



IB Diploma Programme Overview

IB Diploma Information

Introduction

The International Baccalaureate Diploma programme is an advanced two-year course of study designed to prepare students for university and life. The IB Diploma programme 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 IB Diploma programme has grown to include over 2741 schools in 138 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 IB Diploma 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 IB programme is much more, however, than a series of academic subjects. Its unique additional features of CAS, 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 organizations 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.”

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 IB Diploma programme with a strong academic foundation.

Maintaining Eligibility: Diploma Candidates

Participating in the IB Diploma programme 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 in university and in life. In general, a student's status will be evaluated on their performance and behavioural trends rather than isolated events.

IB 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 be trying 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 New York.

IB Diploma Structure at EF Academy New York

Students who pursue the IB Diploma must complete six examination subjects: three at Higher Level (HL) and three at Standard Level (SL). The IB courses at EF Academy are taught over a two-year period and IB 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.

IB Diploma candidates **also** complete the “core” requirements of the programme: The Extended Essay, Theory of Knowledge, and CAS. The list below shows the IB subjects that are offered at EF Academy New York.

Group 1

Studies in Language & Literature:

- English Language and Literature – HL/SL
- Chinese Language and Literature – HL/SL
- Korean Language and Literature – HL/SL
- Spanish Language and Literature – HL/SL
- English A – HL/SL
- Chinese A – HL/SL
- German A – HL/SL
- Korean A – HL/SL
- Russian A – HL/SL
- Spanish A – HL/SL
- Vietnamese A – HL/SL
- Italian A – HL
- Self-Taught Literature – SL*

Group 2

Language Acquisition:

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

Group 3

Individuals and Societies:

- History of the Americas – HL/SL
- Psychology – HL/SL
- Economics – HL/SL
- Business Management – HL/SL
- Geography – SL

Group 4

Sciences:

- Biology – HL/SL
- Physics – HL /SL
- Chemistry – HL/SL
- Environmental Systems and Societies – SL

Group 5

Mathematics:

- Math: Applications and Interpretations – SL
- Math: Analysis and Approaches – HL/SL

Group 6

Arts and Electives:

- Visual Art – HL/SL
- Music – HL/SL
- Theater – HL/SL

OR

- Any additional subject from Groups 3 or 4

IB Diploma Core Requirements

1. CAS Requirement – The Advisory program at EF Academy is designed to build a strong family feel both within each Advisory group, grade level, and the wider EF community. The Advisory program aims to achieve this by providing students with a safe space for self-expression and to build confidence for personal and socio-emotional development. These skills are inherent in our philosophical commitment to the IB Learner Profile and the EF Graduate Profile. Students work throughout the year with their advisor, building relationships that form the foundation for a student's holistic development. Students taking the IBDP will also use Advisory time to plan & reflect on their CAS experiences and conduct their CAS interviews. Ongoing CAS experiences are a requirement of the IBDP. Students must plan and implement experiences that happen outside the classroom which allow them to follow their interests, talents, and skills; this can happen with clubs, sports, or individual activities.

2. Theory of Knowledge – Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing; ultimately, it's about knowing about knowing. Students will examine how we know what we claim to know. The task of TOK is to emphasize connections between areas of knowledge (AOKs) and link them to the knower in such a way that the knower can become more aware of the origins of his or her own perspectives and those of the various groups whose knowledge he or she shares. Some of the topics include Knowledge & the Knower, Knowledge and Technology, Knowledge and Politics, and specific focus on Areas of Knowledge (math, history, arts, natural science, and human science). This course also incorporates essential research and writing skills to help students develop their IB Extended Essays, as well as the development of essential academic skills based on the IB Learner Profile.

3. Extended Essay - The Extended Essay (EE) is a required analytic paper of 4000 words. The EE is intended to promote high level research and writing skills, intellectual discovery, and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice (chosen from the list of approved Diploma programme subjects), under the guidance of a supervisor (a teacher in the school) and the Extended Essay Coordinator

Distinctions Between Standard Level and Higher Level Classes

IB 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 the SL or HL varies between subjects in the IB curriculum. In some subjects, HL and SL vary substantially in degree of difficulty and material covered. However, for most IB 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

1. Internal Assessment (20-30% of the Final Grade): The IB curriculum requires that students complete a major project in each IB 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 IB 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 IB Programme. The IA requirement also serves to lessen the relative impact of the examination at the end of the course.

2. IB Exams (70-80% of the Final Grade): In the month of May, in the second year of the IB Diploma programme, students will undertake IB examinations. IB examinations are comprehensive; they are usually based on two years' worth of teaching materials. Therefore, they 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
- b. Candidate's total points are 24 or more.
- c. There is no "N" awarded for Theory of Knowledge, Extended Essay or for a contributing subject
- d. There is no grade E awarded for one or both of Theory of Knowledge and the Extended Essay
- e. There is no grade 1 awarded in any subject/level
- f. There are no more than two grade 2s awarded (HL or SL)
- g. There are no more than three grade 3s or below (HL or SL)
- 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).
- 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).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Successful IB Diploma Candidates will receive an IB Diploma and a document entitled “Diploma Programme (DP) Results” listing the total IB Diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and 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 Diploma students meet deadlines set by the teacher or coordinator. Meeting a deadline means that IB 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

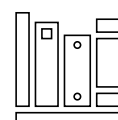
A Diploma Candidate failing to earn at least 24 points in total, including “9” points from their SL classes and “12” points from their HL classes, will need to meet with their Academic Tutor and possibly the IB Coordinator to discuss their progress. If this situation continues, the student may be guided 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, and confirmation of the completion of all CAS requirements, as appropriate.

Subject Information

Group 1: Studies in Language and Literature



English Language and Literature HL/SL

In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Chinese Language and Literature HL/SL

In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Korean Language and Literature HL/SL

In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Spanish Language and Literature HL/SL

In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

English Literature HL/SL

In this two-year IB Literature course, 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. Our focus will be on preparing for the rigorous IB literature exam, some of which will be accomplished in class. However, the ultimate goal of the course is to develop an appreciation of the literary works we will be immersing ourselves in. To effectively analyze and explore texts, the classroom environment will focus on whole class discussion as well as student-led Harkness discussions, where the teacher facilitates discussion and the students take ownership of the analysis and exploration of the topics.

Chinese Literature HL/SL

The IB Diploma Program Literature A course is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature can therefore be an exploration of the way it represents the complex pursuits, anxieties, joys, and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Literature A is divided into parts, each with a particular focus.

German Literature HL/SL

The IB Diploma Program Literature A course is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature can therefore be an exploration of the way it represents the complex pursuits, anxieties, joys, and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Literature A is divided into parts, each with a particular focus.

Korean Literature HL/SL

The IB Diploma Program Literature A course is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature can therefore be an exploration of the way it represents the complex pursuits, anxieties, joys, and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Literature A is divided into parts, each with a particular focus.

Russian Literature HL/SL

The IB Diploma Program Literature A course is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature can therefore be an exploration of the way it represents the complex pursuits, anxieties, joys, and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Literature A is divided into parts, each with a particular focus.

Spanish Literature HL/SL

In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Vietnamese Literature HL/SL

The IB Diploma Program Literature A course is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature can therefore be an exploration of the way it represents the complex pursuits, anxieties, joys, and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Literature A is divided into parts, each with a particular focus.

Italian Literature HL

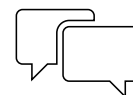
The IB Diploma Program Literature A Higher-Level course is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature can therefore be an exploration of the way it represents the complex pursuits, anxieties, joys, and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Literature A is divided into parts, each with a particular focus.

Self-Taught Literature SL

The IB Diploma Program Literature A Self-Taught Standard Level course offers students the opportunity to study the literature of a language that is not offered at the school as a taught subject. A high level of autonomy is expected from students taking this course. The course is built on the notion of conceptual learning. This means that the course is organized around concepts, or big ideas, which makes it easier to form connections between subjects and between parts of a course. Concepts are important as they are applicable and transferable to real-life situations. In this course, the central concepts are culture, communication, transformation, perspective, creativity, representation, and identity. When reading and studying a literary work, you should explore how it relates to these concepts.

Subject Information

Group 2: Language Acquisition



English B HL/SL

This 2-year language acquisition course focuses on developing English language skills, as well as supporting critical and creative thinking. Students will explore and respond to a variety of literary works, improve English vocabulary and grammar, and adopt the IB learner profile traits. In English B, students will learn and use a wide range of reading and writing strategies. We will also focus on strengthening communication and listening skills through speaking and listening activities and projects. This is primarily a student-centered course, so students are expected to participate in classroom discussions, as well as independent and collaborative assignments. In addition to inspiring you to become lifelong learners, the IBDP English B program is designed to prepare you for the IB English B examination. By constantly engaging in valuable and challenging learning experiences, students will not only be preparing for the IB examination, but also for the rigorous demands of a university, as well as future careers.

Spanish B HL/SL

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 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. The themes explored are Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet.

French B HL/SL

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 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. The themes explored are Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet. This course is only offered for the second year of study.

Spanish ab initio SL

The IB Diploma Program Language Ab Initio course is a language acquisition course designed for students with no prior experience of the target language or for those with very limited previous exposure. It is only offered at the Standard Level. The themes explored are Identities, Experiences, Human Ingenuity, Social Organization and

Sharing the Planet. Each theme has a list of topics that provide the students with opportunities to practice 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 SL

The IB Diploma Program Language Ab Initio course is a language acquisition course designed for students with no prior experience of the target language or for those with very limited previous exposure. It is only offered at the Standard Level. The themes explored are Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet. Each theme has a list of topics that provide the students with opportunities to practice 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.

German ab initio SL

The IB Diploma Program Language Ab Initio course is a language acquisition course designed for students with no prior experience of the target language or for those with very limited previous exposure. It is only offered at the Standard Level. The themes explored are Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet. Each theme has a list of topics that provide the students with opportunities to practice 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. This course is only offered for the second year of study.

French ab initio SL

The IB Diploma Program Language Ab Initio course is a language acquisition course designed for students with no prior experience of the target language or for those with very limited previous exposure. It is only offered at the Standard Level. The themes explored are Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet. Each theme has a list of topics that provide the students with opportunities to practice 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.

Subject Information

Group 3: Individuals and Societies

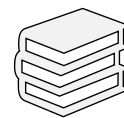


History of the Americas HL/S

The DP history course is designed in such a way as to explicitly reinforce the emphasis on the development of international mindedness. For example, one of the key concepts that weave throughout the course is perspectives, and, more specifically, an emphasis on encouraging students to appreciate multiple perspectives. In addition, all students are required to study case studies and examples from different regions of the world, with a comparison of such examples helping to ensure that the course adopts a transnational perspective. Teachers also have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course appropriately meets their students' needs and interests regardless of their location or context.

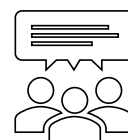
Throughout the DP history course, students can explore historical events that have played a key role in shaping the world today, deepening their understanding of the complex and interconnected nature of past and present events. For example, students explore historical examples of many of the global challenges facing the world today, such as conflict, rights, and governance. This helps to meet one of the central aims of the course—to increase students’ understanding of themselves and of contemporary society by encouraging reflection on the past.

Geography SL



Geography is a dynamic subject 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, on a variety of scales and from different perspectives. The core units are 1: Changing Populations, 2: Climate Change, and 3: Resource Consumption and Security. The optional units covered here at EF are A: Freshwater, and G: Urban Environments.

Psychology HL/SL



Psychology is the systematic study of behavior and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB Psychology examines the interaction of biological, cognitive, and sociocultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed, and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology.

Economics HL/SL



Economics is the study of how individuals, businesses, and societies allocate their scarce resources to satisfy people’s unlimited wants. Economics uses theoretical models of behavior to predict responses to market and policy changes alongside statistical analysis. This course focuses on developing students’ ability to better understand current events by looking at what’s happening in the world around them through an economic lens.

Business Management HL/SL



As a rigorous and challenging course, students examine business decision-making processes, and how these decisions impact on, and are affected by internal and external environments. It is a study of both the way in which individuals and groups interact in an organization and of the transformation of resources. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation, and strategy), the course allows students to develop a holistic understanding of today’s complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real-world examples and case studies.

Subject Information

Group 4: Science



Biology SL

The IB Diploma Program biology standard level course covers the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant structure and growth, and the difference between genes and alleles, among many other topics, to further their understanding of and learning about biology. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

Biology HL

The IB Diploma Programme biology higher level course covers the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant science and genetics, among many other topics to further their understanding of and learning about biology. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

Chemistry SL

This course offers an in depth look at many areas of chemistry, including inorganic, organic, electrochemistry, energetics, kinetics, equilibrium, and biochemistry, covered during 110 hours of theoretical studies in 2 years. Students will have the opportunity to learn basic chemistry and build on those concepts throughout the course to explain more complicated concepts.



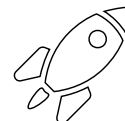
As part of the IB Chemistry program, students will participate in laboratory experimental work in various areas of the curriculum. HL students must complete 40 hours of lab studies. Evidence of this laboratory work is sent to the IB examiners in the second year of the course. Students will also be writing a formal lab report that will be used to determine the portion of their IB grade for this course.

Chemistry HL

This course offers an in depth look at many areas of chemistry, including inorganic, organic, electrochemistry, energetics, kinetics, equilibrium, and biochemistry, covered during 180 hours of theoretical studies in 2 years. Students will have the opportunity to learn basic chemistry and build on those concepts throughout the course to explain more complicated concepts.

As part of the IB Chemistry program, students will participate in laboratory experimental work in various areas of the curriculum. HL students must complete 60 hours of lab studies. Evidence of this laboratory work is sent to the IB examiners in the second year of the course. Students will also be writing a formal lab report that will be used to determine the portion of their IB grade for this course.

All students involved in IB Sciences will participate in the Group IV project. This project allows students to investigate scientific problems from many scientific perspectives and address the local and global significance of them.



Physics SL

The Physics SL course is possible with no prior knowledge but requires a strong background in Mathematics. It is an advantage to have 1/2 years of previous Physics classes to prepare students for the course. Most of the fundamental aspects of Physics are covered starting with Newton's Laws and working through Thermodynamics, Electricity, Waves, Modern Physics, and the physics of climate change. Students also study an option topic in more depth. This will be either Relativity or Astrophysics, at the teacher's discretion.

Physics HL

The Physics Higher Level course exposes students to this most fundamental experimental science, which seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of physics. They also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavor and are important life-enhancing, transferable skills. Students, moreover, study the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

Environmental Systems and Societies (ESS) SL

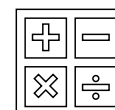
IB Environmental Systems and Societies is a course that allows students to evaluate the scientific, ethical, and socio-political aspects of global issues regarding sustainable living. ES&S is one of two interdisciplinary courses offered in the Diploma Programme, Literature and Performance is the other interdisciplinary course. Because it is an interdisciplinary course, students can study this course and have it count as either a group 3 course or a group 4 course or as both a group 3 and group 4 course. This leaves students the opportunity to study (an) additional subject(s) from any group of the hexagon including (an) additional subject(s) from groups 3 or 4. Environmental Systems and Societies is only offered at the Standard Level (SL).

During the course, students will study seven different topics which provide students with the opportunity to evaluate relationships between human societies and the natural world. Topics studied include systems and models, measuring changes in ecosystems, human population dynamics and resource use, conservation of biodiversity, the nature of pollution, global warming, and environmental value systems. This course requires an established understanding of the English language and fosters the development of written language throughout the curriculum.

The most important aspect of the ESS course is hands-on work in the laboratory and/or out in the field. Students will access much of the curriculum through project-based learning and international case studies.

Subject Information

Group 5: Mathematics



Mathematics: Applications and Interpretations SL

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

Mathematics: Analysis and Approaches SL

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

Mathematics: Analysis and Approaches HL

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

Subject Information

Group 6: Arts and Electives



Visual Arts HL/SL

The IB Diploma Programme 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 skills in problem-solving and divergent thinking, 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 study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Music SL

The IB Music course is designed to develop listening, creative and analytical skills, as well as encouraging cultural understanding and international mindedness. In this way, music is a catalyst for expanding critical thinking—a crucial life skill. During the course, students and teachers engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship. Students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose. As students develop as young musicians, the course challenges them to engage practically with music as researchers, performers, and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

Music HL

The IB Music course is designed to develop listening, creative and analytical skills, as well as encouraging cultural understanding and international mindedness. In this way, music is a catalyst for expanding critical thinking—a crucial life skill. During the course, students and teachers engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship. Students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose. As students develop as young musicians, the course challenges them to engage practically with music as researchers, performers, and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

Theater HL

Theatre is a dynamic, collaborative, and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors, and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the process of researching, creating, preparing, presenting, and critically reflecting on theatre—as participants and audience members—they gain a richer understanding of themselves, their community, and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes, and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international mindedness.

Frequently Asked Questions

Is the IB 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.

When choosing your options, please consider the following:

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

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

Can I take a Group 3 or 6 Subject I have NOT studied before?

Yes – But 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 Higher-Level subjects at IB require extra commitment, extra study, a higher level of assessment and 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 teaching the subject. You have to gain a minimum of a Level 4 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 a passing condition met for the combined Extended Essay/Theory of Knowledge core subjects and the satisfactory completion of the CAS programme. Remember 3 points for the core combined – effectively 1.5 for EE and 1.5 for TOK.

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.

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 favor 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 Diploma programme.

