



KEYSTONE

IB DIPLOMA CURRICULUM

HANDBOOK 2026-2028

Keystone Academy

Schoolwide Definition of Learning

At Keystone Academy, learning is a life-long journey rooted in heritage, outward in perspective and framed by our five shared values.

Learning encompasses the discovery of new knowledge, skills and understanding, allowing for inquiry, creativity and connections in a local and global context.

This journey empowers our learners to develop character and fosters a joy of learning in experiences that occur both inside and outside the classroom.

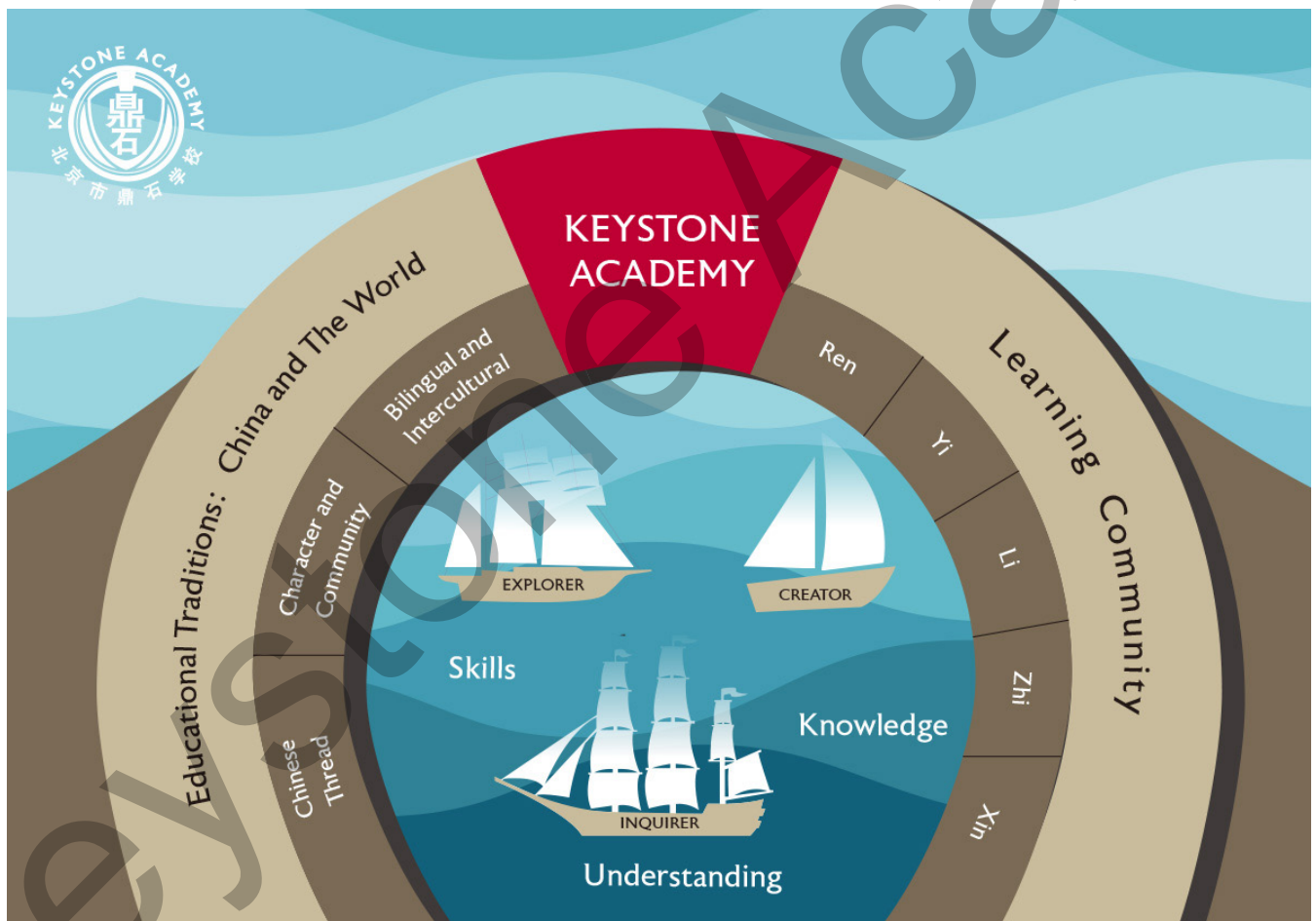
Effective learning in Primary takes place when:

- I am excited about my learning
- I feel secure and supported in my learning journey
- I have goals and feel challenged

- I learn from my mistakes and I can take risks
- I know how I am learning
- I work with others to reach my goals
- I take ownership of my learning
- I make connections between learning, myself and the world

Effective learning in Secondary is:

- Dynamic and challenging
- Holistic and balanced
- Inclusive and personalized
- An individual pursuit as well as a collaborative process
- Varied and contains different approaches
- Focused on process, as much as outcomes
- Experiential, where connections are made to real life
- Committed to character and community



Keystone Academy

IB Diploma Curriculum Handbook 2026-2028

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Mission

Keystone Academy is a new model of education in China. It blends distinctive traditions in eastern, western, and international education, creating a new world school with a liberal arts program that is academically outstanding. All our endeavors are framed by five shared Confucian values: compassion, justice, respect, wisdom and honesty.

At Keystone, we embrace a world that is dynamic and ever-changing. We learn from and we learn for this enterprising, global, and diverse community.

Our keystones are:

- bilingual immersion in Chinese and English;
- building character and community throughout our residential setting;
- promoting Chinese culture and identity in a world context.

Our ambition is to share successes generously and to learn from failures bravely, to open our doors to many, and to engage fully with the world of education, and the world at large, beyond our gates.

Our students are hungry for opportunity, bold in their thinking, and creative in their instincts. They are encouraged to become expansive in their dreaming, determined in their actions, collaborative in their teamwork, and humble in their achievement. They learn to be stewards of the environment and to be at ease with otherness.

Our teachers are passionate about learning, rigorous in their standards, and inspirational in their methods. They are respectful listeners, attentive caregivers, interrogative thinkers, compassionate mentors, and world-minded citizens.

Our graduates will possess the intellectual, cultural, and ecological fluency to navigate gracefully the colleges, careers, and communities of their choice. They will know how to apply their emotional intelligence, character, and zest for learning to help develop and improve the communities in which they live.

Shared Values

Each member of the Keystone Academy community — parents, students, teachers and support staff — is expected to act in ways that show respect, compassion and consideration for others, and to provide a safe and healthy learning environment for all. Membership in our community offers unique privileges and also implies shared responsibility. In an atmosphere where safety, trust and belonging are our goals, we create a strong community partnership through a collective sense of values and traditions. All community members affirm our Five Traditional Values, and these core principles provide the foundation for our behavior and interactions.

REN 仁 COMPASSION

Individuals are not completely autonomous; we are social beings who derive identity from our interactions with each other. We recognize the interdependence of communities and cultures. We act with kindness, understanding and empathy in our relationships with others. We value the quality of our connections, and care for the emotional, physical and spiritual health of self and those around us. We act with a generous spirit and make a positive difference in the communities in which we live and learn.

YI 义 JUSTICE

We act rationally and fulfill our responsibilities courageously and with determination, steadfast in our integrity and sense of balance. We resolutely uphold justice for all. We are compassionate stewards of our community, of humankind, and of our world ecology.

LI 礼 RESPECT

We value the norms and expectations for social behavior in our community and beyond. We base our interactions and relationships on respect, reverence, equality and a desire to serve and better understand each other. We possess a sense of duty and compassion towards family, community and our ever-changing world.

ZHI 智 WISDOM

We accept the wisdom of others while diligently pursuing personal enrichment and knowledge. Wisdom guides us to make the right decisions in life. We use intuition, intelligence and reflection to seek higher meaning and we employ our introspective abilities to understand the human heart and condition. We carry forth our knowledge to lead and serve in ways that benefit the common good.

XIN 信 HONESTY

Honesty and trust are the building blocks of every community. We rely on good intentions, the honoring of commitments and authenticity in each and every interaction. Our community members tell the truth, act with integrity and live up to the highest of expectations. We will be self-governing, accept responsibility for our actions and lead by example.

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the IBO espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the IB programmes is the concept of education of the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner.

IB Learners strive to be

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

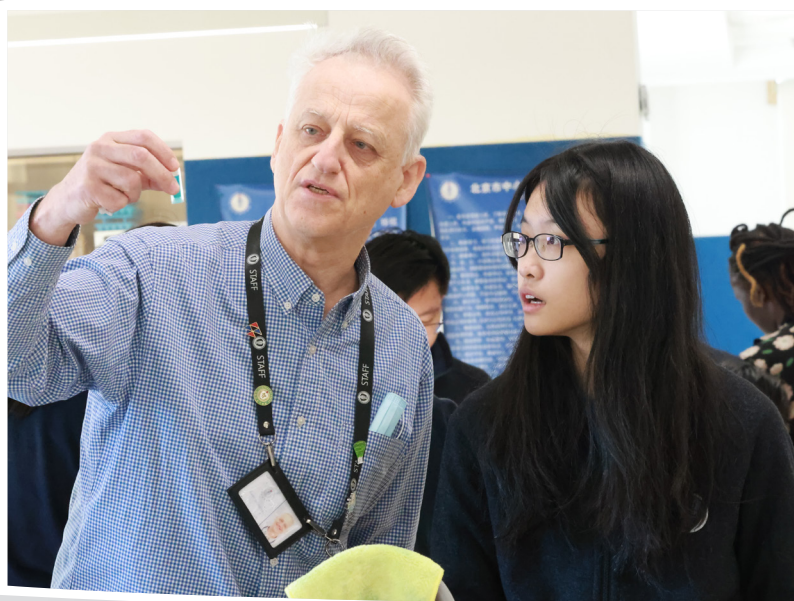
Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to

service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.





Some Questions about the IB

What is the International Baccalaureate (IB)?

The International Baccalaureate is a rigorous, international curriculum which offers high quality programs of education to a worldwide community of schools. There are more than 1.3 million IB students at 4,388 schools in 139 countries. The IB incorporates the best elements of several national educational systems with a focus on academic rigor, an international perspective and the interrelationship of all knowledge.

What is the IB's 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 IB works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

How does the IB align with the Keystone Mission?

The IB Diploma is a natural partner to our school's ethos and vision. Keystone Academy is a community school, locally-rooted but globally minded. As a Chinese school with a global perspective,

we foster the fundamental principles of the International Baccalaureate:

- International-mindedness
- Holistic Education
- Communication

Keystone Academy students benefit from an international education by gaining historical and contemporary knowledge of the world, and a strong foundation in Chinese language, culture and heritage whilst, at the same time, acquiring English as a second or even complementary first language. They develop an awareness and understanding of global issues and of interacting with people who may hold differing views and perspectives.

Keystone Academy students are principled and they examine critically the viewpoints of others while acting in support of them. They think and act critically, creatively and independently and understand the relationship between rights and responsibilities while practising tolerance and acceptance. Keystone Academy students are rooted in the school's five shared values: Compassion, Justice, Respect, Wisdom and Honesty.

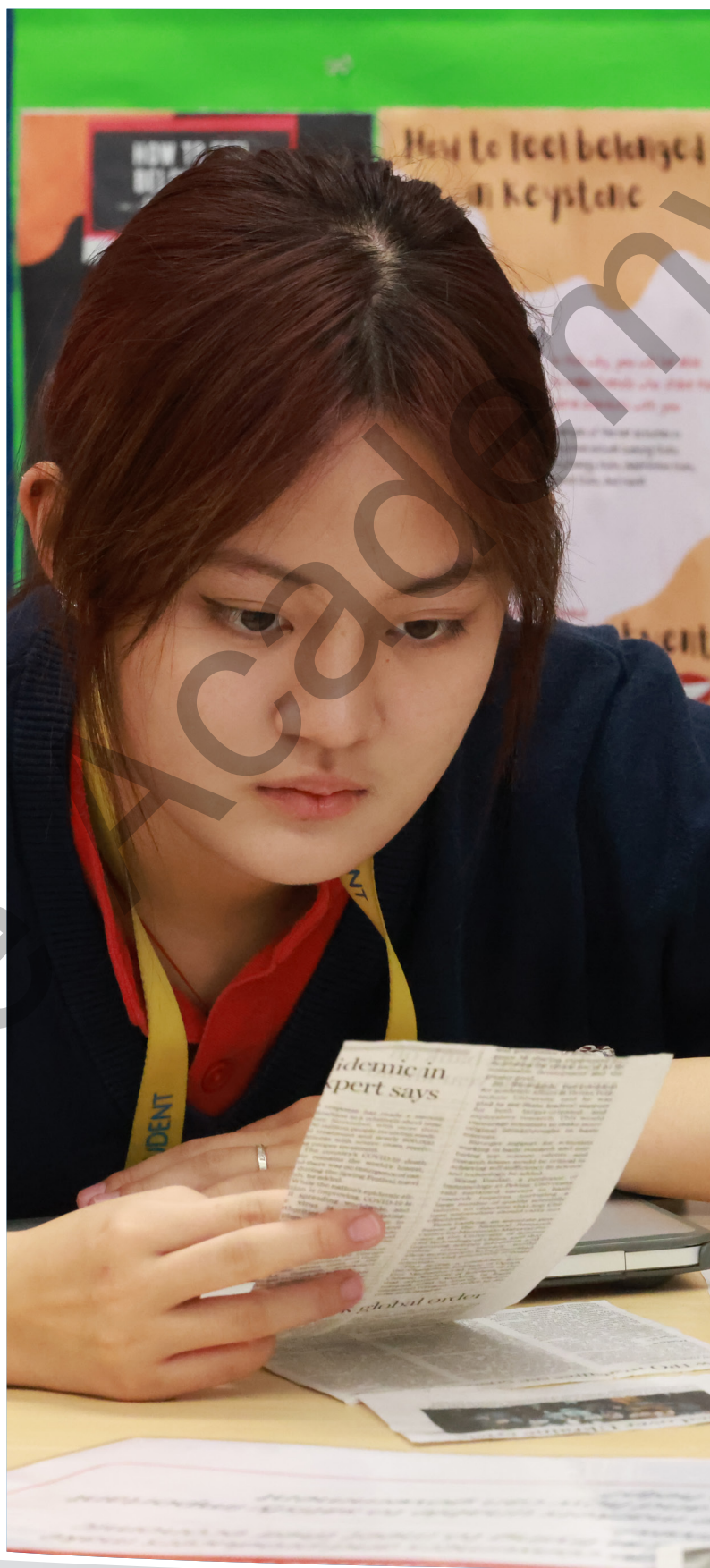
How do students benefit from earning an IB Diploma?

The advantages afforded to a student earning an IB Diploma are many. Since the Diploma is internationally recognised, universities throughout the world are eager to admit Diploma-holders into

their institutions because the IB Diploma produces students who are well-rounded, possess depth and breadth in their studies, take on challenging risks and learn to reflect on their growth. IB graduates are knowledgeable thinkers who analyze critically the world around them and work towards creating a better, more peaceful world. They have very strong communication skills and are able to adapt creatively and flexibly to a wide range of circumstances.

The student who satisfies the demands of the IB Diploma demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of wide-ranging skills. He or she is also encouraged to appreciate the enduring value of human diversity and its legitimate boundaries, while at the same time understanding the common humanity that we all share. While each component of the Diploma Programme has specific aims and assessment objectives, the distinctive aims of the program as a whole are to:

- provide an internationally accepted qualification for entry into higher education
- promote international understanding
- educate the whole person, emphasizing intellectual, personal, emotional and social growth
- develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically.



Admission Requirements

In accordance with the Keystone Academy mission, we seek to develop students who are hungry for opportunity, bold in their thinking, creative in their instincts, expansive in their dreaming, determined in their actions, collaborative in their teamwork, humble in their achievement, stewards of the environment, and at ease with otherness.

We are a national school, serving Chinese students, but we are also committed to attracting a diverse student population with representatives from a range of nationalities, economic backgrounds, and cultures. We see ourselves as a world school with a local flavor.

Keystone is a school community dedicated to nurturing academic excellence, creativity, discovery, and compassion within its student body. Our admission team looks for students who are prepared to engage with a rigorous academic program that embodies high expectations. We seek to bring together a group of bright, broadly-talented students, and we will help them to grow in intellectual, emotional, physical, social, and cultural realms.

A qualified student is one who is likely to find success in the Academy's bilingual, residential, university preparatory program. Depending on the applicant's age, this determination will be made by Keystone through a variety of means, including interviews, a review of official school records, standardized assessments, and other evaluative procedures. We are looking for students who bring unique qualities to their grade at the Academy, and who distinguish themselves through their potential, their academic record, and their performance on the various components of our admission appraisal process.

Keystone does not discriminate on the basis of gender, race, ethnicity, disability, religion, sexual orientation, gender identity, or national origin in the administration of our admission policy or scholarship program.

Applicants to Grades Eleven or Twelve must exhibit appropriate preparation to transition smoothly into the demands of the IB Diploma Programme.



Internal candidate entry

In order to ensure access to an IB Diploma Higher Level course, a student will usually, but not necessarily, have studied the subject in Grade 10 and gained at least an end of year MYP level 5 or equivalent. In order to ensure access to an IB Diploma Standard Level course, a student must have gained at least an end of year MYP level 4 or equivalent in the last year that he/she studied the subject. Please note that if a subject is not offered in Grades 9 and 10, for instance group 3 Business Management or group 5 Computer Science, a student should have gained a suitable grade in another subject from the same group.

High School Curriculum Pathways

The High School curriculum is currently comprised of two possible pathways. There is coherence in both programmes and aspects of each are common to all students. Each pathway is part of a continuous educational opportunity for the student. Both pathways lead to the award of the Keystone Diploma.

Two academic pathways

1. Full International Baccalaureate Diploma
2. Keystone Diploma - Diploma Programme Courses (Certificates).

Both pathways:

- Meet entry requirements for a broad range of university and tertiary institutions around the world
- Support all students in attaining their educational goals
- Require a high level of English language proficiency, and therefore students requiring EAL support must make appropriate arrangements outside of school
- Are comprised of courses which have external verification and grading



- Contain a core element, as well as a wide range of examination subjects from which students may select a field of study appropriate to their ability and interests. The core is designed to ensure that the student's education is kept within a broad context. It comprises Creativity, Activity and Service (CAS), Theory of Knowledge (TOK), a research paper or Extended Essay (EE), and college counseling, as well as demonstrated participation in Keystone Academy's three keystones.

Pathway One - The IB Diploma Programme

The IB Diploma programme consists of 6 subject groups:

- 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 and/or electives

Students wishing to take the full IB Diploma must:

- choose **ONE subject** from every group = **6 subjects**
- choose **3 Higher Level** and **3 Standard Level** courses
- successfully satisfy core elements: **CAS, Theory of Knowledge and Extended Essay** (students must score higher than a Grade E in both Theory of Knowledge and the Extended Essay).

Who is the IB DP for?

The IB is suited to motivated and responsible students with a combination of the following characteristics:

- An ability to cope with university courses when they leave Keystone
- The willingness to develop positive study characteristics, including self-discipline, self-motivation and time management
- A capacity for thinking critically and creatively
- An international outlook and genuine concern for others.

Throughout their studies students discover that effective learners following an IB curriculum need to be motivated, knowledgeable, reflective and socially interactive. A student gaining the IB Diploma is usually awarded a Keystone Diploma.

Pathway Two – Keystone Diploma



(Diploma Programme courses)

Students only wishing to qualify for the Keystone Diploma must still take Diploma Programme Courses (Certificates) instead of the full IB Diploma Programme. Students will need to:

- take at least FIVE IB Diploma subjects as well as satisfactorily complete the IB core elements: CAS, TOK, EE (suitable to their ability and effort)
- take these courses at either Higher or Standard level (except for core courses).

Students will normally be expected to take both an English and Chinese language course as well as a Mathematics course.

Students not doing the full IB Diploma and selecting separate courses must also satisfy all other requirements as stipulated in the Keystone Diploma (see Appendix 1) as well as consult carefully with parents, advisor and the IBDP Coordinator on subject choices and/or changes.

Subject Choices 2026-2028

In 2026-2028, Keystone Academy intends to offer the following IB Diploma Programme courses:

Studies in Language and Literature	Chinese A: Language and Literature	HL & SL
	Chinese A: Literature	HL & SL
	English A: Language and Literature	HL & SL
	Self - Taught Languages	SL only
Language Acquisition	Chinese B	HL & SL
	English B	HL & SL
	Language ab initio (Mandarin)	SL only
Individuals & Societies	Business Management	HL & SL
	Economics	HL & SL
	History	HL & SL
	Psychology	HL & SL
	Geography	HL & SL
	Environmental Systems and Societies	HL & SL
	(Interdisciplinary - satisfies the requirements of both group 3 and 4)	
Sciences	Biology	HL & SL
	Chemistry	HL & SL
	Design Technology	HL & SL
	Physics	HL & SL
	Computer Science	HL & SL
	Environmental Systems and Societies	HL & SL
	(Interdisciplinary - satisfies the requirements of both group 3 and 4)	
Mathematics	Maths: Analysis and Approaches	HL & SL
	Maths: Applications and Interpretation	HL & SL
Arts & Electives	Music	HL & SL
	Theatre Arts	HL & SL
	Visual Arts	HL & SL
	Film	HL & SL

Electives - students who do not wish to take a Group 6 Arts subject may choose to do any other course from Groups 1 through to 4 from a select list of options.

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

The distinction between Higher Level and Standard Level courses is an important feature of the IB Diploma Programme and details vary from subject to subject. Some subjects have a common examination and the distinction is on the quantity of material covered while others have a different curriculum for each of the levels.

Higher Level subjects will involve 240 hours of instruction over

two years and they generally reflect the student's interests and strengths. HL courses are more lengthy and difficult and their internal assessments are more thorough and demanding.

Standard Level subjects are less demanding but still comparable to introductory college level courses. Standard Level subjects will involve 150 hours of instruction over two years.



Assessment

The IB grading system is criterion based. Results are determined by performance against set standards, not by each student's position in the overall rank order.

In nearly all subjects at least some of the assessment is carried out internally by teachers who mark individual pieces of work produced as part of the course of study. Examples include oral exercises, projects, portfolios, presentations, practical laboratory work and mathematical investigations. Some assessments are conducted and overseen by teachers but marked and moderated externally.

IB Diploma Programme students take written examinations in May of their senior year. These exams are marked by external IB examiners and results are available at the beginning of July.

Choosing your courses

There are many questions to ask yourself and your parents when choosing your IB Diploma courses. As you consider your choices, use these questions to guide your decision making:

- What is my primary motivation for choosing the IB Diploma Programme?
- How successful have I been in the past in challenging courses?
- Do I enjoy educational challenges?
- How much do I contribute to the class?
- Do I enjoy reading?
- Do I draw my own conclusions or do I want the teacher to tell me what I am supposed to think?

When choosing your courses you should be considering the

following:

- Which subjects you possess the most ability or talent in
- Which subjects you enjoy learning about the most
- What you would like to study in university
- Which subjects may be deemed important for your own career path or for projected employment trends
- Which subjects provide the right degree of challenge for you
- Which subjects lend themselves to a holistic balance
- Which subjects provide you with intellectual stimulation
- A realistic balance of higher and standard level subjects.

When planning an IBDP course, students should bear the following in mind:

- The same subject cannot be taken at both HL and SL
- The same language cannot be taken in both Group 1 and Group 2
- A student who is bilingual may take two Language A courses (with approval from IBDP Coordinator and Department Leaders).

Students should take into account their future study and career plans. As previously implied, certain selections or omissions from the programme will limit study choices in some university systems. Therefore, before they plan their IB programme, students should become familiar with the requirements and expectations of the universities in the country or countries to which they intend to apply. They should consult with the Office of College Counseling for information about specific university requirements.

Furthermore, there are also online DP courses available through Pamoja Education (see “Online DP Courses”) for the right candidates.

The Bilingual Diploma

A Bilingual Diploma is granted to a student who:

- a. has completed two languages selected from group 1 with the award of a grade 3 or higher in both
- b. has completed one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

Thus, if you are taking a Chinese course from Group 1 such as Literature or Language and Literature, you will automatically qualify for the Bilingual Diploma.

A Bilingual Diploma is prestigious and can improve a student's profile on application to university.

Students who wish to do two first language courses must first check with the IBDP Coordinator, his/her parents and university requirements for tertiary study. Students who choose to do TWO first languages should:

- exhibit a love for literature (they read frequently for pleasure because they enjoy it)
- possess a talent for critical analysis and ability to craft persuasive literary arguments
- be able to think quickly in both languages and understand the subtleties and nuances of the two languages.



Pastoral Guidance

Attitude to study

The IB is not a course purely based on academic rigor - it focuses on the individual as a whole and guides her or him to build on key skills as well as scholastic ones. The key expectations of all IB students are that they are organised, focused, dedicated and communicative, with a desire to be challenged and pushed. This builds a foundation of the skills needed to cope with higher education and, beyond that, the work place.

Students are expected to come to all of their classes ready to learn. They should be focused and engaged and display a willingness to learn. They must be properly equipped. If they are not, it is quite likely they will be unable to participate in the lesson. Any missed work due to disorganisation must be caught up in the student's own time.

In order to succeed in the course, we expect students to be able to meet strict deadlines and to deal with a much higher workload than the MYP. Of course, guidance will be given in this aspect, but IB Diploma students are of an age where they should be becoming more independent in their daily lives and study. This requires a degree of focus which is demanding of both their time and their resources.

A student may struggle or have areas of weakness which may be a drawback to the study of IB Diploma courses, but if they are willing to communicate clearly and effectively with their teachers and the advisors, asking for help and allowing themselves appropriate time to complete work and meet deadlines, then they will achieve what is needed to succeed.

Homework

Because of the demands of the IB and the volume of study material, it is essential that students keep up to date with their work at all times. Students should note the following:

- Homework should usually be attempted on the day that it is set
- Homework should not be done late at night when a student will be tired or less focused
- If students have problems in completing homework and



there is no one available who can help them, they should go over their notes, go online to research the topic and/or contact another member of their class for help

- If a student still does not understand, email the teacher that evening to arrange an appointment to see them the next day (in most cases, this will still allow them time to complete the homework within the deadline as it is being first attempted on the day it is set)
- If any homework is missed, for any reason, the student is fully responsible for catching up and submitting it to the teacher for the next day
- Homework should not be limited to that set by the teachers. If a unit of work has been completed then students are expected to make revision notes/cards of condensed information (as necessary) in preparation for exams. In addition to this, students should be participating in wider reading of a range of subjects (book lists will be provided by teachers for each subject).

Checklist for successful study

The attitude that we expect from our students is highlighted above, but there are a series of practical steps that students can take to make their study successful:

- Complete revision notes/summative notes after each unit of study since if you leave it until just before the deadline, then you will have too much work to do at once
- Keep your files up to date both on paper and on your computers
- Keep your working files up to date, so that you never come to a class without the correct materials (this is especially important at IBDP as if you do not have the correct materials, it is often not possible for you to participate in the class)
- If you are absent from school, you must ensure you contact your teacher directly for any work missed
- Keep a clear track of upcoming deadlines and attempt to have first drafts of work completed well before these deadlines. Often, if you do not submit a first draft you are in jeopardy of receiving valuable feedback which will inform your completed work
- If you have misunderstood any part of your course, address it with the teacher immediately
- If you are feeling stressed and are not sure how to handle the workload, do not hide from it: speak to your advisor/subject teachers and they will help you prioritise and balance what needs to be completed.

Dealing with stress

The jump from MYP to DP is a big one and students will have far more subject content to cover as well as extra-curricular, CAS commitments, which all count towards their final course grade. In addition to this, students' work is continually assessed and examinations and coursework take place throughout the course of both years. Furthermore, especially in the second year, students are very busy putting together university applications. Being under this kind of pressure over an extended period of time can lead to stress. Unlike university, we are able to provide much needed support and to give students the skills needed to deal with this stress, something that will help them throughout life.

If a student finds her/himself stressed, has feelings of being unable to cope, being overwhelmed or overloaded, they must not suffer in silence. The quickest and most effective way of dealing with stress is to communicate it to someone. Students can speak to parents, advisors, subject teachers and counselors in school. It is most important that stressful situations and feelings are addressed



as soon as possible so that they do not grow unnecessarily and impede both development and wellbeing.

Meeting deadlines

To be a successful IB Diploma student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record, and to complete work on time and to an appropriate standard. In all courses, students must complete mandatory coursework assignments. Typically this coursework amounts to 25% of the final grade for each course, although in some cases it may be higher or lower. The key to doing this work to an acceptable standard is organisation, and the importance of keeping to internal deadlines cannot be stressed enough.

Graduation Requirements

There is a maximum of 7 points available for each of the six required elective courses. In addition, there are 3 points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at Higher Level. In general, in order to receive the IB Diploma, a student will have to score at least a 4 in each subject, or 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

Students will be considered for graduation from Keystone Academy if they successfully complete the requirements of Pathway One (IB Diploma) and/or Pathway Two (Keystone Diploma) as outlined on page 11.

For information on the Keystone Diploma, see Appendix 1.

From the May 2017 session the following failing conditions and associated codes for the IB Diploma are in place.

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for Theory of Knowledge, Extended Essay or for a contributing subject.
4. A grade E has been awarded for one or both of Theory of Knowledge and the Extended Essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. 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).
10. Candidate has received a penalty for academic misconduct from the Final Award Committee.



Core Requirements

The IB Diploma Programme consists of three core elements:

- Creativity, Activity and Service (CAS)
- Theory of Knowledge (TOK)
- Extended Essay (EE)

These are not additional subjects and must be satisfactorily completed by every IB Diploma student. They are intended to act as an interdisciplinary link between the subject areas and enhance the holistic educational experience of IB students.

Those taking academic Pathway Two (IB Diploma Programme courses) are able to take these elements as subjects and receive certification for them. To qualify for a Keystone Diploma, all students must participate in CAS, TOK, and the EE to an appropriate level of proficiency.

Creativity, Activity, Service (CAS)

Creativity, Activity & Service (CAS) is an integral part of the International Baccalaureate's Diploma Programme as well as of the school's culture. In order to obtain their Diploma, students must successfully complete the CAS component. At Keystone all students are expected to participate in CAS throughout their school careers. However, students studying for their Diploma are required to be more involved and proactive in CAS, learning to be much more independent in developing their own CAS programme rather than having teachers organise it for them. This, in turn, provides an integral part of a holistic education and helps develop a more balanced lifestyle, something that should be lifelong.

Keystone's CAS vision

CAS provides students with opportunities to transform their classroom learning into genuine, real world experiences of growth and personal development. It offers a vital pathway to meeting the Keystone vision of inspiring students to realise their full potential as responsible, principled and respectful global citizens. At the core of our philosophy, we seek to develop a culture in which all members of the Keystone community are committed to supporting students as they challenge themselves to grow through CAS, in the classroom, across the school, throughout Beijing and China, and in the wider world.

What is CAS?

Some activities are CAS, and some are not. Some activities can be easily placed into one of the three categories, and some cannot. Some examples of CAS activities are:

Creativity

- Arts (e.g. theatre, music, painting)
- Teaching (e.g. sports coaching, peer mentoring)
- Thinking (e.g. debating, orienteering, computer programming)

Activity

- Sports (e.g. swimming, badminton, football, basketball)

- Outdoor pursuits (e.g. hiking, camping, kayaking)
- Other physical activities (e.g. tree planting, theatre set design)

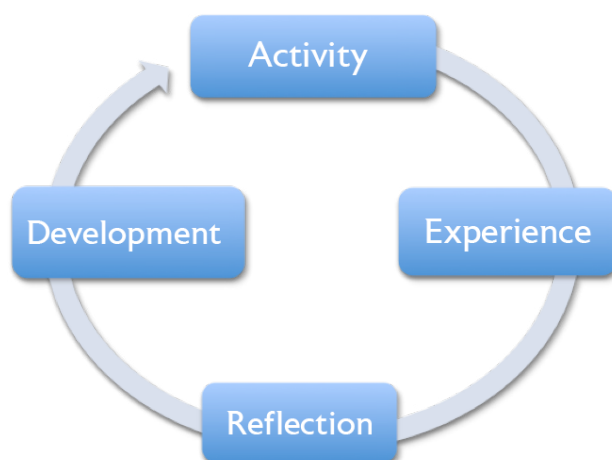
Service

- Volunteering (e.g. school cleanup, reading to students in a school for the disadvantaged, Project Roundabout)
- Helping others to do something; coaching (e.g. helping the basketball coach; reading a book to younger children)

Under the Diploma Programme, CAS is the ongoing participation in a range of organised activities involving elements of creativity, activity and service. Students are expected to participate equally in each of the three areas. Activities must challenge students, and as such, they should be something the student has not tried before. If students wish to continue with a previous activity, they can approach it in a different way: for example, a student who has played basketball for 5 years might wish to try basketball coaching or refereeing as a way to add a new element to something familiar.

Assessment

Students are considered to have successfully completed CAS if, by the end of their Diploma studies, they have met the 7 learning outcomes set down by the IBO. These outcomes will be presented to students during the CAS programme: To begin with, it is enough for students to know that they need to challenge themselves in the three CAS areas. The IB Coordinator, in conjunction with the CAS Coordinator, will ultimately decide whether a student has successfully met the learning outcomes and will have thereby satisfied the CAS requirement of the Diploma.



What CAS is not

The following are examples of activities that do not count as CAS:

- Classes and activities that are already part of the Diploma
- Any activities where students are given financial or material rewards
- Simple, repetitive or tedious work (e.g. photocopying, washing dishes)
- Religious or political activities
- Passive activities (e.g. watching a movie, attending the theatre or watching sports)
- Unplanned sports (e.g. lunchtime football kick around)

It is important to remember that CAS is not about the quantity of activities, but instead is about the quality of experiences that students have.

The CAS process

Over the course of the Diploma, students will be expected to:

- **Plan** – whilst school-organised activities are acceptable in some cases, students need to initiate and plan their own activities, increasingly so in Grade 12
- **Participate** – students need to demonstrate active and ongoing involvement in their activities
- **Reflect** – students need to reflect on their activities to help them understand what they have learned
- **Record** – using Managebac, students will need to record their progress through CAS
- **Interview** – students will be interviewed by their CAS Advisor on three occasions, with the aim of helping students monitor their progression.

What helps in CAS?

Attitude! Students who are negative and resent the requirements of CAS find it very difficult to succeed. To make the most of CAS, students need a positive attitude, a willingness to learn, an appetite for challenge and an open mind. These are all traits that can be learned through CAS.

Theory of Knowledge

The interdisciplinary TOK course is designed to develop a coherent approach to learning that transcends and unifies the

academic areas and encourages appreciation of other cultural perspectives while asking students to consider how individual and shared knowledge are constructed and critically examined.

The Theory of Knowledge course is in part intended to develop international-mindedness by encouraging students to reflect on their own beliefs and assumptions, and to understand that knowledge includes a responsibility to take responsible action when huge shifts such as the digital revolution, and the information economy are bringing changes to our world. The extent and impact of the changes vary greatly in different parts of the world, but everywhere their implications for knowledge are profound.

Theory of Knowledge in Chinese and English

Theory of Knowledge at Keystone is unusual in that all TOK classes are conducted in both Chinese and English. Chinese and English co-teachers work together to create a unique bilingual TOK experience for their students. In this way, students learn TOK concepts and explore TOK ideas in both languages, leading to a much wider range of perspectives. This supports two of the school's keystones: *bilingual immersion in Chinese and English*, and *promoting Chinese culture and identity in a world context*.

Theory of Knowledge encourages critical thinking about knowledge itself, and aims to help young people make sense of what they encounter. Its core content focuses on questions such as:

- What counts as knowledge and as a knowledge question?
- How is knowledge constructed?
- What are its limits?
- Who owns knowledge?
- What is the value of knowledge?
- What are the implications of having, or not having, knowledge?
- To what extent is knowledge shared, and to what extent is it personal?
- How might knowledge relate to the metaphors of "maps" and "mental maps"?

TOK activities and discussions aim to help students discover and express their views on knowledge questions. The course

encourages students to share ideas with others and to listen and learn from what others think. In this process, students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections may be made between knowledge encountered in different Diploma Programme subjects, in CAS experiences or in Extended Essay research. Distinctions between different kinds of knowledge may also be clarified.

The TOK course is central to the entire Diploma Programme and dedicated TOK teachers will teach the course. Each subject teacher will also be highlighting the relevance of TOK in his/her subject.

The course comprises 100 hours of class lessons spread over the two years with the majority of the course and assessments completed by February of the second year.

Assessment

Part 1 External assessment (10 marks)

Essay on a prescribed title (Maximum 1,600 words)

One essay on a title chosen from a list of SIX titles prescribed by the IBO [for each examination session] in the second year of the course, as well as one planning document, using the relevant IB form.

Part 2 Internal assessment

Exhibition

The TOK exhibition

The exhibition is an opportunity for students to showcase their understanding of TOK. Students will create an exhibition of 3 objects that show how TOK manifests in the real world. These will be framed by prompts such as:

- Are some types of knowledge more useful than others?
- What counts as good evidence for a claim?
- Are some types of knowledge less open to interpretation than others?
- How can we know that current knowledge is an improvement upon past knowledge?
- Does some knowledge belong only to particular communities of knowers?

- What constraints should there be on the pursuit of knowledge?

TOK Curriculum Model

Core theme: Knowledge and the Knower	Me as a knower and a thinker What shapes my perspective? Where do our values come from? How can we navigate the world? How can we tell when we are being manipulated?
Optional themes (pick 2)	• Knowledge and technology • Knowledge and language • Knowledge and indigenous societies • Knowledge and politics • Knowledge and religion
Areas of Knowledge	• History • The Human Sciences • The Natural Sciences • Mathematics • The Arts

Extended Essay

The extended essay, a component of the DP core, is a compulsory, externally assessed piece of independent research, presented as a formal piece of academic writing. 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.

Students choose from the list of available Diploma Programme subjects for the examination session in question. For those taking the diploma this is normally one of the student's six selected subjects, or two in the case of the interdisciplinary pathway. Students can also choose a topic in which they have some background knowledge.

The EE is intended to promote academic research and writing skills. It gives students the opportunity to engage in personal research on their own choice of topic, under the guidance of an EE supervisor (an appropriately qualified member of staff within Keystone). Students produce a significant piece of appropriately presented and structured writing, in which their ideas and findings are communicated in a coherent, reasoned manner that is suitable for the chosen subject(s).

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:

The research process involves the following steps, though the order may unfold differently for different students.

- Choose a broad topic then refine and focus it.
- Decide the appropriate pathway: interdisciplinary or subject-focused.
- Choose the approved DP subject(s).
- Undertake some preparatory reading.
- Form a well-focused research question.
- Plan the research and writing process.
- Plan a structure for the essay. This may change as the research develops.
- Carry out the research.

The required elements of the final submission are as follows.

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

The upper limit of 4,000 words includes the introduction, body, conclusion and any quotations.

Reflection is the process by which students recapture their experience and think about its impact on them as learners. This includes how they envisage applying what they have learned to other circumstances, including future studies, career, or life in general. To assist students with this, there are three mandatory, formal reflection sessions with the supervisor.

The reflection sessions also give students the opportunity to:

- reflect on their engagement with the research process
- consider the effectiveness of their choices
- re-examine their ideas and decide whether changes are needed.

The final reflection session is the viva voce, a short interview (10–15 minutes) between the student and the supervisor. The viva voce serves to check academic integrity, reflect on successes and difficulties, and think about what has been learned.

Reflective thinking is recorded as a 500-word reflective statement. The student writes the statement at the end of the extended essay process and includes it in the Reflection and Progress Form (RPF).

Assessment at a glance

Assessment Criteria	Guiding Question
Framework for the essay	Do the research question, research methods, and structural conventions followed provide an effective framework for the essay?
Knowledge and understanding	Does the student demonstrate knowledge and understanding of the subject matter being used in their research?
Analysis and line of argument	Does the student analyse the information presented in the essay and produce a line of argument?
Discussion and evaluation	Does the student discuss the findings and evaluate the essay?
Reflection	Does the student evaluate the effect of the extended essay learning experience on them as a learner?

The Extended Essay is externally examined. Marks are awarded against a set of published criteria (both general and subject specific). The final Extended Essay grade and the final TOK grade are entered into the Diploma Points Matrix to award a maximum

of 3 extra points to be added to a student's Diploma scores. Candidates not submitting at least satisfactory work in either area will fail the Diploma.

The diploma points matrix

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				

Group 1

Studies in Language and Literature -Language A



The Nature of Group 1 Courses

All students must study a Group 1 course. Your choice of Group 1 subject should be based on your first or best language in an academic context. It should be the language you are most confident using for writing essays, oral presentations and reading literary texts.

All Group 1 courses contain a high degree of literature and, as such, require close analytical reading. These courses are designed to develop your critical faculty, language competence, and communication skills. All courses are available at Higher and Standard Levels.

Language A: Chinese or English Language & Literature

Introduction

The Language A: Chinese or English Language and Literature course develops skills of textual analysis. Texts are analysed for their form and how their meaning is affected by reading practices that are culturally defined. Students will explore the ways in which language is used to construct meaning in a range of contexts both literary and non-literary. Students will engage in both written and oral literary analysis based on familiar and unfamiliar texts. Texts are chosen from a variety of sources, genre and media including works in translation. This course will foster student ability to use various modes of writing appropriate to purpose and audience, organize a logical and sustained argument, and use sophisticated language with coherence, precision and clarity.

Aims & Objectives

The aims of studies in Group 1 language and literature are to

1. Engage with a range of texts in a variety of media and modes, from different periods, styles, genres and cultures
2. Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. Develop skills in analysis, interpretation and evaluation
4. Develop sensitivity to the formal and aesthetic qualities of texts
5. Develop an understanding of the relationships between studies in language and literature and other areas of knowledge
6. Understand a variety of perspectives and cultural contexts in order to engage with local and global issues
7. Communicate and collaborate in a confident and creative way
8. Foster a lifelong appreciation and enjoyment of language and literature.

Syllabus Details

Parts of the course

The parts of the studies in language and literature courses allow students to explore different aspects of language and literature.

- Readers, writers and texts aim to introduce students to the notion and purpose of literature and the ways in which texts can be read, interpreted and responded to
- Time and space draws attention to the fact that texts are not isolated entities, but are connected to space and time

- Intertextuality: connecting texts focuses on the connections between and among diverse texts, traditions, creators and ideas.
- How do texts engage with local and global issues?
- How does language represent social distinctions and identities?

Each part of the course is accompanied by six questions, linked to the course concepts, that provide a guide to the learning in each part of the course.

Readers, writers and texts

- Why and how do we study language and literature?
- How are we affected by texts in various ways?
- In what ways is meaning discovered, constructed and expressed?
- How does language use vary amongst text types?
- How does the structure or style of a text affect meaning?
- How do texts both offer insights and challenges?

Time and space

- How important is cultural context to the production and reception of a text?
- How do we approach texts from different times and cultures to our own?
- To what extent do texts offer insight into another culture?
- How does the meaning and impact of a work change over time?

Intertextuality: connecting texts

- How do texts adhere to and deviate from conventions associated with genre or text type?
- How do conventions evolve over time?
- In what ways can diverse texts share points of similarity?
- How valid is the notion of a 'classic' work?
- How can texts offer multiple perspectives of a single issue, topic or theme?
- In what ways can comparison and interpretation be transformative?



Assessment Details

Higher Level	Standard Level
External assessment (4 hours) 80% Paper 1: Guided textual analysis (2 hours 15 minutes) 35% The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks) Paper 2: Comparative essay (1 hour 45 minutes) 25% The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks) HL essay 20% Students submit an essay on one non-literary body of work, or a literary work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.	External assessment (3 hours) 70% Paper 1: Guided textual analysis (1 hour 15 minutes) 35% The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks) Paper 2: Comparative essay (1 hour 45 minutes) 35% The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)
Internal assessment: Individual oral (15 minutes) 20% This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.	Internal assessment: Individual oral (15 minutes) 30% This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Language A: Chinese Literature

Introduction

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

Aims & Objectives

The aims of studies in Chinese literature are 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.

Readers, Writers, and Texts

The area of exploration of readers, writers and texts aims to introduce students to the skills and approaches required to closely examine literary texts as well as to introduce metacognitive awareness of the nature of the discipline by considering the following guiding conceptual questions.

- Why and how do we study literature?
- How are we affected by literary texts in various ways?
- In what ways is meaning constructed, negotiated, expressed and interpreted?

- How does language use vary among literary forms?
- How does the structure or style of a literary text affect meaning?
- How do literary texts offer insights and challenges?

Time and Space

Time and space aims to broaden student understanding of the open, plural, or cosmopolitan nature of literary texts by considering the following guiding conceptual questions.

- How important is cultural or historical context to the production and reception of a literary text?
- How do we approach literary texts from different times and cultures to our own?
- To what extent do literary texts offer insight into another culture?
- How does the meaning and impact of a literary text change over time?
- How do literary texts reflect, represent or form a part of cultural practices?
- How does language represent social distinctions and identities?

Intertextuality

This area of exploration aims to give students a sense of the ways in which literary texts exist in a system of relationships with other literary texts past and present. Students will further engage with literary traditions and new directions by considering the following guiding conceptual questions.

- How do literary texts adhere to and deviate from conventions associated with literary forms?
- How do conventions and systems of reference evolve over time?
- In what ways can diverse literary texts share points of similarity?
- How valid is the notion of a “classic” literary text?
- How can literary texts offer multiple perspectives of a single issue, topic or theme?
- In what ways can comparison and interpretation be transformative?

Assessment Details

Higher Level		Standard Level	
External Assessment (4 hours)	80%	External Assessment (3 hours)	70%
Paper 1: Guided Literary Analysis (2 hours 15 minutes) (40 marks)	35%	Paper 1: Guided Literary Analysis (1 hour 15 minutes) (20 marks)	35%
The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages.		The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it.	
Paper 2: Comparative Essay (1 hour 45 minutes) (30 marks)	25%	Paper 2: Comparative Essay (1 hour 45 minutes) (30 marks)	35%
The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.		The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.	
Higher Level Essay: (1,200–1,500 words) (20 marks)	20%		
Students submit an essay on one work studied during the course.			
Internal Assessment (15 minutes)	20%	Internal Assessment (15 minutes)	30%
Individual Oral: (15 Minutes) (40 Marks)	20%	Individual Oral: (15 Minutes) (40 Marks)	30%
This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.		This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.	

Group 2

Language Acquisition

-Language B / Language ab initio (Mandarin)

The Nature of Group 2 Courses

Learning a language acquisition course engages the mind and broadens a person's perspective on the world around them. Being able to think, decode, translate and express yourself in two languages has become an increasingly sought after, almost essential, requirement in this globally interconnected world we live in. Furthermore, another language deepens awareness and understanding of other cultures and helps us better appreciate the exciting diversity of humanity in all its colors and flavours. A keystone of the IB Diploma Programme, which differentiates itself from many other educational programmes, is its insistence that all students successfully complete a language acquisition course. This is in keeping with the IBO Mission statement as well as the mission of Keystone Academy.

Language B is a language acquisition course for students who have had previous experience of learning the language and have attained a relatively high degree of fluency and literacy and wish to pursue this further.

Students may study two different languages in Group 1, or one language in Group 1 and one in Group 2. The first choice leads automatically to a Bilingual Diploma.

Language B: Chinese or English B

Introduction

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

Aims

1. Develop international-mindedness through the study

of languages, cultures, and ideas and issues of global significance

2. Enable the 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 with a basis for further study, work and leisure through the use of an additional language
7. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills

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
6. Understand and use works of literature written in the target language of study (HL only)

Syllabus Details

Themes

Language acquisition programmes will be delivered through the use of five prescribed themes, which are related to the global contexts used in the Middle Years Programme, in order to enhance the learning continuum in the IB programmes.

The prescribed themes are as the following:

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

Both SL and HL will be using these themes in order to structure the course.

Literature: HL only

Two literary works to be selected to study and receptive skills to be assessed through the inclusion of one literary extract in assessment 2/ paper 2.

Concepts

The study of language requires careful attention to forms, structures, functions and conceptual understandings of the language.

The conceptual understandings are:

- Audience: Students understand that language should be appropriate for the person(s) with whom one is communicating
- Context: Students understand that language should be appropriate to the situation in which one is communicating
- Purpose: Students understand that language should be appropriate to achieve a desired intention, goal or result when communicating
- Meaning: Students understand that language is used in a range of ways to communicate a message
- Variation: Students understand that differences exist within a given language, and that speakers of a given language are generally able to understand each other.

Texts

The study of text types develop students' receptive, productive

and interactive skills, texts have been divided into three categories according to their communicative functions and include, but are not limited to, those indicated in the table below:

Personal texts	Professional texts	Mass media texts
Blog	Blog	Article (newspaper, magazine)
Diary	Brochure	Blog
Email	Catalogue	Brochure
Invitation	Email	Film
List	Essay	Flyer
Personal letter	Formal letter	Interview
Postcard	Interview	Leaflet
Social media posting/	Invitation	Literature
chat room	Literature	News report
Text message	Maps/diagrams	Newsletter
Timetable	Menu	Opinion column/ editorial
	Online forum	Pamphlet
	Personal statement/ CV	Podcast
	Proposal	Poster
	Questionnaire	Public commentary (editorial/readers' letters)
	Recipe	Radio program
	Supporting letter	Review
	Report	Social media posting
	Set of instructions/ guidelines	Speech
	Survey	Travel guide
	timetable	TV/drama/music
		Web page



Assessment Details

Higher Level	Standard Level
External Assessment 75% Assessment 1/Paper 1: Writing - 1h30m (25%) Assessment 2/Paper 2: Receptive skills – listening and reading (separate sections) Listening comprehension – 1 hr Reading comprehension – 1 hr (50%)	External Assessment 75% Assessment 1/Paper 1: Writing - 1h15m (25%) Assessment 2/Paper 2: Receptive skills – listening and reading (separate sections) Listening comprehension – 45 m Reading comprehension – 1 hr (50%)
Internal Assessment 25% Individual oral 12 – 15 minutes + 20 minutes of preparation	Internal Assessment 25% Individual oral 12 – 15 minutes + 20 minutes of preparation

Language ab initio: Mandarin

Introduction

Mandarin ab initio Course is a language learning course for beginners, designed to be followed over two years by students who have no or little previous experience of learning Mandarin. The main focus of the course is on the acquisition of language required for purposes and situations usual in everyday social interaction. It provides the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Mandarin ab initio courses are only available at standard level.

Aims

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance
2. Enable the 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 with a basis for further study, work and leisure through the use of an additional language
7. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills

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

Syllabus Details

Themes

Language ab initio programmes will be delivered through the use of five prescribed themes, which are related to the global contexts used in the Middle Years Programme, in order to enhance the learning continuum in the IB programmes.

The prescribed themes are as follows:

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

Topics

At language ab initio level, the five prescribed themes will be divided into four required topics:

Identities	Experiences	Human Ingenuity	Social organization	Sharing the Planet
Personal attributes	Daily routine	Transport	Neighbourhood	Climate
Personal relationships	Leisure	Entertainment	Education	Physical geography
Eating and drinking	Holidays and tourism	Media	The workplace	Environment
Physical wellbeing	Festivals and celebrations	Technology	Social issues	Global issues

Assessment Details

ab initio	
External Assessment	75%
Assessment 1/Paper 1: Writing - 1h (25%)	
Assessment 2/Paper 2: Receptive skills – listening and reading (separate sections)	
Listening comprehension – 45 min	
Reading comprehension – 1 hr (50%)	
Internal Assessment	25%
Individual oral	
7 – 10 minutes + 15 minutes of preparation	



Group 3

Individuals and Societies



The Nature of Group 3 courses

Group 3 subjects equip students with the skills of analysis, evaluation and critical thinking. They also develop a student's ability to present their conclusions in a logical and clear manner in both written and oral situations. All courses are designed to be international in character, drawing on examples from around the world.

Keystone Academy students will have gained prerequisite skills in their MYP Economics and 20th Century World History courses and should be able to analyse information critically and draw conclusions from a wide variety of sources. Good essay writing skills and the ability to do extensive academic research are beneficial.

Business Management

Introduction

The Business Management course in Group 3 is a dynamic course providing students with knowledge of the role of businesses, how they operate, and how they are distinct as organizations in society. Students learn how businesses operate as profit-makers and risk-takers that operate in a competitive environment. Economics

studies the problem of scarcity and resource allocations while Business Management studies business functions, management processes and decision making in contemporary contexts of strategic uncertainty. Students will consider business decisions such as how to allocate resources so they are used efficiently and sustainably within a business organization. They will consider models by which these decisions are made and the impact these decisions could have on stakeholders and the community. Specific business functions such as managing human resources, financing and accounting, marketing and operations will be studied within a broader conceptual framework that takes a global perspective on how businesses operate. These concepts must be understood and must be constantly reconsidered by all businesses; they include innovation and change, the culture in which they produce and from whom they produce, the ethics of production and management, trends and issues surrounding globalization of markets, and strategies for management in all of these areas. Students will learn that businesses need to be profit seekers in order to keep operating, but they will also learn that model businesses reflect corporate social responsibility in their vision, and thus remain both sustainable and valued in the global community.

Aims of the course:

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

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

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.
- Communicate analysis, evaluation and conclusions of research effectively.

Syllabus Outline:

Unit 1: Introduction to business management

- 1.1 What is a business?
- 1.2 Types of business entities

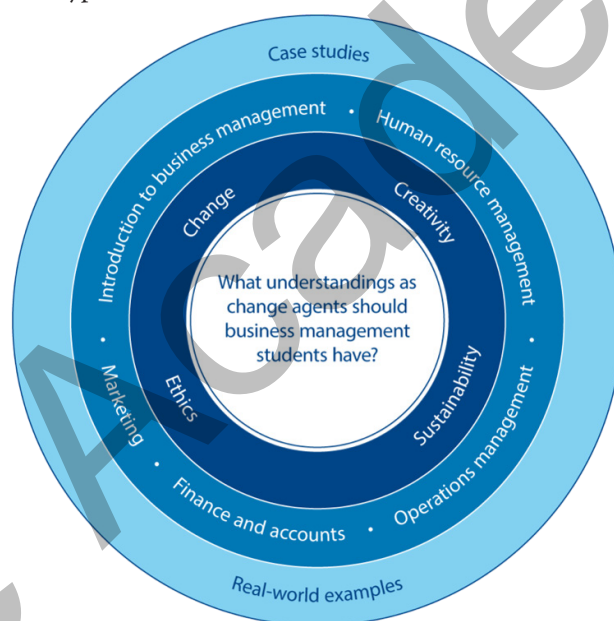


Figure: A visualization of the Business management curriculum model.

- 1.3 Business objectives
- 1.4 Stakeholders
- 1.5 Growth and evolution
- 1.6 Multinational companies (MNCs)

Unit 2: Human resource management

- 2.1 Introduction to human resource management
- 2.2 Organizational structure
- 2.3 Leadership and management

- 2.4 Motivation and demotivation
- 2.5 Organizational (corporate) culture (HL only)
- 2.6 Communication
- 2.7 Industrial/employee relations (HL only)

Unit 3: Finance and accounts

- 3.1 Introduction to finance
- 3.2 Sources of finance
- 3.3 Costs and revenues
- 3.4 Final accounts
- 3.5 Profitability and liquidity ratio analysis
- 3.6 Debt/equity ratio analysis (HL only)
- 3.7 Cash flow
- 3.8 Investment appraisal
- 3.9 Budgets (HL only)

Unit 4: Marketing

- 4.1 Introduction to marketing
- 4.2 Marketing planning
- 4.3 Sales forecasting (HL only)

- 4.4 Market research
- 4.5 The seven Ps of the marketing mix
- 4.6 International marketing (HL only)

Unit 5: Operations management

- 5.1 Introduction to operations management
 - 5.2 Operations methods
 - 5.3 Lean production and quality management (HL only)
 - 5.4 Location
 - 5.5 Break-even analysis
 - 5.6 Production planning (HL only)
 - 5.7 Crisis management and contingency planning (HL only)
 - 5.8 Research and development (HL only)
 - 5.9 Management information systems (HL only)
6. Business management toolkit



Assessment Details

Higher Level	Standard Level
External assessment (4 hours and 30 minutes) 80% Paper 1 (1 hour and 30 minutes) 25% Based on a pre-released statement that specifies the <i>context and background</i> for the unseen case study. Assessment objectives: AO1, AO2, AO3, AO4 (30 marks) <i>Section A</i> - Syllabus content: Units 1–5 excluding HL extension topics Students answer all structured questions in this section based on the case study (20 marks) <i>Section B</i> - Syllabus content: Units 1–5 excluding HL extension topics Students answer one out of two extended response questions based on the case study (10 marks) Paper 2 (1 hour and 45 minutes) 30% Based on the unseen stimulus material with a quantitative focus Assessment objectives: AO1, AO2, AO3, AO4 (50 marks) <i>Section A</i> - Syllabus content: Units 1–5 including HL extension topics Students answer all structured questions in this section based on the unseen stimulus material (30 marks) <i>Section B</i> - Syllabus content: Units 1–5 including HL extension topics Students answer one out of two questions comprised of some structured questions and an extended response question based on the unseen stimulus material (20 marks) Paper 3 (1 hour and 15 minutes) 25% Based on unseen stimulus material about a social enterprise Syllabus content: Unit 1–5 including HL extension topics Assessment objectives: AO1, AO2, AO3, AO4 (25 marks) Students answer one compulsory question based on the unseen stimulus material (25 marks) Internal assessment (20 hours) 20% This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Business research project Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens. Maximum 1800 words. (25 marks)	External assessment (3 hours) 70% Paper 1: (1 hour and 30 minutes) 35 % Based on a pre-released statement that specifies the context and background for the unseen case study. Assessment objectives: AO1, AO2, AO3, AO4 (30 marks) <i>Section A</i> - Syllabus content: Units 1–5 excluding HL extension topics Students answer all structured questions in this section based on the case study (20 marks) <i>Section B</i> - Syllabus content: Units 1–5 excluding HL extension topics Students answer one out of two extended response questions based on the case study (10 marks) Paper 2: (1 hour and 30 minutes) 35% Based on unseen stimulus material with a quantitative focus Assessment objectives: AO1, AO2, AO3, AO4 (40 marks) <i>Section A</i> - Syllabus content: Units 1–5 excluding HL extension topics. Students answer all structured questions in this section based on the unseen stimulus material. (20 marks) <i>Section B</i> - Syllabus content: Units 1–5 excluding HL extension topics Students answer one out of two questions comprised of some structured questions and an extended response question based on the unseen stimulus material. (20 marks) Internal assessment (20 hours) 30% This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Business research project Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens. Maximum 1800 words. (25 marks)

Economics

Economics aims

The aims of the economics course at SL and HL 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 analyze 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 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 behavior of consumers and producers
- 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)

Higher Level Assessment

Assessment Component	
External assessment (3 hours)	70%
Paper 1 (1 hour and 15 minutes)	30%
An extended response paper (25 marks) Students answer one question from a choice of three (25 marks)	
Paper 2 (1 hour and 45 minutes)	40%
A data response paper (40 marks) Students answer one question from a choice of two (40 marks)	
Paper 3 (1 hour and 45 minutes)	
A policy paper (60 marks) Students answer two compulsory questions (30 marks each)	
Internal Assessment (20 teaching hours)	
Internally assessed by teacher and externally moderated by the IB	
	30%
Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding intro. Unit) and on published extracts from the media. Each of the three commentaries should use a different key concept as a lens through which to analyze the published extracts Maximum 800 words for each commentary (45 marks)	

Standard Level Assessment

Assessment Component	
External assessment (3 hours)	70%
Paper 1 (1 hour and 15 minutes)	30%
An extended response paper (25 marks) Students answer one question from a choice of three (25 marks)	
Paper 2 (1 hour and 45 minutes)	40%
A data response paper (40 marks) Students answer one question from a choice of two (40 marks)	
Internal Assessment (20 teaching hours)	
Internally assessed by teacher and externally moderated by the IB	
	30%
Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding intro. Unit) and on published extracts from the media. Each of the three commentaries should use a different key concept as a lens through which to analyze the published extracts Maximum 800 words for each commentary (45 marks)	

History

I. Course description and aims

DP history is a dynamic, evidence-based, interpretative discipline that engages with the past.

The overarching emphasis of the DP history course is on teaching students to think historically. This means engaging students in different forms of historical inquiry. The course allows students to explore the past through a variety of contexts, concepts, content and skills. In this interpretative discipline, students will

engage with diverse perspectives and evidence to reach their own judgements.

The DP history course is a world history course, grounded in a variety of global, regional and national themes, and allowing for a mixture of comparative, thematic and in-depth studies. It provides a balance of structure and flexibility, enabling the course to be implemented in a wide range of contexts.

History is both an academic discipline and a part of the everyday, lived experience of all students. History informs identity, culture,

society, politics, and the relationships between individuals and communities. Through the course, students will develop an understanding and appreciation of history in all these dimensions.

All individuals and societies subjects help young people develop a connection to our shared planet, exploring how to live sustainably and promoting the well-being of all people in our pursuit of a more peaceful world.

The aims of all the individuals and societies subjects are to equip students to:

explore and critically engage with multiple perspectives and ways of thinking

investigate and evaluate the interactions between individuals and societies

think and act as informed and principled individuals in societies

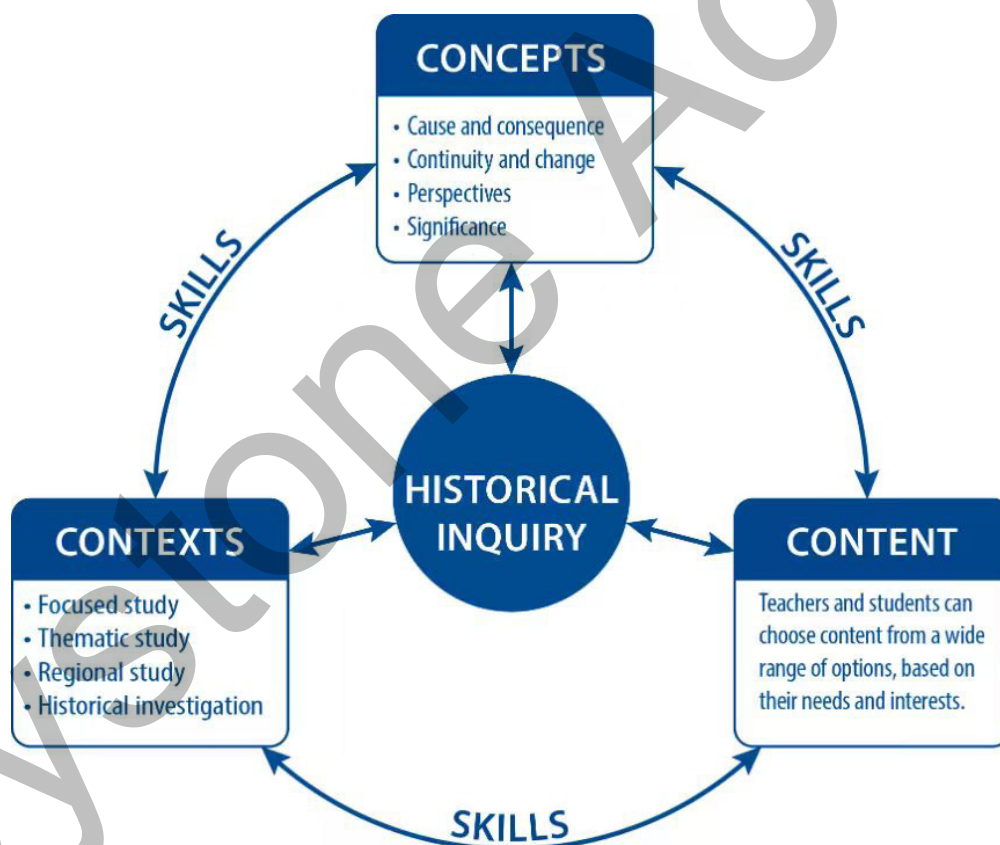
understand and value the variety and diversity of the human experience across time and place.

In the DP history course, students will:

- inquire into the past through historical contexts, concepts, content and skills
- investigate historical events, issues and topics
- explore and evaluate diverse historical perspectives and arguments
- examine diverse historical identities and experiences.

II. Curriculum model overview

The curriculum model integrates contexts, concepts, content and skills through historical inquiry (figure 1).



At the centre of the curriculum model is historical inquiry. Historical inquiry should be understood as an active, student-centred process of constructing meaning about the past. Students are invited not simply to “study history”, but to “do history”.

All the parts of the curriculum model are interconnected, both with each other and with historical inquiry. These parts are as follows.

Contexts situate content in different ways. The history course uses four inquiry contexts to scaffold the course content, enabling the study of diverse topics in different ways. These include the focused study, thematic study, regional study and historical investigation.

Concepts focus historical inquiry with powerful, pervasive and debatable ideas. The history course has four specified historical concepts: cause and consequence, continuity and change, perspectives, and significance.

Content informs historical inquiry with detail and examples. Teachers and students can choose content from a wide range of options, based on their needs and interests.

Skills support historical inquiry with practical processes. The history course highlights a variety of historical skills.

Syllabus Component	Teaching Hours	
	SL	HL
Focused study Select one of the five following options. Each option contains two focused studies, both of which must be studied. • Independence and identity • Political and economic transitions • Conflict and displacement • Climate and innovation • Protest and change	50	50
Thematic study Select one of the four following options. • Conflict (from 750 CE) • Innovation and transformation (from 750 CE) • Authoritarian rule (from 1750 CE) • Popular movements (from 1750 CE)	80	80
Regional study (HL only) Select one region, and then two studies from the chosen region. • Africa and the Middle East • The Americas • Asia and Oceania • Europe	-	90
Historical investigation Internal assessment	20	20
Total teaching hours	150	240

III. Assessment model

The course assesses students' **knowledge and understanding**, **application and analysis**, and **evaluation and synthesis** of six different elements of the course. These elements are:

- historical inquiry contexts
- historical concepts
- historical sources
- historical content
- historical arguments
- historical inquiry questions.

The following table shows how the different elements of the course are assessed in different ways. It also shows, in parentheses, the assessment component (paper 1, paper 2, paper 3 or the internal assessment [IA]) that is associated with each assessment objective.

Element	Knowledge and understanding	Application and Analysis	Evaluation and Synthesis
Historical inquiry contexts	Know and understand historical inquiry contexts (paper 1, paper 2, paper 3, IA)	Apply historical inquiry contexts (paper 1, paper 2, paper 3, IA)	
Historical concepts	Know and understand historical concepts (paper 1, paper 2, paper 3, IA)	Apply historical concepts (paper 1, paper 2, paper 3, IA) and analyse concepts (paper 2)	
Historical sources	Understand content from historical sources (paper 1, IA)	Analyse context of historical sources (paper 1, IA)	Evaluate and synthesize perspectives of historical sources (paper 1, IA)
Historical content	Know and understand historical content (paper 2, paper 3, IA)	Apply and analyse historical content (paper 2, paper 3, IA)	Synthesize historical content (paper 2)
Historical arguments	Understand historical arguments (paper 1, paper 2, paper 3, IA)	Analyse historical arguments (paper 2, paper 3, IA)	Evaluate and synthesize historical arguments (paper 3)
Historical inquiry questions	Understand historical inquiry questions (paper 1, paper 2, paper 3, IA)	Analyse historical inquiry questions (paper 1, paper 2, paper 3, IA)	Formulate an appropriate historical inquiry question (IA)

In some ways, the table demonstrates how the objectives of the course are progressive and build upon each other. For example, it would be difficult to evaluate a source if you did not first understand the source. However, it does not necessarily follow that the last column is inherently more complex or challenging than earlier columns. To “understand” a concept is a demanding cognitive challenge, and to apply it even more so. It is better to see these ways of thinking about various parts of the course as interconnected and interdependent.

Paper 1

In paper 1, students are assessed on their **understanding** of the content of two historical sources in relation to an inquiry question (question 1), their **analysis** of how the context of a source shapes how it can be used (question 2), and their **synthesis** of the perspectives from diverse historical sources (question 3). In all their responses, students will need to **apply** knowledge and understanding from the relevant focused study.

Paper 2

In paper 2, section A, students are assessed on their **analysis** of historical concepts, illustrated with an **understanding** of a relevant

historical example from their thematic study. In section B, part 1, they are assessed on their **understanding** of a historical example from their thematic study. In section B, part 2, they are assessed on their **synthesis** of diverse historical examples from their thematic study to formulate an **analytical** argument. In all their responses, students will need to **apply** knowledge and understanding from their thematic study.

Paper 3 (HL only)

In paper 3, students will need to show an in-depth **understanding** of the argument in the question. They will be assessed on their **evaluation** of historical perspectives to formulate an evaluative argument. Students will need to **apply** knowledge and understanding from the regional study.

Internal assessment

In section 1 of the IA, students are assessed on their **formulation** of an appropriate question to guide their historical investigation. In section 2, they are assessed on their **analysis** of the sources they have chosen. In section 3, students must synthesize evidence from the sources to produce a response. Students will need to **apply** knowledge and understanding from their chosen topic.

Assessment at a glance

Assessment Components	Weighting	
	HL	SL
Paper 1 (1 hour 15 minutes) Source-based assessment on the five focused studies, linked by an overarching inquiry question. Students respond to three static questions. Students answer all the questions for one of the focused studies. (24 marks)	20%	30%
Paper 2 (1 hour 45 minutes) Section A: two questions on the specified concepts. Students choose one question to answer. Section B: two questions on each of the four thematic studies. Each question consists of two parts—a short response and an essay response. Students choose one of the two questions for their thematic study and answer both parts of that question. (25 marks)	25%	40%
Paper 3 (2 hours)- HL ONLY Separate papers for each of the four regions. Two essay questions on each of the 12 regional studies within the selected region. Students choose to answer two questions, each from a different regional study. (30 marks)	35%	-
Internal Assessment (20 Hours) Historical investigation This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students investigate a historical topic of their choice. They formulate an inquiry question, identify and choose sources, synthesize information and evaluate sources to produce a response. (24 marks)	20%	30%

Environmental Systems and Societies

I. Course description and aims

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.

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

- engage and evaluate the tensions around environmental issues using critical thinking
- develop a systems approach that provides a holistic lens for the exploration of environmental issues
- be inspired to engage in environmental issues across local and global contexts.

Because of the interdisciplinary nature of the subject, students can choose to study ESS to count as either a sciences or individuals and societies course, or as both. In this latter option, students have the opportunity to study an additional subject from any other subject group, including the sciences and individuals and societies subjects.

II. Curriculum model overview

The ESS course has at its heart the intention of providing students with the capacity to understand and make informed decisions regarding the pressing environmental issues we face. A conceptual, interdisciplinary approach is essential to problem solving in ESS as this allows for truly holistic thinking about impending sustainability challenges.

The ESS course engages students and teachers with a conceptual approach. All students are encouraged to integrate the three key concepts of perspectives, systems and sustainability throughout the course.

These concepts are given special focus within the foundation's unit.

Students at SL and HL share the following:

- the study of a concept-based syllabus
- a course which promotes holistic thinking about environmental issues and their solutions
- a foundations unit which introduces and explores the three concepts: perspectives, systems and sustainability
- one piece of internally assessed work, the internal assessment (IA)
- the collaborative sciences project.

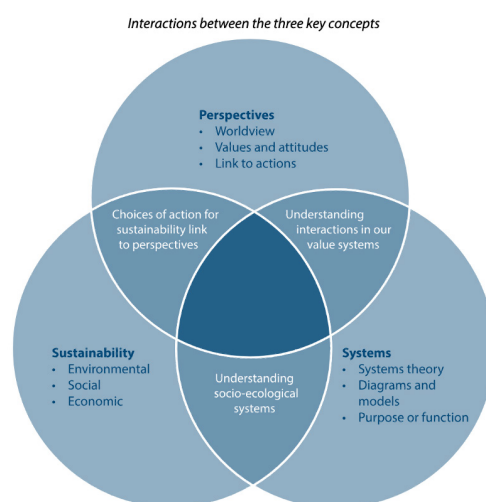
The SL course provides students with a fundamental understanding of environmental studies and experience of the associated

concepts and skills. The HL course requires students to extend their knowledge and understanding of the subject, exploring the complexity of issues with additional breadth and depth, providing a solid foundation for further study at university level.

The foundations unit is designed to be the starting point for both standard and higher level courses.

Other topics contain additional HL content, which provide both greater breadth and depth. The SL course has a recommended 150 teaching hours and the HL course 240 hours. This difference is reflected in the additional content studied by HL students.

The HL course has three HL only lenses—environmental law, environmental and ecological economics, and environmental ethics. The conceptually more demanding HL lenses allow for far more sophisticated processing and balanced viewpoints. The additional HL content requires the student to make more connections between diverse areas of the syllabus, resulting in increased networked knowledge and a comprehensive understanding of the complexities of environmental issues as well as possible strategies, solutions and management. HL students are required to demonstrate critical evaluation and to synthesize material in the core content (common to both SL and HL), HL extension material and HL lenses, facilitating a more complete view of a problem with analysis at greater breadth and depth.



Syllabus Component	Recommended teaching hours	
	SL	HL
Syllabus content	100	190
Topic 1 Foundation		16
1.1 Perspectives		3
1.2 Systems		5
1.3 Sustainability		8
Topic 2 Ecology	22	35
Topic 3 Biodiversity and conservation	13	26
Topic 4 Water	12	25
Topic 5 Land	8	15
Topic 6 Atmosphere and climate change	10	23
Topic 7 Natural resources	10	18
Topic 8 Human populations and urban system	9	15
Higher level (HL) lens		
HL.a Environmental law		5
HL.b Environmental and ecological economics		7
HL.c Environmental ethics		5
Experimental Program	50	
Practical work	30	
Collaborative sciences project	10	
Scientific investigation	10	

Skills in the study of environmental systems and societies

relevant to the syllabus topics being covered.

The skills and techniques students must experience through the course are encompassed within the tools. These support the application and development of the inquiry process in the delivery of the ESS course.

Tools

- Experimental techniques
- Mathematics
- Technology
- Systems and models

Inquiry process

- Inquiring and designing
- Collecting and processing data
- Concluding and evaluating

Teachers are encouraged to provide opportunities for students to encounter and practise the skills throughout the programme. Rather than being taught as stand-alone topics, these skills should be integrated into the teaching of the syllabus when they are

III. 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.

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 objective 4

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade %
		SL	HL	
External		3.0	4.5	75 (SL) 80 (HL)
Paper 1	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.	1.0	2.0	25 (SL) 30(HL)
Paper 2	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.	2.0	2.5	50 (SL/HL)
Internal				
Individual investigation	The individual investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the Individual investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		25 (SL) 20(HL)

Please note that the information provided in this handbook regarding the Higher Level (HL) Environmental Systems and Societies (ESS) course is based on the available knowledge at the time of its creation. However, it is important to stay up to date with school communications as well as official announcements from the International Baccalaureate (IB). The IB is expected to release an updated guide for the HL ESS course in March/April. This update may bring about changes to the curriculum. Therefore, we strongly advise parents and students to regularly check for school communications and consult the latest materials provided by the IB to ensure they have the most accurate and up-to-date information regarding the HL ESS course.

Geography

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.

Within individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Geography aims

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

1. develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
2. develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
 - acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
 - synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved
3. understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

Assessment objectives

There are four assessment objectives (AOs) for the SL and HL Diploma Programme geography course.

Having followed the course at SL or HL, students will be expected to do the following.

1. Demonstrate knowledge and understanding of specified content
 - Demonstrate knowledge and understanding of the core theme—global change
 - Demonstrate knowledge and understanding of two optional themes at SL and three optional themes at HL
 - At HL only, demonstrate knowledge and understanding of the HL extension—global interactions
 - In internal assessment, demonstrate knowledge and understanding of a specific geographic research topic
2. Demonstrate application and analysis of knowledge and understanding
 - Apply and analyse geographic concepts and theories
 - Identify and interpret geographic patterns and processes in unfamiliar information, data and cartographic material
 - Demonstrate the extent to which theories and concepts are recognized and understood in particular contexts
3. Demonstrate synthesis and evaluation
 - Examine and evaluate geographic concepts, theories

- and perceptions
 - Use geographic concepts and examples to formulate and present an argument
 - Evaluate materials using methodology appropriate for geographic fieldwork
 - At HL only, demonstrate synthesis and evaluation of the HL extension—global interactions
4. Select, use and apply a variety of appropriate skills and techniques
- Select, use and apply the prescribed geographic skills in appropriate contexts
 - Produce well-structured written material, using appropriate terminology
 - Select, use and apply techniques and skills appropriate to a geographic research question

Assessment Details

	Diploma Programme geography—SL and HL curriculum	HL assessment	SL assessment
Part 1	Geographic themes—seven options Two options are studied at SL, and three at HL • Freshwater—drainage basins • Oceans and coastal margins • Extreme environments • Geophysical hazards • Leisure, tourism and sport • Food and health • Urban environments	Paper 1 HL weight 35% 45 minutes per option question Total 2 hours 15 minutes Each option has a structured question and one extended answer question from a choice of two	Paper 1 SL weight 35% 45 minutes per option question Total 1 hour 30 minutes Each option has a structured question and one extended answer question from a choice of two
Part 2	SL and HL core Geographic perspectives—global change • Population distribution—changing population • Global climate—vulnerability and resilience • Global resource consumption and security	Paper 2 HL weight 25% Total 1 hour 15 minutes Paper 2 Section A Three structured questions, based on each SL/HL core unit Paper 2 Section B Infographic or visual stimulus, with structured questions Paper 2 Section C One extended answer question from a choice of two	Paper 2 SL weight 40% Total 1 hour 15 minutes Paper 2 Section A Three structured questions, based on each SL/HL core unit Paper 2 Section B Infographic or visual stimulus, with structured questions Paper 2 Section C One extended answer question from a choice of two

	Diploma Programme geography—SL and HL curriculum	HL assessment	SL assessment
Part two HL core extension	HL only Geographic perspectives—global interactions • Power, places and networks • Human development and diversity • Global risks and resilience	Paper 3 HL weight 20% Total 1 hour Choice of three extended answer questions, with two parts, based on each HL core unit	
Internal assessment	SL and HL Fieldwork Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation	Internal assessment HL weight 20% Fieldwork question to be based on any suitable topic from the syllabus	Internal assessment SL weight 25% Fieldwork question to be based on any suitable topic from the syllabus

Group 4

Sciences



The Nature of Group 4 Courses

Group 4 subjects are necessary in developing the skills of inquiry, hypothesis, application, evaluation and reflection. Group 4 courses are excellent preparation for university study. Keystone Academy will be offering Biology, Chemistry, Design Technology, Computer Science and Physics at Higher and Standard Levels as well as the transdisciplinary subject, Environmental Systems and Societies at Standard Level.

Students should carefully check university admission requirements regarding entry into Science or Technology faculties. Many universities require students to do two Sciences along with an advanced Maths course.

Collaborative Science Project

The collaborative sciences project is an interdisciplinary sciences project, providing a worthwhile challenge to all group 4 DP science students, addressing real-world problems that can be explored through the sciences. The nature of the challenge should allow students to integrate factual, procedural and conceptual knowledge developed through the study of their disciplines.

Through the identification and research of complex issues,

students can develop an understanding of how interrelated systems, mechanisms and processes impact a problem. Students will then apply their collective understanding to develop solution-focused strategies that address the issue. With a critical lens they will evaluate and reflect on the inherent complexity of solving real-world problems.

Students will develop an understanding of the extent of global interconnectedness between regional, national, and local communities, which will empower them to become active and engaged citizens of the world. While addressing local and global issues, students will appreciate that the issues of today exist across national boundaries and can only be solved through collective action and international cooperation.

The collaborative sciences project supports the development of students' ATL skills, including teambuilding, negotiation and leadership. It facilitates an appreciation of the environment, and the social and ethical implications of science and technology.

Biology

The word “biology” was introduced by German naturalist Gottfried Reinhold in 1802. Since then, our understanding of living organisms has expanded considerably with the advent of techniques and technologies such as imaging and molecular sequencing methods. Of all the sciences, biology is a study that takes more of a pragmatic view than a theoretical approach.

The earliest evidence of life on Earth dates from at least 3.5 billion years ago. Through reproduction and natural selection, life has diversified tremendously, occupying a wide variety of niches. This diversity makes biology both a deeply fascinating and significantly challenging study.

The study of life makes progress through not only advances in techniques, but also pattern recognition, controlled experiments and collaboration between scientists. Unifying themes provide frameworks for interpretation and help us make sense of the living world: Form and function, Unity and diversity, Continuity and change, and Interaction and interdependence are four of the themes around which this biology syllabus is constructed, although other frameworks are possible.

The scale of life in biology ranges from the molecules and cells of organisms to ecosystems and the biosphere. This way of considering complex systems as simpler components—an approach known as reductionism—makes systems more manageable to study. It is the foundation of controlled experiments and has thus enabled major discoveries, but it provides an incomplete view of life. At each level of biological organization, different properties exist. Living systems are based on interactions, interdependence and integration of components between all levels of biological organization.

A student of biology should gain not only a conceptual understanding of the subject, but also an awareness of how biologists construct knowledge claims and the limitations of these methods.

Distinction between SL and HL

Students at SL and HL share the following.

- An understanding of science through a stimulating experimental programme
- The nature of science as an overarching theme
- The study of a concept-based syllabus
- One piece of internally assessed work, the scientific investigation
- The collaborative sciences project

The SL course provides students with a fundamental understanding of physics and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, and so provides a solid foundation for further study at university level.

The SL course has a recommended 150 teaching hours, compared to 240 hours for the HL course. This difference is reflected in the additional content studied by HL students. Some of the HL content is conceptually more demanding and explored in greater depth. The distinction between SL and HL is therefore one of both breadth and depth. The increased breadth and depth at HL result in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus.

Aims of the Course:

The course enables students, through the overarching theme of the NOS, 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.

Sciences: DP Design technology

I. Course description and aims

Assessment Objectives and how they are addressed:

Assessment Objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
A01 Demonstrate knowledge	Paper 1 Paper 2 Scientific investigation	Students respond to a range of multiple-choice, short-answer questions and extended-response questions. Students investigate and answer a research question that is their own.
A02 Understand and apply knowledge	Paper 1 Paper 2 Scientific investigation	Students respond to a range of multiple-choice, short-answer, data-based and extended-response questions. Students investigate and answer a research question that is their own.
A03 Analyse, evaluate, and synthesize	Paper 1 Paper 2 Scientific investigation	Students respond to a range of multiple-choice, short-answer, data-based and extended-response questions. Students investigate and answer a research question that is their own.
A04 Demonstrate the application of skills necessary to carry out insightful and ethical investigations	Scientific investigation	Students investigate and answer a research question that is their own.

Structure of the syllabus and conceptual understanding

The biology syllabus comprises four themes, each made up of two concepts. Each theme is a lens through which the syllabus content can be viewed.

- Theme A: Unity and diversity
- Theme B: Form and function
- Theme C: Interaction and interdependence
- Theme D: Continuity and change

The arrangement of syllabus content follows four levels of biological organization, which also serve as conceptual lenses.

- Level 1: Molecules
- Level 2: Cells
- Level 3: Organisms
- Level 4: Ecosystems

The content is further arranged into topics, each with two guiding questions as signposts for inquiry. These questions help students view the content of the syllabus through the conceptual lenses of both the themes and the levels of biological organization.

Linking questions strengthen students' understanding by making connections. Linking questions encourage students to apply concepts from one topic to another. The ideal outcome of the linking questions is networked knowledge.

The linking questions in the guide are not exhaustive. Students and teachers may encounter other connections between understandings and concepts in the syllabus, leading them to create their own linking questions.

Syllabus Outline:

Syllabus Component	Syllabus content	Experimental programme
	A: Unity and diversity B: Form and function C: Interaction and interdependence D: Continuity and change	1. Practical work 2. Collaborative sciences project 3. Scientific investigation
Teaching Hours SL	110	40
Teaching Hours HL	180	60

Syllabus roadmap:

The aim of the syllabus is to integrate **concepts, topic content** and the **nature of science** through inquiry. Students and teachers are encouraged to personalize their approach to the syllabus to best fit their interests.

Theme	Levels of organization			
	1.Molecules	2.Cells	3.Organisms	4.Ecosystems
A Unity and diversity	Common ancestry has given living organisms many shared features while evolution has resulted in the rich biodiversity of life on Earth.			
	A1.1 Water A1.2 Nucleic acids	A2.1 Origins of cells [HL only] A2.2 Cell structure A2.3 Viruses [HL only]	A3.1 Diversity of organisms A3.2 Classification and cladistics [HL only]	A4.1 Evolution and speciation A4.2 Conservation of biodiversity
B Form and function	Adaptations are forms that correspond to function. These adaptations persist from generation to generation because they increase the chances of survival.			
	B1.1 Carbohydrates and lipids B1.2 Proteins	B2.1 Membranes and membrane transport B2.2 Organelles and compartmentalization B2.3 Cell specialization	B3.1 Gas exchange B3.2 Transport B3.3 Muscle and motility [HL only]	B4.1 Adaptation to environment B4.2 Ecological niches
C Interaction and interdependence	Systems are based on interactions, interdependence and integration of components. Systems result in emergence of new properties at each level of biological organization.			
	C1.1 Enzymes and C1.2 Cell respiration C1.3 Photosynthesis	C2.1 Chemical metabolism signalling [HL only] C2.2 Neural signaling	C3.1 Integration of body systems C3.2 Defence against disease	C4.1 Populations and communities C4.2 Transfers of energy and matter
D Continuity and change	Living things have mechanisms for maintaining equilibrium and for bringing about transformation. Environmental change is a driver of evolution by natural selection.			
	D1.1 DNA replication D1.2 Protein synthesis D1.3 Mutations and gene editing	D2.1 Cell and nuclear division D2.2 Gene expression [HL only] D2.3 Water potential	D3.1 Reproduction D3.2 Inheritance D3.3 Homeostasis	D4.1 Natural selection D4.2 Stability and change D4.3 Climate change

Skills in the study of Biology:

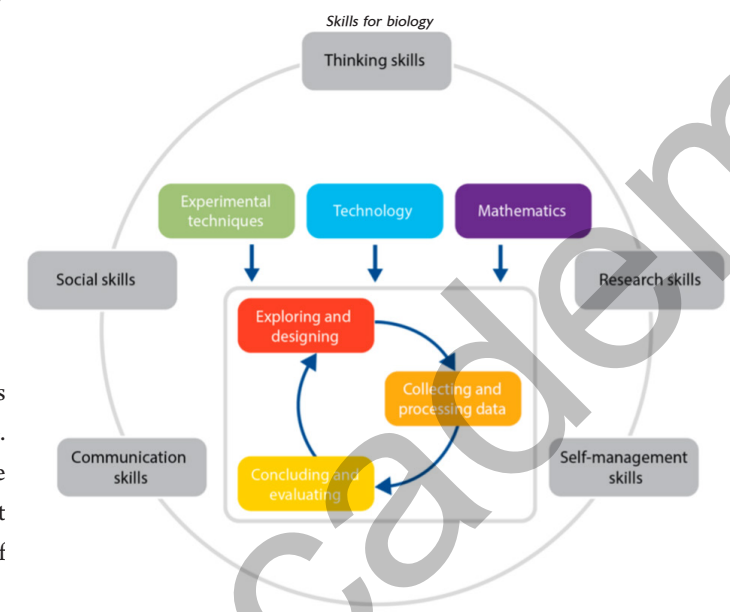
The skills and techniques students must experience through the course are encompassed within the tools. These support the application and development of the inquiry process in the delivery of the biology course.

- Tool 1: Experimental techniques
- Tool 2: Technology
- Tool 3: Mathematics Inquiry process
- Inquiry 1: Exploring and designing
- Inquiry 2: Collecting and processing data
- Inquiry 3: Concluding and evaluating

Teachers are encouraged to provide opportunities for students to encounter and practise the skills throughout the programme. Rather than being taught as stand-alone topics, they should be integrated into the teaching of the syllabus when they are relevant to the syllabus topics being covered. The skills in the study of

physics can be assessed through internal and external assessment.

The approaches to learning provide the framework for the development of these skills.



Assessment Outline

Assessment component	SL	HL
Paper 1- 36% Paper 1A—Multiple-choice questions Paper 1B—Data-based questions	Duration: 1 hour 30 minutes Total 55 marks	Duration: 2 hours Total 75 marks
Paper 2 - 44% Short-answer and extended-response questions on standard level material only.	Duration: 1 hour 30 minutes Total 50 marks	Duration: 2 hour 30 minutes Total 80 marks
Internal assessment -20% The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	Duration: 10 hours Total 24 marks	Duration: 10 hours Total 24 marks

Chemistry

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that allow us to explain matter at the microscopic level. This then allows us to predict and control matter's behaviour at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. Given the pattern-seeking nature of chemistry, the development of generalized rules and principles also plays an important part in knowledge production, as do the concrete statements provided by mathematical laws.

With its roots in the practice of alchemy, chemistry maintains a strong emphasis on empirical experimentation. However, with advances in technology, it now extends its reach beyond the limits of the human senses at a macroscopic level and into fields such as spectroscopy and computer molecular modelling. Insights from these technologies often require thorough mathematical analysis before being accepted as valid justifications for scientific claims. In all their investigative work, chemists must qualify confidence in their discoveries by considering potential errors related to methodology or limitations in measuring equipment.

Distinction between SL and HL

Students at SL and HL share the following.

- An understanding of science through a stimulating experimental programme
- The nature of science as an overarching theme
- The study of a concept-based syllabus
- One piece of internally assessed work, the scientific investigation
- The collaborative sciences project

The SL course provides students with a fundamental understanding of physics and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, and so provides a solid foundation for further study at university level.

The SL course has a recommended 150 teaching hours, compared to 240 hours for the HL course. This difference is reflected in

the additional content studied by HL students. Some of the HL content is conceptually more demanding and explored in greater depth. The distinction between SL and HL is therefore one of both breadth and depth. The increased breadth and depth at HL result in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus.

Aims of the Course:

The course enables students, through the overarching theme of the NOS, 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.

Assessment Objectives and how they are addressed:

Assessment Objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
A01 Demonstrate knowledge	Paper 1 Paper 2 Scientific investigation	Students respond to a range of multiple-choice, short-answer questions and extended-response questions. Students investigate and answer a research question that is their own.
A02 Understand and apply knowledge	Paper 1 Paper 2 Scientific investigation	Students respond to a range of multiple-choice, short-answer, data-based and extended-response questions. Students investigate and answer a research question that is their own.
A03 Analyse, evaluate, and synthesize	Paper 1 Paper 2 Scientific investigation	Students respond to a range of multiple-choice, short-answer, data-based and extended-response questions. Students investigate and answer a research question that is their own.
A04 Demonstrate the application of skills necessary to carry out insightful and ethical investigations	Scientific investigation	Students investigate and answer a research question that is their own.

Structure of the syllabus and conceptual understanding

The structure of this chemistry syllabus is intended to promote concept-based teaching and learning.

There are two organizing concepts in the chemistry roadmap: structure and reactivity. Each of these concepts is subdivided into topics and subtopics, which are all connected through the idea that structure determines reactivity, which in turn transforms structure.

Each of the 22 subtopics is headed by a guiding question to give a sense of what is covered. The purpose of these guiding questions is to promote inquiry—they are therefore not straightforward and best answered once the associated understandings have been acquired. Teachers and students are encouraged to create their own guiding questions to capture the content of units of study.

Several linking questions are associated with understandings

throughout this guide. Linking questions are intended to promote the skills in the study of chemistry and highlight links between the course understandings, encouraging students to look at an understanding from a different perspective, originating in a different part of the course. They are designed to facilitate these connections and their ideal outcome is to promote a highly networked understanding of chemistry.

For example, the trend in reactivity down group 1 is connected to several parts of the course—it illustrates the organization of elements in the periodic table, can be explained in terms of ionization energies, is related to the electron configuration and exemplifies the tendency of metals to be oxidized. The linking questions found in the guide are not exhaustive. Students and teachers may encounter other connections between understandings and concepts in the syllabus, leading them to create their own linking questions.

Syllabus Outline:

Syllabus Component	Syllabus content	Experimental programme
	Structure 1. Models of the particulate nature of matter Structure 2. Models of bonding and structure Structure 3. Classification of matter Reactivity 1. What drives chemical reactions? Reactivity 2. How much, how fast and how far? Reactivity 3. What are the mechanisms of chemical change?	1. Practical work 2. Collaborative sciences project 3. Scientific investigation
Teaching Hours SL	110	40
Teaching Hours HL	180	60

Syllabus roadmap:

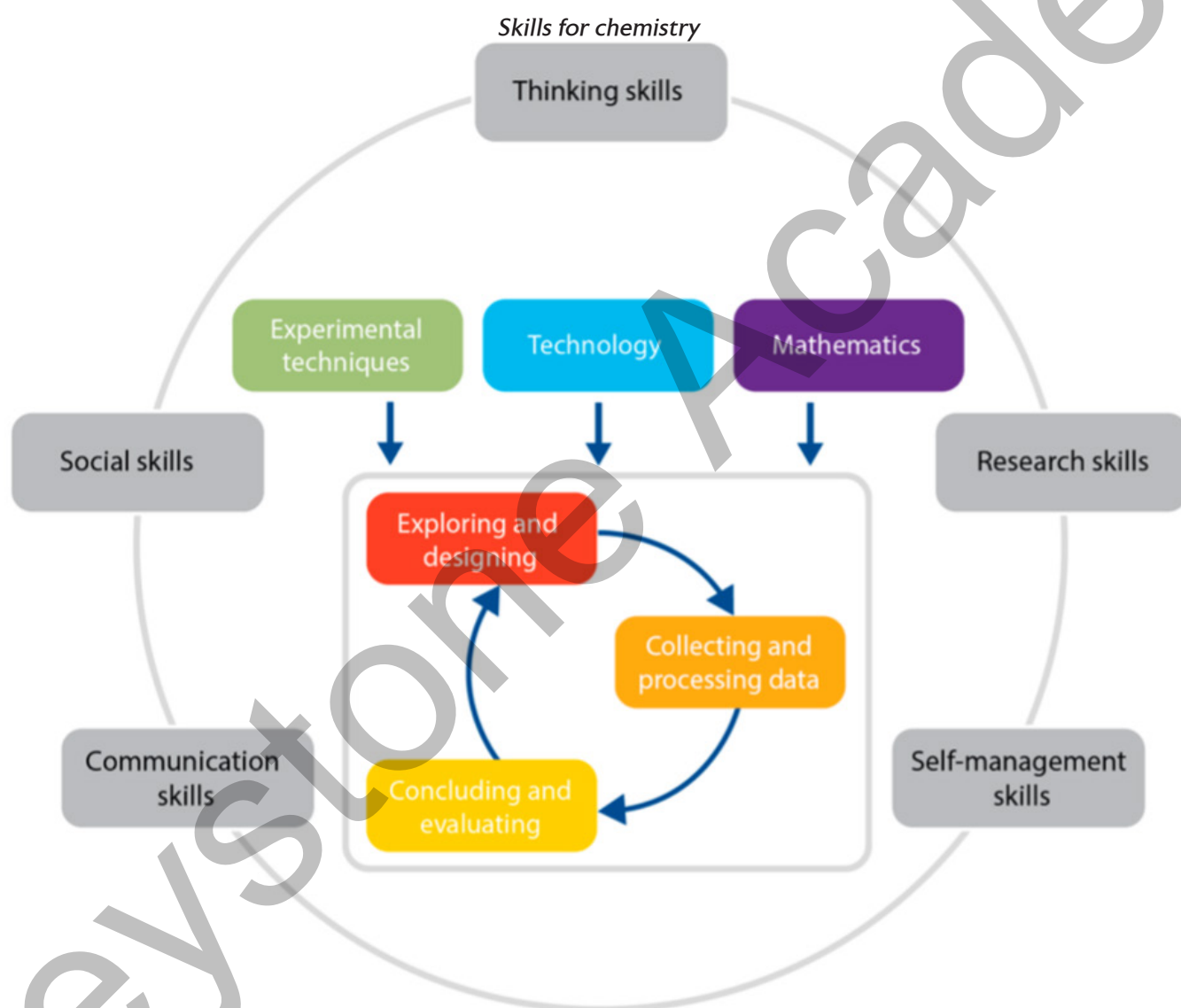
Skills in the study of Chemistry			
Structure Structure refers to the nature of matter from simple to more complex forms		Reactivity Reactivity refers to how and why chemical reactions occur	
Structure determines reactivity, which in turn transforms structure			
Structure 1. Models of the particulate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

Skills in the study of Chemistry:

The skills and techniques students must experience through the course are encompassed within the tools. These support the application and development of the inquiry process in the delivery of the chemistry course.

- Tool 1: Experimental techniques
- Tool 2: Technology
- Tool 3: Mathematics Inquiry process
- Inquiry 1: Exploring and designing
- Inquiry 2: Collecting and processing data
- Inquiry 3: Concluding and evaluating

Teachers are encouraged to provide opportunities for students to encounter and practise the skills throughout the programme. Rather than being taught as stand-alone topics, they should be integrated into the teaching of the syllabus when they are relevant to the syllabus topics being covered. The skills in the study of physics can be assessed through internal and external assessment. The approaches to learning provide the framework for the development of these skills.



Assessment Outline

Assessment component	SL	HL
Paper 1- 36% Paper 1A—Multiple-choice questions Paper 1B—Data-based questions	Duration: 1 hour 30 minutes Total 55 marks	Duration: 2 hours Total 75 marks
Paper 2 - 44% Short-answer and extended-response questions on standard level material only.	Duration: 1 hour 30 minutes Total 50 marks	Duration: 2 hour 30 minutes Total 90 marks
Internal assessment -20% The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	Duration: 10 hours Total 24 marks	Duration: 10 hours Total 24 marks



Diploma Programme (DP) 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.

The DP design technology course is engaging, accessible, inspiring and rigorous. It has the following characteristics.

The course:

- draws on a wide spectrum of knowledge
- enables and empowers innovation, exploration and the acquisition of further knowledge
- actively promotes the act of learning by experience through topics designed for practical exploration
- raises ethical issues in design
- is underpinned by design thinking.

Design thinking involves the ability to:

- understand users, challenge one's own assumptions, redefine complex problems and create innovative solutions that can be modelled and tested
- utilize an experimental and inquiry-based approach to problem-solving
- engage with empathy, definition, ideation, prototyping and testing
- appreciate how theoretical and practical limitations affect the extent to which problems can be solved

During the course students will develop a product design solution. This will involve the ability to:

- identify a problem or need
- design, model, test and develop a product design solution (performance testing)
- liaise with clients, target audiences and end-users to evaluate the success of the product design solution (user testing).

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 science subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize design technology
- develop the ability to analyse, evaluate and synthesize information and claims relating to technological systems
- develop the ability to approach unfamiliar situations and wicked problems with creativity and resilience
- design, model and implement solutions to local and global problems to meet the requirements of clients, users and systems
- develop an appreciation of the possibilities and limitations of design, technology and engineering

systems

- develop the ability to evaluate the impact of products and technologies on a range of stakeholders
- develop the ability to communicate and collaborate effectively
- develop awareness of the ethical, environmental, economic, cultural and social impact of design technology
- develop an understanding of the role of the designer when engaging with changing products, processes, systems and technologies.

concepts, topic content and the nature of design through inquiry.

Students and teachers are encouraged to personalize their approach to the syllabus according to what best fits their interests.

II. Curriculum model overview

The aim of the DP design technology syllabus is to integrate

Syllabus Component	Recommended teaching hours	
	SL	HL
Syllabus content	90	180
A: Design in theory	33	71
B: Design in practice	44	77
C: Design in context	13	32
Practical programme	60	60
Design project	50	50
Collaborative sciences project	10	10
Total teaching hours	150	240

	A: Design in Theory	B: Design in practice	C: Design in Context
1.People	A1.1 Ergonomics	B1.1 User-centred design	C1.1 Responsibility of the designer C1.2 Inclusive design C1.3 Beyond usability (HL only)
2.Process	A2.1 User-centred research methods A2.2 Prototyping techniques	B2.1 The IB DP Design process B2.2 Modelling and prototyping	C2.1 Design for sustainability C2.2 Design for a circular economy
3.Product	A3.1 Material classification and properties A3.2 Introduction to structural systems (HL only) A3.3 Introduction to mechanical systems (HL only) A3.4 Introduction to electronic systems (HL only)	B3.1 Material selection B3.2 Structural systems application and selection (HL only) B3.3 Mechanical systems application and selection (HL only) B3.4 Electronic systems application and selection (HL only)	C3.1 Product analysis and evaluation C3.2 Life cycle analysis (HL only)
4.Production	A4.1 Manufacturing techniques (HL only)	B4.1 Production systems (HL only)	C4.1 Design for manufacture strategies (HL only)

III. Assessment model

Assessment objectives

The assessment objectives for design technology reflect those parts of the aims that will be formally assessed either internally or externally. It is the intention of this course that students are able to fulfil the following assessment objectives.

Assessment objective 1—Demonstrate knowledge of:

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

Assessment objective 2—Understand and apply knowledge of:

- facts, concepts, principles and terminology

- design methodology, techniques and technology
- methods of communicating and presenting ideas and technological information.

Assessment objective 3—Construct, analyse and evaluate:

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

Assessment objective 4—Demonstrate the appropriate research, development, experimentation, modelling and personal skills necessary to carry out innovative, insightful, ethical and effective design activities.

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade	
		SL	HL	SL	HL
External		2.5	4	60	70
Paper 1	Multiple-choice questions	1	1.5		
Paper 2	Short answer and extended-response questions	1.5	2.5		
Internal					
Design Project	Individual design project	50		40	30

Sciences: Computer science

I. Course description and aims

The DP computer science course requires an understanding of the fundamental concepts of computing systems and the ability to apply the computational thinking process to solve problems in the real world.

The course also requires students to develop skills in algorithmic thinking and computer programming.

DP computer science is engaging, accessible, inspiring and rigorous, and has the following characteristics.

The course:

- draws on a wide spectrum of knowledge of computer systems
- develops skills in algorithmic thinking and computer programming
- is underpinned by the computational thinking process
- enables and empowers innovation, exploration and the acquisition of further knowledge
- includes the study of machine learning
- raises ethical issues.

Computational thinking involves the ability to:

- specify problems in terms of their computational context and determine success criteria
- decompose complex real-world problems into more manageable problems
- abstract problems and generalize them to enable algorithmic thinking and to develop solutions
- test and evaluate solutions for improvements.

During the course, students will develop a computational solution. This will develop their ability to identify a problem or unanswered question, and design, develop and evaluate a proposed solution.

The course enables students to:

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize computer science

- analyse and evaluate solutions developed through computational thinking in a range of contexts
- approach unfamiliar situations with creativity and resilience
- use computational thinking to design and implement solutions to local and global problems
- develop an appreciation of the possibilities and limitations of computer science
- evaluate the impact of emerging technologies in computer science
- communicate and collaborate effectively
- develop awareness of the environmental, economic, cultural and social impact of computer science, its applications and ethical implications.

II. Curriculum model overview

The DP computer science course is organized into two key themes:

- Theme A: Concepts in computer science
- Theme B: Computational thinking and problem-solving

Theme A focuses on how computing systems work. Theme B focuses on how we can use computing systems to solve real-world problems.

The course also has a practical dimension, comprising the computational solution (internal assessment) and the collaborative sciences project.

The course can be studied in either the Python or Java programming languages.

Component	Recommended teaching hours	
	SL	HL
Syllabus content	105	195
A Concepts of computer science		
A.1 Computer fundamentals	11	18
A.2 Networks	11	18
A.3 Databases	11	18
A.4 Machine learning	5	18
B Computational thinking and problem-solving		
B.1 Computational thinking	5	5
B.2 Programming	40	42
B.3 Object oriented programming (OOP)	7	23
B.4 Abstract data types (HL only)	0	23
Case study	15	30
Internal assessment		
The computational solution	35	35
Collaborative sciences project	10	10
Total teaching hours	150	240

III. Assessment model

There are four assessment objectives for the DP computer science course. At the end of the course, students are expected to have met the following objectives:

Assessment Objective 1—Demonstrate knowledge and understanding of:

- facts, concepts, principles and terminology in computer science
- appropriate methods, techniques and skills to solve problems using computational thinking.

Assessment Objective 2—Apply and use:

- facts, concepts, principles and terminology in computer science

- appropriate methods, techniques and skills to solve problems using computational thinking
- appropriate methods to present information in computer science.

Assessment Objective 3—Construct, synthesize, analyse and evaluate:

- problem specifications, system requirements, success criteria, testing strategies, and programs
- appropriate techniques to the solution of a problem
- relevant data, information and technological explanations for solutions.

Assessment Objective 4—Demonstrate the application of computational thinking skills to solve real-world problems using computer science solutions.

Type of Assessment	Format of assessment	Time (weighting of final grade)	
		SL	HL
External		2 hours 30 minutes (70%)	4 hours (80%)
Paper 1	Questions focused on the four topics in theme A, “Concepts of computer science”. The paper also consists of three questions related to the case study.	1 hour 15 minutes (35%)	2 hours (40%)
Paper 2	Questions for SL and HL focused on the three topics in theme B, “Computational thinking and problem-solving”. Additional questions for HL, focused on OOP and abstract data types. Students can answer questions in either Java or Python	1 hour 15 minutes (35%)	2 hours (40%)
Internal			
The computational solution	Students develop a computational solution to a real-world problem of their own choosing. The solution should use the concepts, skills and tools acquired in the course and the computational thinking process.	35 hours (30%)	35 hours (20%)

Programming is required to answer some of the questions on Paper 2. Questions that require programming will have equivalent versions for students to choose from, one in Java and the other in Python, according to the programming language they have studied.



Environmental Systems and Societies

I. Course description and aims

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.

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.

Because of the interdisciplinary nature of the subject, students can choose to study ESS to count as either a sciences or individuals and societies course, or as both. In this latter option, students have the opportunity to study an additional subject from any other subject group, including the sciences and individuals and societies subjects.

II. Curriculum model overview

The ESS course has at its heart the intention of providing students with the capacity to understand and make informed decisions regarding the pressing environmental issues we face. A conceptual, interdisciplinary approach is essential to problem solving in ESS as this allows for truly holistic thinking about impending sustainability challenges.

The ESS course engages students and teachers with a conceptual approach. All students are encouraged to integrate the three key concepts of perspectives, systems and sustainability throughout the course.

These concepts are given special focus within the foundation's unit.

Students at SL and HL share the following:

- the study of a concept-based syllabus
- a course which promotes holistic thinking about environmental issues and their solutions
- a foundations unit which introduces and explores the three concepts: perspectives, systems and sustainability
- one piece of internally assessed work, the internal assessment (IA)
- the collaborative sciences project.

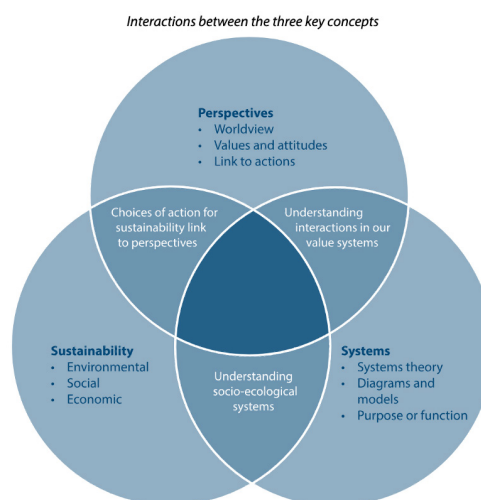
The SL course provides students with a fundamental understanding

of environmental studies and experience of the associated concepts and skills. The HL course requires students to extend their knowledge and understanding of the subject, exploring the complexity of issues with additional breadth and depth, providing a solid foundation for further study at university level.

The foundations unit is designed to be the starting point for both standard and higher level courses.

Other topics contain additional HL content, which provide both greater breadth and depth. The SL course has a recommended 150 teaching hours and the HL course 240 hours. This difference is reflected in the additional content studied by HL students.

The HL course has three HL only lenses—environmental law, environmental and ecological economics, and environmental ethics. The conceptually more demanding HL lenses allow for far more sophisticated processing and balanced viewpoints. The additional HL content requires the student to make more connections between diverse areas of the syllabus, resulting in increased networked knowledge and a comprehensive understanding of the complexities of environmental issues as well as possible strategies, solutions and management. HL students are required to demonstrate critical evaluation and to synthesize material in the core content (common to both SL and HL), HL extension material and HL lenses, facilitating a more complete view of a problem with analysis at greater breadth and depth.



Syllabus Component	Recommended teaching hours	
	SL	HL
Syllabus content	100	190
Topic 1 Foundation		16
1.1 Perspectives		3
1.2 Systems		5
1.3 Sustainability		8
Topic 2 Ecology	22	35
Topic 3 Biodiversity and conservation	13	26
Topic 4 Water	12	25
Topic 5 Land	8	15
Topic 6 Atmosphere and climate change	10	23
Topic 7 Natural resources	10	18
Topic 8 Human populations and urban system	9	15
Higher level (HL) lens		
HL.a Environmental law		5
HL.b Environmental and ecological economics		7
HL.c Environmental ethics		5
Experimental Program	50	
Practical work	30	
Collaborative sciences project	10	
Scientific investigation	10	

Skills in the study of environmental systems and societies

relevant to the syllabus topics being covered.

The skills and techniques students must experience through the course are encompassed within the tools. These support the application and development of the inquiry process in the delivery of the ESS course.

Tools

- Experimental techniques
- Mathematics
- Technology
- Systems and models

Inquiry process

- Inquiring and designing
- Collecting and processing data
- Concluding and evaluating

Teachers are encouraged to provide opportunities for students to encounter and practise the skills throughout the programme. Rather than being taught as stand-alone topics, these skills should be integrated into the teaching of the syllabus when they are

III. 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.

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade %
		SL	HL	
External		3.0	4.5	75 (SL) 80 (HL)
Paper 1	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.	1.0	2.0	25 (SL) 30(HL)
Paper 2	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.	2.0	2.5	50 (SL/HL)
Internal				
Individual investigation	The individual investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the Individual investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		25 (SL) 20(HL)

**Group
5**

Mathematics

Mathematics

The Aims of Group 5 Courses

The mathematics courses aim to contribute to students' personal attributes, subject understanding and global awareness by enabling them to:

1. Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
2. Develop an understanding of the concepts, principles and nature of mathematics
3. Communicate mathematics clearly, concisely and confidently in a variety of contexts
4. Develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics
5. Employ and refine their powers of abstraction and generalization
6. 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
7. Appreciate how developments in technology and mathematics influence each other
8. Appreciate the moral, social and ethical questions arising from the work of mathematicians and its applications
9. Appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. Appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
11. Develop the ability to reflect critically upon their own work and the work of others
12. Independently and collaboratively extend their understanding of mathematics

Mathematics: Analysis and Approaches SL and HL

Mathematics: Analysis and Approaches at SL and HL is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and Approaches will be those who enjoy the thrill of mathematical problem solving and generalization.

This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.

Mathematics: Applications and Interpretation SL and HL

Mathematics: Applications and Interpretation SL and HL is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example.



Syllabus Outline

Mathematics: Analysis and Approaches SL and HL

Syllabus component	Suggested teaching hours	
	SL	HL
Topic 1—Number and algebra	19	39
Topic 2—Functions	21	32
Topic 3— Geometry and trigonometry	25	51
Topic 4—Statistics and probability	27	33
Topic 5 —Calculus	28	55
The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	150	240

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

Mathematics: Applications and Interpretation SL and HL

Syllabus component	Suggested teaching hours	
	SL	HL
Topic 1—Number and algebra	16	29
Topic 2—Functions	31	42
Topic 3— Geometry and trigonometry	18	46
Topic 4—Statistics and probability	36	52
Topic 5 —Calculus	19	41
The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	150	240

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

Assessment Details

Mathematics: Analysis and Approaches SL&HL Assessment Outline

Assessment component	Weighting	
	SL	HL
External assesment (3 hours) Paper 1 (90 minutes) No technology allowed. (80 marks) <i>Section A</i> - Compulsory short-response questions based on the syllabus. <i>Section B</i> - Compulsory extended-response questions based on the syllabus.	80% 40%	80% 30%
Paper 2 (90 minutes) Technology required. (80 marks) <i>Section A</i> - Compulsory short-response questions based on the syllabus. <i>Section B</i> - Compulsory extended-response questions based on the syllabus.	40%	30%
Paper 3 (60 minutes) Technology required. (55 marks) Two compulsory extended response problem-solving questions.		20%
Internal assessment 20% This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. 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)	20%	20%

Mathematics: Applications and Interpretation SL&HL Assessment Outline

Assessment component	Weighting	
	SL	HL
External assesment (3 hours) Paper 1 (90 minutes) Technology required. (80 marks) Compulsory short-response questions based on the syllabus. (80 marks)	80% 40%	80% 30%
Paper 2 (90 minutes) Technology required. (80 marks) Compulsory extended-response questions based on the syllabus. (80 marks)	40%	30%
Paper 3 (60 minutes) Technology required. (55 marks) Two compulsory extended response problem-solving questions.		20%
Internal assessment 20% This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. 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)	20%	20%

Group 6

The Arts and Electives

The Nature of Group 6 Courses

The Group 6 subjects of Music, Visual Arts, Theatre Arts and Film allow the students to become creatively immersed in an art form that they are passionate about. Those students who have the capacity to discover, consider, challenge and extend new ideas, utilizing these skills will achieve highly in these subject areas.

In addition to skill, students need to be prepared to think ‘outside the box’ and become excited about their learning and their new creations in these subjects. By studying the arts and engaging with them practically, students will discover how elusive, fascinating and varied art forms can be. Through thinking further, their ideas can be used to frame, reflect, expose, critique and speculate on new perspectives.

Through studying all three art forms the students will continue to gain an appreciation of how the arts have the power to entertain, enrich and transform peoples’ everyday lives. All art forms exist to create new ideas, questions, experiences and opportunities for all. The students, through these three Diploma courses, have the opportunity to consider how to do this and to experiment with their ideas. Their appreciation of the arts in their different forms will extend and develop as the courses progress.

The arts are a means of exploring society and relationships within it. There emerge possibilities for individual and communal understanding. The students are encouraged to develop their social skills in order to learn how to work effectively with others, and to be successful in any line of work they decide to pursue. Students will be required to display a willingness to understand alternative views, and to respect and appreciate cultural diversity.



Music

Introduction

Prospective students will be expected to have studied a suitable music curriculum up to 9th Grade and have individual instrumental or vocal lessons.

The purpose of the course is to create learning environments for students to understand and explore the diversity of music throughout history and culture. It encourages students to develop perceptual skills through musical experiences such as recognizing, analyzing, identify, composing and discriminating musical elements found in a variety of music.

Students will develop their performance skills, compositional skills, and research skills. The learning process will help them to reach their full potential as a performer, composer and researcher. Also, they will improve their attitude as a learner by being open-minded, risk-taking, and principled students.

Aims & Objectives

1. Explore the diversity of the arts across time, cultures and contexts
2. Develop as imaginative and skilled creators and collaborators
3. Express ideas creatively and with competence
4. Critically reflect on the process of creating and experiencing the arts
5. Develop as informed, perceptive and analytical practitioners
6. Enjoy lifelong engagement with the arts
7. Explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression (inquiry)
8. Acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others (action)
9. Evaluate and develop critical perspectives on their own music and the work of others (reflection).

Curriculum Details

Throughout the course, students embody three roles: **the researcher, the creator and the performer**. In these roles, they inquire, create, perform and reflect on the course's three musical processes:

- **Exploring** music in context
- **Experimenting** with music
- **Presenting** music

The exploration of diverse musical material is focused through the lenses of four Areas of Inquiry (AoIs):

1. Music for sociocultural and political expression
Examples may include protest songs, liturgical music, national anthems
2. Music for listening and performance
Examples may include chamber music of the Western art tradition, cool jazz, experimental music
3. Music for dramatic impact, movement and entertainment
Examples may include music for film, ballet or musical theatre
4. Music technology in the electronic and digital age
Examples may include electronic dance music, technology in popular music production

Engagement with these AoIs takes place across three contexts:

Personal context – music that has significance to the student, and that they are most familiar with. Students consider their immediate cultural context and interests that contribute to their emerging musical identity.

Local context – music that has local significance, but that may be unfamiliar to the student. This can be music from within the student's local, regional or cultural communities, and may include music that the student is not currently engaged with.

Global context – unfamiliar music from a variety of places, societies and cultures. This will include music that the student has not yet connected or engaged with. The music may be from a distant global region or even music in closer geographical proximity but more culturally distant that has not been previously accessible to the student.

Assessment Details

Each assessment submission links directly to one of the course's three musical processes and requires candidates to evidence engagement with that process through the three musical roles.

	SL	HL
Exploring music in context (External) Students select samples of their work for a portfolio submission (maximum 2,400 words). The submission contains: - Exploring as a researcher - written work demonstrating engagement with, and understanding of, diverse musical material from at least two areas of inquiry - Exploring as a creator and as a performer - one practical creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style) - one performed adaptation of music from a local or global context for the student's own instrument (maximum 2 minutes) - supporting audio reference material, (not assessed).	30%	20%
Experimenting with music (Internal) Students submit an experimentation report with evidence of their musical processes in creating and performing focused through at least two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students submit: - Experimenting as a researcher - a written experimentation report that supports the experimentation (maximum 1,500 words) - Experimenting as a creator and as a performer - Practical musical evidence of the experimentation process in the form of - three related excerpts of creating (total maximum 5 minutes) - three related excerpts of performing (total maximum 5 minutes)	30%	20%
Presenting music (External) Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: - Presenting as a researcher - programme notes (maximum 600 words) - Presenting as a creator - composition and/or improvisation (maximum 6 minutes) - Presenting as a performer - solo and/or ensemble (maximum 12 minutes) - excerpts, where applicable (maximum 2 minutes)	40%	30%

	SL	HL
The contemporary music-maker (HL only) (Internal) Students submit a continuous multimedia presentation documenting their real-life project. Students submit: Multimedia presentation (maximum 15 minutes), evidencing: - the project proposal - the process and evaluation - the realized project, or curated selections of it.		30%

Theatre Arts

Introduction

Theatre is a discipline that examines and encompasses the human experience through a global lens.

Through the endeavor of practical creation, students engage in and explore their place in the creative process through practical engagement in theatre and application of a core ideology of methodologies and techniques. A process of creative problem solving empowers theatre students to live a life of awareness and sensitivity to the human condition.

Theatre aims

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

- explore the diversity of the arts across time, cultures and contexts
- develop as imaginative and skilled creators and collaborators
- express ideas creatively and with competence in forms appropriate to the artistic discipline
- critically reflect on the process of creating and experiencing the arts
- develop as informed, perceptive and analytical practitioners
- enjoy lifelong engagement with the arts.
- inquire into theatre and its contexts

- develop and practically apply theatre performance and production skills and elements, led by intentions
- create, present and evaluate theatre work both independently and collaboratively
- acquire the perspectives and intentions of an internationally-minded theatre-maker

For HL only:

- understand, appreciate and explore the relationship between theory and performance.

Objectives

1. Inquiry

- Carry out academic and physical research and identify valuable information and resources to support work in theatre
- Inquire into, and contextualize, the theatrical work and ideas of others

2. Development

- Develop informed and imaginative theatre-maker intentions for making and staging theatre
- Practically and collaboratively explore how performance and production elements combine in practice to create effective moments of theatre

3. Presentation

- Present theatre work to others in order to fulfill theatre-maker intentions

2. Communicate theatrical ideas in a variety of forms, formats and contexts
4. Evaluation
1. Reflect on feedback from others and consider their own development as theatre-makers
 2. Evaluate the effectiveness of theatre work

Syllabus Details

Staging play texts : This area of the syllabus addresses the transformation of play texts into action. Students examine the ways in which ideas are articulated in texts by playwrights and the ways in which performance and production elements can be used to effectively fulfill theatre-maker intentions.

Exploring world theatre traditions : This area of the syllabus addresses the authentic exploration of world theatre traditions through academic and practical research and exploration. Students inquire into and physically explore world theatre traditions, performance conventions and performance material from those traditions in order to acquire a deeper understanding and appreciation of the traditions through the body and/or voice.

Collaboratively creating original theatre : This area of the syllabus addresses the collaborative development and performance of original theatre as part of an ensemble of theatre-makers. Students formulate intentions for theatre-making and examine the ways in which these intentions can be effectively realized through the collaborative creation of original performance work inspired by a starting point.

Performing theatre theory (HL only) : This area of the syllabus addresses the exploration of aspects of theatre theory and the ways in which theory can inform performance. Students research at least one theatre theorist, identify an aspect of their theory and apply this to create and present theatre work that demonstrates this aspect of theory in performance.

Assessment Details

Assessment Task	Standard level	Higher Level
Production proposal (Internal) Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following. 1. A production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.	30%	20%
Research presentation (External) Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following. 1. A video recording of the student's research presentation (15 minutes maximum). 2. A list of all sources cited and any additional resources used by the student during the presentation.	30%	20%
Collaborative project Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. Each student submits the following. 1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used. 2. A video recording of the final piece (7–10 minutes maximum)	40%	25%
Solo theatre piece (HL only) (External) Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4–7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following. 1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited. 2. A continuous unedited video recording of the whole solo theatre piece (4–7 minutes maximum).		35%

Visual Arts

I. Course description and aims

Visual arts are an integral part of our daily lives. They have social, political, ritual, spiritual, decorative and functional values. The theories and practices of visual arts are dynamic and ever-changing, connecting different areas of knowledge and human experience. Visual arts enable us to make sense of the world, to explore our place within it, and to transform our individual and collective ways of being in and with the world.

In this visual arts course students learn how to create, communicate and connect as artists. Students engage in creative practices and processes working with a variety of art-making forms and creative strategies, and learn art-making as inquiry. Teachers and students can adapt the curriculum to their unique contexts, interests and passions. Together, they are invited to transform the classroom into a contemporary visual arts studio. This becomes a collaborative, inclusive, creative and conceptually rich space where students develop their art through personal lines of inquiry guided by artistic intentions.

The course encourages students to engage with the world through individual and shared experiences, imagination and action, and it fosters creativity, communication, critical thinking and collaboration—skills essential in a variety of rapidly evolving fields and professions. The syllabus supports learning through authentic art-making experiences and student choice, encouraging teachers to support their students in becoming progressively more independent art practitioners.

Teaching and learning of conceptual and material skills and methods allow students to think and work like artists. During the course they develop a personal visual language and learn to communicate artistic intentions to different audiences, connecting with the work of other artists and considering the significance of context(s). Students learn that by making art they are empowered to engage, transform and emerge, both as individuals and as members of a community. These positive and creative approaches will stay with students after they complete the course, enriching any of their future pursuits.

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

1. explore the diversity of the arts across time, cultures and



contexts

2. develop as imaginative and skilled creators and collaborators
3. express ideas creatively and with competence
4. critically reflect on the process of creating and experiencing the arts
5. develop as informed, perceptive and analytical practitioners
6. enjoy lifelong engagement with the arts.

The visual arts course aims to enable students to:

7. appreciate that art-making enhances knowledge, develops understanding and transforms ways of being
8. employ curiosity, creativity and dialogue to more openly engage with self, the world and others
9. draw on artmaking and artworks for their own, and their communities', well-being and flourishing.

II. Curriculum model overview

The visual arts course is a creative, practice-based course.

Students work in the classroom as they would in an art studio. Art-making as inquiry is at the centre of the syllabus and students learn through three core areas—create, connect and communicate. These are introduced as discrete elements of the course; however, in practice, this division will only occasionally predominate.

Learning art-making as inquiry will mostly integrate create, connect and communicate. This is to allow students to embrace the holistic nature of visual arts practice. However, teachers will at times need to make explicit the division of content and focus on just one of the core areas, to ensure that students have sufficient understanding, skills and methods to develop their artistic intentions and their artwork.

Students gain a deeper understanding of the visual arts through working with a variety of art-making forms and creative strategies, and develop a personal visual language as well as critical and curatorial skills and methods.

During the two years of the course, students are supported and guided by their teachers to become increasingly more independent visual artists. Seven assessment objectives, clearly defined and embedded in the creative process, guide teachers and students from the beginning to the end of the course.

Students learn to nurture their artistic practice and to develop their ideas, work and reflections through observation, experimentation and investigation. The course is designed to deepen students' understanding of the interactive and generative nature of the work of visual artists, and to promote flexible and iterative creative processes.

Visual arts journals—which might take a variety of formats—are used by students to generate, progress and develop their art-making as inquiry and their learning across the three core areas. Students realize and resolve artworks to communicate with audiences through synthesis of concept and form. Understanding of

context(s) and cultural significance are also part of the curriculum, and students learn to consider the complex and dynamic relationships between artist, artwork, audience and context. Not only do students connect with the work of other artists, but they also learn to situate the artworks they study as well as their own.

As part of the visual arts course students learn to employ curiosity, creativity and dialogue to openly engage with the self, the world and others. They develop the skills to work independently, persist and repurpose, reflect critically and communicate effectively and with coherence as visual artists.

Syllabus area	Teaching hours	
	SL	HL
Create Teachers introduce a variety of art-making forms and creative strategies. Students learn how to generate ideas from investigation and observation, and engage with experimentation or in resolving artworks. They learn how to follow lines of inquiry from conception to realization and to develop a visual language.	20	30
Connect Teachers introduce ways to investigate artworks from different times and contexts. Students consider the relationships between artwork, artist and audience. They learn how to situate their art-making in relation to context and to consider cultural significance.	20	30
Communicate Teachers introduce methods of visual and written presentation, and create opportunities for dialogue and critique. Students learn how to curate, share and situate their artwork. Teachers introduce methods to digitally document and curate artwork.	20	30
Integration of create, connect, communicate The majority of teaching hours in visual arts are devoted to making art as inquiry. Students integrate the core areas of create, connect and communicate, through the pursuit of personal lines of inquiry and while developing a coherent body of resolved artworks. They learn to: • develop their artistic intentions and creative processes • connect their art-making with the work of others • create their artworks in context • communicate with audiences. Teachers plan time and set reasonable deadlines for students to prepare the three summative assessment tasks.	90	150
Total Teaching hours	150	240

III. Assessment model

At the end of the course, students select and organize visual and written materials to submit to the IB for online assessment—both SL and HL students curate and digitally submit three assessment tasks to evidence their learning.

All assessment tasks are non-examination based. Two tasks are externally assessed, and one is internally assessed by the teacher and externally moderated by the IB. The assessment model clearly differentiates the requirements between SL and HL, reflecting the

teaching hours allocated at each level and the greater depth and breadth of work required in the HL course.

Task 1 is common to SL and HL. All students complete the art-making inquiries portfolio.

Task 2 is designed differently for SL and HL, to fully reflect the different allocation of teaching time at each level. SL students complete the connections study and HL students complete the

artist project.

Task 3 is the internal assessment (IA), differentiated between SL and HL. The IA is focused on the student's ability to create a coherent body of work. Both SL and HL students submit five resolved artworks, but some of the requirements of the task are different for each level.

Student work is assessed through assessment criteria and marks are allocated by applying level descriptors.

For their summative end-of-course assessment, students are expected to provide evidence of how they learned to create, connect and communicate as visual arts practitioners. There are seven assessment objectives common to SL and HL that provide measurable indicators of success and help to shape learning and teaching. The visual arts objectives are embedded in the creative process to support authentic learning and the design of valid, reliable and manageable assessment tasks.

Visual arts students are expected to evidence how, as part of their

art-making, they:

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

Assessment Outline

Assessment Outline-SL	Weightings
External Assessment	60%
Art-making inquiries portfolio (32 marks) This is an SL and HL task focused on the student's art-making as inquiry. The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies. The portfolio demonstrates how the student developed and refined their visual language through one or more lines of inquiry and must explicitly include the inquiry questions or generative statements they worked with. SL students submit two mandatory files. • One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. • One separate text file listing the sources.	40%
Connections study (24 marks) This is an SL-only task focused on the student situating in context one of their resolved artworks, chosen from the five they submit for IA. The study presents curated visual and written evidence to demonstrate the connections between the student's chosen resolved artwork and their own context(s), and between the chosen artwork and at least two artworks by different artists. The connections must be informed by research, and the study must demonstrate understanding of the cultural significance of the two artworks by different artists. SL students submit two mandatory files. • One PDF file of up to 10 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words. • One separate text file listing the sources.	20%
Internal Assessment	40%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Resolved artworks (32 marks) This is an SL-only task focused on the student's ability to create a coherent body of work. Each student submits five resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently. The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate their artistic intentions and the choices that informed the making of their coherent body of artworks. SL students submit six mandatory files. • Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional	

supporting image files per artwork can be submitted to show details or additional views. • One PDF file of up to two screens for the rationale (which must not exceed 700 words).	
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Assessment Outline-HL	Weightings
External Assessment	60%
Art-making inquiries portfolio (32 marks) This is an SL and HL task focused on the student's art-making as inquiry. The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies. The portfolio demonstrates how the student developed and refined their visual language through one or more lines of inquiry and must explicitly include the inquiry questions or generative statements they worked with. SL students submit two mandatory files. • One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. • One separate text file listing the sources.	30%
Artist project (40 marks) This is a stand-alone, HL-only task focused on the student creating and situating in context an artwork that they ideate and realize as part of a project of their choice. The artist project demonstrates through curated evidence how the student work was informed by investigations of context, by connections with at least two artworks by different artists, and by dialogues. A short video curated by the student shows where and how the project artwork was realized to communicate with the audience in the chosen context. HL students submit three mandatory files. • One PDF file of up to 12 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words and the student must comply with the exact word counts set for each section. • One video file up to three minutes long presenting the project artwork realized in the chosen context. The video is submitted accompanied by the artwork details and a short text with the finalized artistic intentions (100 words maximum). • One separate text file listing the sources.	30%
Internal Assessment	40%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Selected resolved artworks (40 marks) This is an HL-only task focused on the student's ability to create a coherent body of work selected from their wider production. Each student submits five selected	40%

resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently.

The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate how they realized their artistic intentions through a selection process for the five resolved artworks, from at least eight of their works. Five artwork texts situate through critical analysis each of the selected resolved artworks in a wider artistic context and in relation to the student's practice.

HL students submit six mandatory files.

- Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views.
- One PDF file of up to eight screens including the rationale (which must not exceed 700 words) and five artwork texts (with a total word count not exceeding 1,000 words). One PDF file of up to two screens for the rationale (which must not exceed 700 words).

Film

Film is a powerful and stimulating art form and practice.

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

DP film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.

The film course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. DP film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds.

DP film students require courage, passion and curiosity.

- Courage—to experiment and create, to explore ideas through action and to harness imagination.
- Passion—to communicate and to act communally, and to research and formulate ideas, communicating discoveries in a variety of forms.
- Curiosity—about themselves and others and the world around them, and about the limitless possibilities of human expression through film.

At the core of the DP film course lies the need for creative exploration and innovation. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis that is achieved through practical engagement in the art,

craft and study of film.

Culture and film

For this film guide, **culture** (which is a central component of the course) is defined as learned and shared beliefs, values, interests, attitudes, products and patterns of behaviour created by society. This view of culture includes an organized system of symbols, ideas, explanations, beliefs and material production that humans create and manipulate in their daily lives. Culture is dynamic and organic, and it operates on many levels in the global context—international, national, regional and local, as well as among different social groups within a society. Culture is seen as fluid and subject to change.

Culture provides the overall framework within which humans learn to organize their thoughts, emotions and behaviours in relation to their environment. Within this framework, **cultural context**, which specifically appears throughout the taught syllabus and assessment tasks of the DP film course, refers to the conditions that influence, and are influenced by, culture. These include economic, geographical, historical, institutional, political, social and technological factors.

Distinction between SL and HL

The film syllabus articulates a differential between the SL and HL courses. It allows for greater breadth and depth in the teaching and learning at HL through an additional assessment task. This task requires HL students to reflect on the subject matter, skills and experiences encountered in the core syllabus areas in order to formulate their own intentions for a completed film based on their experiences as developing international filmmakers. They work collaboratively as a core production team in order to effectively communicate on screen.

Prior learning

The film course at both SL and HL requires no previous experience.

The course is designed to enable students to experience film on a personal level; achievement in this subject is reflected in how students develop, extend and refine the knowledge, skills and attitudes necessary for studying film.

The film course provides a relevant learning opportunity for a diverse range of students as it offers an appropriate foundation for further study in film, creative arts and other related subjects. In addition, by instilling discipline and refining communication, as well as creative and collaborative skills, it offers an extremely valuable course of study for students who may wish to pursue a career or further education studies in areas unconnected to film.

Aims of the course:

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

1. explore the diversity of the arts across time, cultures and contexts
2. develop as imaginative and skilled creators and collaborators
3. express ideas creatively and with competence in forms appropriate to the artistic discipline
4. critically reflect on the process of creating and experiencing the arts
5. develop as informed, perceptive and analytical practitioners
6. enjoy lifelong engagement with the arts.
7. explore the various contexts of film and make links to, and between, films, filmmakers and filmmaking techniques **(inquiry)**
8. acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively **(action)**
9. develop evaluative and critical perspectives on their own film work and the work of others **(reflection)**

Assessment Objectives:

It is expected that by the end of the film course, students at SL or HL will be able to demonstrate the following.

1. Demonstrate knowledge and understanding of specified contexts and processes.
 1. Identify the film elements associated with conveying meaning in a variety of film texts.
 2. Formulate personal intentions for work, which arise from both research and artistic endeavour.
 3. Identify informative moments and examples from their own filmmaking work to support analysis.
 4. Present ideas, discoveries and learning that arise from both research and practical engagement with

films, filmmakers and techniques.

2. Demonstrate application and analysis of knowledge and understanding.
 1. Analyse film from various cultural contexts and explain links between areas of film focus and film elements employed by filmmakers.
 2. Demonstrate knowledge and understanding of films, filmmakers and their various cultural contexts in order to influence, inform and impact the creation of film work.
 3. Explore and experiment with a variety of film-production roles in order to understand the associated skills, techniques and processes employed by filmmakers.
3. Demonstrate synthesis and evaluation.
 1. Critically interpret various sources of information in order to support analysis.
 2. Compare and contrast filmmakers, their films and their various cultural contexts in order to further understanding of particular areas of film focus.
 3. Evaluate films created by themselves and others and articulate an informed personal response using appropriate cinematic language and vocabulary.
 4. Reflect on the process of collaboration and on the successes and challenges encountered as a member of a core production team.
4. Select, use and apply a variety of appropriate skills and techniques.
 1. Make appropriate choices in the selection of words, images, sounds and techniques when assembling their own work for presentation.
 2. Experiment in a variety of film-production roles in order to produce film work that conveys meaning on screen.
 3. Collaborate effectively with others in the creation of film work.

Assessment Objectives in practice:

This table illustrates where the film assessment objectives are directly addressed within the taught syllabus and each film assessment task.

		AO1				AO2			AO3				AO4		
		a	b	c	d	a	b	c	a	b	c	d	a	b	c
Core syllabus	Exploring film-production roles	•	•	•	•	•	•	•	•		•	•	•	•	•
	Reading film	•		•	•	•	•		•				•		
	Contextualizing film	•		•	•	•	•		•	•			•		
	Collaboratively producing film (HL only)	•	•	•	•	•	•		•		•	•	•	•	•
Assessment tasks	Film portfolio (SL and HL)		•	•	•	•	•	•	•		•		•	•	
	Textual analysis (SL and HL)	•				•			•				•		
	Comparative study (SL and HL)	•				•			•	•			•		
	Collaborative film project (HL only)	•	•	•	•	•			•		•	•	•	•	•

Syllabus Outline:

Core syllabus areas	Teaching hours
Exploring film production roles SL and HL students will explore various film production roles through engagement with all phases of the filmmaking process in order to fulfill their own filmmaker intentions . Students acquire, develop and apply skills through filmmaking exercises, experiments and completed films.	60 hours
Reading film SL and HL students will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and analysing how film elements combine to convey meaning.	45 hours
Contextualizing film SL and HL students will explore the evolution of film across time, space and culture. Students will examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts .	45 hours
Collaboratively producing film (HL only) HL students focus on the collaborative aspects of filmmaking and experience working in core production teams in order to fulfill shared artistic intentions. They work in chosen film production roles and contribute to all phases of the filmmaking process in order to collaboratively create original completed films.	90 hours (HL only)
Total teaching hours	150 SL 240 HL

Overview of the course

Core areas

The film syllabus consists of the following core areas.

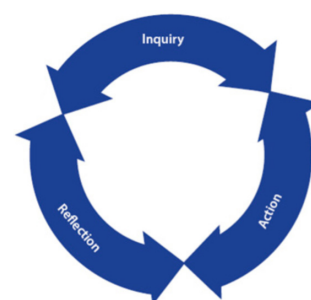
- Exploring film production roles
- Reading film
- Contextualizing film
- Collaboratively producing film (HL only)

The core syllabus areas for DP film have been designed to fully connect with each assessment task. These areas must be central to the planning and designing of the taught film programme that is developed and delivered by the teacher. Students are required to understand the relationship between these areas and how each one informs and shapes their work in film.

The film course is intended to be taught through dynamic cycles of inquiry, action and reflection.

“Through inquiry, action and reflection, IB programmes aim to develop a range of thinking, self-management, social communication and research skills referred to in IB programmes as ‘approaches to learning’”

What is an IB education?
(2013:5)



The inquiry cycle

Inquiry

Inquiry in the film course involves both structured inquiry into established bodies of knowledge and engagement with complex problems in order to better understand them. Through this process, students should be encouraged to examine possibilities for further inquiry, experimentation, exploration and personal development in order to reach a deeper level of understanding.

Action

Action in the film course is both a strategy and an outcome, ensuring that learning emerges out of practical, real-world experiences. Action involves learning by doing, the practical application that enhances learning not only of acquired subject knowledge, but also further develops skills, processes and products involved in the study, application and appreciation of film.

Reflection

Reflection in the film course requires students to become critically

aware of their own development as international filmmakers and calls on them to scrutinize their influences, methods and conclusions, as well as the products and performances that grow from their experiences and endeavours. Students experience presenting work in a variety of formats, consider the potential impact of this work and evaluate the extent to which they can fulfill intentions.

Taught content:

To fully prepare students for the demands of the film assessment tasks, teachers are expected to ensure that their planning addresses each of the requirements stated in the following table, which is represented as the interplay between inquiry, action and reflection.

	Core syllabus requirements		
	Inquiry	Action	Reflection
Exploring film production roles	Students will: - engage with various film texts, seeking influence and inspiration in order to guide their own production work - research a variety of film production roles and acquire an understanding of industry practices and essential skills required for a minimum of three roles - examine their own personal interests and inspirations in order to identify filmmaker intentions.	Students will: - acquire, develop and apply practical filmmaking skills and techniques, in a variety of forms and a minimum of three film production roles - work both individually and collaboratively as creative risk-takers on a variety of filmmaking exercises and experiments in order to fulfill their filmmaker intentions - collaborate to create at least one completed film, working in one discrete film production role.	Students will: - reflect on their acquisition of skills and chart their learning in a variety of film production roles - reflect on the successes and challenges of their exercises, experiments and completed films, evaluating the impact this work has had on them as a filmmaker and the extent to which their filmmaker intentions were fulfilled - experience collating evidence of their explorations in a portfolio, presenting work in both visual and written forms.

Reading film	Students will: • explore a variety of film texts (including narrative, documentaries, television shows and shorts) that originate from various cultural contexts, gaining an understanding of how film elements combine to convey meaning • research and respond to a variety of film texts, using both primary and secondary sources, identifying how the film texts are constructed and the ways in which choices in film elements convey meaning • acquire and develop technical and critical film vocabulary to support their analysis.	Students will: • experience discussing film sequences and film texts through a variety of key film concepts • document their own interpretations of how meaning is constructed through film elements in film sequences and how these relate to the entire film texts from which they belong • analyse and deconstruct a variety of film sequences and film texts, showing an awareness of the cultural contexts from which the film texts originate.	Students will: • consider and link film elements and cultural contexts within film texts they have studied, as well as to other films they have experienced • reflect on their analysis of film elements and film texts in both formal and informal presentations • experience presenting work as a written textual analysis.
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Contextualizing film	Students will: • examine and research the evolution of film across space, time and culture • explore a variety of film traditions, conventions and areas of film focus in order to formulate clearly defined topics for further study • engage with multiple film texts from a variety of contrasting cultural contexts.	Students will: • identify and research links between a variety of film texts, their contrasting cultural contexts and a variety of areas of film focus • develop arguments and perspectives on specific areas of film focus, comparing and contrasting a variety of film texts, in order to further their own understandings.	Students will: • reflect on their learning in this area, formulating a rationale for the arguments they have developed and comparisons they have made • experience presenting work as a recorded multimedia comparative study and consider how best to present audio-visual material.
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Collaboratively producing film (HL only)	HL students will: • reflect on their experiences of watching films and consider how exposure to films and filmmakers might guide and influence their own work, enabling them to set clear intentions for filmmaking • consider how film elements, areas of film focus, film production roles and cultural contexts they have explored in the film course can inform and shape their own filmmaking practices • form core production teams to collaboratively create plans for making at least one original completed film, identifying the roles, responsibilities, skills and techniques required and formulating intentions for the completed films.	HL students will: • engage in the pre-production, production and post-production phases, working as part of a core production team to create at least one completed film • make creative choices in order to convey meaning in film production roles and collaborate in a variety of other activities to support the cooperative realization of at least one completed film • document their pre-production, production and post-production experiences.	HL students will: • evaluate the strengths and weaknesses of their own individual work in film production roles • reflect on their collaborations as part of a core production team, evaluating the successes and challenges of the process and the extent to which at least one completed film fulfilled stated intentions • experience presenting work in both audio-visual and written forms.
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Assessment Overview:

	External/ Internal	SL	HL
Film portfolio Students at SL and HL undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film. Students submit the following. - Portfolio pages (9 pages maximum: 3 pages maximum per film production role) and a list of all sources used. - A film reel (9 minutes maximum: 3 minutes maximum per film production role, including one completed film).	Internal	40%	25%
Textual analysis Students at SL and HL demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the cultural context of the film and a variety of film elements. Students submit the following. A textual analysis (1,750 words maximum) and a list of all sources used.	External	30%	20%
Comparative study Students at SL and HL carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study. Students submit the following. - A recorded multimedia comparative study (10 minutes maximum). - A list of all sources used.	External	30%	20%

Collaborative film project (HL only) Bringing together all they have encountered during the film course, students at HL work collaboratively in a core production team to plan and create an original completed film. Students submit the following.	External		35%
1. A completed film (7 minutes maximum). 2. A project report (2,000 words maximum) and a list of all sources used.			



Electives

Students may opt not to do a Group 6 Arts subject and choose an elective or second subject from either Groups 3 or 4. The electives for this cohort are as follows:

- Biology
- Business Management
- Chemistry
- Computer Science
- Design Technology
- Economics
- History
- Physics
- Psychology
- Geography

Thus, students are able to take 2 Sciences or 2 Individuals & Societies courses. Please speak to the High School Office if you require further clarification on this.

Online DP Courses

In special circumstances, a student may be able to do one DP course online. Many DP courses are offered online through Pamoja Education (www.pamojaeducation.com). They offer many but not all DP courses and their offerings diversify each year. There are 2 main reasons why a student may need or wish to take an online course:

- A particular course is not being offered at Keystone in an upcoming academic year
- There is a timetable conflict which will not allow a student to take a certain combination of courses

In order to be successful in an online course, a student must demonstrate the following:

- Strong academic results
- Teacher or advisor recommendations
- A demonstrated ability to work independently or with minimal supervision

Online classes are taught by a qualified and experienced DP teacher of that subject and the class is comprised of similar students from around the world who are operating in many different time zones. The 'classroom' has weekly readings, web links, assignments, journal entries and occasional forums, all of which are mandatory. Assignments are posted weekly and graded. Furthermore, there are practice IB exams at the end of Grade 11 and midway in Grade 12.

As online students will have less class time at Keystone than their peers, it is expected that they use this time wisely to complete any online readings, assignments or to read more widely in their subject. Another important point to remember is that there are

often regular classes when Keystone has official holidays such as National Day and Chinese New Year.

Keystone will provide what is known as a School-Based Coordinator – a teacher who is appointed to monitor students' progress in their respective courses and to liaise with the online teachers as well as Pamoja. This teacher may or may not have knowledge/experience with a particular subject but their role is not to teach. Meetings with the School-Based Coordinator are held once per cycle at a time convenient to the student and the teacher.

The following online courses are available during the current academic year:

French ab initio SL
Information Technology in a Global Society HL and SL
Philosophy SL
Spanish ab initio SL
Spanish B SL

Keystone currently has a few students doing online courses through Pamoja – they are a valuable source to discuss the benefits and challenges of doing such courses.

If you are interested in doing any of these courses, please come to the High School Office to discuss possibilities and appropriateness to your course selections.

Appendix 1

The Keystone Diploma: Definition and Assessment

Introduction

This document refers to students who complete grade 12 at Keystone Academy, and who have been enrolled at Keystone for four, three, two, or one years prior to graduation.

All students successfully completing the graduation requirements at Keystone are awarded the Keystone Diploma. This award is separate from but overlaps with some aspects of the IB Diploma. It is an internal Keystone Academy award, reviewed by Keystone Faculty and voted by the Board of Trustees for each student, and presented at commencement celebrations in May or June of each year.

General

The Keystone Diploma graduate requirements for Keystone students derive from the school's mission and its three keystones.

The keystones are:

- bilingual immersion in Chinese and English;
- building character and community throughout our residential setting;
- promoting Chinese culture and identity in a world context.

Graduates of Keystone are described in the mission in this way: Our graduates will possess the intellectual, cultural, and ecological fluency to navigate gracefully in universities, cities, and their chosen professions. They will know how to apply their emotional intelligence, character, and zest for learning to help develop and improve the communities in which they live.

Keystone graduates will be ready to launch into university study and demanding careers. They will be able to conceptualize complex interdependence between people and ideas. They will be able to operate effectively in different cultures and regions. They will be able to assume responsibility for themselves and their communities, and take action to improve the world for future generations.

The Keystone Diploma

The Keystone Diploma will be awarded to students who complete successfully the following. Any exception to the requirements below would be adjudicated by the Senior Leadership:

Entering Grade 9, and through Grade 9

- IB MYP passing and promotion requirements.
- Keystone's China and the World program.
- Assessed and appropriate proficiency in the three keystones.

Entering Grade 10, and through Grade 10

- IB MYP passing and promotion requirements.
- Keystone's China and the World program.
- Assessed and appropriate proficiency in the three keystones.

Entering Grade 11, and through Grade 11

- No fewer than five IBDP Courses, usually including Chinese, English, and Mathematics, all at passing grades, and with at least a grade of 4 in two College Required Courses (CRCs).
- Appropriate proficiency in the IBDP core elements of CAS, TOK, and the EE.
- Assessed and appropriate proficiency in the three keystones.

Entering Grade 12, and through Grade 12

- No fewer than five IBDP Courses, usually including Chinese, English, and Mathematics, all at passing grades.
- Appropriate proficiency in the IBDP core elements of CAS, TOK, and the EE.
- Assessed and appropriate proficiency in the three keystones.

Assessment and Award of the Keystone Diploma

Requirements for the Keystone Diploma will be assessed every year from grade 9 to grade 12.

The 'academic' aspect of this assessment was established from May/June 2015.

The process of assessing the three keystones started in May/June

2017 for the grade 11 class.

The following year, again at the end of the academic year (that is May/June 2018), all 4 grades from 9 through 12 were assessed in proficiency of the three keystones. This then continued as is in following years.

As outlined above, our three keystones are:

- bilingual immersion in Chinese and English;
- building character and community throughout our residential setting;
- promoting Chinese culture and identity in a world context.

For learners of Chinese as another language, proficiency in the first keystone will be demonstrated by passing grades in Chinese Language Acquisition in grades 9 and 10, and passing grades in Chinese ab initio in grades 11 and 12. In special cases, a student who has completed grades 9 and 10 at Keystone, passing Chinese as described in the previous sentence, may petition to do a language other than Chinese for the IB Diploma and, if granted, still qualify for the Keystone Diploma.

For learners of English as another language, proficiency in the first keystone will be demonstrated by obtaining passing grades in English Acquisition or English Language and Literature in grades 9 to 12. In special cases, a student who has completed grades 9 and 10 at Keystone, passing English as described in the previous sentence, may petition to do a language other than English for the IB Diploma and, if granted, still qualify for the Keystone Diploma.

Proficiency in the second keystone will be demonstrated through assessment as outlined in the table called Keystone Academy Character and Community Assessment.

Proficiency in the third keystone will be demonstrated by passing grades in China in the World courses in grades 9 and 10, and the bicultural Theory of Knowledge course in grades 11 and 12.

Keystone Academy Character and Community Assessment

LO1	Demonstrates commitment to personal character development
Descriptors	<i>The student:</i> • is keenly aware and proactive in taking care of their physical, emotion and spiritual well-being • leads and serves in ways that benefit the common good of the school community • makes thoughtful decisions that consider self, others, and the common good • pursues personal enrichment and knowledge through reflection and learning from others • learns bravely from failures and demonstrate resilience
LO2	Displays compassion and concern for others' well being
Descriptors	<i>The student:</i> • treats everyone with kindness, empathy and understanding • treats everyone fairly and takes courageous actions to correct injustices and unfairness • demonstrates awareness of how his/her social behaviors affect others and acts to promote harmonious interactions in the community
LO3	Demonstrates regard for community and social responsibility
Descriptors	<i>The student:</i> • serves with generous spirit and makes positive contribution to the community where we live and learn • shows an understanding of the shared values of the community and seeks to foster harmony, inclusiveness, and self-control. • demonstrates an understanding of the environment and exhibits sustainable practices and behaviors at school and beyond. • is proactive in developing an understanding of others and demonstrates he/she values others' ideas and beliefs.

PROMOTION, CERTIFICATES & GRADUATION

Students at Keystone Academy are held to high academic and personal standards.

The Secondary School at Keystone Academy offers the Middle Years Program (MYP) and the Diploma Program (DP) of the International Baccalaureate (IB). In addition, the Academy also offers Chinese Thread compulsory courses that promote Chinese culture and identity in a world context.

PROMOTION Grades 6 to 8

In grades 6, 7 and 8, judgments on promotion, repeating, or even leaving the school are based on academic achievement as well as other considerations, and are resolved through conversation with families. In the case of promotion from grade 8 to 9, students with grades of 1 or 2 in College Required Courses (CRCs) may be required to complete compensatory work, paid for by the parents, before beginning grade 9.

Grades 9 to 12

In grades 9 to 12, judgments on promotion, repeating, or even leaving the school are influenced by, but not limited to, academic achievement and meeting the expectations of our three keystones. Starting in grade 9, course results are recorded on the student's transcript that is sent to colleges. Courses with scores of 1 or 2 are considered failing and will receive no credit. Credit is awarded for courses with final grades of 3 to 7.

Courses in the following subject areas are designated as College Required Courses:

1. Language and Literature 2. Language Acquisition 3. Individuals & Societies 4. Sciences 5. Mathematics.

Academic Requirements for Promotion in Grades 9 and 10

In order to support student preparation for university, grade 9 and 10 students must earn a passing grade in all CRCs and a grade of 4 or better in at least two CRCs. In addition, students cannot have more than one failing grade (1 or 2) in a non-CRC. In the event that students do not achieve this, they may be required to repeat a grade, exit the program or enter into a support program, paid for by the parents. Consultation with teachers, counselor, advisor, IB Coordinator and Heads of Division will form part of the decision-making process.

Academic Requirements for Promotion in Grade 11

Students in grade 11 must pass at least five IBDP courses and earn at least a final grade of 4 in two CRCs. Students must also be "meeting expectations" or "exceeding expectations" in the Theory of Knowledge (TOK) course and the Creativity, Activity, Service (CAS) program, and making satisfactory progress towards completing the Extended Essay (EE). In the event that students do not achieve this, they may be required to repeat grade 11, exit the program or enter into a support program, paid for by the parents at the discretion of the Head of High School in consultation with the Assistant Head of High School and the Head of School.

Additional Requirements for Promotion in Grades 9 to 11

Students must demonstrate appropriate proficiency in the three keystones in order to be promoted in grades 9 to 11. Students who do not demonstrate appropriate proficiency may be required to complete summer activities to demonstrate growth in these areas. Students who do not make sufficient progress may not be able to continue at Keystone Academy.

Requirements to Continue as an IB Diploma Candidate

Generally, students in grade 11 will begin by pursuing both the Keystone Diploma and the IB Diploma. Continuation as an IB Diploma Candidate over the two-year period of 11th and 12th grade requires that the student show satisfactory progress in all courses and components of the program. The following outlines cases where students may be required to drop their status as an IB

Diploma Candidate. Decisions on continuation as an IB Diploma Candidate will be discussed with the student and parent, but will be decided by the Head of the High School in conjunction with the IB DP Coordinator.

- If any Higher Level (HL) IB semester grade is 2 or less, the class will be changed to Standard Level (SL). This usually means that the student will not be able to continue as an IB Diploma candidate as they won't have the requisite combination of HL and SL classes.
- If any IB HL semester grade is equal to 3, the student will have one semester to get it to a 4. If, after one semester, the grade is still 3 or less, the class will be changed to SL. This will usually mean that the student cannot continue as a Diploma candidate as they won't have the requisite number of HL and SL classes.
- If the 3 HL semester grades add to 10 or less, the student will be changed to SL courses.
- If the 3 HL semester grades add to 11, the student will be given one semester to get the total to a minimum of 12 (and all HL courses to a minimum of 4).
- If the 3 SL semester grades add to less than 9, the student must drop from Diploma to separate IB Courses.
- EE, TOK and CAS are crucial core components of the Diploma. If a student fails to meet published milestones and deadlines, they may be required to drop from the IB Diploma to IB Courses. Students are reminded that the EE, TOK and CAS are also components of the Keystone Diploma and they must complete these requirements satisfactorily in order to graduate with a Keystone Diploma.
- Students who fail the first year of an IB DP course may not continue to the second year of that course.

Special Education Needs

Students with Individual Education Plans (IEP's) and that fall under the School's Special Educational Needs (SEN) program are accommodated according to the SEN policy and according to the accommodations outlined by the IB. These students have the same expectations to fulfill the promotion and graduation requirements outlined in this document.

IB Anticipated and Predicted Scores

When needed for university, teachers will provide IB anticipated grades to our school's College Counselors for the purpose of the college application process.

Prior to the final IB exams, teachers will submit formal predicted grades to be sent to the IB as required by the organization.

CERTIFICATES AND DIPLOMAS

Keystone Academy's Secondary School is divided into Middle School (Grades 6 to 9) and High School (Grades 10-12). The following certificates and diplomas are awarded in the Secondary School.

Middle School

Chinese Middle School Diploma

Students from grade 6-9 complete eight MYP courses and two Chinese Thread courses. At the end of grade 9, Chinese national students who successfully complete grade 9 and are promoted to grade 10, will earn a Chinese Middle School Diploma.

High School – Grade 10

Keystone IB MYP Full Certificate

At the end of grade 10, each student who has participated in grade 9 and 10 of the MYP program and who has achieved an overall minimum standard in all aspects of the Keystone Academy MYP will be awarded a Keystone IB MYP Full Certificate. There are no exit exams required for the Keystone IB MYP Full Certificates and in the case of semester courses, the final grades will be averaged and then calculated into the final point total. Please refer to Table 1 below for examples of course calculations.

Minimum standards at the end of grades 9 and 10 are defined as:

- a. Successfully completing all eight MYP subject groups including two consecutive years in Language Acquisition or two courses of Language and Literature.
- b. Having earned a total of at least 32 from the eight MYP subject groups and the MYP Personal Project combined, out of a possible maximum of 56.
- c. Having earned a minimum grade of 3 (maximum 7) in every IB MYP CRC with at least two of them having a

grade of 4. One grade of 2 is allowed in non-CRC courses. All other non-CRC courses should be 3 or higher.

- d. Having earned a minimum grade 3 (maximum 7) for the Personal Project;
- e. Having met the expectations of Service as Action to the satisfaction of the school.

Keystone IB MYP Certificate of Participation

Students entering Keystone in grade 10 and who have only completed one year of the program at Keystone, may earn a one year Keystone IB MYP Certificate of Participation. The student must meet all the requirements as listed in the section above, with the exception of completing 2 years in the same Language Acquisition course (or two years of two Language A courses).

Keystone IB MYP Certificate of Recognition

Students who do not meet the requirements of the Keystone IB MYP Full Certificate in grade 10, but fulfill the requirements for promotion to the next grade, are eligible to earn the Keystone IB MYP Certificate of Recognition. These students may be required to complete a program of academic consolidation and reinforcement before commencing the IB Diploma Program (IBDP) i.e. summer courses, required tutor program, etc.

High School – Grade 12

Keystone High School Diploma

At the end of grade 12, each student who has achieved an overall minimum standard in various aspects of Keystone Academy will be awarded a Keystone High School Diploma.

The precise and detailed requirements of the Keystone Diploma are in Appendix 1 below. Exceptions to the graduation requirements are rare and address the needs of students transferring from other school systems. Such exceptions will be approved at the time of admission.

IB DP Diploma and DP Course Results

Grade 12 students in the IBDP may also earn an IBDP Diploma if they fulfill all the requirements set by the IBO. Students not pursuing the IBDP Diploma can choose to receive DP Course Results for individual courses. The IBDP Diploma and the IB DP Course Results are awarded by the International Baccalaureate and not by Keystone Academy.

The IBDP Diploma and the DP Course Results have external examination requirements, IB moderated internal assessment requirements, as well as other externally assessed or moderated components. For more details refer to the Keystone IB Diploma Curriculum Handbook.

Keystone Academy



A new WORLD SCHOOL
真正的世界学校

A new MODEL OF EDUCATION IN CHINA
全新的教育模式

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