



CITY HIGH MIDDLE SCHOOL
International Baccalaureate
IB Diploma

group 1
language A1

group 2
second
language

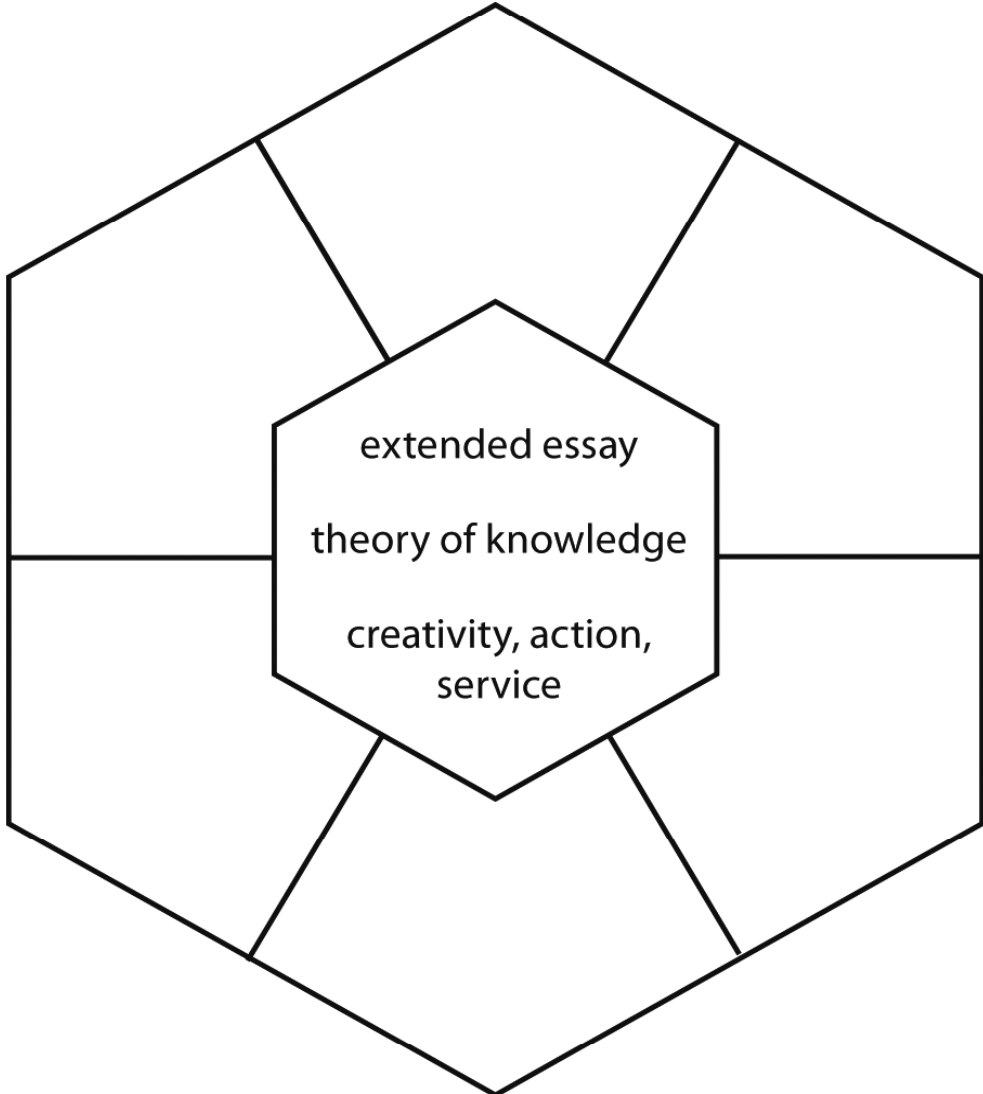
group 3
individuals
and societies

extended essay
theory of knowledge
creativity, action,
service

group 4
experimental
sciences

group 5
mathematics and
computer science

group 6
the arts



Requirements

- Six courses (taught over two years)
- Three courses at the Higher Level (HL)
- Three courses at the Standard Level (SL)
- Theory of Knowledge (one semester each year)
- Extended Essay (4000 words)
- Creativity, Action and Service
(25 hours in each category per year = 150 hours total)

Assessment:

Seven possible points available in each course

A student can score up to 42 points

Three additional points can be earned from combined Extended Essay & Theory of Knowledge grades for a total of 45 points

Minimum DP requirement:

24 Points (28 points if TOK or the EE is failed)

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

Theory of Knowledge

The Theory of Knowledge (TOK) requirement is central to the educational philosophy of the DP.

It offers students and their teachers the opportunity to:

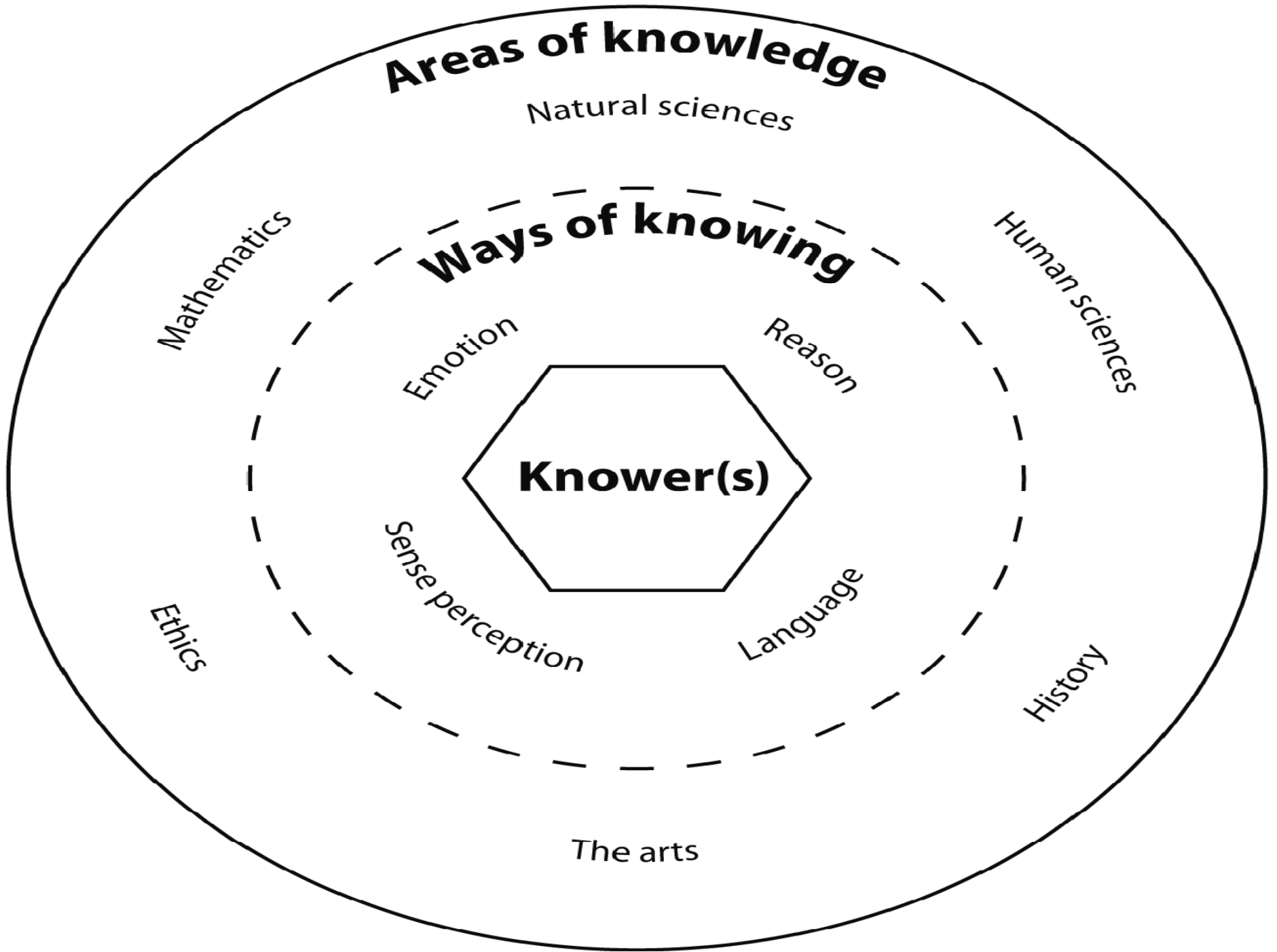
- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

Theory of Knowledge

- As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

The most central of these is "How do we know?"

- It is a stated aim of TOK that students should become aware of the interpretative nature of knowledge, including personal ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected.



Creativity, Action, and Service (CAS)

The CAS requirement is a fundamental part of the programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies.

<http://www.ibo.org/diploma/curriculum/core/cas/index.cfm>

CAS

- Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.
- Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.
- Service encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people.

Extended Essay

The extended essay is an independent, self-directed piece of research, culminating in a 4,000-word paper.

As a required component, it provides:

- practical preparation for the kinds of undergraduate research required at tertiary level
- an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject.

<http://www.ibo.org/diploma/curriculum/core/essay/index.cfm>

Extended Essay

Emphasis is placed on the research process:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas developing an argument.

Participation in this process develops the capacity to:

- analyse
- synthesize, and
- evaluate knowledge.

<http://www.ibo.org/diploma/curriculum/core/essay/index.cfm>

Language A – assessment outline

Component	HL	SL	Weighting
Paper 1	Commentary (2hours)	Literary analysis (1 ½ hours)	20%
Paper 2	Essay (2 hours), based on Part 3	Essay (1 ½ hours), based on Part 3	25%
Written assignment	Reflective statement (300-400 words) & essay (1,200-1,500), based on Part 1	Reflective statement (300-400 words) & essay (1,200-1,500), based on Part 1	25%
IA	Individual oral commentary and discussion, based on Part 2	Individual oral commentary, based on Part 2	15%
IA	Individual oral presentation, based on Part 4	Individual oral presentation, based on Part 4	15%

Language B assessment outline

Component Weighting

Paper 1

HL

Paper 1 (1½ hours)
text-handling
(4 texts, 45 questions)

SL

Paper 1 (1½ hours)
text-handling
(4 texts, 45 questions)

25%

Paper 2

Paper 2 (1½ hours)
Section A: one writing task
from a choice of 5
250 –400 words

Section B: response
to a stimulus text
150 –250 words

Paper 2 (1½ hours)
one writing task from
a choice of 5
250 –400 words

25%



Language B Assessment Outline

Component	HL	SL	Weighting
Written assignment	<p>based on a literary text studied</p> <ul style="list-style-type: none">•task: 600 –700 words•rationale: 150 words•ex. new ending to a novel, diary entry from a character	<p>based on texts linked to the core</p> <ul style="list-style-type: none">•task: 300 –400 words•rationale: 100 words•ex. blog, news report, advertisement	20%

Language B Assessment Outline

Component	HL	SL	Weighting
IA	Individual oral, based on the options Preparation: 15 mins Duration: 8-10 mins	Individual oral, based on the options Preparation: 15 mins Duration: 8-10 mins	20%
IA	Interactive oral activity, based on the core	Interactive oral activity, based on the core	10%

Group Three

Individuals and societies

Group 3 subjects study individuals and societies.

More commonly, these subjects are collectively known as the human sciences or social sciences.

In essence, group 3 subjects explore the interactions between humans and their environment in time, space and place.

Individuals and societies

History is an exploratory subject that poses questions without providing definitive answers.

In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians.

Historical study involves both selection and interpretation of data and critical evaluation of them.

Route Two

History of the Americas

**20th century world history
(prescribed subject)**

1. Peacemaking, peacekeeping—international relations 1918–36

2. The Arab–Israeli conflict 1945–79

3. Communism in crisis 1976–89

Route Two

History of the Americas

20th century world history—topics

1. Causes, practices and effects of wars
2. Democratic states—challenges and responses
3. Origins and development of authoritarian and single-party states
4. Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states
5. The Cold War

History Assessment Outline – STANDARD LEVEL (group three)

Assessment component	Weighting
External assessment (2 hours 30 minutes)	75%
Paper 1 (1 hour)	30%
<ul style="list-style-type: none">• Route 2: Three prescribed subjects• Four short-answer/structured questions• (25 marks)	
Paper 2 (1 hour 30 minutes)	45%
<ul style="list-style-type: none">• Route 2: Five topics• Two extended-response questions• (40 marks)	
Internal assessment	
<ul style="list-style-type: none">• Historical investigation on any area of the syllabus• (25 marks)	25%

History Assessment Outline – HIGHER LEVEL (group three)

Assessment component

Weighting

External assessment (5 hours)

Paper 1 (1 hour)

20%

- Route 2: Three prescribed subjects
- Four short-answer/structured questions
- (25 marks)

Paper 2 (1 hour 30 minutes)

25%

- Five topics
- Two extended-response questions
- (40 marks)

Paper 3 (2 hours 30 minutes)

35%

- Three extended-response questions
- (60 marks)

Internal assessment

20%

- Historical investigation on any area of the syllabus
- (25 marks)

Paper One

Duration: 1 hour

The first question will test understanding of a source in part (a) and part (b).

- The second question will test analysis of sources through the comparison and contrast of two sources.

- The third question will ask students to discuss two sources in relation to their origin, purpose, value and limitations.

- The fourth question will test evaluation of sources and contextual knowledge.

Paper Two

Duration: 1 hour 30 minutes

There are six extended-response questions on each topic.

The structure of each section is:

- **three** questions on named people, themes, topics or events that are listed in the syllabus
- **two** open-ended questions
- at least **one** question addressing social, economic or gender issues.

Paper Three

Duration: 2 hours 30 minutes

Aspects of the history of the Americas

- The examination paper will consist of 24 questions.
- **Two** extended-response questions will be set on each syllabus section (students study three sections).
- Students must select **three** questions.

Internal Assessment

- The historical investigation is a problem-solving activity that enables students to demonstrate the application of their skills and knowledge to a historical topic that interests them and that need not be related to the syllabus.
- The emphasis must be on a specific historical inquiry that enables the student to develop and apply the skills of a historian by selecting and analysing a good range of source material and managing diverse interpretations.
- The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion.

Example investigations

- a historical topic or theme using written sources or a variety of sources
- a historical topic based on fieldwork, for example, a museum, archeological site, battlefields, places of worship such as mosques or churches, historic buildings
- a historical problem using documents (this could include newspapers)

Example investigations

- a local history study
- a historical study based on oral interviews
- a historical investigation based on interpreting a novel, film or work of art
- a historical investigation of cultural issues

Research question examples

- To what extent were the Moscow Olympic Games of 1980 affected by Cold War tensions?
- In what ways did the New Deal's Farm Security Administration use photography as propaganda to support its programmes?
- How did the experiences of British Second World War veterans serving in Europe compare with those in the Pacific?

Research question examples

- Why, and with what consequences for its citizens, was Dresden (any affected town could be substituted) bombed in 1945?
- In what ways did the Chinese communists use the traditional art form of opera to promote their ideology during the Cultural Revolution?
- To what extent did the experiences of Vietnam veterans in Tulsa, Oklahoma mirror the US public's overall perception of the war?

Scope of the historical Investigation

Students will be required to:

- undertake a historical investigation using a good range of historical sources
- focus on a topic or event with a cut-off date that is at least 10 years before the submission date for the investigation
- provide a title for the historical investigation that should be framed as a question
- produce a written account of between 1,500-2,000 words for SL and HL

Group Four

Experimental Sciences

There is no one scientific method, in the strict Popperian sense, of gaining knowledge, of finding explanations for the behaviour of the natural world.

Science works through a variety of approaches to produce these explanations, but they all rely on data from observations and experiments and have a common underpinning rigour, whether using inductive or deductive reasoning.

Group Four

Experimental Sciences

The explanation may be in the form of a theory, sometimes requiring a model that contains elements not directly observable.

Producing these theories often requires an imaginative, creative leap.

Where such a predictive theoretical model is not possible, the explanation may consist of identifying a correlation between a factor and an outcome.

Group Four

Experimental Sciences

This correlation may then give rise to a causal mechanism that can be experimentally tested, leading to an improved explanation.

All these explanations require an understanding of the limitations of data, and the extent and limitations of our knowledge.

Group Four Objectives

1. Demonstrate an understanding of:
 - a. scientific facts and concepts
 - b. scientific methods and techniques
 - c. scientific terminology
 - d. methods of presenting scientific information.

Group Four Objectives

2. Apply and use:

- a. scientific facts and concepts
- b. scientific methods and techniques
- c. scientific terminology to communicate effectively
- d. appropriate methods to present scientific information.

Group Four Objectives

3. Construct, analyse and evaluate:

- a. hypotheses, research questions and predictions
- b. scientific methods and techniques
- c. scientific explanations.



Group Four Objectives

4. Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
5. Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

Commonalities between SL and HL

Group 4 students at standard level (SL) and higher level (HL) undertake:

- a common core syllabus,
- a common internal assessment (IA) scheme and
- have some overlapping elements in the options studied.

Differences between SL and HL

Students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options.

The distinction between SL and HL is one of breadth and depth.



External Assessment - SL

Component	Overall weighting (%)	Duration (hours)	Format and syllabus coverage
Paper 1	20	$\frac{3}{4}$	30 multiple-choice questions on the Core
Paper 2	32	$1\frac{1}{4}$	Section A: one data based question and several short answer questions on the core (all compulsory) Section B: one extended-response question on the core (from a choice of three)
Paper 3	24	1	Several short-answer questions in each of the two options studied (all compulsory)

External Assessment - HL

Component	Overall weighting (%)	Duration (hours)	Format and syllabus coverage
Paper 1	20	1	40 multiple-choice questions
Paper 2	36	2¼	Section A: one data-based question and several short answer questions on the core and the AHL (all compulsory) Section B: two extended-response questions on the core and the AHL (from a choice of four)
Paper 3	20	1¼	Several short-answer questions in each of the two options studied (all compulsory)

External Assessment

Paper One

Paper 1 is made up of multiple-choice questions that test knowledge of the core only for students at SL and the core and AHL material for students at HL.

The questions are designed to be short, one- or two-stage problems that address objectives 1 and 2.

No marks are deducted for incorrect responses.

Calculators are not permitted, but students are expected to carry out simple calculations.

External Assessment

Paper Two

Paper 2 tests knowledge of the core only for students at SL and the core and additional higher level (AHL) material for students at HL.

The questions address objectives 1, 2 and 3 and the paper is divided into two sections.

In section A, there is a data-based question that requires students to analyse a given set of data.

External Assessment

Paper Two

The remainder of section A is made up of short-answer questions.

In section B, students at SL are required to answer one question from a choice of three, and students at HL are required to answer two questions from a choice of four.

These extended-response questions may involve writing a number of paragraphs, solving a substantial problem, or carrying out a substantial piece of analysis or evaluation.

A calculator is required for this paper.

External Assessment

Paper Three

Paper 3 tests knowledge of the options and addresses objectives 1, 2 and 3.

Students at SL are required to answer several short-answer questions in each of the two options studied.

Students at HL are required to answer several short-answer questions and an extended-response question in each of the two options studied.

A calculator is required for this paper.

Internal Assessment

The internal assessment (IA) requirements are the same for all group 4 subjects.


The IA, worth 24% of the final assessment, consists of an interdisciplinary project, a mixture of short- and long-term investigations, such as practicals and subject-specific projects.

Group Four Project – HL & SL

- The group 4 project is a collaborative activity where students from different group 4 subjects work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared.
- The project can be practically or theoretically based.

Group Four Project – HL & SL

- The group 4 project allows students to appreciate the environmental, social and ethical implications of science and technology.
- It may also allow them to understand the limitations of scientific study, for example, the shortage of appropriate data and/or the lack of resources.
- The emphasis is on interdisciplinary cooperation and the processes involved in scientific investigation, rather than the products of such investigation.
- The project will involve students collaborating with those from other group 4 subjects at all stages.



Biology topics
Core (SL & HL)

Topic 1: Statistical analysis

Topic 2: Cells

Topic 3: The chemistry of life

Topic 4: Genetics

Topic 5: Ecology and evolution

Topic 6: Human health and physiology

Biology topics

AHL

Topic 7: Nucleic acids and proteins

Topic 8: Cell respiration and photosynthesis

Topic 9: Plant science

Topic 10: Genetics

Topic 11: Human health and physiology



Biology topics
Options (SL & HL)

Evolution

Neurobiology and behaviour

Microbes and biotechnology

Ecology and conservation

Sample IA grading

Rubrics

Background/Teacher instruction

Student work

Annotated student work

Moderator comments



Mathematics (group five)

Mathematical Studies SL

- Topic 1—Introduction to the graphic display calculator
- Topic 2—Number and algebra
- Topic 3—Sets, logic and probability
- Topic 4—Functions
- Topic 5—Geometry and trigonometry
- Topic 6—Statistics
- Topic 7—Introductory differential calculus
- Topic 8—Financial mathematics

Mathematics (group five)

Mathematics SL

- Topic 1—Algebra
- Topic 2—Functions and equations
- Topic 3—Circular functions and trigonometry
- Topic 4—Matrices
- Topic 5—Vectors
- Topic 6—Statistics and probability
- Topic 7—Calculus

Mathematics (group five)

Mathematics HL

- Topic 1—Algebra
- Topic 2—Functions and equations
- Topic 3—Circular functions and trigonometry
- Topic 4—Matrices
- Topic 5—Vectors
- Topic 6—Statistics and probability
- Topic 7—Calculus
- Topic 8—Statistics and probability
- Topic 9—Sets, relations and groups
- Topic 10—Series and differential equations
- Topic 11—Discrete mathematics

Arts (group six)

Music (SL)

External assessment - 50%

Listening paper (2 hours 15 minutes) – 5 questions (100 marks) **30%**

Musical links investigation

A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures (20 marks) **20%**

Internal assessment – 50%
Students choose one of the following options.

Creating (SLC) - Two pieces of coursework, with recordings and written work (30 marks)

Solo performing (SLS) - A recording selected from pieces presented during one or more public performance(s), 15 minutes (20 marks)

Group performing (SLG) - A recording selected from pieces presented during two or more public performances, 20–30 minutes (20 marks)

Arts (group six)

Music - HL

External assessment – 50%

Listening paper (3 hours) – Eight musical perception questions - 30%

Musical links investigation - 20%

A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures

Internal assessment – 50%

Creating - Three pieces of coursework, with recordings and written work, three minutes per composition

Solo performing (75 hours) - A recording selected from pieces presented during one or more public performance(s), 20 minutes

Arts (group six)

Visual Arts

Option A

Studio 60% - External assessment

The student prepares a **selection** of his or her studio work in the form of an exhibition.

This is externally assessed by a visiting examiner following an interview with the student about the work.

Investigation 40% - Internal assessment

The student presents **selected pages** of his or her investigation workbooks that have been produced during the course

This selection is internally assessed by the teacher and externally moderated by IB at the end of the course.

Arts (group six)

Visual Arts

Option B -Investigation 60% - External assessment


The student presents **selected pages** of his or her investigation workbooks that have been produced during the course.

This selection is externally assessed by a visiting examiner following an interview with the student.

Studio 40% - Internal assessment

The student presents a **selection** of his or her studio work.

This selection is internally assessed by the teacher and externally moderated by the IB at the end of the course.

The background is a deep blue with a fine, pebbled texture. In the bottom right corner, a portion of the Earth is visible, showing continents and clouds. The text is centered in the upper half of the image.

Are
There
any
questions
?