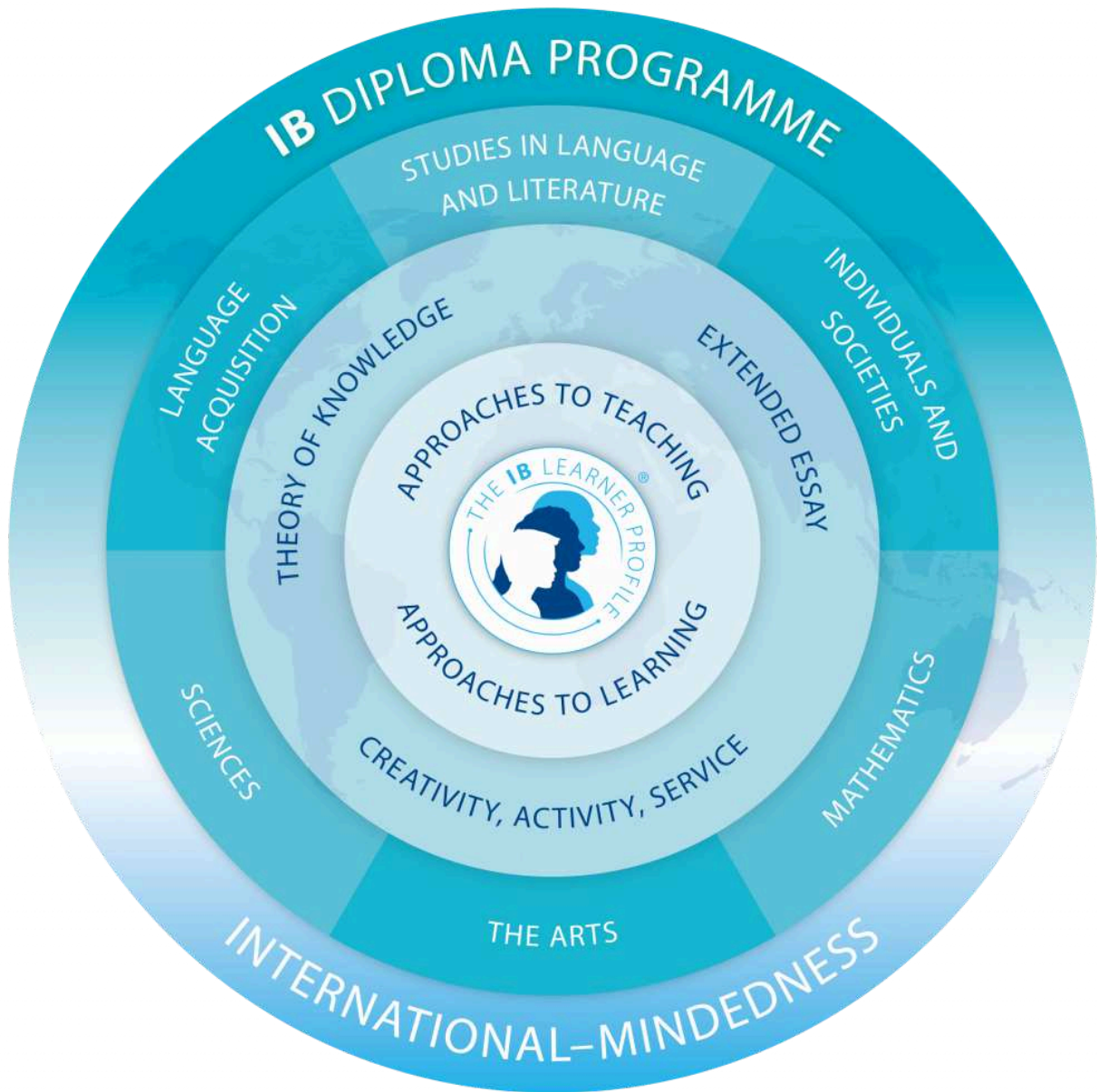




PRESHIL

**INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME
PARENT & STUDENT HANDBOOK**



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PRESHIL MISSION, VISION & VALUES STATEMENTS

Our Mission

Our mission is to foster a community that supports students to forge a path for themselves, informed by their passions and talents.

Our Vision

We envision a school that is progressive and embraces new ideas in a learning community enriched by its diversity.

Our Values

We treat each other with kindness and respect.

We have the courage to learn and grow.

We're a community that collaborates.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Wurundjeri Woi Wurrung people of the Kulin Nation, as the Traditional Custodians of the Land on which we are situated.

We pay respects to Elders past and present, and extend this respect to any Aboriginal or Torres Strait Islander people here today.

THE DIPLOMA PROGRAMME AT PRESHIL

Preshil has long recognised that for learning to be successful it must occur within an environment that respects the needs of individuals, providing them with authentic opportunities to ask questions, think critically, make genuine choices and demonstrate self-management. Such an environment allows young people to explore and grow in their own unique ways and inspires them to be, and become, themselves.

Preshil delivers an engaging, nurturing and challenging curriculum. The rigorous International Baccalaureate framework provides a seamless continuum of education from our Kindergarten through to the IB Diploma Programme in Years 11 & 12. The Diploma Programme provides students with a meaningful educational experience, one that is responsive to their needs and will equip them with the tools to become active, contributing members of a global community.

With an uncompromising focus on each student, their wellbeing, strengths, passions and future aspirations, Preshil continues to offer a truly progressive educational experience. Preshil remains committed to its fundamental beliefs and to those virtues that it maintains are central to a valuable education relationships, authentic decision-making, autonomy, curiosity and the courage to question.

THE PROGRAMME MODEL

The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study six subjects and a compulsory curriculum core concurrently over two years.

These include:

- A mother tongue language subject - (Language A - Group 1)
- A second language - (Language B - Group 2)
- One subject from Individuals and Societies - (Group 3)
- One subject from Science - (Group 4)
- One subject from Mathematics - (Group 5)
- One other subject - (either from The Arts - Group 6 or from Groups 3 or 4)
- Theory of Knowledge / TOK - (Core)
- Creativity, Activity, Service / CAS - (Core)
- Extended Essay / EE - (Core)

Students also have the option of studying an interdisciplinary subject, Environmental Systems & Societies, (ESS) that fulfills the requirements of two groups (Groups 3 & 4). If a student wishes to study two Arts subjects, they must study ESS to satisfy the Groups 3 & 4 requirements.

The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession. In addition, the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life.

The Learner Profile and the Core Curriculum are positioned at the centre of the programme, reflecting the priority given to affective dispositions as well as cognitive development, and a concern with developing competent and active citizens as well as subject specialists. The core requirements of Theory of Knowledge (TOK), the Extended Essay (EE) and Creativity, Activity, Service (CAS) broaden the educational experience and challenge students to apply their knowledge and understanding in real-life contexts.

It is essential that a pre-university education equips students with the depth of discipline-specific knowledge and skills that they will need to follow their chosen university course and for use later in their professional lives. Specialisation is encouraged in the DP by expecting students to study three (with the possibility of studying four) subjects at a Higher Level (HL). This is balanced with a requirement for breadth by expecting students to study three more subjects at Standard Level (SL), or two when four HL subjects are selected.

CONDITIONS FOR THE AWARD OF THE DIPLOMA

The award of the Diploma requires a minimum of 24 points from a maximum of 45.

Either subject is graded on a scale from 1 (minimum score) to 7 (maximum score).

Three additional points can be gained from the student's performance in Theory of Knowledge (TOK) and the Extended Essay (EE). TOK and the EE are graded from A-E. These two grades are then combined in the Diploma points matrix to derive a score out of three:

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

Additional requirements for award of the Diploma include:

- CAS requirements have been met.
- There is no N awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject. There are no more than 2 grade 2s awarded. There are no more than 3 grade 3s awarded.
- The candidate has gained at least 12 points on Higher Level subjects.
- The candidate has gained at least 9 points on Standard Level subjects.
- The candidate has not received a penalty for academic misconduct from the final awards committee

ASSESSMENT AND EXAMINATIONS

Subject scores are derived from a combination of summative internal assessments, generally marked by the teacher and moderated by the IB, external assessments, and examinations which occur at the end of the second year in November. Further details regarding these assessments can be found under subjects.

Additionally, students will be expected to complete a range of formative assessments. These are assessment tasks created and assessed by the teacher, for the purpose of monitoring student progress and informing teacher planning. Although not directly contributing to the student's final mark, these tasks play a critical role in teaching and learning and it is expected that students complete them in a timely manner, in accordance with the task descriptions.

The calendar of deadlines that all Diploma students must adhere to is provided. This calendar will list the dates when all internal and external assessments are due. Where required, it will also include dates for draft work. It is important that students understand that, excluding exceptional circumstances, these dates are non-negotiable. Failure to submit work by the required date may result in an N for the subject.

THE DIPLOMA PROGRAMME AND THE GAT

The General Achievement Test (GAT) is a test of general knowledge and skills used by the Victorian Curriculum and Assessment Authority to check that VCE school-based and external assessments have been accurately assessed.

In the Diploma Programme, quality assurance is maintained through the IB's external moderation. However, all Diploma candidates are required to sit the GAT, in order to be eligible for an ATAR. The results of this test are also used to calculate the notional ATAR conversion for the IB cohort.

2024 INTERNATIONAL BACCALAUREATE COMBINED RANK AND NOTIONAL ATAR TABLE

This table converts a passing IB Diploma score to its notional Australian Tertiary Admission Rank (ATAR) value for the 2023 selection year.

IBAS	RANK	IBAS	RANK	IBAS	RANK
45.75	99.95	38.25	95.00	31.00	83.35
45.50	99.95	38.00	94.75	30.75	82.85
45.25	99.85	37.75	94.50	30.50	82.40
45.00	99.80	37.50	94.25	30.25	81.80
44.75	99.75	37.25	93.90	30.00	81.25
44.50	99.70	37.00	93.55	29.75	80.65
44.25	99.55	36.75	93.20	29.50	80.10
44.00	99.45	36.50	92.85	29.25	79.50
43.75	99.35	36.25	92.50	29.00	78.95
43.50	99.25	36.00	92.15	28.75	78.35
43.25	99.10	35.75	91.80	28.50	77.80
43.00	99.00	35.50	91.50	28.25	77.20
42.75	98.90	35.25	91.15	28.00	76.65
42.50	98.80	35.00	90.80	27.75	76.10
42.25	98.60	34.75	90.45	27.50	75.55
42.00	98.45	34.50	90.15	27.25	74.90
41.75	98.30	34.25	89.65	27.00	74.25
41.50	98.15	34.00	89.20	26.75	73.60
41.25	97.90	33.75	88.75	26.50	73.00
41.00	97.70	33.50	88.30	26.25	72.30
40.75	97.50	33.25	87.80	26.00	71.60
40.50	97.30	33.00	87.30	25.75	70.90
40.25	97.05	32.75	86.80	25.50	70.25
40.00	96.80	32.50	86.30	25.25	69.65
39.75	96.55	32.25	85.80	25.00	69.05
39.50	96.35	32.00	85.30	24.75	68.45
39.25	96.05	31.75	84.80	24.50	67.85
39.00	95.80	31.50	84.30	24.25	67.10
38.75	95.55	31.25	83.80	24.00	66.35
38.50	95.30				

INCLUSIVE ACCESS ARRANGEMENTS

The IB embraces student diversity and as such, equitable access is an important goal of all IB programmes. The IB believes that all candidates should be enabled to demonstrate their ability. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements apply to assessment conditions, and may be enacted if it is observed that they could reduce or minimise barriers for the candidate.

Inclusive Access Arrangements (IAAs) may be necessary due to:

- Long-term learning support requirements
- Temporary medical conditions
- Learning in a language that is not the student's first language

The IB policy is based on the principle of optimal support, which means that the access arrangements must be accurately planned to remove or reduce barriers. The access arrangements for a student must be consistent for learning and teaching; they must be used during classroom instruction, classwork and related activities and tests, and must also be continuously monitored to ensure they remain the optimal support for the student.

Teaching and learning across all IB programmes encourages teacher responsiveness to individual students' needs by emphasising the importance of differentiated learning, to address diversity, and collaborative planning, to ensure the needs of students are consolidated across the programmes. Additionally, the IB has in place a variety of mechanisms to ensure that students are able to meet the assessment requirements of their chosen Diploma courses.

ELIGIBILITY

The IB will consider any reasonable adjustments for a particular candidate pertaining to their unique needs. Candidates eligible for Inclusive Access Arrangements are those with individual needs such as, but not limited to:

- Learning disabilities
- Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders
- Social, emotional and behaviour challenges
- Multiple disabilities and/or physical, sensory, medical or mental health issues

INCLUSIVE ACCESS ARRANGEMENTS REQUIRING IB AUTHORISATION

Most Inclusive Access Arrangements require authorisation from the IB. They may include arrangements such as:

- Additional time
- Deferral
- Extensions
- Extra opportunities to retake examinations
- Alternative examination venue
- Access to modification in presentation, to reading, or to a reader (for additional language learners)
- Access to writing, to speech and communication tools, or to a calculator
- A practical assistant, reader or a scribe
- Access to reasonable adjustment

INCLUSIVE ACCESS ARRANGEMENTS NOT REQUIRING EXTERNAL IB AUTHORISATION

While Inclusive Access Arrangements generally require authorisation from the IB, there are a number of adjustments that can be made at the discretion of the school's Diploma Programme Coordinator and Head of Campus.

These include:

- The use of separate rooms during examinations if it is in the best interest of the candidate or other candidates in the group
- Appropriate seating can be arranged to meet the needs of individual candidates
- The use of an aid by a candidate who normally uses an aid (such as hearing or visual aids)
- Rest breaks if required due to medical, physical, psychological or other conditions
- A care assistant, prompter or communicator
- Extensions on tasks

REQUIREMENTS AND THE APPLICATION PROCESS

Candidates and their families are encouraged to discuss any concerns as early as possible with the Diploma Programme Coordinator so that teachers can make the necessary adjustments, and the family can ensure everything is in place to make the application to the IB. Requests for Inclusive Access Arrangements require the following forms of supporting documentation:

- Psychological/psycho-educational/medical report/s, or evidence from a language test for learners who are learning in a language that is not their first language
- Educational evidence from the school. This can be a letter/observational report from the coordinator and/ or the candidate's subject teacher(s), including individualised educational plans and samples of work

The above documentation should establish the history of need and the evidence of need for access.

For further information please contact Michelle Brown, the Inclusive Education Coordinator (10-12) - michelle.brown@preshil.vic.edu.au

THE DIPLOMA: SUBJECT GROUPS AND THE CORE

Candidacy for the Diploma requires students to select one subject from each of Groups 1-5 and a 6th subject, either from Group 6 or one of the other subject areas. At least 3, and no more than 4, of the subjects must be completed at Higher Level (HL).

Over the two years, a Standard level (SL) course requires 150 hours of class time while an HL course requires 240 hours of teacher contact time. The HL course covers a larger body of content than the SL course, with core material common to the curriculum for both levels. HL and SL exams are similar in format. HL and SL are distinguished by a difference in scope and specialisation. HL does not necessarily mean that the work is harder, rather the content is broader.

Candidates will be required to select their HL subjects before Term 3 of Year 11. SL choices will impact on what can be chosen at HL, therefore candidates are strongly advised to consider what they might like to study at HL when making their subject choices. SL and HL students learn together within their subject in Year 11, with additional content for the HL students being introduced in Year 12. The exception to this is Mathematics Analysis and Approaches SL and HL as the pace and content is specific to each level of study.

All Diploma candidates are required to complete the DP Core (TOK/EE/CAS).

GROUP SUBJECT OFFERINGS

1. Studies in Language and Literature	Language and Literature (SL/HL)
2. Language Acquisition	Language B: French (SL/HL) Language B Japanese (SL/HL) Language Ab Initio: Spanish (SL) for other Languages please see the DP Coordinator
3. Individuals and Societies	History (SL/HL) Philosophy (SL/HL) Psychology (SL/HL) Business Management (SL/HL) Environmental Systems & Societies (SL/HL)*
4. Sciences	Chemistry (SL/HL) Physics (SL/HL) Biology (SL/HL) Environmental Systems & Societies (SL/HL)*
5. Mathematics	Mathematics - Analysis and Approaches (SL) Mathematics Analysis and Approaches (HL) Mathematics - Applications and Interpretations (SL)
	Film (SL/HL) Music (SL/HL) Theatre (SL/HL) Visual Arts (SL/HL)

Whilst every effort will be made to meet the requests of students, a subject may not run if the numbers are insufficient to make it viable.

EXTERNAL PROVIDERS

In the event that a student is committed to taking on a subject which is not offered at the school, or for which low numbers of potential enrolments mean that the subject won't run, then there is the potential for students to undertake courses through partnered providers.

PAMOJA

In selected subjects and with extensive consultation with the school, the IB Diploma online courses offered by the IB designated provider, Pamjoa, may be considered. The costs of the course will be borne by the candidate. For more information on these courses and the subjects available please see: www.pamojaeducation.com/ib-diploma

LANGUAGE MATTERS

Preshil also works with Language Matters for students who wish to study German, Italian, Spanish B or Dutch. Language Matters' teachers deliver the program on campus at Preshil, and families are invoiced monthly for the tuition in addition to their school fees.

It is important to note that some Language B and Ab Initio options are only offered as a May examination in Australia, in which case the student would complete this subject in April/May of Year 12. For more information please contact the DP Coordinator.

www.language-matters.com.au

THE DIPLOMA PROGRAMME CORE

The Diploma Programme Core is integral to the programme and students must satisfactorily complete all three components to receive their Diploma.

The three core elements are:

- Theory of Knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know
- The Extended Essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper
- Creativity, Activity, Service, in which students complete a project related to those three concepts

The three elements of the Core were introduced by the original curriculum designers of the Diploma Programme as a way to educate the whole person.

The three elements of the Core complement each other and work together to achieve common aims. These aims are to:

- Support, and be supported by, the academic disciplines
- Foster international-mindedness
- Develop self-awareness and a sense of identity

Additionally, the IB believes that a coherent view of the core will support:

- The interconnectedness of learning
- Concurrency of learning
- The IB continuum of education and the learner profile
- A broader view of the subject disciplines

THEORY OF KNOWLEDGE

The Theory of Knowledge (TOK) provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing.

In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering - for students.

The course centres on the exploration of knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: "What counts as good evidence for a claim?", "Are some types of knowledge less open to interpretation than others?", or "What constraints should there be on the pursuit of knowledge?". While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

The TOK curriculum is made up of three deeply interconnected parts:

- The core theme-Knowledge and the knower: This theme encourages students to reflect on themselves as
- knowers and thinkers, and to consider the different communities of knowers to which we belong. Optional themes: This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world today and play a key role in shaping people's perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.
- Areas of knowledge: The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.

There are two assessment tasks in the TOK course.

The TOK Exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.

The TOK Essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

Students complete at least 100 hours (3 periods per fortnight) of TOK over the course of the programme. Successful completion of TOK is a requirement for the award of the IB Diploma.

CREATIVITY, ACTIVITY, SERVICE (CAS)

The Creativity, Activity, Service programme is organised around the three strands:

- Creativity - experiences that result in an original or interpretive product or performance
- Activity - experiences that require the physical exertion to build a healthy lifestyle
- Service - experiences that require collaborative and reciprocal engagement with the community in response to an authentic need

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months (approximately 150 hours) with a reasonable balance between creativity, activity, and service, and is expected to be undertaken outside of class-time. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios uploaded on ManageBac of achieving the seven learning outcomes.

- Strength & growth
- Challenge & skills
- Initiative & planning
- Working collaboratively with others
- Showing perseverance and commitment
- Global engagement
- Recognise and consider the ethics of choices and actions

CAS complements a challenging academic programme in an holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualised according to student interests, skills, values and background. The CAS programme aims to develop students who:

- Enjoy and find significance in a range of CAS experiences
- Purposefully reflect upon their experiences
- Identify goals, develop strategies and determine further actions for personal growth
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained, and collaborative CAS projects
- Understand they are members of local and global communities with responsibilities towards each other and the environment

EXTENDED ESSAY

The Extended Essay offers the opportunity for DP students to immerse in a topic of special interest. Students select an area of research from their Diploma Programme subjects and become acquainted with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. The Extended Essay must be 4,000 words in length, and is intended to promote high-level research and writing skills, intellectual discovery and creativity. The Extended Essay provides students with an opportunity to engage in personal research on a topic of their choice, under the guidance of a supervisor. Successful completion of the Extended Essay is a requirement for the award of the IB Diploma piece of independent research.

The aims of the Extended Essay are for students to:

- Engage in independent research with intellectual initiative and rigour
- Develop research, thinking, self-management and communication skills
- Reflect on what has been learned throughout the research and writing process

Students are assigned a supervisor who will mentor them throughout the process. The Extended Essay is externally assessed by the IB. The essay will demonstrate the following assessment objectives:

- Knowledge and understanding
- Application and analysis
- Synthesis and evaluation
- A variety of (research) skills

SELECTING SUBJECTS FOR STUDY

When selecting a course for study students should consider a variety of factors such as:

- Personal interests and aptitudes
- Demands of subjects in terms of workload and assessment
- Anticipated Higher Level selections

It is advisable for students to discuss their selections with parents/guardians and, where relevant, with the Year 10 Coordinator, subject teachers and/or the DP Coordinator. Students are also encouraged to consult University websites and the Careers Practitioner if they are concerned that prerequisite studies for tertiary entrance may be relevant to their desired post-secondary studies.

THE DIPLOMA AND UNIVERSITY ADMISSION

The International Baccalaureate is well regarded by universities around the world and many universities offer advanced standing, credits and scholarships to successful Diploma students. In addition to enjoying a respectable standing in terms of ATAR conversion, the IB has set up a Student Registry where students can create profiles and upload information about their work into a database accessible to universities.

SUBJECTS OFFERED FOR SELECTION

LANGUAGE A - LANGUAGE AND LITERATURE

The Language and Literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning.

Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The aims of studies in Language and Literature courses are to enable students to:

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

Language and Literature is available at Higher and Standard Levels. Students are assessed through a combination of formal examinations and an oral presentation, with Higher Level students also assessed through a written coursework assessment.

LANGUAGE B - FRENCH

The Language B Standard Level Higher Level courses are language acquisition courses for students with some previous experience of the target language.

The distinction between Language B Standard and Higher Levels can be seen in the number of recommended teaching hours, the level of competency the student is expected to develop in receptive, productive and interactive skills, and that Higher Level students are required to study two literary works originally written in the target language.

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for Language Ab Initio).

The Language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide, but are not prescribed.

Key features of the curriculum:

- Knowledge of vocabulary and grammar (the what of language) is reinforced and extended by understanding audience, context, purpose, meaning and variation (the why and how of language)
- The development of international-mindedness is one of the key aims of the course
- Students are exposed to a variety of authentic text types in relation to the prescribed themes and related course content
- Students describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content
- Students produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests
- At Higher Level, students are required to study two literary works originally written in the target language, and are expected to extend the range and complexity of the language they use and understand in order to communicate

French B is available at Higher and Standard Levels. Students complete an oral internal assessment task that is marked by the teacher and externally moderated by the IB, and external examinations at course completion.

LANGUAGE B - JAPANESE

The Language B Standard Level Higher Level courses are language acquisition courses for students with some previous experience of the target language.

The distinction between Language B Standard and Higher Levels can be seen in the number of recommended teaching hours, the level of competency the student is expected to develop in receptive, productive and interactive skills, and that Higher Level students are required to study two literary works originally written in the target language.

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for Language Ab Initio).

The Language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide, but are not prescribed.

Key features of the curriculum:

- Knowledge of vocabulary and grammar (the what of language) is reinforced and extended by understanding audience, context, purpose, meaning and variation (the why and how of language)
- The development of international-mindedness is one of the key aims of the course
- Students are exposed to a variety of authentic text types in relation to the prescribed themes and related course content
- Students describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content
- Students produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests
- At Higher Level, students are required to study two literary works originally written in the target language, and are expected to extend the range and complexity of the language they use and understand in order to communicate

Japanese B is available at Higher and Standard Levels. Students complete an oral internal assessment task that is marked by the teacher and externally moderated by the IB, and external examinations at course completion.

LANGUAGE B - SPANISH AB INITIO

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

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

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

Key features of the curriculum and assessment models:

- Knowledge of vocabulary and grammar (the what of language) is reinforced and extended by understanding audience, context, purpose, meaning and variation (the why and how of language)
- The development of international-mindedness is one of the key aims of the course
- Students are exposed to a variety of authentic text types in relation to the prescribed themes and topics, as well as the content contained within the language-specific syllabuses
- Students produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests

Language Ab initio may be taken at Standard Level only. Students complete an oral internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

PHILOSOPHY

The DP philosophy course provides students with an opportunity to undertake systematic critical inquiry into profound and challenging questions, such as: What does it mean to be human? What is the relationship between justice, freedom and equality? What do we mean when we say something is right or wrong? These abstract questions arise out of our everyday experiences, and the practice of philosophy deepens and clarifies our understanding of these questions, as well as possible responses.

The aim of the philosophy course is to engage students in philosophical activity, enabling them to:

- develop an inquiring and intellectually curious way of thinking
- appreciate the diversity of perspectives, traditions and approaches within philosophical thinking
- critically examine their own experiences and perspectives
- learn from the thinking of others
- articulate their own views, ideas and arguments
- apply their philosophical knowledge and skills to the world around them

The DP philosophy course comprises a shared core syllabus for all SL and HL students, consisting of the study of the core theme "Being human", one optional theme and one prescribed philosophical text, as well as the completion of the internal assessment exercise. In addition, students at HL must study one further optional theme as well as the HL extension topic "Philosophy and contemporary issues".

Optional themes:

SL students will study one theme from the following list.

HL students will study two themes from the following list.

1. Aesthetics
2. Epistemology
3. Ethics
4. Philosophy of religion
5. Philosophy of science
6. Political philosophy
7. Social philosophy

Philosophy is available at Higher and Standard Levels. Students complete an internal assessment task that is marked by the teacher and externally moderated by the IB, and external examinations at course completion.

BUSINESS MANAGEMENT

The Business Management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organisations from all sectors, as well as the sociocultural and economic contexts in which those organisations operate.

The course covers the key characteristics of business organisation and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalisation, innovation and strategy), the course allows students to develop an 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.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

The aims of the Business Management course at Higher and Standard Levels are to:

- Encourage an holistic view of the world of business
- Empower students to think critically and strategically about individual and organisational behaviour
- Promote the importance of exploring business issues from different cultural perspectives
- Enable the student to appreciate the nature and significance of change in a local, regional and global context
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organisations
- Develop an understanding of the importance of innovation in a business environment

Areas of study broadly cover:

- Business Organisation and Environment
- Human Resource Management
- Finance and Accounts
- Marketing
- Operations Management

Business Management is offered at both Standard and Higher Levels. Students complete an internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

HISTORY - 20TH CENTURY

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 the nature of humans and of the world today.

The stated aim of the Diploma History course is to engage students in philosophical activity, enabling them to:

- Develop an understanding of, and continuing interest in, the past
- Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- Promote international-mindedness through the study of History from more than one region of the world
- Develop an understanding of History as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- Develop key historical skills, including engaging effectively with sources
- Increase students' understanding of themselves and of contemporary society by encouraging reflection on the past

History is offered at both Standard and Higher Levels. Students complete one internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

PSYCHOLOGY

Psychology is the systematic study of behaviour 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 behaviour, 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 behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology.

The specific aims of the Psychology course are to:

- Develop an awareness of how psychological research can be applied for the benefit of human beings
- Ensure that ethical practices are upheld in psychological inquiry
- Develop an understanding of the biological, cognitive and sociocultural influences on human behaviour and develop an understanding of alternative explanations of behaviour
- Understand and use diverse methods of psychological inquiry

Psychology is offered at both Standard and Higher Levels. Students complete one internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

ENVIRONMENTAL SYSTEMS AND SOCIETIES

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

ESS aims to empower and equip students to:

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

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

Students at SL and HL share the following:

- the study of a concept-based syllabus
- a course which promotes holistic thinking about environmental issues and their solutions
- a foundations unit which introduces and explores the three concepts: perspectives, systems and sustainability

Students may undertake ESS as a Group 3 subject or a Group 4 subject. Students may also use the subject to fulfil the requirements of both Groups 3 and 4. ESS is available at both Standard and Higher Level. Students complete one internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

BIOLOGY

Biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists.

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

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

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

Areas of study:

- Unity and Diversity
- Form and Function
- Interaction and Interdependence
- Continuity and Change

Biology is offered at both Standard and Higher Levels. Students complete one internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

CHEMISTRY

Chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level.

DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

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Areas of study:

- Models of the particulate nature of matter
- Models of bonding and structure
- Classification of matter
- What drives chemical reactions?
- Reactivity - How much, how fast and how far?
- What are the mechanisms of chemical change?

Chemistry is offered at both Standard and Higher Levels. Students complete an internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

PHYSICS

Physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments.

Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

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

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

Areas of Study:

- Space, time and motion
- The particulate nature of matter
- Wave behaviour
- Fields
- Nuclear and quantum physics

Physics is offered at both Standard and Higher Levels. Students complete an internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

MATHEMATICS: ANALYSIS AND APPROACHES

It is a requirement of the Diploma Programme that students study at least one course in mathematics.

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: Analysis and Approaches and Mathematics: Applications and Interpretation.

The IB DP Mathematics: Analysis and Approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: Analysis and Approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Mathematics: Analysis and Approaches is offered at Standard Level and Higher Level, and students select the HL or SL stream from commencement as these are run as discrete classes with different curriculum.

Students complete an internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

MATHEMATICS: APPLICATION AND INTERPRETATION

The IB DP Mathematics: Applications and Interpretations course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises 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 includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalisations.

Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Mathematics: Application and Interpretation will be offered at Standard Level only.

Students complete an internal assessment task that is marked by the teacher and externally moderated by the IB, and examinations at course completion.

MUSIC

Music has been fundamental to human existence from the earliest times to the current day. It is a reflection of social and personal histories, beliefs, thoughts, values and cultures and has long been a form of identity and expression.

While music may vary from culture to culture and through the ages, it also shares similarities. Understanding the differences and similarities allows us to explore the relationships between culture, history and time. The study of how the musical elements are employed in various settings encourages us to broaden our understanding of human experience, development and innovation through a universal language.

Active engagement in this study allows us to make links and connections that foster a deeper and richer understanding of the world in which we live.

The stated aim of the Diploma Arts course is to enable students to:

- Enjoy lifelong engagement with the Arts
- Become informed, reflective and critical practitioners in the Arts
- Understand the dynamic and changing nature of the Arts
- Explore and value the diversity of the Arts across time, place and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills

The aim in the Diploma Music course is to enable students to develop their knowledge and potential as musicians, both personally and collaboratively. The music course is deliberately open ended and encourages discovery of diverse and unfamiliar musical genres. Personal, local and global contexts are important.

All components of the course should be experienced through authentic musical encounters, and students are required to maintain a musical journal containing reflections, musical materials and intentions.

Music is offered at Standard Level and Higher Level. Students complete a range of performances, a portfolio and a collaborative project. There is no written examination in Music.

FILM

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

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

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

The aims of the Film course are to enable students to:

- Explore the various contexts of film and make links to, and between, films, filmmakers and film-making techniques
- Acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively
- Develop evaluative and critical perspectives on their own film work and the work of others

Film is offered at Standard Level and Higher Level. There is no examination for this subject. For Standard Level students, two tasks are assessed externally and one task is assessed internally. It is the same for Higher Level students, with one additional task for this group also assessed internally.

VISUAL ARTS

The Visual Arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

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.

Visual Arts aims 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

In addition, the aims of the IB Visual Arts - Standard and Higher Level courses 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

Visual Arts is offered at Standard Level and Higher Level. There are no examinations for this subject. Students complete a Comparative study, Process Portfolio and Exhibition of their works, assessed internally and externally moderated by the IB.

THEATRE

Theatre 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 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 emphasises the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualise their work. The Theatre course encourages students to appreciate that through the processes 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.

Theatre aims to enable students to:

- Explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
- Understand and engage in the processes of transforming ideas into action (theatre processes)
- Develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)
- For Higher Level studies, to understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre)

Theatre is offered at Standard Level and Higher Level. All Students complete one internal assessment that is marked by the teacher and moderated by the IB and two external assessments that are marked by the IB. HL students also complete a Solo Theatre piece.