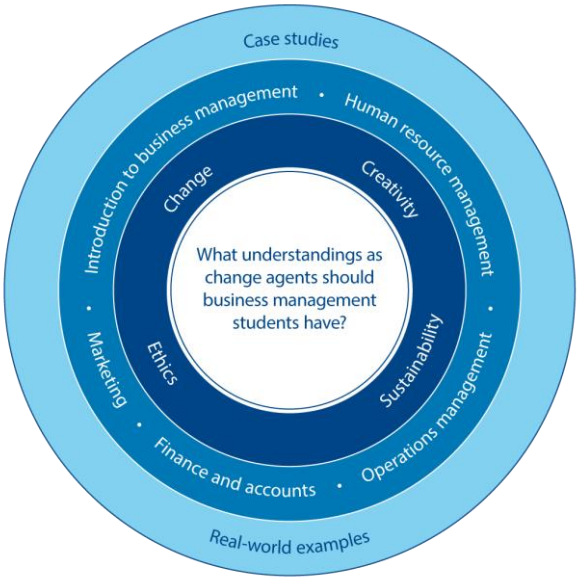
SUBJECTS

GROUP 3: BUSINESS MANAGEMENT

STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM INDIVIDUALS AND SOCIETIES. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

COURSE OUTLINE

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques.



AIMS

The aims of the business management course at HL and SL are to:

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.

SYLLABUS OUTLINE

Unit 1: Business organization and environment
1.1 Introduction to business management
1.2 Types of organizations
1.3 Organizational objectives
1.4 Stakeholders
1.5 External environment
1.6 Growth and evolution
1.7 Organizational planning tools (HL only)

Unit 2: Human resource management
2.1 Functions and evolution of human resource management
2.2 Organizational structure
2.3 Leadership and management
2.4 Motivation
2.5 Organizational (corporate) culture (HL only)
2.6 Industrial/employee relations (HL only)

Unit 3: Finance and accounts
3.1 Sources of finance
3.2 Costs and revenues
3.3 Break-even analysis
3.4 Final accounts (some HL only)
3.5 Profitability and liquidity ratio analysis
3.6 Efficiency ratio analysis (HL only)
3.7 Cash flow
3.8 Investment appraisal (some HL only)
3.9 Budgets (HL only)

Unit 4: Marketing
4.1 The role of marketing
4.2 Marketing planning (including introduction to the four Ps)
4.3 Sales forecasting
4.4 Market research
4.5 The four Ps (product, price, promotion, place)
4.6 The extended marketing mix of seven Ps (HL only)
4.7 International marketing (HL only)
4.8 E-commerce

Unit 5: Operations management
5.1 The role of operations management
5.2 Production methods
5.3 Lean production and quality management (HL only)
5.4 Location
5.5 Production planning (HL only)
5.6 Research and development (HL only)
5.7 Crisis management and contingency planning (HL only)

ASSESSMENT MODEL

By the end of the business management course, students are expected to achieve the following assessment objectives.

AO1: Knowledge and understanding

Demonstrate knowledge and understanding of:

- Business management tools and theories
- Course topics and concepts
- Business problems, issues and decisions
- HL extension topics (HL only).

AO2: Application and analysis

Apply and analyse:

- Business management tools and theories
- Course topics and concepts
- Business problems, issues and decisions
- Business decisions and issues through the selection and use of appropriate data
- HL extension topics (HL only).

AO3: Synthesis and evaluation

- Synthesize and evaluate:
- Business management tools and theories
- Course topics and concepts
- Business problems, issues and decisions
- Stakeholder interests to reach informed business decisions
- Recommendations for competing future strategic options (HL only)
- HL extension topics (HL only).

AO4: Use and application of appropriate skills

- Select and apply relevant business management tools, theories and concepts to support research into a business issue or problem.
- Select, interpret and analyse business materials from a range of primary and secondary sources.
- Create well-structured materials using business management terminology.

ASSESSMENT AT A GLANCE

Assessment		**SL**	**HL**
Internal 20 hours	Business Research project	30%	20%
Paper 1 1 hour 30 mins	Unseen case study	35%	25%
Paper 2 1 hour 45 mins	Unseen stimulus material - Quantitative focus	35%	30%
Paper 3 1 hour 15 mins	Unseen stimulus material - Social enterprise		25%

SUBJECTS

GROUP 3: ECONOMICS

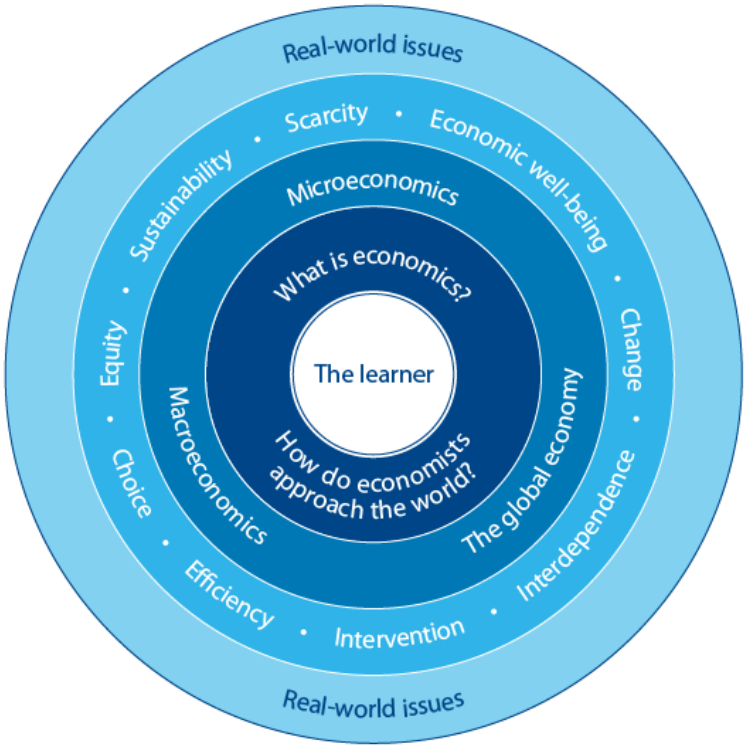
STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM INDIVIDUALS AND SOCIETIES. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

COURSE OUTLINE

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 DP 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).



AIMS

The aims of the DP economics course are to enable students to:

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

SYLLABUS OUTLINE

Syllabus Component

Unit 1: Introduction to economics

1.1 What is economics?

1.2 How do economists approach the world?

Unit 2: Microeconomics

2.1 Demand **(includes HL only sub-topics)**

2.2 Supply **(includes HL only sub-topics)**

2.3 Competitive market equilibrium

2.4 Critique of the maximizing behaviour of consumers and producers **(HL only)**

2.5 Elasticity of demand **(includes HL only sub-topics)**

2.6 Elasticity of supply **(includes HL only sub-topics)**

2.7 Role of government in microeconomics **(includes HL only calculation)**

2.8 Market failure—externalities and common pool or common access resources **(includes HL only calculation)**

2.9 Market failure—public goods

2.10 Market failure—asymmetric information **(HL only)**

2.11 Market failure—market power **(HL only)**

2.12 The market's inability to achieve equity **(HL only)**

Unit 3: Macroeconomics

3.1 Measuring economic activity and illustrating its variations

3.2 Variations in economic activity—aggregate demand and aggregate supply

3.3 Macroeconomic objectives **(includes HL only calculation)**

3.4 Economics of inequality and poverty **(includes HL only calculation)**

3.5 Demand management (demand side policies)—monetary policy **(includes HL only sub-topics)**

3.6 Demand management—fiscal policy **(includes HL only sub-topics)**

3.7 Supply-side policies

Unit 4: The global economy

4.1 Benefits of international trade **(includes HL only subtopics and calculation)**

4.2 Types of trade protection **(includes HL only calculations)**

4.3 Arguments for and against trade control/protection

4.4 Economic integration

4.5 Exchange rates **(includes HL only sub-topic)**

4.6 Balance of payments **(includes HL only sub-topics)**

4.7 Sustainable development **(includes HL only sub-topic)**

4.8 Measuring development

4.9 Barriers to economic growth and/or economic development

4.10 Economic growth and/or economic development strategies

ASSESSMENT AT A GLANCE

Assessment		SL	HL
Internal 20 hours	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	25%	20%
Paper 1 1 hour 15 mins	Extended response paper based on all units of the syllabus	25%	30%
Paper 2 SL: 1 hour 45 mins HL:2 hours 45 mins	Data response paper based on all units of the syllabus	50%	50%

SUBJECTS

GROUP 3: GLOBAL POLITICS

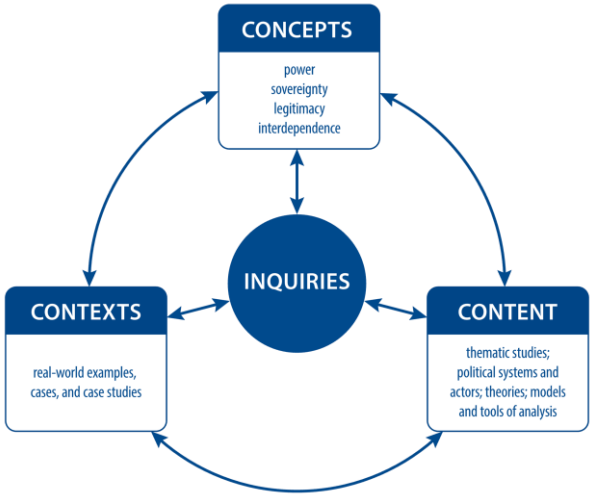
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COURSE OUTLINE

The Global politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels. The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in social science and humanities.

INQUIRY IN GLOBAL POLITICS

The course integrates concepts, content and contexts through inquiries centered on power and political issues.



AIMS

The aims of the global politics course at SL and at HL are to enable students to:

- Explore and evaluate power in contemporary global politics
- Examine how state and non-state actors operate and interact within political systems
- Investigate and analyse contemporary political issues and challenges from multiple perspectives
- Develop a lifelong commitment to active global citizenship through collaboration and agency.

SYLLABUS OUTLINE

Syllabus Component

Global politics core topics

- Understanding power and global politics

Thematic studies

- Rights and justice
- Development and sustainability
- Peace and conflict

HL extension: Global political challenges

Extended inquiries focused on global political challenges.

Students conduct independent research on case studies that connect to the following HL topic areas:

- Borders
- Environment
- Equality
- Health
- Identity
- Poverty
- Security
- Technology

Internal assessment engagement project

- A project focused on the analysis of power and agency at a local or community level, integrating research and experiential learning.
- HL students conduct additional research to inform their formulation of a recommendation to address the identified political issue.

ASSESSMENT MODEL

By the end of the global politics course, students are expected to achieve the following assessment objectives.

Knowledge and understanding

Demonstrate knowledge and understanding of:

- Power relationships
- Political concepts
- Relevant source material
- Political issues and challenges.

Application and analysis

- Apply relevant concepts and tools to analyse contemporary political issues and challenges in a variety of contexts.
- Identify and analyse information, claims and perspectives in source material.
- Identify and analyse relevant evidence to formulate, present and sustain an argument.

Synthesis and evaluation

- Synthesize and evaluate evidence (including source material) about global politics.
- Synthesize and evaluate perspectives and approaches to global politics.
- Examine and synthesize perspectives on political beliefs, positions, and biases.

Use and application of appropriate skills

- Research and investigate political issues and challenges.
- Communicate analysis of political issues and challenges.
- Reflect on the process and results of research and investigation.

ASSESSMENT AT A GLANCE

Assessment		**SL**	**HL**
Internal 20 hours	Written Report	25%	20%
Internal 90 hours	Video Recorded Oral Presentation		20%
Paper 1 1 hour 15 mins	Stimulus - based paper from one of the four core units	30%	40%
Paper 2 SL: 1 hour 45 mins HL:2 hours 45 mins	Extended response paper from one of the four core units	45%	40%

SUBJECTS

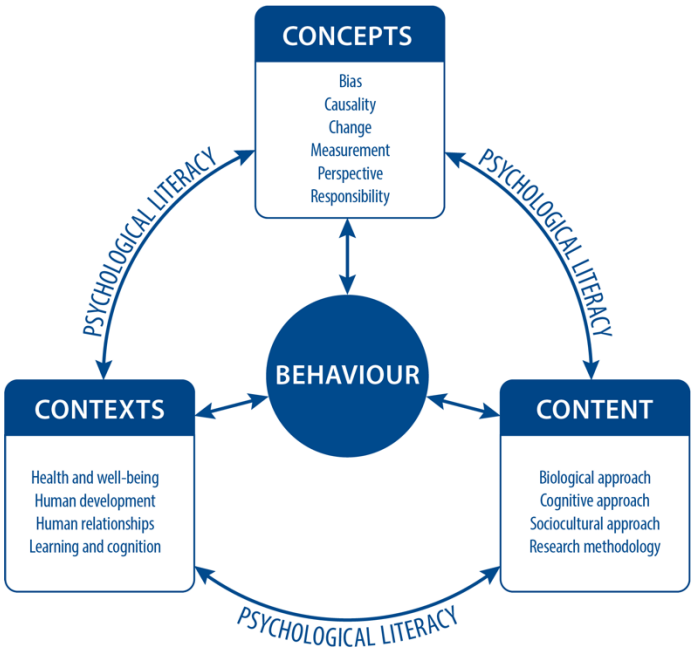
GROUP 3: PSYCHOLOGY

STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM INDIVIDUALS AND SOCIETIES. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

COURSE OUTLINE

The IB DP Psychology course helps students explore human behaviour and mental processes through three key perspectives: biological, cognitive, and sociocultural. Students examine theories, research, and concepts in these areas, learning to analyze and evaluate how they deepen their understanding of psychology. The course encourages critical thinking about the ways psychologists study the mind and behaviour.

INQUIRY IN PSYCHOLOGY



AIMS

The aims of the psychology course at SL and HL are to:

1. Develop knowledge and understanding of psychological concepts, content and contexts, including models and theories
2. Think critically and creatively about behaviour and cognitive processes
3. Engage with problems facing individuals, groups and societies using psychological understanding and skills.

SYLLABUS OUTLINE

CONCEPTS	CONTENT	CONTEXT
• Bias • Causality • Change • Measurement • Perspective • Responsibility	• Biological approach • Cognitive approach • Sociocultural approach • Research methodology	• Health and well-being • Human development • Human relationships • Learning and cognition Note: Class Practicals are integrated within each context.

ASSESSMENT MODEL

By the end of the psychology course at SL or at HL, students will be expected to demonstrate the following knowledge and comprehension of specified content:

Demonstrate knowledge and comprehension of:

- Key terms and concepts in psychology
- A range of psychological theories and studies
- The biological, cognitive and sociocultural approaches to mental processes and behaviour
- Research methods used in psychology.

Application and analysis

- Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question.
- Demonstrate application and analysis of:
  1. A range of psychological theories and research studies
  2. The knowledge relevant to areas of applied psychology.
- At HL only, analyse qualitative and quantitative research in psychology.

Synthesis and evaluation

- Evaluate the contribution of:
  1. Psychological theories of understanding human psychology
  2. Research to understanding human psychology
  3. The theories and research in areas of applied psychology.
- At HL only, evaluate research scenarios from a methodological and ethical perspective.

ASSESSMENT AT A GLANCE

Assessment		SL	HL
Internal 20 hours	Research proposal	30%	20%
Paper 1 1 hour 30 mins	Short answer question and extended response questions	35%	25%
Paper 2 SL: 1 hour 30 mins HL:1 hour 30 mins	Compulsory questions and evaluation of an unseen research	35%	25%
Paper 3 HL: 1 hour 45 mins	Data analysis, interpretation and source-based questions		30%

SUBJECTS

GROUP 3: ENVIRONMENTAL SYSTEMS AND SOCIETIES

STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM INDIVIDUALS AND SOCIETIES. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

COURSE OUTLINE

Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences and individuals and societies and is offered at both standard level (SL) and higher level (HL). As such, ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies.

ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level.

AIMS

ESS aims to empower and equip students to:

1. Develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere.
2. Develop knowledge of diverse perspectives to address issues of sustainability.
3. Engage and evaluate the tensions around environmental issues using critical thinking.
4. Develop a systems approach that provides a holistic lens for the exploration of environmental issues.
5. Be inspired to engage in environmental issues across local and global contexts.

SYLLABUS OUTLINE

Topic 1: Foundation

1.1 Perspectives

1.2 Systems

1.3 Sustainability

Topic 2: Ecology

Topic 3: Biodiversity and conservation

Topic 4: Water

Topic 5: Land

Topic 6: Atmosphere and climate change

Topic 7: Natural resources

Topic 8: Human populations and urban systems

Higher level (HL) lenses

HL.a Environmental law

HL.b Environmental economics

HL.c Environmental ethics

Experimental programme

Practical work

Collaborative sciences project

Individual investigation

Assessment model

There are four assessment objectives for the DP ESS course. Having studied the course, students are expected to demonstrate the following assessment objectives.

Assessment objective 1

Demonstrate knowledge and understanding of relevant:

- terminology, facts, and concepts
- methodologies and techniques
- perspectives and worldviews.

Assessment objective 2

Apply this knowledge and understanding in the analysis of:

- explanations, concepts, and theories
- primary and secondary data and models
- case studies and examples
- arguments and values.

Assessment objective 3

Evaluate, justify, and synthesize, as appropriate:

- explanations, concepts, theories, and models
- arguments and proposed solutions
- methods of fieldwork and investigation
- political, economic, ethical and sociocultural contexts of issues.

Assessment objective 4

Investigate sustainability issues at the local or global level through:

• identifying an appropriate environmental issue and research question for investigation

• selecting and demonstrate the use of appropriate methods and skills to carry out insightful and ethical investigations into environmental issues.

Assessment at a glance

Assessment		SL	HL
Internal Assessment 10 hours	Individual Investigation	25%	20%
Paper 1 SL: 1 hour HL: 2 hours	Students will be provided with data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory.	25%	30%
Paper 2 SL: 2 hours HL: 2 ½ hours	Section A is made up of short-answer and data-based questions. Section B requires students to answer structured essay questions. There is a limited amount of choice.	50%	50%

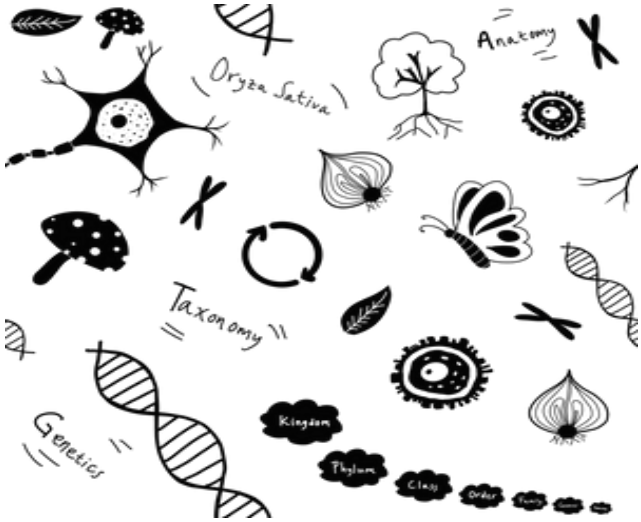
SUBJECTS

GROUP 4: BIOLOGY

STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM SCIENCES. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

COURSE OUTLINE

As the study of living organisms, biology is essential for explaining the complexities of life. This subject emphasizes the interconnectedness of all life forms and the balance within ecosystems. Among the sciences, biology is often referred to as the "science of life" because of its foundational role in understanding the natural world. It is therefore often a prerequisite for many other courses in higher education, such as medicine and healthcare, biological and life sciences, environmental sciences and ecology, agricultural and veterinary sciences, biomedical sciences, public health and epidemiology, and forensic science.



SYLLABUS OUTLINE

The biology curriculum is built on four broad organising themes, each comprising two concepts, together with four levels of organization. The theme and level of organization show the conceptual lenses through which the topic can be viewed. Each node shows the topic content.

AIMS

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

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

CURRICULUM MODEL OVERVIEW

The modern biology syllabus focuses on networking knowledge across different themes and levels of organization. The course promotes concept - based teaching and learning to foster critical thinking.

Syllabus Component

Syllabus content

Unity and diversity

• Water • Nucleic acids • Origins of cells * • Cell structure • Viruses * • Diversity of organisms • Classification and cladistics * • Evolution and speciation • Conservation of biodiversity

Form and function

• Carbohydrates and lipids • Proteins • Membranes and membrane transport • Organelles and compartmentalization • Cell specialization • Gas exchange • Transport • Muscle and motility * • Adaptation to environment • Ecological niches

Interaction and interdependence

• Enzymes and metabolism • Cell respiration • Photosynthesis • Chemical signaling * • Neural signaling • Integration of body systems • Defense against disease • Populations and communities • Transfer of energy and matter

Continuity and change

• DNA replication • Protein synthesis • Mutations and gene editing • Cell and nuclear division • Gene expression * • Water potential • Reproduction • Inheritance • Homeostasis • Natural selection • Sustainability and change • Climate change

Assessment Model

There are four assessment objectives for the DP biology course. Having followed the biology course, students are expected to demonstrate the following assessment objectives.

**** Topics with content that should only be taught to HL students***

Assessment objective 1

Demonstrate knowledge of:

- terminology, facts and concepts
- skills, techniques and methodologies.

Assessment objective 2

Understand and apply knowledge of:

- terminology and concepts
- skills, techniques and methodologies.

Assessment objective 3

Analyse, evaluate, and synthesize:

- experimental procedures
- primary and secondary data
- trends, patterns and predictions.

Assessment objective 4

Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

Assessment at a glance

Assessment		SL	HL
Internal Assessment 10 hours	Scientific Investigation (Data gathering, analysis and report) on a self-chosen biological phenomenon	20%	20%
Paper 1 SL: 1 ½ hours HL: 2 hours	Paper 1A: Multiple Choice Paper 1B: Data-based questions	36%	36%
Paper 2 SL: 1 ½ hours HL: 2 ½ hours	Data based questions and extended-response questions	44%	44%

SUBJECTS

GROUP 4: PHYSICS

STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM SCIENCES. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

COURSE OUTLINE

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. The DP physics requires a mathematical approach to the subject content to ensure an understanding of models, theories and laws. Data analysis is a key skill in DP physics and many opportunities to develop this are provided through the experimental programme.

Syllabus Component

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

KEY TO TABLE:

• TOPICS WITH CONTENT THAT SHOULD BE TAUGHT TO ALL STUDENTS

•• TOPICS WITH CONTENT THAT SHOULD BE TAUGHT TO ALL STUDENTS PLUS ADDITIONAL HL CONTENT

••• TOPICS WITH CONTENT THAT SHOULD ONLY BE TAUGHT TO HL STUDENTS

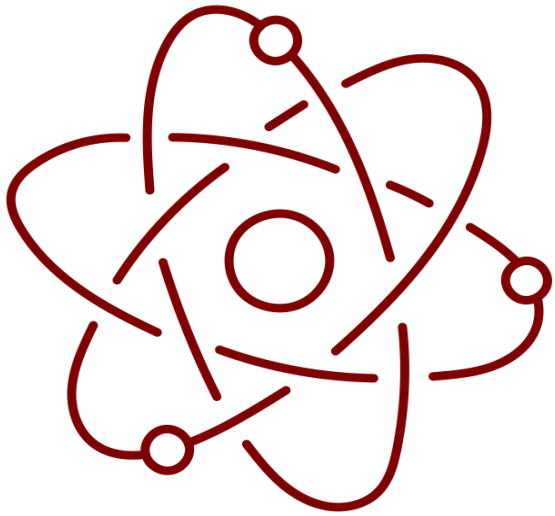
ASSESSMENT MODEL

There are four assessment objectives for the DP Physics course. Having followed the physics course, students are expected to demonstrate the following assessment objectives.

Assessment objective 1

Demonstrate knowledge of:

- terminology, facts and concepts
- skills, techniques and methodologies.



Assessment objective 2

Understand and apply knowledge of:

- terminology and concepts
- skills, techniques and methodologies.

Assessment objective 3

Analyse, evaluate, and synthesize:

- experimental procedures
- primary and secondary data
- trends, patterns and predictions.

Assessment objective 4

Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

Assessment at a glance

Assessment		SL	HL
Internal Assessment 10 hours	Scientific Investigation (Data gathering, analysis and report) on a self-chosen biological phenomenon	20%	20%
Paper 1 SL: 1 ½ hours HL: 2 hours	Paper 1A: Multiple Choice Paper 1B: Data-based questions	36%	36%
Paper 2 SL: 1 ½ hours HL: 2 ½ hours	Short answer and extended-response questions	44%	44%

SUBJECTS

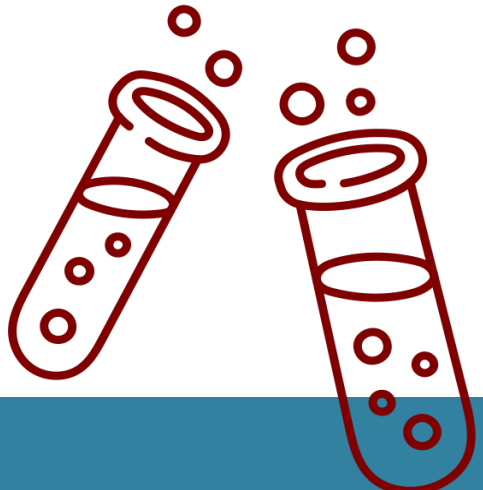
GROUP 4: CHEMISTRY

STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM SCIENCES. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

COURSE OUTLINE

Chemistry helps explain the properties and behaviour of matter, which is fundamental to understand the world around us. It is primarily concerned with identifying pattens and help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level.

Structure 1. Models of the particulate nature of matter Structure 1.1 - Introduction to the particulate nature of matter Structure 1.2 - The nuclear atom Structure 1.3 - Electron configurations Structure 1.4 - Counting particles by mass: The mole structure 1.5 - Ideal gases	Structure 2. Models of bonding and Structure 2.1- The ionic model Structure 2.2 - The covalent model Structure 2.3 - The metallic model Structure 2.4 - From models to materials	Structure 3. Classification of matter Structure 3.1 -The periodic table: Classification of elements Structure 3.2 - Functional groups: Classification of organic compounds
Reactivity 1. What drives chemical reactions? Reactivity 1.1—Measuring enthalpy change Reactivity 1.2—Energy cycles in reactions Reactivity 1.3—Energy from fuels Reactivity 1.4—Entropy and spontaneity (Additional higher level)	Reactivity 2. How much, how fast and how far? Reactivity 2.1 - How much? The amount of chemical change Reactivity 2.2 - How fast? The rate of chemical change Reactivity 2.3 - How far? The extent of chemical change	Reactivity 3. What are the mechanisms of chemical change? Reactivity 3.1 -Proton transfer reactions Reactivity 3.2 - Electron transfer reactions Reactivity 3.3- Electron sharing reactions Reactivity 3.4 - Electron-pair sharing reactions



Experimental programme

- Practical work
- Collaborative sciences project
- Scientific investigation

Assessment Model

Assessment objective 1

Demonstrate knowledge of:

- terminology, facts and concepts
- skills, techniques and methodologies.
-

Assessment objective 2

Understand and apply knowledge of:

- terminology and concepts
- skills, techniques and methodologies.

Assessment objective 3

Analyse, evaluate, and synthesize:

- experimental procedures
  primary and secondary data
- trends, patterns and predictions.

ASSESSMENT

Assessment		SL	HL
Internal Assessment 10 hours	Scientific Investigation (open ended task - analyses data on a chosen research question.	20%	20%
Paper 1 SL: 1 ½ hours HL: 2 hours	Paper 1A: Multiple Choice Paper 1B: Data-based questions	36%	36%
Paper 2 SL: 1 ½ hours HL: 2 ½ hours	Short answer and extended-response questions	44%	44%

SUBJECTS

GROUP 4: DESIGN TECHNOLOGY

STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM SCIENCES. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

COURSE OUTLINE

Design technology aims to develop internationally - minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. Through studying design technology, students should become aware of how designers work and communicate with each other, While the design methodology may take a wide variety of forms. it is the emphasis on a practical approach through design work that characterizes the subject.

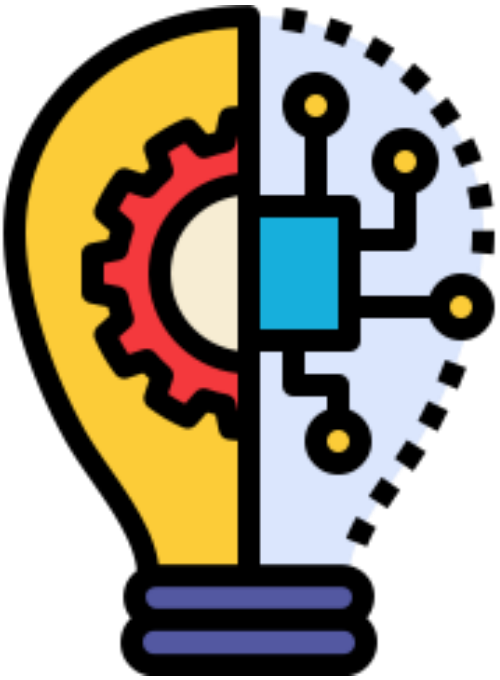
AIMS

Through the overarching theme of the nature of design, the aim of the DP design technology course is to enable students to develop:

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

CURRICULUM MODEL OVERVIEW

Component



Core

1. Human factors and ergonomics
2. Resource management and sustainable production
3. Modelling
4. Raw material to final product
5. Innovation and design
6. Classic design

Additional higher level (AHL)

7. User-centered design (UCD)
8. Sustainability
9. Innovation and markets
10. Commercial production

Practical work

- Design project
- Group 4 project
- Teacher-directed activities

Assessment Model

The assessment objectives for design technology reflect those parts of the aims that will be formally assessed either internally or externally. Wherever appropriate, the assessment draws upon environmental and technological contexts and identify the social, moral and economic effects of technology. It is the intention of the design technology course that students are able to fulfill the following assessment objectives:

1. Demonstrate knowledge and understanding of:

- facts, concepts, principles and terminology
- design methodology and technology
- methods of communicating and presenting technological information.

2. Apply and use:

- facts, concepts, principles and terminology
- design methodology and technology
- methods of communicating and presenting technological information.

3. Construct, analyse and evaluate:

- design briefs, problems, specifications and plans
- methods, techniques and products
- data, information and technological explanations.

4. Demonstrate the appropriate research, experimentation, modelling and personal skills necessary to carry out innovative, insightful, ethical and effective designing.

ASSESSMENT AT A GLANCE

Assessment		SL	HL
Internal Assessment 10 hours	Individual design project	40%	40%
Paper 1 SL: 1 hour 15 mins HL: 1 ½ hours	Paper 1A: Multiple Choice on core and HL extension material	30%	20%
Paper 2 SL: 1 hour 15 mins HL: 1 hour 15 mins	Data - based, short answer and extended-response questions	30%	20%
Paper 3 HL: 1 ½ hours	Structured questions on HI extension material		20%

SUBJECTS

GROUP 4: SPORTS, EXERCISE AND HEALTH SCIENCE

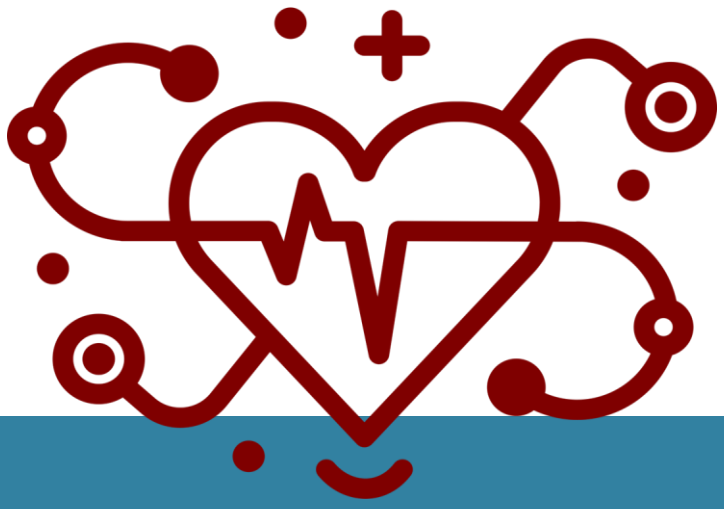
STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM SCIENCES. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

COURSE OUTLINE

Sports, exercise and health science (SEHS) is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. This course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition.

The aims of SEHS are for students to:

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



CURRICULUM MODEL OVERVIEW

Syllabus component

Core

• Anatomy • Exercise physiology • Energy systems • Movement analysis • Skill in sports • Measurement and evaluation of human performance.

Additional higher level (AHL)

• Further anatomy • The endocrine system • Fatigue • Friction and drag • Skill acquisition and analysis • Genetics and athletic performance • Exercise and immunity.

Options (Two of four)

• Optimizing physiological performance • Psychology of sports • Physical activity and health • Nutrition for sports, exercise and health.

Practical work

• Investigations

• Group 4 project

• Individual investigation (internal assessment)

ASSESSMENT MODEL

It is the intention of this course that students are able to fulfill the following assessment objectives:

1. Demonstrate knowledge and understanding of:

- facts, concepts, and terminology
- methodologies and techniques
- communicating scientific information.

2. Apply:

- facts, concepts, and terminology
- methodologies and techniques
- methods of communicating scientific information.

3. Formulate, analyse and evaluate:

- hypotheses, research questions and predictions
- methodologies and techniques
- primary and secondary data
- scientific explanations.

4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

ASSESSMENT AT A GLANCE

Assessment		SL	HL
Internal Assessment 10 hours	Individual Investigation	20%	20%
Paper 1 SL: 1 hour 15 mins HL: 1 hour	Multiple questions on the core and the AHL	20%	20%
Paper 2 SL: 1 hour 25 mins HL: 2 hour 25 mins	Data - based, Short answer and extended-response questions	35%	35%
Paper 3 HL: 1 hour25 mins	Short questions with additional extended response question AHL	35%	35%

SUBJECTS

GROUP 4: ENVIRONMENTAL SYSTEMS & SOCIETIES

STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM SCIENCES. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

REFER TO PAGE 38

SUBJECTS

GROUP 4: MATHEMATICS: ANALYSIS AND APPROACHES

STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM MATHEMATICS. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

COURSE OUTLINE

Mathematics serves to accommodate the range of needs, interest and abilities of students, and to fulfil the requirements of various university and career aspirations.

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course focuses on building key mathematical concepts clearly, logically, and rigorously through a balanced approach. Students learn to apply their knowledge to solve both abstract and real-world problems, while developing the ability to construct, communicate, and justify mathematical arguments.

The course emphasizes understanding mathematical structure and connections between topics, preparing students to continue their mathematical growth in future studies. Through explorations and independent projects, students develop critical thinking skills and engage with diverse mathematical ideas.

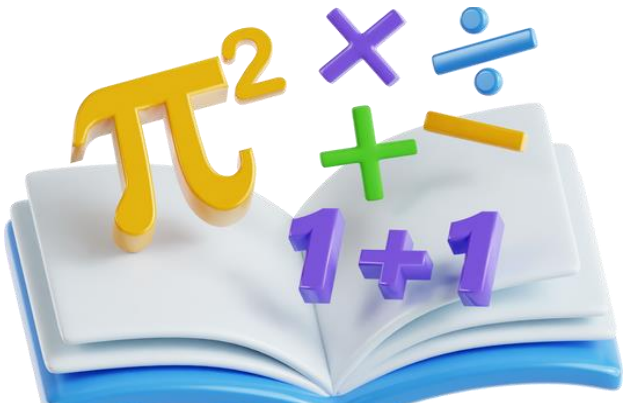
For students interested in mathematics, engineering, physical sciences, and economics

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

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course

- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

CURRICULUM MODEL OVERVIEW



Syllabus Component

- Number and algebra
- Functions
- Geometry and trigonometry
- Statistics and probability
- Calculus

ASSESSMENT MODEL

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems.

The assessment objectives are common to Mathematics: analysis and approaches and to Mathematics: applications and interpretation.

- Knowledge and understanding: Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- Problem solving: Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
- Communication and interpretation: Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
- Technology: Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- Reasoning: Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.
- Inquiry approaches: Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.
- The exploration is an integral part of the course and its assessment, and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

ASSESSMENT AT A GLANCE

Assessment		**SL**	**HL**
Internal Assessment 10 hours	Exploration	20%	20%
Paper 1 SL: 1hour 30mins HL: 2 hours	No technology allowed. Short and extended response based on the syllabus	40%	30%
Paper 2 SL: 1 hour 25 mins HL: 2 hour 25 mins	Technology allowed. Short and extended response based on the syllabus	40%	30%
Paper 3 HL: 1 hour25 mins	Technology allowed. Compulsory extended - response problem - solving questions		20%

SUBJECTS

GROUP 4: MATHEMATICS: APPLICATIONS AND INTERPRETATION

STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM MATHEMATICS. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

Course Outline and Aims

The IB offers two distinct DP mathematics courses—Analysis and Approaches and Applications and Interpretation—catering to different student needs, interests, and goals. Both are available at SL and HL.

Mathematics: Applications and Interpretation focuses on real-world problem-solving, mathematical modeling, and data analysis, reflecting mathematics' growing role in diverse fields. It covers traditional topics like calculus and statistics while emphasizing contextual understanding. Students develop strong technology skills, apply math to practical situations, and learn to interpret results. External assessments require technology use.

The course also fosters independent learning through explorations, encouraging students to engage critically with mathematical ideas and build skills for future study.

CURRICULUM MODEL OVERVIEW

Refer to Math: AA

Assessment Model

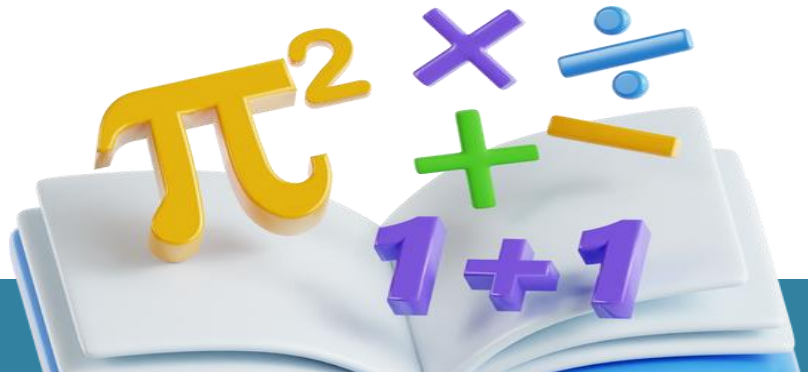
Refer toe Math: AA

ASSESSMENT AT A GLANCE

Refer to Math:AA

Ideal Career Paths for Math AI:

- **Finance:** Investment banking, financial planning, and insurance
- **Business:** Business analytics, marketing research, and management consulting
- **Data Science:** Data analysis, machine learning, and statistical modeling
- **Healthcare:** Epidemiology, medical research, and bioinformatics
- **Other Applied Fields**: Economics, psychology, and social sciences



SUBJECTS

GROUP 6: VISUAL ARTS

STUDENTS ARE REQUIRED TO CHOOSE ONE SUBJECT FROM EACH OF THE SIX ACADEMIC AREAS, INCLUDING ONE FROM THE ARTS. THEY CAN CHOOSE A SECOND SUBJECT FROM EACH ACADEMIC AREA EXCEPT THE ARTS.

COURSE OUTLINE

The IB Diploma Programme's visual arts course inspires students to push their creative and cultural boundaries. This engaging programme fosters analytical thinking, problem-solving, and innovative approaches, while helping students build technical skills and artistic confidence. Learners explore diverse visual arts perspectives and contexts, actively experimenting with contemporary techniques and media while reflecting critically on their work. The course caters both to aspiring visual arts students pursuing higher education and those seeking personal growth through artistic expression.

Visual arts teachers play a key role in structuring meaningful learning experiences, guiding students to achieve their potential and meet course expectations. The goal is to cultivate independent, knowledgeable, and skilled artists who can navigate the world of visual arts with confidence.

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

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.

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

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



CURRICULUM MODEL OVERVIEW

COMPONENT

Visual arts in context

- Examine and compare the work of artists from different cultural contexts.
- Consider the contexts influencing their own work and the work of others.
- Make art through a process of investigation, thinking critically and experimenting with techniques.
- Apply identified techniques to their own developing work.
- Develop an informed response to work and exhibitions they have seen and experienced.
- Begin to formulate personal intentions for creating and displaying their own artworks.

Visual arts methods

- Look at different techniques for making art.
- Investigate and compare how and why different techniques have evolved and the processes involved.
- Experiment with diverse media and explore techniques for making art.
- Develop concepts through processes informed by skills, techniques and media.
- Evaluate how their ongoing work communicates meaning and purpose.
- Consider the nature of "exhibition" and think about the process of selection and the potential impact of their work on different audiences

Communicating visual arts

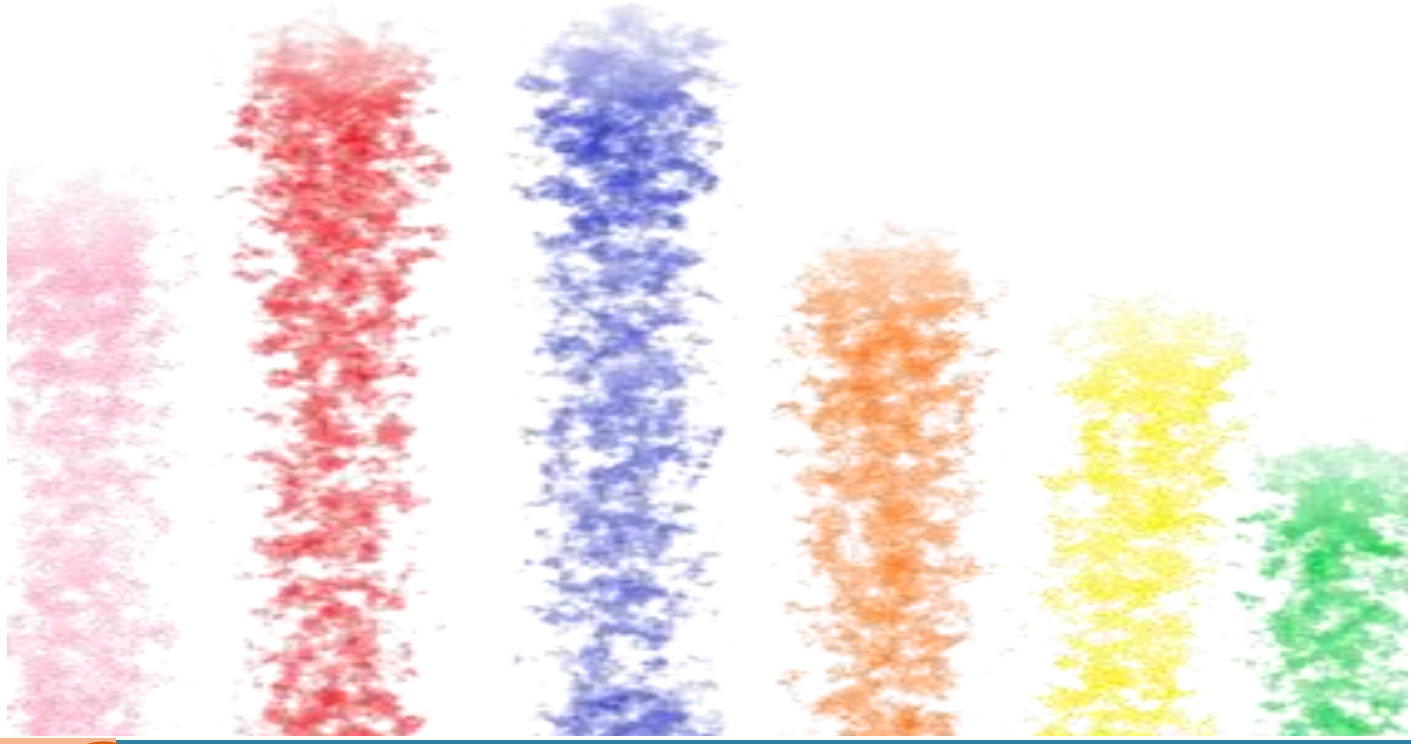
- Explore ways of communicating through visual and written means.
- Make artistic choices about how to most effectively communicate knowledge and understanding.
- Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.
- Select and present resolved works for exhibition.
- Explain the ways in which the works are connected.
- Discuss how artistic judgments impact the overall presentation.



ASSESSMENT MODEL

Having followed the visual arts course, students are expected to:

1. Demonstrate knowledge and understanding of specified content
    - Identify various contexts in which the visual arts can be created and presented.
    - Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers.
    - Recognise the skills, techniques, media, forms and processes associated with the visual arts.
    - Present work, using appropriate visual arts language, as appropriate to intentions.
2. Demonstrate application and analysis of knowledge and understanding
    - Express concepts, ideas and meaning through visual communication.
    - Analyse artworks from a variety of different contexts.
    - Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making.
3. Demonstrate synthesis and evaluation
    - Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response.
    - Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience.
    - Demonstrate the use of critical reflection to highlight success and failure in order to progress work.
    - Evaluate how and why art-making evolves and justify the choices made in their own visual practice.



ASSESSMENT MODEL

4. Select, use and apply a variety of appropriate skills and techniques

- Experiment with different media, materials and techniques in art-making.
- Make appropriate choices in the selection of images, media, materials and techniques in art-making.
- Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes.
- Produce a body of resolved and unresolved artworks as appropriate to intentions.

ASSESSMENT AT A GLANCE

Assessment		SL	HL
Internal Assessment	Exhibition	40%	40%
Task 1 Comparative Study	Students critically examine and compare artworks across cultures and artists.	20%	20%
Task 2 Process Portfolio	Students present curated work demonstrating their artistic experimentation and development in each unit.	40%	40%



LINK TO OTHER POLICIES

ADMISSION AND THE DP HANDBOOK

Our Admission Policy sets requirements for students joining us for DP 1 and 2, while the DP handbook outlines programme expectations, which includes subject choices offered at Lady Andal School. This alignment ensures that students admitted to the school are prepared for the programme's demands and that teachers, students, and parents have a clear understanding of the expectations.

ACADEMIC INTEGRITY AND THE DP HANDBOOK

The Academic Integrity Policy is closely linked to the DP Handbook, as in both these documents, we emphasize the importance of ethical conduct in academic work. Additionally, the handbook explains the procedures for handling academic misconduct, which helps students understand programme requirements.

ASSESSMENT POLICY AND THE DP HANDBOOK

The Assessment Policy is directly reflected in the DP Handbook, which serves as practical guide for students and teachers on how assessments are conducted in the DP.

LANGUAGE POLICY AND THE DP HANDBOOK

The Language Policy informs several aspects of the DP handbook, particularly in guiding language and development throughout the Diploma Programme. The handbook outlines expectations for language proficiency in instruction, assessments, and written work, especially for students in bilingual and multilingual settings.

INCLUSION POLICY AND THE DP HANDBOOK

At Lady Andal School, we ensure that all students, regardless of their learning needs and backgrounds, have equitable access to the DP curriculum.

REFERENCE

- **"Authentication Selector." Sso.ibo.org, resources.ibo.org/data/d_0_dpyyy_mon_1504_1_e.pdf.**
- **International Baccalaureate Organization. "DP Curriculum | International Baccalaureate®." International Baccalaureate®, 2019, www.ibo.org/programmes/diploma-programme/curriculum/.**
- **International Baccalaureate Organization. "Diploma Programme (DP)." International Baccalaureate, 2019, www.ibo.org/programmes/diploma-programme/.**

LADY ANDAL SCHOOL

Shenstone Park, No. 7, Harrington Road, Chetpet, Chennai - 600031

+91 73586 99957

admin@ladyandalschool.edu.in

www.ladyandalschool.edu.in