



IB DIPLOMA CURRICULUM REVIEW

IB Diploma Information

Introduction

The International Baccalaureate Diploma programme (IBDP) is an advanced two-year course of study designed to prepare students for university and life. The IBDP founders saw the need to create a university preparatory curriculum with high standards which is recognised around the world. Since its inception in 1968, the IBDP has grown to include over 3 3 2 3 schools in 152 countries.

The IB Diploma is more than just a curriculum, it is also a teaching and educational philosophy designed to inspire students to think beyond factual recall of information. The spectrum of IB classes is designed to teach students to think critically, to appreciate the importance of seeing events or knowledge claims from different perspectives, to understand strengths and weaknesses of what students or others claim to "know," to understand and explore ethical controversies inherently relevant to what they learn, and to be able to apply what they learn in meaningful ways to the "real world".

While the IBDP is not designed exclusively for the elite or gifted academic student, the decision to pursue this qualification is most appropriate for those students who are highly motivated, open-minded, and responsible. The IBDP is much more, however, than a series of academic subjects. Its unique additional features of CAS (Creativity, Activity, Service), the Extended Essay and Theory of Knowledge ensure that students are opened to their community responsibilities, are encouraged to develop their research skills and become independent analytical thinkers.

The IBO Mission Statement

"The International Baccalaureate Organization 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 IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

Reference: www.ibo.org

IB Diploma Students

Eligibility for Acceptance into the IB Diploma

All previous educational backgrounds will be considered for students entering the IB Diploma programme. For students that have followed the IGCSE programme, we recommend that for Standard Level subjects an IGCSE grade of 'C' or above is obtained and for Higher Level a 'B' or above is attained. Students should be achieving at a high level in their current studies to ensure they commence the IBDP with a strong academic foundation.

Maintaining Eligibility: Diploma Candidates

Participating in the IBDP is a privilege, not a right. Maintaining the status of a full Diploma Candidate requires initiative, reflection, responsibility, and motivation - all traits that will help students to be successful at university and in life. In general, a student's status will be evaluated on their performance and behavioural trends rather than isolated events.

IBDP students will need to pace themselves and plan well ahead of deadlines so that they can be met without cramming at the last minute. Students need to be fully aware of their progress in each class and constantly try to improve upon their last performance. Communication with the teacher is essential in this regard.

Students need to be mature enough to be willing to accept criticism to continue to grow academically during any two-year programme. Students should be able to work with their teacher and keep the teacher informed about what they do not understand or when they are facing difficulty. This is especially important in a syllabus that spans two years and where lessons generally build upon one another cumulatively.

Specific expectations must be met to maintain Diploma Candidate standing at EF Academy Oxford.

IB Diploma Structure at EF Academy Oxford

Students who pursue the IBDP must complete six examination subjects: three at Higher Level (HL) and three at Standard Level (SL). The IBDP courses at EF Academy are taught over a two-year period and IBDP examinations are undertaken in May in the second year of the programme.

Students must take 6 subjects chosen from Group 1 to 6.

One subject must be selected from each of the Groups 1 to 5. The sixth subject can be selected from Group 6 or from Groups 1 to 5.

IBDP candidates also complete the "core" requirements of the programme: The Extended Essay, Theory of Knowledge, and CAS (Creativity, Activity, Service).

The list below shows the IBDP subjects that are offered at EF Academy Oxford (some subjects will depend on numbers).

Group 1

Studies in Language & Literature:

- English A – SL/HL
- Spanish A – SL/HL
- German A – SL / H L
- French A – SL/HL
- Italian A – SL/HL
- Self-Taught Literature – SL*

Group 2

Language Acquisition:

- English B – SL/HL
- French B – SL/HL
- Spanish B – SL/HL
- Spanish ab initio – SL
- French ab initio – SL

Group 3

Individuals and Societies:

- Economics – SL/HL
- Business Management – SL/HL
- History – SL/HL
- Global Politics – HL

Group 4

Sciences:

- Biology – SL/HL
- Physics – SL/HL
- Chemistry – SL/HL
- Environmental Systems & Societies – SL only

Group 5

Mathematics:

- Math HL
- Math SL

Group 6

Arts and Electives:

- Visual Arts SL/HL

OR

- Any additional subject from Groups 3 or 4

IB Diploma Core Requirements

1. **CAS requirement** – Creativity, Activity and Service (CAS) involves students in a range of activities alongside their academic studies. They include experiences that involve creative thinking, physical exertion as well as unpaid or voluntary exchange. Since it is required for completion of the full IB Diploma, EF Academy expects students to undertake CAS throughout the two years of their programme. Diploma candidates are required to keep a CAS journal throughout the programme and submit a short CAS presentation towards the end of their two-year programme. The CAS course must be satisfactorily completed to be awarded the IB Diploma
2. **Theory of Knowledge** - Theory of Knowledge (TOK) interweaves all IB subject areas, distinguishes between the way that knowledge is acquired in each area, and explores the difference between truth and belief. The course encourages a great deal of critical thinking, personal reflection, and emphasises the importance of seeing events from multiple perspectives. TOK is formally assessed by both a final Exhibition (that is internally marked and externally moderated), and a TOK Essay (that is externally assessed). As an integral part of the IB core, the TOK course must be satisfactorily completed for a student to be awarded the IB Diploma.
3. **The Extended Essay** - The Extended Essay (EE) is an independent research project on a topic chosen by the student and presented as a formal piece of academic writing. It is intended to help students prepare for further education by developing high-level research and writing skills as well as encourage intellectual discovery. Under the guidance of a supervisor (a teacher in the school) and the Extended Essay Coordinator, the student is also invited to reflect on the choices they have made, evaluate the outcome of their year-long EE journey and present their findings in a public presentation.

Distinctions Between Standard Level and Higher Level Classes

IBDP students will usually have a certain amount of choice about whether they take each class at Higher Level (HL) or Standard Level (SL). The exact difference in terms of content, standards, and requirements of class taken at SL or HL varies between subjects in the IBDP curriculum. In some subjects, HL and SL vary substantially in degree of difficulty and material covered. However, for most IBDP subjects, the levels differ primarily in the amount of material covered rather than degree of difficulty.

Standard Level courses require approximately 150 class hours while Higher Level courses require approximately 240 class hours. In practice, Standard Level students have additional independent study time, cover fewer units, or have fewer demands regarding their internal assessment.

Students who pursue any course at the Higher Level should do so because they have an aptitude or a high level of motivation in this class.

Students are expected to conduct 1.5 hours of independent reading for each Standard Level subject per week, and 3 hours for each Higher Level subject per week.

In making the final decision about the level of each subject, students need to carefully balance their interests and abilities with projected university entrance requirements.

Components of an IB Course

Internal Assessment (IA) and IB Exams

- a. **Internal Assessment (20-30% of the Final Grade):** The IBDP curriculum requires that students complete a major project in each IBDP subject they take. Such projects are formally called Internal Assessments (IA) because they are assessed internally by the subject teachers. Regardless of the type of project, students are asked to apply the knowledge and skills they are learning in the class to this assignment. To ensure consistency, IA projects are also moderated. This means that while the individual teacher is responsible for grading and assessing the students work, the IBO randomly requests samples of this work to be examined by IBDP examiners who check to see that teachers are applying the correct grading criteria. This step is essentially a safeguard to ensure that teachers' grading practices are consistent with IBO standards.

The moderation process is an important part of maintaining consistency, fairness, high standards, and accountability in the IBDP. The IA requirement also serves to lessen the relative impact of the examination at the end of the course.

- b. **IB Exams (70-80% of the Final Grade):** In the month of May in the second year of the IBDP, students will undertake IBDP examinations. These examinations are comprehensive; they are usually based on two years' worth of teaching materials. Therefore, IBDP examinations require a great deal of revision and preparation by the student.

These examinations are created by the IBO and sent by courier to each IBO school. The examinations themselves are externally assessed (graded) by trained examiners throughout the world based upon published grading criteria.

IB Diploma Results

The maximum score possible for students pursuing the IB Diploma is 45, representing up to 7 points in each of the six required courses (42 points), plus 3 possible core points for Theory of Knowledge and the Extended Essay components. An IB Diploma candidate must reach a **total of 24 points**, or an average grade of 4 in each of their classes. To a certain extent, a high grade in one subject can balance a poor grade in another (e.g. a 5 in English can offset a 3 in Mathematics). Be aware that there are several situations that can prevent candidates from receiving the diploma. The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- | | |
|--|---|
| a. CAS requirements have been met | g. There are no more than three grade 3s or below (HL or SL) |
| b. The candidate's total points are 24 or more | h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count) |
| c. There is no "N" awarded for Theory of Knowledge, Extended Essay or for a contributing subject | i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL) |
| d. There is no grade E awarded for one or both of Theory of Knowledge and the Extended Essay | j. The candidate has not received a penalty for academic misconduct from the Final Award Committee |
| e. There is no grade 1 awarded in any subject/level | |
| f. There are no more than two grade 2s awarded (HL or SL) | |

Successful IB Diploma Candidates will receive an IB Diploma and a document entitled "Diploma Programme (DP) Results" listing the total IBDP points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded as well as individual grades for the combination of Theory of Knowledge and the Extended Essay.

Academic Expectations

- Diploma candidates must earn at least 24 points in total, including a minimum of "9" points in total from their SL classes and at least "12" points in total from their HL classes on each end of term report.
- It is expected that IBDP students meet deadlines set by the teacher or coordinator. Meeting a deadline means that IBDP assignments should be submitted on time and meet all requirements.
- Students are expected to spend an absolute minimum of 3 hours per week for each Higher Level IB subject and 1.5 hours for each Standard Level subject.

Consequences for Failing to Meet Academic Expectations

A Diploma Candidate failing to earn at least 24 points in total, including "9" points from their SL classes and "12" points from their HL classes, will need to meet with their Academic Tutor and possibly the IB Coordinator to discuss their progress. If this situation continues, the student may be guided to "IB Course Certificate Status" only and this will affect a student's entry into certain universities.

IB Course Certificates

An IB Diploma Candidate who does not meet the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in Theory of Knowledge and the Extended Essay as well as confirmation of the completion of all CAS requirements, as appropriate.

Choosing the Right Subjects

On this page, you will see some of the most popular university courses IBDP students in other schools have joined in the past and the entry requirements for these courses in different countries. Remember this information is subject to change, so you should always check with the university of your choice.

As well as choosing appropriate subjects, it is important to think about the broader skills and activities which will help you get a place at university and to succeed in your chosen career. For all university courses and subjects, good study and communication skills are vital. Some put a great deal of emphasis on leadership, or creativity, or service. The school Pathways to Success will make sure that there are many more opportunities for learning and co-curricular activities which will help you progress to the right course and career for you.

United Kingdom

Business Management: 32 IB Diploma points, 17 points at Higher Level (HL) - no subjects specified

Architecture: 36 IB Diploma points (including an arts-based subject at HL)

Medicine: 38 IB Diploma points (7/6 in Biology and Chemistry in any order at HL and Physics SL)

Chemistry: 32 IB Diploma points (5 in Chemistry HL, 5/6 in other appropriate HL subjects)

Economics: 38 IB Diploma points - Maths HL

Engineering: 32 IB Diploma points - Maths HL

Psychology: 36 IB Diploma points with at least one 6 at HL

Canada

Business Management: 28 IB Diploma points, English, Mathematics. minimum English and Mathematics predicted/final scores of 5

Medicine: Biology, Chemistry to enter a Science First degree

Chemistry: 28 IB Diploma points

Economics: 24 IB Diploma points, Mathematics HL

Engineering: 24 IB Diploma points, English, Mathematics HL or SL, Chemistry HL or SL, Physics HL recommended

Australia

Business Management: 31 IB Diploma points, 4 in English B HL or 5 in English B SL, 4 in Mathematics HL or 5 in Mathematics SL. (or at Monash: English and Mathematics (any) at a minimum of grade 4 at SL)

Architecture: 28 IB Diploma points

Medicine: 30 IB Diploma points, English, Chemistry HL, and one of Mathematics, or Physics 4 at HL or 5 at SL

Chemistry: 28 IB Diploma points, Mathematics and Chemistry HL

Economics: 28 IB Diploma points, English and Mathematics HL, at a minimum of grade 4 at SL

Engineering: 28 IB Diploma points, 5 in Mathematics HL or 6 in Mathematics SL, 4 in English B HL or 5 in SL.

Psychology: 32 IB Diploma points

Subject Information



Group 1: Studies in Language and Literature

Prerequisites

There are no formal requirements for students undertaking the Studies in Language and Literature course. Students who take this course will often have varied language profiles and may be multilingual. While it is recommended that students have had experience writing critical essays about texts, not having done so should not exclude them from Studies in Language and Literature. The course offers the opportunity for continued language development and the acquisition of a range of skills including, for example, textual analysis and the expression of literary appreciation.

Course description

The study of literary, non-literary, visual and performance texts provides a focus for understanding how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. Thinking critically about texts, as well as responding to, producing or performing them, leads to an understanding of how language sustains or challenges ways of thinking and being. The study additionally builds an awareness that all texts may be understood in relation to their form, content, purpose, audience and their associated contexts, such as social, historical and cultural circumstances.

Course content

The course is divided into 5 thematic units, each designed to incorporate the 3 overarching syllabus components: Readers, writers and texts, Time and Space, and intertextuality: connecting texts.

Students should choose their 'first' language. This is usually the one in which they are the strongest and most fluent in reading, writing, and speaking. Options at EF Academy Oxford are:

- English A – SL/HL
- Spanish A – SL/HL
- German A – SL/HL
- French A – SL/HL
- Italian A – SL/HL

For students with native proficiency in more than one language, there is a possibility to replace the Language B component and instead study a second Language A.

Assessment

All students will have to sit two exam papers and prepare and deliver an oral presentation. HL students will also need to submit an essay.

School Supported Self-Taught Literature A SL

Being a self-taught student offers a unique opportunity to study the literature of a language that may not be offered at the school as a taught subject. A certain level of autonomy is expected, for example developing a list of literary works and a timeline as well as identifying strengths and weaknesses.

The course is organized into three areas of exploration which blend while each providing a focus for investigation:

- Readers, writers and texts introduces the notion of literature, its purposes 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.

The course only exists at Standard Level.

Assessment

All students will have to sit two exam papers and prepare and deliver an oral presentation.

Group 2: Language Acquisition



Language B SL/HL

English, Spanish and French:

Many factors determine the Group 2 course that a student should take: the student's best language, the language(s) spoken at home and at school, and any previous knowledge of the language of study. The most important consideration is that the Language B course should be a challenging educational experience for the student, offering not only the opportunity to learn an additional language but also the means of learning, appreciating and effectively interacting in a culture different from the student's own. Language B is for a language learner who is not taught other subjects in the target language and is normally taught outside a country where the language is spoken.

All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers using their experience and professional judgment to guide them.

Language B HL

is for a language learner who intends to study the language at this level for a future career, or to meet a Diploma Programme requirement, and who:

- has 4 to 5 years' experience of the target language

Language B SL

is for a language learner who may not intend to continue studying the language beyond the Diploma Programme and who:

- has 3 to 5 years' experience of the target language

For students interested in languages, there is a possibility to take a second Language B or Ab initio instead of a Group 6 component.

Course Description

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition, intercultural understanding and the 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.

Course Content

While acquiring an additional language, students will explore the culture(s) connected to it. In addition to providing students opportunities to deepen their intercultural understanding, the language B syllabus approaches the learning of language through meaning. Through the study of five core themes at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the Language B course through the expansion of their receptive, productive and interactive skills. SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessments and assessment criteria.

Assessment

All students will have to sit two exam papers (one writing paper as well as one listening and reading paper) and prepare and deliver an oral presentation.

Spanish or French ab initio SL

Prerequisites

The language ab initio course is designed for students with little or no prior experience of the language they wish to study. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language ab initio course should be a challenging educational experience for the student.

Language ab initio

is for a beginner who:

- has had limited previous experience of the language
- is taught outside the country or countries where the language is spoken
- is not taught other IB subjects in the target language

Course description

The main objective of this challenging but stimulating course will be to provide students with the skills that are necessary for them to be able to handle everyday situations in a Spanish or French-speaking environment.

Through their acquisition of language, they will learn how to communicate effectively with other Spanish or French speakers in practical and social situations. The course will cover the skills of speaking, listening, reading and writing and will enable students to know how to respond appropriately and spontaneously to a wide range of different circumstances.

Course content

The five themes (Identities, Experiences, Human ingenuity, Social organisation, Sharing the planet) are made up of a series of 20 topics. These serve as the foundation for the acquisition of the language and the study of different text types. Through the study of the five interrelated themes, students will develop the skills necessary to fulfil the assessment objectives of the language ab initio course.

Assessment

All students will have to sit two exam papers (one writing paper as well as one listening and reading paper) and prepare and deliver an oral presentation.

Subject Information

Group 3: Individuals and Societies



Economics SL/HL

Prerequisites

No previous knowledge is assumed nor required to study this subject. Students should have a very strong interest in current affairs and enjoy lively, well-informed debate about current issues and must be prepared to follow these in the media as real-life examples are fundamental to examination success. Students should have a keen interest in politics as many economic decisions are politically motivated or have a political impact.

Course Description

Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially seen through the lens of 9 key concepts: scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence, and intervention. These concepts are examined through 6 real-world issues:

- How do consumers and producers make choices in trying to meet their economic objectives?
- When are markets unable to satisfy important economic objectives - and does government intervention help?
- Why does economic activity vary over time and why does this matter?
- How do governments manage their economy and how effective are their policies?
- Who are the winners and losers of the integration of the world's economies?
- Why is economic development uneven?

Therefore, although economics involves the formulation of theory, it is not a purely theoretical subject: real-world examples must be applied to economic theories. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies, and many other related fields of study.

Course Content

The course is divided into four sections:

- | | |
|--|---------------------------------|
| - Section 1: Introduction to economics | - Section 3: Macroeconomics |
| - Section 2: Microeconomics | - Section 4: The Global Economy |

Assessment

All students will have to sit two exam papers and prepare a written economic commentary. HL students will sit an additional examination.

History SL/HL



Prerequisites

Students need not have studied history prior to starting this course. In particular, it is neither expected nor required that specific subjects have been studied for national or international qualifications in preparation for this course. The specific skills and knowledge required are developed throughout the course itself.

Course description

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of human nature and of the world today.

The IB DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

Course content

The model for IB DP History is a core curriculum for SL and HL students, consisting of prescribed subjects and world history topics. Topics are chosen by the teacher to reflect their expertise and devise a curriculum that is suited to the student intake. HL students are additionally required to undertake an in-depth study of a period of history.

Assessment

All students will have to sit two exam papers and prepare a written historical investigation. HL students will sit an additional examination.

Business Management SL/HL



Prerequisites

Students should have a very strong interest in current affairs and enjoy lively, well-informed debate about current issues and must be prepared to follow these in the media as real-life examples are fundamental to examination success.

Course description

The course examines business –decision-making processes in business organization, marketing, production, human resource management and finance, and is underpinned by six key business concepts: change, strategy, culture, ethics, globalization and innovation. It studies the way individuals and groups interact in an organization and how resources are transformed within an international context.

Course content

The aims of the course are to enable students to develop analytical and evaluative skills in the context of a dynamic business environment in order to make informed business decisions.

HL and SL core

Topic 1: Introduction to Business

Topic 4: Marketing

Management

Topic 5: Operations management

Topic 2: Human resource management

Topic 3: Finance and accounts

A note on examinations

HL students focus more on business strategy, which is intended to provide a framework and overview for the students to think in an integrated way about the future strategy of a business or businesses. These skills are particularly relevant when examining the case study and when researching for, and writing, the internal assessment components. Both HL and SL examinations test long answer essay-style questions in Paper 2. These are linked to the study of the business concepts. Students must study examples in detail to answer these essay questions.

Assessment

SL students will have to sit two exam papers, HL students will have to sit three exam papers.

All students will have to produce a research project about a real business issue or problem facing a particular organization using a conceptual lens in an essay of no more than 1,800 words.

Global Politics HL



Prerequisites

It is neither expected nor required that specific subjects have been studied for national or international qualifications in preparation for this course. The specific skills and knowledge required are developed throughout the course itself. However, a personal interest in current affairs and international relations as well as a strong, independent and proactive work ethic would put students in a good starting position.

Course description

Global politics is an exciting course allowing students to explore a range of global political issues and the impact they have on the relationships between nations, international bodies and other supranational organisations. Students will learn about a broad range of approaches to international relations theory and analyse the ways in which these different perspectives affect relationships and diplomacy between countries, alongside the ways in which bodies such as the United Nations and European Union can influence the actions of different groups. Students will also examine a wide range of specific global political issues and examine both the international and local effects that they have on state governments' actions and international relationships.

Course content

In the global politics course students will examine the core themes of:

- Power, Sovereignty and international relations ;
- Human Rights Development and Sustainability;
- Peace and Conflict.

In addition to this, students will examine a range of optional themes, including but not limited to the environment, poverty and security.

Assessment

All Higher Level students will have to sit three exam papers (two at Standard Level) The third paper is based on independent research into multiple case studies, covering a range of themes and concepts from the subject.

Subject Information

Group 4: Sciences

Biology SL/HL



Prerequisites

Past experience shows that, while it is possible to study a Group 4 science subject at SL without a background in science, previous studies of science are extremely beneficial. Students are encouraged to carefully consider their choice of subjects and select a science that aligns closely with their strongest skills and interests. A student's approach to learning, characterized by the IBDP learner profile attributes, will be significant here.

Although there is no intention to restrict access to Group 4 subjects at HL, most students considering this option would benefit from a more rigorous previous exposure to formal science education in this subject.

Course description

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today.

Many areas of research in biology are extremely challenging and many discoveries remain to be made. Biology is still a young science, and great progress is expected in the 21st century. This progress is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies as well as on the habitats of other species and is threatening the very planet we occupy.

Course content

Core units studied by SL as well as HL are cell biology, molecular biology, genetics, human physiology, ecology and evolution and biodiversity.

Assessment

All students will have to sit two exam papers and conduct an individual written investigation. Each investigation is an individual piece of work resembling a lab report, based on data collected or measurements generated.

Chemistry SL/HL

Prerequisites

Past experience shows that, while it is possible to study a Group 4 science subject at SL without a background in science, previous studies of science are extremely beneficial. Students are encouraged to carefully consider their choice of subject and select a science that aligns closely with their strongest skills and interests. A student's approach to learning, characterized by the IBDP learner profile attributes, will be significant here.

Although there is no intention to restrict access to Group 4 subjects at HL, most students considering this option would benefit from a more rigorous previous exposure to formal science education in this subject.

Course description

Chemistry is an experimental science combining academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

Course content

At SL and HL, a variety of topics are covered including quantitative chemistry, atomic theory, bonding and structure, the periodic table, acid and bases, redox chemistry, energetics, equilibrium, kinetics and organic chemistry.

Assessment

All students will have to sit two exam papers and conduct an individual written investigation. Each investigation is an individual piece of work based on different data collected or measurements generated.

Physics SL/HL



Prerequisites

Past experience shows that, while it is possible to study a Group 4 science subject at SL without a background in science, previous studies of science are extremely beneficial. Students are encouraged to carefully consider their choice of subjects and select a science that aligns closely with their strongest skills and interests. A student's approach to learning, characterized by the IBDP learner profile attributes, will be significant here.

Although there is no intention to restrict access to Group 4 subjects at HL, most students considering this option would benefit from a more rigorous previous exposure to formal science education in this subject.

Course description

Physics is the most fundamental of the experimental sciences, aiming to unravel the mysteries of the universe—from the tiniest building blocks of matter, such as quarks, to the vast expanses between galaxies. Classical physics, founded on the great pillars of Newtonian mechanics, electromagnetism, and thermodynamics, has shaped our understanding of the natural world, introducing the concept of a predictable and deterministic universe. Today, modern physics pushes the boundaries even further, exploring fascinating fields such as particle physics, nuclear physics, quantum mechanics, and relativity—revealing a universe that is both intricate and awe-inspiring.

Course content

Physics deals with the nature of matter and energy. It tries to provide order to our comprehension of the universe around us by explaining how objects interact with each other. The IBDP SL physics course includes the essential principles of the subject, while those studying at HL access some topics with a greater depth and cover a wider breadth of areas. The course includes the areas of mechanics and relativity, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic nuclear and particle physics, and energy production. The course is available at SL as well as HL and therefore accommodates students who wish to study physics as their major subject in higher education and those who do not.

Assessment

All students will have to sit two exam papers and conduct an individual written investigation. Each investigation is an individual piece of work based on different data collected or measurements generated.

Environmental Systems & Societies SL



Prerequisites

Students will be able to study this course successfully without specific previous knowledge of science or geography. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific methods, any previous course that shares these aims would be good preparation.

Course description

Environmental Systems & Societies (ESS) is an interdisciplinary Group 3 and 4-course that is offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with Group 4 (sciences) with those associated with Group 3 (individuals and societies).

As a result of studying this course, students will develop the ability to recognize and evaluate the impact of our complex system of societies on the natural world. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, the human as well as the environmental aspects must be understood. Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources.

Course content

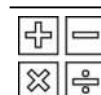
The following units are core elements of the course: foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, water and aquatic food production systems and societies, soil systems and terrestrial food production systems and societies, atmospheric systems and societies, climate change and energy production and human systems and resource use.

Assessment

All students will have to sit two exam papers and conduct an individual written investigation. Each investigation is an individual piece of work based on different data collected or measurements generated.

Subject Information

Group 5: Mathematics



Mathematics: Analysis and Approaches

Prerequisites

Mathematics is a linear subject, and it is expected that most students embarking on a IB mathematics course will have studied mathematics for at least 10 years. The assumption is that students will have studied a great variety of topics with differing approaches to teaching and learning. Thus, students will have a wide variety of skills and knowledge when they start the mathematics course. Most will have some background in arithmetic, algebra, geometry, trigonometry, probability and statistics.

Course description

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at SL as well as HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of course choice. However, the course strongly emphasizes the ability to construct, communicate and justify correct mathematical arguments. Students who choose this course should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns as well as understand the mathematical generalization of these patterns.

Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Assessment

All students will have to sit two exam papers and conduct an individual written exploration. HL students will have to sit an additional examination paper.

Mathematics: Applications and Interpretation



Prerequisites

Mathematics is a linear subject, and it is expected that most students embarking on an IBDP mathematics course will have studied mathematics for at least 10 years. The assumption is that students will have studied a great variety of topics with differing approaches to teaching and learning. Thus, students will have a wide variety of skills and knowledge when they start the mathematics course. Most will have some background in arithmetic, algebra, geometry, trigonometry, probability and statistics. Some will be familiar with an inquiry approach and may have had an opportunity to complete an extended piece of work in mathematics. At the beginning of the syllabus section there is a list of topics considered to be prior learning.

Course description

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Students will develop mathematical thinking, often in the context of a practical problem and by using technology to justify conjectures. Students should enjoy seeing mathematics used in real-world contexts and to solve real-world problems.

Students who wish to take mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

Assessment

All students will have to sit two exam papers and conduct an individual written exploration. HL students will have to sit an additional examination paper.

Subject Information

Group 6: Arts and Electives



Visual Arts SL/HL

Prerequisites

Although this is not mandatory, the completion of an introductory course in visual art, such as the IGCSE Art course, is desirable. Previous stage experience is also extremely desirable, but not mandatory. Students must, however, show a commitment to the course and be prepared to participate fully in the theory as well as practical classes.

Course description

The IBDP visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course, in which students develop analytical problem-solving and divergent thinking skills, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Course content

The course consists of three components: visual arts in context, visual arts methods and communicating visual arts. The aims of the visual arts course at SL and HL are to enable students to:

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

Assessment

Visual Art students will have to complete three digital assessment tasks. Task 1, the Art-Making Inquiries Portfolio, is common to both Standard Level (SL) and Higher Level (HL) students, showcasing their exploration of art-making techniques. Task 2 differs: SL students complete a Connections Study, analyzing and comparing artworks, while HL students undertake an Artist Project, investigating a specific artist or movement. Task 3, the Internal Assessment (IA), requires both levels to submit five resolved artworks, but HL students must select these from a broader production and justify their choices. Overall, HL tasks demand deeper engagement and broader exploration, ensuring comprehensive development in both practical and theoretical aspects of visual arts.

Subject Choices

The IB Diploma is accepted by top universities worldwide for entry, but it is important that you take the right combination of subjects, especially at Higher Level, to facilitate entry to the university degrees you choose.

There are some degrees which do require a specific subject whilst some do not. Here is a list of the most popular courses students apply for and any obligatory IBDP subject requirements:

Degree	Prerequisite IBDP Higher Level Subject(s)
Accounting	Mathematics
Architecture	Physics, Mathematics and an art portfolio
Biology	Biology
Chemistry	Chemistry
Computer Science	Mathematics
Dentistry	Chemistry plus two other subjects from Biology, Physics and Mathematics
Economics	Mathematics
Engineering	Physics and Mathematics
Geography	Geography
History	History
Law	At least one Group 3 subject
Mathematics	Mathematics and Further Mathematics
Medicine	Chemistry plus two other subjects from Biology, Physics and Mathematics
Physics	Physics and Mathematics
Psychology	BSc Psychology degrees often require Mathematics (at least Maths SL) in IB
International Relations/Politics	No specific requirements
Management/Business Studies	No specific requirements (a small number of courses do require Mathematics)

The Russell Group is a group of the best UK universities. A very useful resource to consult in this respect is the Russell Group's website Informed Choices (<https://www.informedchoices.ac.uk/>).

Frequently Asked Questions

Is the IBDP fully accepted by universities?

The International Baccalaureate (IB) Diploma is recognized and accepted by virtually all universities around the world. Specific requirements may vary, but all will require good grades. However, please check with particular national university entrance requirements to ensure students are pursuing the right subject combinations at the right level.

What should I consider when deciding between taking a course at standard level (SL) or higher level (HL)?

Selecting the right higher-level subjects is very important in terms of your enthusiasm and university choices:

- You should enjoy studying HL-subjects above all else
- You should be committed to working very hard in HL-subjects
- You should seek advice from the subject teacher before your final selection
- Check individual university entrance specifics before choosing.

Can I select a Group 3- or 6-subject I have NOT studied before?

Yes. However, you must ask your teachers and the IB Coordinator first to find out if they think it is appropriate for you to take a particular subject.

Are there some easy Higher-Level options?

No. All IBDP Higher-Level subjects involve a more challenging level of assessment and therefore require extra commitment, additional study as well as reinforced student interest. You should never take a Higher-Level subject just because you think it is easy. Your guiding principle should be passion and interest in a subject plus advice from the subject teachers. You have to gain at least 4 points (out of 7) to pass a Higher-Level subject for the IB Diploma. You must also score a minimum of 12 points in your Higher-Level subjects to pass the full IB Diploma.

How many points do I need to gain a full diploma?

24 points - with a target of reaching 4 points in each Higher-Level Subject AND meet the passing condition for the combined Extended Essay/Theory of Knowledge core subjects as well as the satisfactory completion of the CAS programme. Remember you can obtain up to 3 points for the core subjects combined – effectively 1.5 for the Extended Essay and 1.5 for Theory of Knowledge.

A student can gain 24 points or more but still fail the diploma if they do not gain an appropriate score in each of their three Higher-Level subjects OR if they fail the Theory of Knowledge/Extended Essay/CAS requirements.

Frequently Asked Questions

Does the IB Diploma guarantee entry into university?

The IB Diploma does not guarantee automatic entry into universities and colleges of higher education, but it will weigh in the applicant's favour in the university's evaluation of the student's overall academic record. Although the IB Diploma is not an admissions credential, sometimes it will be considered for admissions when foreign students are unable to take the College Board Aptitude or Achievement Tests. There is no better preparation for entry into university level studies than the IB

