ISLAMIC COLLEGE OF MELBOURNE

An IB World School

International Baccalaureate

Diploma Programme

Student & Parent Handbook

2026 – 2027

www.icom.vic.edu.au

Aligned with IB Programme Standards and Practices (2020, current edition)

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Welcome from the IB Diploma Coordinator

On behalf of the Islamic College of Melbourne, welcome to the International Baccalaureate Diploma Programme (IBDP). This handbook is your reference for the next two years of study. It explains how the programme works at ICOM, what is expected of you, and the policies that govern your learning, assessment and wellbeing as a Diploma candidate.

The IBDP is a globally respected pre-university qualification that develops inquiring, knowledgeable and caring young people. At ICOM, we deliver the Diploma within an Islamic ethos that values academic excellence, ethical action and service to the community. The IB Programme Standards and Practices shape every aspect of how we plan, teach and assess.

Read this handbook carefully and refer to it throughout your two years in the programme. Discuss it with your parents/guardians. If anything is unclear, contact the IBDP Coordinator or your subject teachers.

The IB Learner Profile

The IB learner profile represents ten attributes valued by IB World Schools. These attributes are at the heart of every aspect of the programme at ICOM — from how lessons are planned, to how CAS experiences are designed, to how staff and students relate to one another.

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve wellbeing for ourselves and others. We recognise our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The International Baccalaureate Diploma Programme

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.

ICOM Vision and Mission

The Islamic College of Melbourne is a co-educational Islamic school in Tarneit, Victoria, authorised as an IB World School to deliver the IB Diploma Programme. Our vision is to ensure excellence in both academic and Islamic development, producing a new generation of confident, principled, globally minded Australian Muslims.

ICOM is committed to fostering a community of learners where students develop a broad knowledge base, critical and creative thinking, and the skills required to contribute meaningfully to local and global communities. We deliver this within a challenging and supportive Islamic environment.

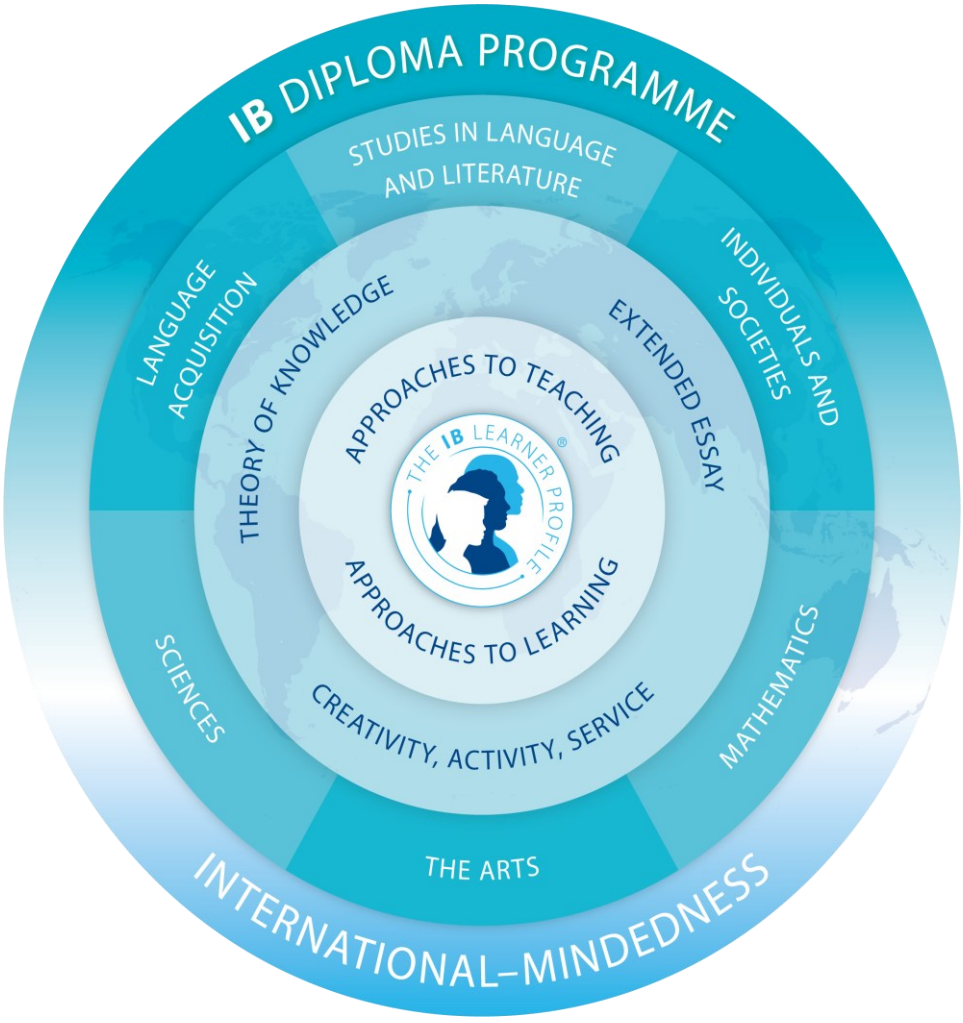
Why the IB Diploma?

- A globally recognised pre-university qualification respected by universities in Australia and worldwide.
- A holistic curriculum combining academic depth with the development of independent inquiry, ethical reasoning, and service.
- Strong preparation for tertiary study, including ATAR conversion through VTAC.
- Explicit development of international-mindedness and multilingualism, complementing the College's Islamic ethos and values of openness and tolerance.

The IB Diploma Curriculum Model

Over two years (Year 11 and Year 12), Diploma candidates study six subjects — one from each of the six subject groups — alongside the three Core elements: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS).

Three subjects are normally taken at Higher Level (HL, 240 teaching hours) and three at Standard Level (SL, 150 teaching hours).



The IB Diploma Programme model. © International Baccalaureate Organization 2024

Group	Subject area	Subjects offered at ICOM
1	Studies in Language and Literature	English A: Language and Literature (HL/SL)
2	Language Acquisition	Arabic B (HL/SL) • French ab initio (SL)
3	Individuals and Societies	Business Management (HL/SL) • Global Politics (HL/SL) • Psychology (HL/SL)
4	Sciences	Biology (HL/SL) • Chemistry (HL/SL) • Physics (HL/SL)
5	Mathematics	Mathematics: Analysis and Approaches (SL) • Mathematics: Applications and Interpretation (SL)
6	*2nd subject from Groups 3/4)	second subject from Groups 3 or 4 in lieu of an Arts subject.

Subject availability in any given year depends on student demand, staffing and viability. Final subject lines are confirmed by the IBDP Coordinator following course-counselling interviews.

** Please note Visual Arts as a Group 6 subject will be offered based on student demand.*

Core Requirements

- Theory of Knowledge (TOK) — a 100-hour course developing critical reflection on knowledge.
- Extended Essay (EE) — an independent 4,000-word research essay in a subject of the candidate's choice.
- Creativity, Activity, Service (CAS) — an ongoing programme of experiences across creativity, physical activity and service learning.

Approaches to Teaching and Learning

Approaches to teaching (ATT) and approaches to learning (ATL) are the IB's framework for how Diploma teachers teach and how Diploma students learn. They are central to the IB Programme Standards and Practices and are explicitly planned, taught and assessed across all subjects at ICOM.

Approaches to Teaching at ICOM

Six pedagogical principles underpin teaching across the IBDP at ICOM. They are reflected in unit plans, classroom practice, and the appraisal of teaching:

Approach	What this looks like in classrooms
Inquiry-based	Teachers frame learning around questions and student curiosity rather than transmission of facts. Students investigate, hypothesise and reach evidence-based conclusions.
Conceptual understanding	Subject-specific concepts (e.g. ethics in Business Management, perspective in Lang/Lit) are made explicit and used to organise learning across units.
Contextualised in local and global contexts	Tasks are connected to authentic local (Australian, Islamic, ICOM community) and global contexts to develop international-mindedness.
Collaborative	Teachers plan collaboratively (PLTs and HOF teams) and design tasks that require students to work productively with others.
Differentiated	Tasks are scaffolded so all students access challenging content, including students with learning support needs and EAL learners.
Informed by assessment	Formative assessment and IB criteria-referenced feedback drive instruction; teachers use SEQTA and ManageBac data to plan next steps.

Approaches to Learning at ICOM

ATL skills are organised into five interrelated skill clusters. Students are taught these skills explicitly across subjects and the Core, and are reported on through the ATL section of school reports.

Skill cluster	Examples of skills developed
Thinking skills	Critical thinking, creative thinking, transfer of learning, metacognition
Communication skills	Reading, writing, listening, speaking, ICT-mediated communication, academic discourse
Social skills	Collaboration, conflict resolution, leadership, respectful disagreement
Self-management skills	Organisation, time management, mindfulness, resilience, emotional regulation
Research skills	Information literacy, source evaluation, ethical use of sources, media literacy, data analysis

ATL skills are assessed at four levels of performance: Beginning, Emerging, Established, Proficient and Exemplary. Students must demonstrate at least Established performance in each ATL across subjects to progress from Year 11 to Year 12 in the Diploma stream.

International-Mindedness at ICOM

International-mindedness is the disposition to engage thoughtfully with multiple perspectives, cultures and languages. It is an explicit aim of the IBDP and is enacted at ICOM in three interconnected ways:

1. Multilingualism

All Diploma candidates study a Group 2 language. Mother-tongue languages are valued and visible in classrooms. Arabic carries particular significance as the language of Islamic scholarship and a heritage language for many of our students.

2. Intercultural understanding

Subjects, the Core and CAS draw on contexts beyond Australia. Teachers make explicit connections between local Islamic and Australian perspectives and global perspectives. Differences are explored as a source of insight, not threat.

3. Global engagement

Students are expected to engage with issues that have global significance — sustainability, equity, peace, human rights — in their academic work, their TOK and EE, and through CAS service experiences. Global engagement is not an add-on but a habit of mind.

The DP Core: TOK, EE and CAS

The three Core elements are compulsory for every Diploma candidate. Together, the TOK and EE contribute up to 3 bonus points to the diploma score; CAS does not generate points but its satisfactory completion is required for the award of the Diploma.

Theory of Knowledge (TOK)

TOK is a 100-hour course, taught across Year 11 and Year 12, that asks students to reflect critically on the nature, scope and limits of knowledge. It develops knowledge claims and counter-claims, evaluates the role of perspective, and examines how different disciplines construct and validate knowledge.

TOK structure

- Core theme — Knowledge and the Knower (compulsory).
- Optional themes — ICOM teachers select two from: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; knowledge and indigenous societies.
- Areas of knowledge — the natural sciences, human sciences, mathematics, history, and the arts.

TOK assessment

Component	Description	Weighting
TOK Exhibition (internal)	Three real-world objects with written commentary, exploring how TOK manifests in the world. Internally assessed, externally moderated. Year 11.	33%
TOK Essay (external)	1,600-word essay on one of six prescribed titles released by the IB for each session. Externally assessed. Year 12.	67%

The official IB Subject Brief for TOK is reproduced in Appendix 2 of this handbook.

Extended Essay (EE)

The EE is an independent 4,000-word research essay on a topic of the student's choice, written under the guidance of an EE supervisor. It develops the research, writing and reflective skills expected at university.

Key features of the EE at ICOM

- Subject choice is normally one of the six DP subjects studied. An interdisciplinary pathway combining two DP subjects is also available.
- Each candidate is allocated a supervisor and meets for three formal mandatory reflection sessions, recorded on ManageBac. The third session is the viva voce, a 10–15 minute interview at the end of the EE process.
- Reflections are captured on the Reflection and Progress Form (RPF), submitted with the essay and including a 500-word reflective statement at the end of the EE process.
- The EE is begun in Term 3 of Year 11 and submitted in Term 2 of Year 12, following the published EE timeline.

The full IB Subject Brief for the Extended Essay is reproduced in Appendix 2 of this handbook.

Creativity, Activity, Service (CAS)

CAS is a structured programme of experiences sustained across the 18 months of the Diploma. CAS counterbalances academic study and develops the personal, social and ethical attributes of the IB Learner Profile.

The three CAS strands

- Creativity — exploring and extending ideas leading to an original or interpretive product or performance.
- Activity — physical exertion contributing to a healthy lifestyle.
- Service — collaborative and reciprocal engagement with the community in response to an authentic need.

CAS stages

Each CAS experience or project follows the five CAS stages, scaffolded by the CAS Coordinator and supervisors:

1. Investigation — identifying interests, skills and authentic needs.
2. Preparation — planning, clarifying roles, building required skills.
3. Action — implementing the experience.
4. Reflection — considering thoughts, feelings and learning before, during and after the experience.
5. Demonstration — sharing learning with others, including evidence on ManageBac.

The seven CAS learning outcomes

6. Identify own strengths and develop areas for growth.
7. Demonstrate that challenges have been undertaken, developing new skills in the process.
8. Demonstrate how to initiate and plan a CAS experience.
9. Show commitment to and perseverance in CAS experiences.
10. Demonstrate the skills and recognise the benefits of working collaboratively.
11. Demonstrate engagement with issues of global significance.
12. Recognise and consider the ethics of choices and actions.

CAS requirements

- A balance of creativity, activity and service experiences sustained across at least 18 months.
- At least one CAS Project lasting a minimum of one month, demonstrating collaboration.
- Regular reflection and evidence uploaded to ManageBac, monitored by CAS supervisors and the CAS Coordinator.
- Three formal CAS interviews with the CAS Coordinator: at the start, mid-point and conclusion of the programme.

The benchmark of approximately 80 hours by the end of Year 11 is an internal ICOM monitoring guideline; the IB no longer prescribes a fixed number of CAS hours. Quality of engagement and evidence of the seven learning outcomes are what determine satisfactory completion.

Full details of the CAS programme at ICOM are set out in the ICOM CAS Student Handbook, available on ManageBac. The official IB Subject Brief for CAS is reproduced in Appendix 2 of this handbook.

Award of the IB Diploma

The award of the IB Diploma is made by the IB based on examination performance and satisfactory completion of all programme components. It is independent of the ICOM Year 12 Graduation Certificate.

Grading scale

All IB courses, HL and SL, are graded on the IB 7-point scale: 7 Excellent, 6 Very Good, 5 Good, 4 Satisfactory, 3 Mediocre, 2 Poor, 1 Very Poor.

Maximum points

A candidate may earn up to 45 points: 7 points × 6 subjects (42) plus up to 3 bonus points from the combined TOK + EE matrix.

Conditions for the award of the Diploma

The Diploma is awarded to a candidate who scores 24 points or more, provided ALL of the following conditions are met:

- Numeric grades have been awarded in all six registered subjects.
- CAS requirements have been met.
- Grades A (highest) to E (lowest) are awarded for both TOK and EE, with a grade of at least D in one of them.
- There is no grade 1 awarded in any subject.
- There is no grade 2 awarded at HL (24–27 points) or no more than one grade 2 at HL (28+ points).
- Grades of 2 at SL are limited (one for 24–27 points; two for 28+ points).
- Overall there are no more than three grades of 3 or below.
- Minimum HL points are met (12 points at HL for 24–27 total; 11 at HL for 28+).
- Minimum SL points are met (9 points at SL for 24–27 total; 8 at SL for 28+).
- The Final Award Committee has not judged the candidate guilty of malpractice.

TOK and EE Diploma Points Matrix

Bonus points are awarded according to the following matrix. Failing condition: “F” in either TOK or EE results in failure of the Diploma.

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

After the Examinations

Results

Examination results are released in early January following the November IB Examination Session. Candidates may release results to universities through the IB system. Results indicate the grade awarded in each subject, the TOK and EE grades, and confirmation of CAS completion.

ATAR conversion

VTAC converts the IB Diploma score into an ATAR Selection Rank. If the Diploma is not awarded, no ATAR is generated; the IB and Careers Coordinator will discuss alternative pathways with the candidate.

Retake and remarking

- Retakes — candidates may retake one or more components in the next May or November session. Registration must be lodged through the school by the IB deadline (typically mid-January for the same year's May session).
- Enquiry upon results (EUR) — a request for re-marking of an externally assessed component must be made by the school, not the candidate, within IB-published deadlines. Costs are payable by the family unless otherwise agreed.

Admissions to the IB Diploma Programme at ICOM

This section summarises ICOM's DP Admissions Policy. The full policy is held in the school's policy register and is reviewed every two years by the Director of Teaching and Learning and the IBDP Coordinator.

Principles

- ICOM is committed to equitable access to the IBDP for any student who can demonstrate the academic readiness, work ethic and dispositions to succeed in the programme.
- Admissions decisions are evidence-based, transparent, and consistent with the IB Programme Standards and Practices and ICOM's child-safe and inclusion commitments.
- No applicant is disadvantaged on the basis of gender, disability, cultural or linguistic background. Reasonable adjustments are made where required, in line with the Disability Standards for Education 2005 and ICOM's Inclusion Policy.

Eligibility

To be considered for entry into the IBDP at ICOM, a Year 10 candidate must demonstrate the following:

- Established or above on each ATL skill across Year 10 subjects.
- A minimum of 75% in semester examinations across English, Mathematics, and at least two other subjects relevant to intended DP choices.
- A consistent attendance record (target 95%) and behaviour record consistent with the ICOM Behaviour Expectations Policy.
- Evidence of independent study habits, organisational skills, and the capacity to manage extended tasks.

English Language Requirements

As all DP subjects at ICOM are taught and assessed in English, applicants must demonstrate sufficient English proficiency to access the curriculum. EAL students may be required to complete additional English support during Year 10 or in transition. Reasonable language-related accommodations are arranged through the Inclusion process.

Application Process

13. Expression of Interest — Year 10 students and parents register an Expression of Interest in Term 3 of Year 10 via the Senior School Office.
14. Course counselling — the IBDP Coordinator and Careers Coordinator meet with each applicant and family to discuss subject choices, university aspirations and prerequisites.
15. Provisional offer — a provisional place is offered subject to satisfactory completion of Year 10, including Semester 2 results and ATL ratings.
16. Confirmation — the place is confirmed at the start of Year 11 once final Year 10 results, attendance and behaviour are reviewed.

Transfer Students

Students transferring from other IB World Schools or other school systems may be considered subject to space, subject availability and evidence of comparable academic preparation. Transfers into Year 12 of the Diploma are considered only in exceptional circumstances given the cumulative nature of the programme.

Unsuccessful Applications

Where a place is not offered, the IBDP Coordinator will provide written reasons and discuss alternative pathways, including the ICOM VCE programme. Applicants may appeal an admissions decision in line with the Concerns, Complaints and Appeals procedure in this handbook.

Promotion and Continuation in the Diploma

Continuation from Year 11 to Year 12 in the IBDP is not automatic. Promotion is based on demonstrated readiness across academic, ATL and Core indicators.

Year 11 to Year 12 IBDP entry requirements

- Established or above on each ATL skill in each DP subject.
- Semester examination results at 75% or above.
- No grade 1 in any subject; no more than two grades of 2 across the cohort's subjects.
- An average grade of at least 4 in core subjects.
- Internal Assessment requirements met in all subjects.
- CAS — 'good or better' progress in each criterion and the agreed milestone of CAS evidence by end of Year 11.
- TOK — 'good or better' in the TOK Exhibition or first formative TOK Essay draft.
- EE — a chosen subject and research question, an approved supervisor, and at least 2,000 words drafted by end of Semester 2.
- A semester report indicating consistent motivation, classroom respect, and on-time submission of work.

A Year 11 candidate who does not meet the above may be offered a transfer into the Year 12 VCE programme, subject to subject availability and VCE prerequisites. A VCE student cannot transfer into the IBDP after the start of Year 11.

Course Selection Considerations

When choosing subjects, students should consider:

- Personal strengths, interests and study habits.
- Tertiary prerequisites, including those of overseas universities, via VTAC and individual university websites.
- Pathway implications — ATAR conversion, scaling, and English-as-an-Additional-Language requirements.
- Discussions with subject teachers, the IBDP Coordinator and the Careers Coordinator.

ICOM reserves the right to make the final decision on subject combinations based on viability of class lines and student readiness.

Subject Information

The information below summarises each subject offered. For full subject guides and the most current syllabus details, refer to the IB website (www.ibo.org) and class teachers. Subject availability in any session depends on demand and staffing.

Group 1: Studies in Language and Literature

English A: Language and Literature (HL/SL)

This course studies a wide range of literary and non-literary texts in a variety of media. It examines how meaning is shaped by context, audience, purpose and language. Students develop skills in close analysis, comparison, and the construction of arguments about texts.

Component	SL	HL
Paper 1: Guided textual analysis (external)	35%	35%
Paper 2: Comparative essay (external)	35%	25%
HL Essay on a literary work (external)	—	20%
Individual Oral (internal)	30%	20%

Full IB Subject Brief: see Appendix 2.

Group 2: Language Acquisition

Arabic B (HL/SL)

A language acquisition course for students with previous experience of Arabic. Students develop receptive, productive and interactive skills through five prescribed themes: identities, experiences, human ingenuity, social organisation, and sharing the planet. HL adds two literary works.

Component	SL	HL
Paper 1: Productive skills – writing	25%	25%
Paper 2: Receptive skills – listening + reading	50%	50%
Individual Oral (internal)	25%	25%

Full IB Subject Brief: see Appendix 2.

French ab initio (SL only)

Designed for students with little or no previous experience of French. Students study the same five prescribed themes (with 20 prescribed sub-topics for ab initio) and develop the language for everyday communication and intercultural understanding.

Component	Weighting
Paper 1: Writing (external)	25%
Paper 2: Listening + Reading (external)	50%

Component	Weighting
Individual Oral (internal)	25%

Full IB Subject Brief: see Appendix 2.

Group 3: Individuals and Societies

Business Management (HL/SL)

Develops understanding of business decision-making in contemporary contexts of strategic uncertainty. Five units: Introduction to Business Management; Human Resource Management; Finance and Accounts; Marketing; Operations Management. Conceptual lenses: change, culture, ethics, globalisation, innovation, strategy.

Component	SL	HL
Paper 1 (external)	35%	25%
Paper 2 (external)	45%	30%
Paper 3 (external) – social enterprise	—	25%
Business Research Project (internal)	20%	20%

Full IB Subject Brief (HL): see Appendix 2.

Global Politics (HL/SL)

Explores power, equality, sustainability and peace at local, national, international and global levels. Four core units (power and global politics; rights and justice; development and sustainability; peace and conflict) plus an HL extension on global political challenges. First assessment 2026.

Component	SL	HL
Engagement Project (internal)	30%	20%
Paper 1 (external) – source-based	30%	20%
Paper 2 (external) – essays	40%	30%
Paper 3 (external) – HL extension case studies	—	30%

Full IB Subject Brief: see Appendix 2.

Psychology (HL/SL)

Studies mental processes and behaviour through three approaches: biological, cognitive and sociocultural. Develops research skills and ethical reasoning. HL extends to a fourth approach (Health, Human Relationships, or Developmental Psychology) and broader research methodology.

Component	SL	HL
Paper 1 (external)	50%	40%
Paper 2 (external) – options	25%	20%

Component	SL	HL
Paper 3 (external) – HL research methodology	—	20%
Internal Assessment – experimental study	25%	20%

Group 4: Sciences

All Group 4 subjects share a common framework: foundational concepts, structured laboratory work, the collaborative Group 4 Project, and a Scientific Investigation as the Internal Assessment. Detailed unit content is set out in the most current IB subject guide and provided by class teachers.

Biology (HL/SL)

Examines living systems from the molecular to the ecosystem scale. Themes include unity and diversity of life, form and function, interaction and interdependence, and continuity and change.

Chemistry (HL/SL)

Explores matter, structure, energy and the chemical reactions that underpin natural and technological processes. Strong emphasis on quantitative reasoning and laboratory technique.

Physics (HL/SL)

Investigates the fundamental nature of the universe — mechanics, fields, waves, thermal physics, atomic and quantum physics. Develops mathematical modelling and experimental design.

Group 4 assessment (all sciences)

Component	SL	HL
Paper 1 (multiple choice + structured)	36%	36%
Paper 2 (data and structured questions)	44%	44%
Internal Assessment – Scientific Investigation	20%	20%

Full IB Subject Briefs for Biology, Chemistry and Physics: see Appendix 2.

Group 5: Mathematics

ICOM offers two SL Mathematics streams. Selection should be based on students' mathematical strengths and tertiary intentions. HL options are reviewed each year subject to demand and staffing.

Mathematics: Analysis and Approaches (SL)	Mathematics: Applications and Interpretation (SL)
For students interested in mathematics, engineering, physical sciences and some areas of economics. Emphasises analytical thinking, algebraic manipulation and proof. Equivalent in style to VCE Mathematical Methods.	For students interested in social sciences, natural sciences, statistics, business, psychology and design. Emphasises modelling, technology and real-world applications. Equivalent in style to VCE General/Further Mathematics.

Assessment (both SL streams)

Component	Weighting
Paper 1 (external)	40%
Paper 2 (external)	40%
Mathematical Exploration (internal)	20%

Full IB Subject Briefs for both Mathematics streams: see Appendix 2.

Group 6: The Arts

Visual Arts (HL/SL)

Visual Arts encourages students to challenge their own creative and cultural expectations. Three interconnected practices: theoretical practice, art-making practice, curatorial practice. Students develop a body of work for exhibition, a process portfolio of experimentation, and a comparative study of artworks from different cultural contexts.

Task	Description	Weighting
Comparative Study (external)	Independent critical and contextual investigation of artworks from differing cultural contexts.	20%
Process Portfolio (external)	Selected materials evidencing experimentation and refinement during the course.	40%
Exhibition (internal)	A curated selection of resolved artworks with a curatorial rationale.	40%

Students who do not select an Arts subject take a second subject from Groups 3 or 4 in lieu of a Group 6 subject.

IB Diploma Coursework Deadlines

Final IB submission dates are confirmed by the IBDP Coordinator each year and published on ManageBac. Internal interim deadlines are set by subject teachers to scaffold the IB final submission. Students are responsible for tracking deadlines on ManageBac and in their student diary.

Coursework	ICOM Internal Deadline (Year 12)
English Language and Literature — written/oral tasks	May
Group 2 written tasks (Arabic B) and oral tasks (French ab initio)	May
Business Management Internal Assessment	June
Psychology Internal Assessment	June
Global Politics Engagement Project	June
Sciences — Scientific Investigation IA	August
Mathematics Exploration	July
Visual Arts — Comparative Study, Process Portfolio, Exhibition	August

Core deadlines

Core element	Deadline
TOK Exhibition	October of Year 11
TOK Essay (final)	June of Year 12
Extended Essay (final)	May of Year 12
CAS Portfolio	September of Year 12

Failure to meet a coursework deadline will result in a review of the candidate's IB enrolment by the IBDP Coordinator. Students anticipating difficulty must speak with the teacher and Coordinator well before the due date.

Homework, Study and Wellbeing

Expected study load

Diploma study is demanding. Beyond timetabled lessons, candidates should plan for at least 10–12 hours of independent work per week in Year 11, rising in Year 12 as IA submissions and exam preparation intensify. This includes set tasks, reading, IA work, EE research, TOK preparation, and CAS reflections.

Effective study habits

- Use the assessment timeline on ManageBac and a personal weekly study planner.
- Prioritise active study (practice questions, summarising, retrieval) over passive re-reading.
- Build in regular breaks, sleep, physical activity and time with family — sustained academic performance depends on wellbeing.
- Seek help early. Speak with subject teachers, the IBDP Coordinator, learning support staff or the school counsellor at the first sign of difficulty.

Late work

All assignments are due by the deadline set by the teacher. Students who anticipate difficulty meeting a deadline must see the teacher and Coordinator well before the due date to discuss a possible extension. Extensions may be granted on legitimate grounds (e.g. documented illness).

Examination Procedures

Exam timetable and conduct

The IB May examination session is the primary session for ICOM candidates. The personal exam timetable is issued through the IBDP Coordinator. Candidates must arrive at the examination venue at least 30 minutes before the start time, in full College uniform, with permitted equipment only.

Permitted and prohibited items

- Permitted: clear pencil case, black/blue pen, pencil, ruler, eraser, sharpener, IB-approved calculator (where allowed), water in a clear bottle with no label.
- Prohibited: mobile phones, smart watches, earbuds, dictionaries (unless explicitly permitted), notes, marked formula sheets.

Possession of any prohibited item in the examination room — even if not used — may be reported to the IB as suspected malpractice.

Illness or absence on the day of an exam

- Notify the IBDP Coordinator as early as possible on the morning of the exam.
- Obtain a medical certificate from a registered medical practitioner the same day.
- The Coordinator will determine whether to apply to the IB for adverse circumstances consideration.

Inclusive Access Arrangements

Candidates entitled to inclusive access arrangements (extra time, separate venue, use of a word processor, scribe, reader, etc.) will have these arranged by the Coordinator in advance. See the Inclusion and Access Arrangements Policy section of this handbook.

Assessment Policy (Summary)

This is a summary of ICOM's DP Assessment Policy. The full policy is held in the school's policy register and is reviewed every two years by the Director of Teaching and Learning, the IBDP Coordinator and the Head of Senior School.

Philosophy

Assessment at ICOM is criterion-referenced and serves three purposes: it informs learning (formative), measures achievement against IB criteria (summative), and provides reliable information to students, parents and the IB. Assessment is fair, transparent, consistent, and aligned with the IB Programme Standards and Practices.

Formative and summative assessment

- Formative assessment is continuous, low-stakes and feedback-rich. It is used by teachers to plan next steps and by students to identify gaps and improve.
- Summative assessment is criterion-referenced against IB published descriptors. It includes Internal Assessment (IA) tasks, school-based summative tasks and external IB examinations.

Internal Assessment (IA)

- IA tasks are designed, taught, marked by the subject teacher against IB criteria, and externally moderated by the IB.
- Drafts: students may submit one full draft for written feedback. Subsequent annotated feedback is permitted only on technical issues, not on substantive content.
- Authenticity: students sign an authenticity declaration. Teachers retain interim drafts and 'think aloud' notes to verify authentic authorship (see also the Academic Integrity Policy).

Internal standardisation and moderation

Subject teams (HOFs and PLTs) standardise marking before grades are submitted. Each cohort's IA work is jointly marked, discussed and aligned to IB descriptors. The IBDP Coordinator audits this process and the school participates fully in the IB's external moderation cycle.

Reporting cycle

- Interim reports each term communicate progress against ATL skills, IA progress, and a predicted IB grade in Year 12.
- Formal reports include semester examination results (Year 11), the IB grade against descriptors, and Core progress (CAS, TOK, EE).
- Three-way conferences (student, parent, teacher) are held twice a year.

Late submission and missed assessments

- Students must contact the teacher and Coordinator in advance if a deadline cannot be met.
- Unexplained late work is recorded; persistent late submission triggers an enrolment review.
- Missed school-based summative assessments are addressed through a make-up task or an estimated mark, at the teacher's and Coordinator's discretion.

Predicted grades

Predicted grades for tertiary applications are determined by subject teachers using IA performance, school-based summative work and IB published descriptors. They are quality-assured by HOFs and the IBDP Coordinator before submission.

Academic Integrity Policy

This is a summary of ICOM's DP Academic Integrity Policy. The full policy is held in the school's policy register and is reviewed annually. ICOM is committed to fostering the IB Learner Profile attribute of being principled — acting with integrity, honesty and a strong sense of fairness.

What we mean by academic integrity

Academic integrity is the production of authentic work that gives appropriate credit to the ideas, words and data of others. All work submitted by an ICOM IBDP candidate must be the candidate's own and must properly acknowledge sources.

Forms of academic misconduct

- Plagiarism — presenting the work, words, ideas, images, code or data of another (including AI-generated content) as one's own.
- Collusion — supporting another candidate's academic misconduct, including allowing one's work to be copied.
- Duplication — submitting the same work for assessment in more than one component without authorisation.
- Falsification — fabricating or manipulating data, references or laboratory results.
- Examination misconduct — communicating with another candidate, possessing unauthorised material, or impersonation.
- Misuse of generative AI tools — see below.

Use of generative AI and other digital tools

Generative AI tools (such as ChatGPT, Claude, Gemini, Copilot and similar systems) are increasingly common. ICOM's position aligns with the IB's 2023+ guidance and ICOM's AI Use Policy:

- AI tools may be used for legitimate learning purposes (e.g. brainstorming, generating practice questions, explaining concepts) only when explicitly permitted by the teacher.
- AI-generated text, code, images or data must NEVER be submitted as the student's own work in any IA, EE, TOK essay or examination.
- Where AI has been used as a permitted tool, the student must declare this clearly, citing the tool, the date, and the prompt(s) used, in line with the academic conventions taught.
- Translation tools used beyond simple word-for-word lookup must also be acknowledged in Group 2 work.
- Pasting prompts from a teacher or assessment task into an AI tool may itself constitute malpractice if it discloses confidential assessment material.

Citation and referencing

All sources must be acknowledged using a recognised referencing convention (typically MLA or APA, depending on subject). Subject teachers, the Library and the IBDP Coordinator provide guidance on referencing during Year 11.

Authentic authorship verification

To verify authenticity, ICOM teachers may:

- Require interim drafts at scheduled checkpoints.
- Conduct ‘viva voce’ conversations about a student’s work.
- Use plagiarism and AI-detection tools as one source of evidence (never the sole basis for a finding).
- Compare work against the student’s established writing voice and prior work.

Procedure for suspected misconduct

17. The teacher refers concerns to the IBDP Coordinator within 48 hours.
18. The Coordinator investigates, interviews the student, reviews evidence, and consults the Head of Senior School.
19. The student is given a fair opportunity to respond before any finding is made.
20. The Principal makes the final determination on outcome and consequence.
21. Where IB-assessed work is involved, the matter is reported to the IB in line with the IB Academic Integrity Policy.

Consequences

Consequences are proportionate and may include: rework of the task, a recorded ‘academic infringement’, withdrawal of the work, loss of the subject’s grade, withdrawal from the Diploma, or non-award of the Diploma by the IB. A first incident is recorded on the student file. Repeated incidents lead to escalation up to and including removal from the IBDP.

Students retain the right to appeal a finding via the Concerns, Complaints and Appeals procedure in this handbook.

Inclusion and Access Arrangements Policy (Summary)

This is a summary of ICOM's DP Inclusion Policy. The full policy is held in the school's policy register and is reviewed every two years by the Director of Teaching and Learning, the Inclusion/Learning Support Coordinator and the IBDP Coordinator.

Principles

- Inclusion is the planned, ongoing process of removing barriers to learning and participation in the IBDP. It is consistent with the IB Access and Inclusion Policy and the Disability Standards for Education 2005 (Cth).
- All students at ICOM, including those with diagnosed learning needs, EAL backgrounds, medical conditions, or temporary impairments, are entitled to access the curriculum and assessment on equitable terms.
- Reasonable adjustments are designed in partnership with the student, parents/guardians, learning support staff, subject teachers and the IBDP Coordinator.

Categories of inclusive access arrangements (IB)

- Additional time — typically 10%, 25% or 50% on examinations and certain IA tasks.
- Modifications to materials and presentation — enlarged print, coloured paper, screen-reader compatibility.
- Use of assistive technology — word processor without spell/grammar check, voice recognition software, screen readers.
- Human support — reader, scribe, prompter, communicator, IB-approved language support.
- Modifications to environment — separate venue, individual room, rest breaks, special seating.
- Extensions to deadlines for IA components, where IB rules permit.

Process for requesting access arrangements

22. Identification — needs may be identified through diagnostic assessment, prior school records, EAL screening, medical advice or teacher referral.
23. Evidence — the family supplies professional documentation (e.g. psychologist or medical report) within the IB's required timeframes (typically within the previous three years).
24. Internal review — the Inclusion Coordinator and IBDP Coordinator review evidence and determine which adjustments are appropriate for ongoing classroom use.
25. IB application — where the adjustment requires IB authorisation for examinations or IA, the IBDP Coordinator submits the application through IBIS at least six months before the relevant examination session.
26. Communication — approved arrangements are communicated to the student, family, subject teachers and exam invigilators, and are reviewed each year.

EAL students

EAL learners may be eligible for additional language support through the College and, where IB rules allow, for IB-authorised language support in examinations. The Inclusion Coordinator works with the EAL teacher to plan classroom-level supports.

Confidentiality

All inclusion documentation is held confidentially by the Inclusion Coordinator. Information is shared with teachers only to the extent necessary to plan and deliver appropriate support.

Language Policy (Summary)

This is a summary of ICOM's DP Language Policy. The full policy is held in the school's policy register and is reviewed every two years.

Language profile of ICOM

ICOM is a culturally and linguistically diverse community in Tarneit, Victoria. The language of instruction across the College is English. Arabic is taught as a heritage and academic language with particular cultural, religious and identity significance for many of our students. Many ICOM students are bi- or multilingual at home.

Principles

- All teachers are language teachers — every teacher is responsible for developing the academic English of every student in their class.
- Students' home languages are valued, visible and resourced wherever possible.
- Multilingualism is an asset; it strengthens cognition, identity, and international-mindedness.
- Language development is planned, taught and assessed across the curriculum.

Languages in the IB Diploma at ICOM

- Group 1 (Studies in Language and Literature): English A: Language and Literature.
- Group 2 (Language Acquisition): Arabic B and French ab initio.
- Self-taught Group 1 — students with a literary mother tongue not offered at ICOM may, in exceptional cases and with IB approval, be supported to study School-Supported Self-Taught Literature. Applications are considered case by case by the IBDP Coordinator.

Support for EAL learners

- Identification of EAL needs at enrolment and across Year 10.
- Targeted in-class differentiation and explicit teaching of academic English.
- Where appropriate, withdrawal EAL support delivered by the EAL teacher.
- Eligibility review for IB-authorised language support in examinations through the Inclusion process.

Mother-tongue support

- Library resources in students' community languages where viable.
- Recognition of multilingual identity through CAS, TOK and Group 1 task choices.
- Encouragement of multilingual reflection in CAS journals and Group 4 collaborative work.

Concerns, Complaints and Appeals

ICOM is committed to resolving concerns quickly, fairly and confidentially. This procedure applies to concerns about teaching and learning in the IBDP, internal academic decisions, and outcomes of academic integrity findings. It complements (and does not replace) the College's general Complaints Policy.

Principles

- Concerns are taken seriously and addressed promptly.
- All parties are heard before a decision is made.
- Confidentiality is respected to the fullest extent consistent with our duty of care.
- Students are not disadvantaged for raising a concern in good faith.

Stage 1 — Informal resolution

Most concerns are best resolved by speaking directly with the person involved (e.g. the subject teacher or supervisor). The Year Level Coordinator or Head of Faculty (HOF) may support this conversation.

Stage 2 — Referral to the IBDP Coordinator

If the concern is not resolved, or if the matter relates to a Core component (TOK, EE, CAS) or an academic integrity finding, the student or parent may make a written referral to the IBDP Coordinator. The Coordinator will:

- Acknowledge the referral within 3 school days.
- Investigate, including hearing all parties.
- Provide a written response within 10 school days.

Stage 3 — Appeal to the Principal

If the matter is not resolved at Stage 2, an appeal may be lodged in writing with the Principal within 10 school days of the Stage 2 response. The Principal will:

- Review the documentation and may convene a panel including the Head of Senior School and an independent staff member.
- Provide a final written decision within 15 school days.

Stage 4 — Appeal beyond ICOM

Where the matter concerns IB-assessed work or an IB decision (e.g. malpractice finding by the IB, examination outcome), the IBDP Coordinator will advise on the IB's own enquiry-upon-results and appeals processes, including timelines and any associated fees. Decisions of the IB are final.

External avenues

Families retain the right to contact the Victorian Registration and Qualifications Authority (VRQA), the Department of Education, or other external bodies. ICOM cooperates fully with any external review.

Records

All complaints, appeals and outcomes are documented and held confidentially in line with the Privacy Act 1988 (Cth) and ICOM's Privacy Policy.

Contact Details

For questions about the IB Diploma Programme at ICOM, please contact the appropriate staff member below. Email is the preferred first channel.

Role	Contact
IB Diploma Programme Coordinator (and EE/TOK enquiries)	Mr Amer Ramadan — a.ramadan@icom.vic.edu.au
CAS Coordinator	CAS Coordinator — cas@icom.vic.edu.au
Head of Senior School	Senior School Office — admin@icom.vic.edu.au
Director of Teaching and Learning	Ms Maha (DoTL) — admin@icom.vic.edu.au
Inclusion / Learning Support Coordinator	Learning Support — admin@icom.vic.edu.au
General enquiries	Phone: 03 8742 1739 • admin@icom.vic.edu.au
About the IB	www.ibo.org
About the IB Diploma Programme	www.ibo.org/programmes/diploma-programme/

Specific staff names and email addresses are confirmed at the start of each academic year and circulated through the Senior School newsletter and ManageBac.

Appendix 1: IB Grade Descriptors

Each subject is graded on the IB 7-point scale. The descriptors below are used in reporting Internal Assessment progress and overall subject achievement.

Grade	Label	Descriptor
7	Excellent	Consistent and thorough understanding of the required knowledge and skills, applied almost faultlessly across a wide variety of situations. Consistent originality, insight and analytical thinking.
6	Very Good	Consistent and thorough understanding of the required knowledge and skills, applied across a wide variety of situations. Consistent originality, insight and analytical thinking.
5	Good	Thorough understanding of the required knowledge and skills, applied in a variety of situations. Occasional originality, insight and analytical thinking.
4	Satisfactory	General understanding of the required knowledge and skills, effectively applied in normal situations. Occasional evidence of analytical thinking.
3	Mediocre	Limited achievement against most objectives, or clear difficulties in some areas. Limited understanding and application even with support.
2	Poor	Very limited achievement. Difficulty understanding required knowledge and skills, unable to apply them fully even with support.
1	Very Poor	Minimal achievement against the objectives.

Appendix 2: IB Subject Briefs

This appendix reproduces the official IB Diploma Programme Subject Briefs published by the International Baccalaureate Organization for each subject and Core element offered at ICOM. Subject Briefs provide a high-level orientation for students and parents; they are not a substitute for the full IB Subject Guide, which is the authoritative document used by teachers and is held in the IBDP Coordinator's documentation library.

All subject briefs are reproduced as published by the IB. Where this appendix and the official IB Subject Guide differ for any reason, the IB Subject Guide takes precedence.

The following briefs are included:

- Theory of Knowledge (TOK) — Core
- Extended Essay (EE) — Core
- Creativity, Activity, Service (CAS) — Core
- English A: Language and Literature — Group 1
- Language B (Arabic B at ICOM) — Group 2
- Language ab initio (French ab initio at ICOM) — Group 2
- Business Management — Group 3
- Global Politics — Group 3
- Biology — Group 4
- Chemistry — Group 4
- Physics — Group 4
- Mathematics: Analysis and Approaches — Group 5
- Mathematics: Applications and Interpretation — Group 5

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Theory of Knowledge (TOK) — Core

Source: IB Diploma Programme Subject Brief, Diploma Programme core: Theory of knowledge, first assessment 2022. © International Baccalaureate Organization, 2020.

International Baccalaureate
Diploma Programme Subject Brief

Diploma Programme core: Theory of knowledge

First assessment 2022

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

I. Course description and aims

The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

The aims of the TOK course are:

- to encourage students to reflect on the central question, "How do we know that?", and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

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II. Curriculum model overview

Course elements	Minimum teaching hours
Core theme: Knowledge and the knower This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.	32
Optional themes Students are required to study **two** optional themes from the following five options. • Knowledge and technology • Knowledge and language • Knowledge and politics • Knowledge and religion • Knowledge and indigenous societies	
Areas of knowledge Students are required to study the following **five** areas of knowledge. • History • The human sciences • The natural sciences • The arts • Mathematics	50

III. Assessment model

Students are required to complete **two** assessment tasks for TOK.

- Theory of knowledge exhibition
- Theory of knowledge essay on a prescribed title

Assessment objectives

Having completed the TOK course, students should be able to:

- demonstrate TOK thinking through the critical examination of knowledge questions
- identify and explore links between knowledge questions and the world around us
- identify and explore links between knowledge questions and areas of knowledge
- develop relevant, clear and coherent arguments
- use examples and evidence effectively to support a discussion
- demonstrate awareness and evaluation of different points of view
- consider the implications of arguments and conclusions.

Assessment details

Type of assessment	Format of assessment	Hours	Weighting
External	Theory of knowledge essay	10	2/3 or 67%
Students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.			
Internal	Theory of knowledge exhibition	8	1/3 or 33%
Students are required to create an exhibition of three objects with accompanying commentaries that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.			

IV. Sample questions

Specimen essay titles

- How important are the opinions of experts in the search for knowledge? Answer with reference to the arts and one other area of knowledge.
- Is the division of the natural sciences and mathematics into separate areas of knowledge artificial?
- When historians and natural scientists say that they have explained something, are they using the word "explain" in the same way?
- Are there fewer ethical constraints on the pursuit of knowledge in the arts than in the human sciences?
- How do our expectations impact our interpretations? Discuss with reference to history and one other area of knowledge.
- To what extent do you agree with the claim that "knowledge is of no value unless you put it into practice" (Anton Chekhov)? Answer with reference to two areas of knowledge.

Sample exhibition prompts

- What counts as knowledge?
- On what grounds might we doubt a claim?
- Are some types of knowledge less open to interpretation than others?
- Is bias inevitable in the production of knowledge?
- Should some knowledge not be sought on ethical grounds?
- What role do experts play in influencing our consumption or acquisition of knowledge?
- How can we distinguish between knowledge, belief and opinion?

About the IB: For over 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: **www.ibo.org/en/dp.**

Complete subject guides can be accessed through the programme resource centre or purchased through the IB store: **http://store.ibo.org.**

For more on how the DP prepares students for success at university, visit: **www.ibo.org/en/university-admission.**

Extended Essay (EE) — Core

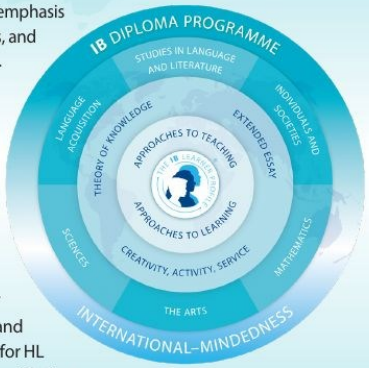
Source: IB Diploma Programme Subject Brief, Extended essay, first assessment 2027. © International Baccalaureate Organization, 2024.

International Baccalaureate
Diploma Programme Subject Brief

Extended essay

First assessment 2027

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

I. Course description and aims

The extended essay, a component of the DP core, is a compulsory, externally assessed piece of independent research, presented as a formal piece of academic writing. It is an in-depth study of a focused topic, undertaken either through a subject-focused approach, or an interdisciplinary approach combining two DP subjects.

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

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

The extended essay aims are to enable students to:

- experience the excitement of intellectual exploration
- engage in student-led academic research on a topic of personal interest
- develop skills in research, thinking, self-management, and communication
- reflect on the learning experience of producing an extended essay.

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II. Overview of the extended essay process

The research process

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

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

Writing and formal presentation

The required elements of the final submission are as follows.

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

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

Reflection process

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

The reflection sessions also give students the opportunity to:

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

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

Reflective thinking is recorded as a 500-word reflective statement. The student writes the statement at the end of the extended essay process and includes it on the Reflection and progress form (RPF). The form also notes the student's attendance at each reflection session.

III. Assessment model

The extended essay, whether subject-focused or interdisciplinary, is assessed against common criteria.

In working on the extended essay, students are expected to achieve the following assessment objectives.

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Assessment objectives	
Know and understand	• To demonstrate knowledge and understanding of the topic chosen and the research question posed. • To demonstrate knowledge and understanding of terminology and concepts. • To demonstrate knowledge and understanding of relevant research methods.
Apply and analyse	• To apply relevant research methods to respond to the research question. • To analyse the research to determine appropriate findings.
Synthesize and evaluate	• To discuss in a balanced way the significance of the research findings. • To develop a clear line of argument that links the research question, research findings, and conclusions. • To evaluate the effectiveness of the essay. • To evaluate the extended essay learning experience and reflect on the growth of the learner.
Communicate research	• To communicate research according to appropriate structural conventions. • To understand and demonstrate academic integrity.

Assessment at a glance

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

The extended essay contributes to the student's overall score for the diploma through points awarded in conjunction with theory of knowledge. A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge.

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Example extended essay topics

Research question	Approach
Language A: How effectively does Oscar Wilde both present and critique social expectations in The Importance of Being Earnest?	Various social expectations are identified, such as marriage, manners, religion, duty and gender. How effectively Wilde presents and critiques them is investigated through a close reading of the play and attention to language. Some background research into Victorian society provides social context, but the focus is on the play.
Economics: Does current economic research into minimum wage invalidate the neoclassical argument that increasing the minimum wage will lead to increased levels of unemployment?	The neoclassical argument is researched and presented. The counterarguments are researched and evaluated in terms of the nature of the evidence and studies that have been carried out.
Psychology: Is mindfulness or cognitive behaviour therapy (CBT) the more effective means of coping with stress?	Research that directly compares the two treatments is analysed, leading to a well evidenced conclusion.
Chemistry: What is the effect of manganese oxide versus copper (II) oxide in the catalysation of hydrogen peroxide at 21˚C?	Background information is sought regarding the decomposition of hydrogen peroxide and different catalytic pathways and mechanisms. This is followed by practical research using carefully selected variables.
Visual arts: To what extent do the skull series of compositions by the artist Joni Brenner embody the cyclical nature of life and death?	The socio-historical context of Apartheid and the art produced in the post-Apartheid era is researched. This is followed by an analysis of the artistic and symbolic aspects of Brenner's skull compositions.

About the IB: For over 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: **https://ibo.org/en/dp**.

Complete subject guides can be accessed through the Programme Resource Centre or purchased through the IB store: **https://www.ibo.org/new-store**.

For more on how the DP prepares students for success at university, visit: **https://ibo.org/en/university-admission**.

Creativity, Activity, Service (CAS) — Core

Source: IB Diploma Programme Subject Brief, Creativity, activity, service (for students graduating 2017 and after). © International Baccalaureate Organization, 2015.

International Baccalaureate Diploma Programme Subject Brief

Creativity, activity, service

For students graduating in 2017 and after

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP, students develop skills from five ATL categories: thinking, research, social, self-management and communication.



To ensure both breadth and depth of knowledge and understanding, students must choose six courses from six distinct groups: 1) studies in language and literature; 2) language acquisition; 3) individuals and societies, 4) sciences; 5) mathematics; 6) the arts. Students may chooseto replace the arts course with a second course from one of the other five groups. At least three, and not more than four, subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

These DP subject briefs illustrate four key course components.
I. Description and aims
II. Programme overview
III. Learning outcomes
IV. Sample projects

I. Description and aims

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP).

CAS is organized around the three strands of creativity, activity and service defined as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS 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.

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

II. Programme overview

The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's DP course requirements.

CAS students have guidance at the school level through a variety of resources including the school's CAS handbook, information sessions and meetings. In addition, students have three formal interviews with the school's CAS coordinator/adviser.

Typically, students' service experiences involve the following stages.

- Investigation, preparation and action that meets an identified need.
- Reflection on significant experiences throughout to inform problem-solving and choices.
- Demonstration allowing for sharing of what has taken place.

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All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections; it is not formally assessed.

A school's CAS programme is evaluated as part of the school's regular programme evaluation and self-study process that assesses the overall implementation of the DP.

III. Learning outcomes

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once through their CAS programme.

Learning outcome	Descriptor
Identify own strengths and develop areas for growth.	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
Demonstrate that challenges have been undertaken, developing new skills in the process.	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through new experiences or through increased expertise in an established area.
Demonstrate how to initiate and plan a CAS experience.	Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.
Show commitment to, and perseverance in, CAS experiences.	Students demonstrate regular involvement and active engagement in CAS.
Demonstrate the skills and recognize the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
Demonstrate engagement with issues of global significance.	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.
Recognize and consider the ethics of choices and actions.	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

IV. Sample projects

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Creativity, activity and service: Students rehearse and perform a dance production for a community retirement home.

About the IB: For nearly 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

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For more on how the DP prepares students for success at university, visit: ***www.ibo.org/en/university-admission*** *or email:* ***recognition@ibo.org****.*

English A: Language and Literature — Group 1

Source: IB Diploma Programme Subject Brief, Language A: language and literature, first assessments SL and HL 2021. © International Baccalaureate Organization, 2019.

International Baccalaureate Diploma Programme Subject Brief

Language A: language and literature

First assessments for SL and HL—2021

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

This IB DP subject brief has three key components:
I. Course description and aims II. Curriculum model overview III. Assessment model

I. Course description and aims

The language A: 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 effect 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.

II. Curriculum model overview

Syllabus component	Recommended teaching hours	
	SL	HL
Readers, writers and texts	50	80
Time and space	50	80
Intertextuality: connecting texts	50	80
Total teaching hours	**150**	**240**

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III. Assessment model

It is the intention of this course that students are able to fulfill the following assessment objectives:

1. Know, understand and interpret:
   - a range of texts, works and/or performances, and their meanings and implications
   - contexts in which texts are written and/or received
   - elements of literary, stylistic, rhetorical, visual and/or performance craft
   - features of particular text types and literary forms.
2. Analyse and evaluate:
   - ways in which the use of language creates meaning
   - uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
   - relationships among different texts
   - ways in which texts may offer perspectives on human concerns.
3. Communicate:
   - ideas in clear, logical and persuasive ways
   - in a range of styles, registers and for a variety of purposes and situations
   - (for literature and performance only) ideas, emotion, character and atmosphere through performance.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1: Guided textual analysis	Guided analysis of unseen non-literary passage/passages from different text types.	1.25	2.25	35	35
Paper 2: Comparative essay	Comparative essay based on two literary works written in response to a choice of one out of four questions.	1.75	1.75	35	25
HL essay	Written coursework component: 1,200–1,500 word essay on one literary work or a non-literary body of work studied.				20
Internal					
Individual oral	Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue.			30	20

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Language B — Group 2 (offered at ICOM as Arabic B)

Source: IB Diploma Programme Subject Brief, Language B, first assessment 2020. © International Baccalaureate Organization, 2018.

International Baccalaureate Diploma Programme Subject Brief

Language B

First assessment 2020

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

This IB DP subject brief has four key components:

I. Course description and aims II. Curriculum model overview III. Assessment model IV. Content outline

I. Course description and aims

Language acquisition consists of two modern language courses—language ab initio and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

The following language acquisition aims are common to both language ab initio and language B.

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.

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- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

II. Curriculum model overview

The curriculum is organized around five prescribed themes with which the students engage though written, audio, visual and audio-visual texts.

Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation.

Communication is evidenced through receptive, productive and interactive skills.

III. Assessment model

The language acquisition assessment objectives are common to both language ab initio and language B.

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Assessment at a glance

Language B SL and HL assessment outline		Weighting
External 75%	**Paper 1** (productive skills) One writing task from a choice of three Writing—30 marks	**25%**
	Paper 2 (receptive skills) Separate sections for listening and reading Listening—25 marks Reading—40 marks	**25%** **25%**
Internal 25%	**Individual oral assessment** 30 marks	**25%**

The assessment outlines for language B SL and HL are identical; it is the nature of the assessment that differs and this is what distinguishes SL assessments from those of HL.

For language B HL paper 1, the tasks set will require more complex language and structures and demand higher-order thinking skills. Additionally for HL, a higher word range has been provided in order to accommodate the more complex responses required.

For the individual oral internal assessment, the stimulus at language B SL is a visual image that is clearly relevant to one (or more) of the themes of the course. The stimulus at language B HL is an excerpt from one of the two literary works studied.

IV. Content outline

Theme	Guiding principle	Optional recommended topics		Possible questions
Identities	Explore the nature of the self and what it is to be human.	• Lifestyles • Health and well-being • Beliefs and values	• Subcultures • Language and identity	• What constitutes an identity? • How do language and culture contribute to form our identity?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	• Leisure activities • Holidays and travel • Life stories	• Rites of passage • Customs and traditions • Migration	• How does our past shape our present and our future? • How and why do different cultures mark important moments in life?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	• Entertainment • Artistic expressions • Communication and media	• Technology • Scientific innovation	• What can we learn about a culture through its artistic expression? • How do the media change the way we relate to each other?
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	• Social relationships • Community • Social engagement	• Education • The working world • Law and order	• What is the individual's role in the community? • What role do rules and regulations play in the formation of a society?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	• The environment • Human rights • Peace and conflict • Equality	• Globalization • Ethics • Urban and rural environment	• What environmental and social issues present challenges to the world, and how can these challenges be overcome? • What challenges and benefits does globalization bring?

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Language ab initio (SL only) — Group 2 (offered at ICOM as French ab initio)

Source: IB Diploma Programme Subject Brief, Language ab initio, first assessment 2020. © International Baccalaureate Organization, 2018.

International Baccalaureate Diploma Programme Subject Brief

Language ab initio

First assessment 2020

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

This IB DP subject brief has four key components:

I. Course description and aims II. Curriculum model overview III. Assessment model IV. Content outline

I. Course description and aims

Language acquisition consists of two modern language courses—language ab initio and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language.

Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts.

Students develop the ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. While the themes are common to both language ab initio and language B, the language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

The following language acquisition aims are common to both language ab initio and language B.

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

II. Curriculum model overview

The curriculum is organized around five prescribed themes and 20 prescribed topics with which the students engage though written, audio, visual and audio-visual texts.

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Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation.

Communication is evidenced through receptive, productive and interactive skills.

III. Assessment model

The language acquisition assessment objectives are common to both language ab initio and language B.

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Assessment at a glance

Language ab initio SL assessment outline		Weighting
External 75%	**Paper 1** (productive skills) Two written tasks—each from a choice of three Writing—30 marks	25%
	Paper 2 (receptive skills) Separate sections for listening and reading Listening—25 marks Reading—40 marks	 25% 25%
Internal 25%	**Individual oral assessment** 30 marks	25%

For the individual oral internal assessment, the stimulus at language ab initio SL is a visual image that is clearly relevant to one (or more) of the themes of the course.

IV. Content outline

Theme	Guiding principle	Prescribed topics	Possible questions
Identities	Explore the nature of the self and how we express who we are.	• Personal attributes • Personal relationships • Eating and drinking • Physical well-being	• How do I present myself to others? • How do I express my identity? • How do I achieve a balanced and healthy lifestyle?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	• Daily routine • Leisure • Holidays • Festivals and celebrations	• How does travel broaden our horizons? • How would my life be different if I lived in another culture? • What are the challenges of being a teenager? • How are customs and traditions similar or different across cultures?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	• Transport • Entertainment • Media • Technology	• How do science and technology affect my life? • How do I use media in my daily life? • What can I learn about a culture through entertainment?
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	• Neighbourhood • Education • The workplace • Social issues	• What purpose do rules and regulations have in society? • What is my role in society? • What options do I have in the world of work?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	• Climate • Physical geography • The environment • Global issues	• What can I do to help the environment? • How do my surroundings affect the way I live? • What can I do to make the world a better place?

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Business Management (HL/SL) — Group 3

Source: IB Diploma Programme Subject Brief, Individuals and societies: Business management — higher level, first assessments 2024. © International Baccalaureate Organization, 2021.

International Baccalaureate
Diploma Programme Subject Brief

Individuals and societies: Business management—higher level

First assessments 2024

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

I. Course description and aims

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as **change agents** for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts: **creativity, change, ethics** and **sustainability**, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

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The aims of the DP **business management course** are to enable students to:

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

II. Curriculum model overview

Component	Recommended teaching hours
Unit 1: Introduction to business management	**20**
1.1 What is a business?	
1.2 Types of business entities	
1.3 Business objectives	
1.4 Stakeholders	
1.5 Growth and evolution	
1.6 Multinational companies (MNCs)	
Unit 2: Human resource management	**35**
2.1 Introduction to human resource management	
2.2 Organizational structure	
2.3 Leadership and management	
2.4 Motivation and demotivation	
2.5 Organizational (corporate) culture (HL only)	
2.6 Communication	
2.7 Industrial/employee relations (HL only)	
Unit 3: Finance and accounts	**45**
3.1 Introduction to finance	
3.2 Sources of finance	
3.3 Costs and revenues	
3.4 Final accounts	
3.5 Profitability and liquidity ratio analysis	
3.6 Debt/equity ratio analysis (HL only)	
3.7 Cash flow	
3.8. Investment appraisal	
3.9 Budgets (HL only)	
Unit 4: Marketing	**35**
4.1 Introduction to marketing	
4.2 Marketing planning	
4.3 Sales forecasting (HL only)	
4.4 Market research	
4.5 The seven Ps of the marketing mix	
4.6 International marketing (HL only)	

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Unit 5: Operations management 5.1 Introduction to operations management 5.2 Operations methods 5.3 Lean production and quality management (HL only) 5.4 Location 5.5 Break-even analysis 5.6 Production planning (HL only) 5.7 Crisis management and contingency planning (HL only) 5.8 Research and development (HL only) 5.9 Management information systems (HL only)	**45**
Business management toolkit	**35**
Research time allocated for the pre-released statement in paper 1	**5**
Internal assessment	**20**

III. Assessment model

By the end of the business management course, students are expected to achieve the following assessment objectives.

AO1: Knowledge and understanding
Demonstrate knowledge and understanding of:
- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- HL extension topics (HL only).

AO2: Application and analysis
Apply and analyse:
- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- business decisions and issues through the selection and use of appropriate data
- HL extension topics (HL only).

AO3: Synthesis and evaluation
Synthesize and evaluate:
- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- stakeholder interests to reach informed business decisions
- recommendations for competing future strategic options (HL only)
- HL extension topics (HL only).

AO4: Use and application of appropriate skills
- Select and apply relevant business management tools, theories and concepts to support research into a business issue or problem.
- Select, interpret and analyse business materials from a range of primary and secondary sources.
- Create well-structured materials using business management terminology.

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- Communicate analysis, evaluation and conclusions of research effectively.

Assessment at a glance

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		4 hours 30 minutes	80
Paper 1	Based on a pre-released statement that specifies the *context* and *background* for the unseen case study	1 hour 30 minutes	25
Paper 2	Based on unseen stimulus material with a quantitative focus	1 hour 45 minutes	30
Paper 3	Based on unseen stimulus material about a social enterprise	1 hour 15 minutes	25
Internal			
Business research project	Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	20 hours	20

IV. Sample questions

Paper 1

- Explain **one** advantage and **one** disadvantage for *MT* of being a small business. [4]
- Discuss whether Jackie should accept or reject KC's offer to buy *MT*. [10]

Paper 2

- Using the data provided in **Table 7**, other information in the stimulus, and a Boston Consulting Group (BCG) matrix, recommend to QS which e-scooter model should be removed from QS's portfolio in order for the company to remain profitable. [10]

Paper 3

- Using all the resources provided and your knowledge of business management, recommend a possible plan of action to ensure the sustainability of *SML* for the next five years. [17]

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Global Politics (HL/SL) — Group 3

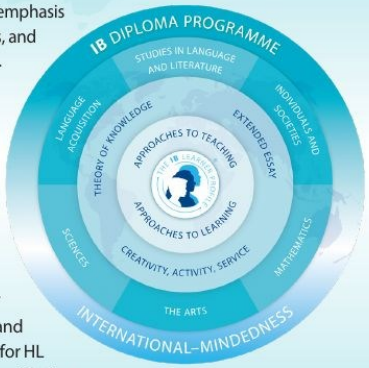
Source: IB Diploma Programme Subject Brief, Individuals and societies: Global politics, first assessment 2026. © International Baccalaureate Organization, 2023.

International Baccalaureate
Diploma Programme Subject Brief

Individuals and societies: Global politics

First assessment 2026

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

I. Course description and aims

DP global politics is a course for students who want to understand more about how the world they live in works, and what makes it change (or prevents it from changing). The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding of the local, national, international, and global dimensions of political activity and processes by critically engaging with contemporary political issues and challenges.

The course integrates concepts, content and contexts through inquiry.

- **Concepts** such as power, sovereignty, legitimacy and interdependence are explored and examined critically throughout the course.
- **Content** informs inquiries through a variety of global politics topics, encompassing political systems and actors, power interactions, frameworks, treaties and conventions, terminology, and analysis models.
- **Contexts** diversify, shape and channel inquiries through contemporary real-world examples and cases.

The flexible syllabus allows educators to build the course around their students' contexts and interests, as well as contemporary events and developments in global politics. Thinking, analysis and research skills are fostered through guided and independent inquiries into political issues and challenges, with a special focus on identifying and engaging with diverse perspectives.

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

- explore and evaluate power in contemporary global politics
- examine how state and non-state actors operate and interact within political systems
- investigate and analyse contemporary political issues and challenges from multiple perspectives
- develop a lifelong commitment to active global citizenship through collaboration and agency.

II. Curriculum model overview

The recommended teaching time is 150 hours to complete the SL course and 240 hours to complete the HL course. Students and teachers enjoy a great deal of freedom to personalize and integrate the required course components as outlined below.

Syllabus component	Teaching hours	
	SL	HL
Core Understanding power and global politics **Thematic studies** • Rights and justice • Development and sustainability • Peace and conflict	**125**	**125**
Internal assessment Engagement project	**25**	**35**
HL extension: global political challenges	-	**80**
Total	**150**	**240**

III. Assessment model

By the end of the global politics course, students are expected to achieve the following assessment objectives.

Knowledge and understanding

Demonstrate knowledge and understanding of:

- power relationships
- political concepts
- relevant source material
- political issues and challenges.

Application and analysis

- Apply relevant concepts and tools to analyse contemporary political issues and challenges in a variety of contexts.
- Identify and analyse information, claims and perspectives in source material.
- Identify and analyse relevant evidence to formulate, present and sustain an argument.

Synthesis and evaluation

- Synthesize and evaluate evidence (including source material) about global politics.
- Synthesize and evaluate perspectives and approaches to global politics.
- Examine and synthesize perspectives on political beliefs, positions, and biases.

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Use and application of appropriate skills

- Research and investigate political issues and challenges.
- Communicate analysis of political issues and challenges.
- Reflect on the process and results of research and investigation.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		**2.75**	**4.25**	**70**	**80**
Paper 1	Source-based questions that address topics from the global politics core in an integrated way	1.25	1.25	30	20
Paper 2	Extended response questions based on prescribed content from the thematic studies	1.5	1.5	40	30
Paper 3 (HL only)	Stimulus-based questions related to the HL extension syllabus (global political challenges)	-	1.5	-	30
Internal		**25**	**30**	**30**	**20**
Engagement project	A written report on a political issue explored through engagement and research	25	30	30	20

IV. Sample questions

- Using Source C (included in the paper) and **one** example you have studied, **explain** the reasons why international cooperation may be problematic for some states.
- **Discuss** the view that development always results in inequalities.
- **To what extent** is addressing structural violence increasingly important to achieving lasting peace?
- With reference to **two** of the cases you have researched, examine the links between multiple global political challenges.
- With reference to **two** cases, evaluate the effectiveness of international governmental organizations for addressing global political challenges.

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Psychology (HL/SL) — Group 3

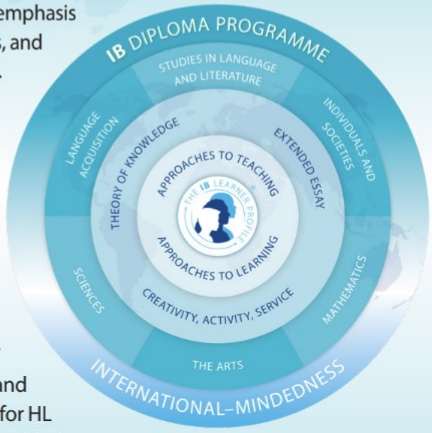
Source: IB Diploma Programme Subject Brief, Individuals and societies: Psychology — higher level & standard level, first assessments 2027. © International Baccalaureate Organization, 2024..

International Baccalaureate
Diploma Programme Subject Brief

Individuals and Societies: Psychology

First assessment 2027

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

I. Course description and aims

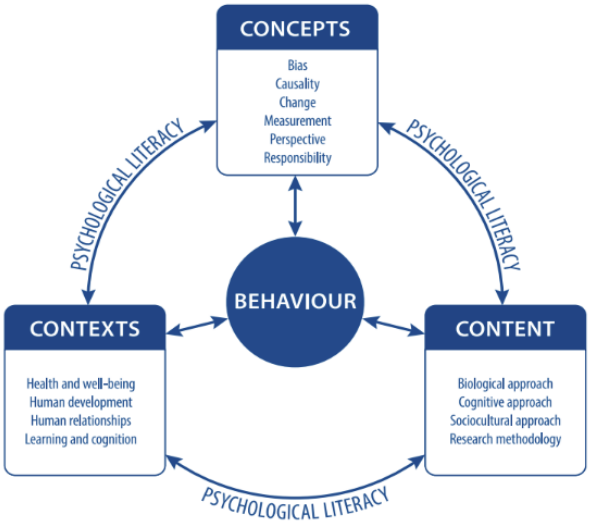
The Diploma Programme (DP) psychology course aims to develop students' knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge. They will acquire the ability to seek new information and generate understanding by employing research methodologies. The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy.

The aims of the psychology course are for students to:

- develop knowledge and understanding of psychological concepts, content and contexts including models and theories
- think critically and creatively about behaviour and cognitive processes
- engage with problems facing individuals, groups and societies using psychological understanding and skills.

II. Curriculum model overview

The DP psychology course focus is on conceptual understanding and the ability to apply concepts across a variety of contexts as opposed to simple memorization of theories supporting studies. Framing the psychology course through concepts, content and context allows for the development and application of psychological knowledge when studying the contexts.



Concepts, content and contexts are meant to be integrated when investigating human behaviour. The content provides the psychological terminology and theories needed to understand how the biological, cognitive and sociocultural approaches assist in understanding behaviour in different contexts while using a variety of research methodology. Concepts provide a framework through which specific content is considered and contexts provide the real-world setting in which concepts and content are applied.

Standard level (SL) and higher level (HL) students will investigate four contexts using psychological content and concepts relevant to that area of study. The internal assessment will require SL and HL students to create a research proposal to investigate a topic with a population of interest. Reading empirical research and everyday claims in the media are opportunities to identify concepts and further the knowledge of psychological content applied within a context. Students will be required to think critically about data analysis and interpretation in psychological research and everyday claims (for example, in social media). HL students will have the opportunity to study four extensions: the role of culture, motivation and technology in shaping human behaviour, and data analysis and interpretation.

Syllabus component	Teaching hours	
	SL	HL
Concepts, content and contexts	100	100
Integrating concepts and content in the understanding of contexts		
Class practicals (minimum 4)	30	30
Extensions (HL only)		
The role of culture, motivation and technology in shaping human behaviour	n/a	45
Data analysis and interpretation		45
Internal assessment	20	20
Psychology research proposal to investigate a topic in relation to a specified population of interest.		
Total teaching hours	150	240

III. Assessment model

By the end of the psychology course at SL or at HL, students will be expected to demonstrate the following.

Knowledge and understanding (AO1)

- A range of psychological concepts, contexts, theories, models and examples
- Biological, cognitive and sociocultural approaches to understanding human behaviour
- Research methodology for understanding human behaviour

Application and analysis (AO2)

- Explain and formulate arguments in response to a specific question or prompt using relevant/appropriate concepts and psychological research
- Apply and analyse a range of psychological theories and models
- Apply and analyse knowledge relevant to psychology in a variety of contexts

HL

- Interpret data to draw conclusions for experimental and non-experimental research

Synthesis and evaluation (AO3)

- Evaluate psychological theories and research
- Draw conclusions from different types of evidence
- Justify a position and critique claims
- Discuss how psychological concepts interact
- Design a study to investigate a research question

HL

- Draw conclusions about the influence of culture, motivation and technology on human behaviour

Assessment objective	Paper 1—SL and HL			Paper 2—SL and HL		Paper 3 (HL only)	Internal assessment
	Section A	Section B	Section C	Section A	Section B		
AOI – knowledge and under-standing	√		√	√	√		
AO2 – application and analysis	√	√		√		√	
AO3 – synthesis and evaluation			√	√	√	√	√

Assessment at a glance

Assessment outline—SL

Assessment component	Weighting
External assessment (3 hours)	70%
Paper 1 (1.5 hours) Integration of the concepts, content and contexts (35 marks) Section A: two compulsory short-answer questions from two of the three content areas Section B: two compulsory short-answer questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts Section C: two concept-based extended response questions, each from a different context	35%
Paper 2 (1.5 hours) Applying concepts and content to research contexts (35 marks) Section A: four compulsory questions that focus on the class practicals Section B: evaluation of an unseen research study with regard to two or more concepts	35%
Internal assessment (20 hours)	30%
Research proposal (24 marks) Develop a research proposal using one of the four research methods used in the class practicals. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	30%

Assessment outline—HL

Assessment component	Weighting
External assessment (4.75 hours)	80%
Paper 1 (1.5 hours) Integration of the concepts, content and contexts (35 marks) Section A: two compulsory short-answer questions from two of the three content areas Section B: two compulsory questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts Section C: two concept-based extended response questions, each from a different context	25%
Paper 2 (1.5 hours) Applying concepts and content to research contexts (35 marks) Section A: four compulsory questions that focus on the class practicals Section B: evaluation of an unseen research study with regard to two or more concepts	25%
Paper 3 (1.75 hours) Data analysis and interpretation of research data (30 marks) Four source-based questions with quantitative and qualitative findings. The focus of the questions will be from one of the HL extensions.	30%
Internal assessment (20 hours)	20%
Research proposal (24 marks) Develop a research proposal using one of the four research methods used in the class practicals. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	

IV. Sample questions

Paper 1: Concepts, contexts and content

Section A: Two short-answer questions designed to assess knowledge and content from two of the three content areas (biological, cognitive, sociocultural).

Biological approach to understanding human behaviour

1. Describe how **one** chemical messenger plays a role in **one** human behaviour. (4 marks)

Cognitive approach to understanding human behaviour

2. Explain anchoring bias with reference to **one** example of human behaviour. (4 marks)

Section B: Two compulsory short answer questions that are designed to assess the student's ability to apply knowledge to a new situation or in a new scenario.

3. With reference to this study, explain the role of models in the study of cognitive processes. (6 marks
4. Explain how social learning theory could be used to achieve this goal. (6 marks)

Section C: Two concept-based extended response questions, each from a different context. Students will choose one of the two questions to answer.

5. In the context of human development, evaluate **one or more** strategies used by developmental psychologists to measure theory of mind.

6. One claim in health and well-being psychology is that one perspective is not enough to explain mental health. Discuss this claim with reference to **one** biological explanation of one or more disorders.

Paper 2: Research methodology

Section A: Four compulsory questions that focus on the class practicals.

1a. Describe how you used an interview or focus group in your class practical. (4 marks)

1b. Explain the concept of bias in relation to your interview or focus group class practical. (4 marks)

1c. Compare and contrast the use of an interview or focus group used in your class practical with an experiment. (6 marks)

1d. Design an observation to investigate the same topic as you investigated in your class practical. (6 marks)

Section B: An experiment or non-experimental study from one of the contexts is provided as stimulus material for which students discuss applying two or more concepts.

2. Discuss the following study with reference to two or more of the following concepts: bias, causality, measurement, and/or responsibility. (15 marks)

Paper 3 (HL only): Source-based questions

Students will be presented with 4–6 sources with research from one of the HL extension topics. Questions will be on the interpretation of graphs, data analysis, research considerations and a synthesis of the sources.

1. Explain one issue that limits the interpretation of the data in source 1. (3 marks)
2. Analyse the findings from source 2 and state a conclusion linked to the claim that use of technology in education may have a negative effect on the mental health of students. (6 marks)
3. Discuss how the researcher could improve the credibility of the findings in source 3. (6 marks)
4. To what extent can we conclude that the use of technology in education may have a negative effect on the mental health of students? (15 marks)

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Biology (HL/SL) — Group 4

Source: IB Diploma Programme Subject Brief, Sciences: Biology, first assessment 2025. © International Baccalaureate Organization, 2022.

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Diploma Programme Subject Brief

Sciences: Biology

First assessment 2025

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The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

I. Course description and aims

As one of the three natural sciences in the IB Diploma Programme, 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. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

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.

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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.

II. Curriculum model overview

The DP biology course promotes concept-based teaching and learning to foster critical thinking.

The DP biology course is built on:

- approaches to learning
- nature of science
- skills in the study of biology.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of biology.

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	**110**	**180**
Unity and diversity • Water • Nucleic acids • Origins of cells * • Cell structure • Viruses * • Diversity of organisms • Classification and cladistics * • Evolution and speciation • Conservation of biodiversity	**19**	**33**

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Syllabus component	Recommended teaching hours	
	SL	HL
Form and function • Carbohydrates and lipids • Proteins • Membranes and membrane transport • Organelles and compartmentalization • Cell specialization • Gas exchange • Transport • Muscle and motility * • Adaptation to environment • Ecological niches	**26**	**39**
Interaction and interdependance • Enzymes and metabolism • Cell respiration • Photosynthesis • Chemical signalling * • Neural signalling • Integration of body systems • Defence against disease • Populations and communities • Transfer of energy and matter	**31**	**48**
Continuity and change • DNA replication • Protein synthesis • Mutations and gene editing • Cell and nuclear division • Gene expression * • Water potential • Reproduction • Inheritance • Homeostasis • Natural selection • Sustainability and change • Climate change	**34**	**60**
Experimental programme	**40**	**60**
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10

* Topics with content that should only be taught to HL students

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Skills in the study of biology

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

Tools

- Experimental techniques
- Technology
- Mathematics

Inquiry process

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

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

III. Assessment model

There are four assessment objectives for the DP biology course. Having followed the biology course, students are expected to demonstrate the following assessment objectives.

Assessment objective 1

Demonstrate knowledge of:

- terminology, facts and concepts
- skills, techniques and methodologies.

Assessment objective 2

Understand and apply knowledge of:

- terminology and concepts
- skills, techniques and methodologies.

Assessment objective 3

Analyse, evaluate, and synthesize:

- experimental procedures
- primary and secondary data
- trends, patterns and predictions.

Assessment objective 4

Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

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Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	1.5	2	36
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	2.5	44
Internal		**10**		**20**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

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Chemistry (HL/SL) — Group 4

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International Baccalaureate
Diploma Programme Subject Brief

Sciences: Chemistry

First assessment 2025

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

I. Course description and aims

As one of the three natural sciences in the IB Diploma Programme, 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. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

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.

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.

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II. Curriculum model overview

The DP chemistry course promotes concept-based teaching and learning to foster critical thinking.

The DP chemistry course is built on:

- approaches to learning
- nature of science
- skills in the study of chemistry.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of chemistry.

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	**110**	**180**
Structure 1. Models of the particulate nature of matter Structure 1.1—Introduction to the particulate nature of matter Structure 1.2—The nuclear atom Structure 1.3—Electron configurations Structure 1.4—Counting particles by mass: The mole Structure 1.5—Ideal gases	17	21
Structure 2. Models of bonding and structure Structure 2.1—The ionic model Structure 2.2—The covalent model Structure 2.3—The metallic model Structure 2.4—From models to materials	20	30
Structure 3. Classification of matter Structure 3.1—The periodic table: Classification of elements Structure 3.2—Functional groups: Classification of organic compounds	16	31
Reactivity 1. What drives chemical reactions? Reactivity 1.1—Measuring enthalpy change Reactivity 1.2—Energy cycles in reactions Reactivity 1.3—Energy from fuels Reactivity 1.4—Entropy and spontaneity (Additional higher level)	12	22
Reactivity 2. How much, how fast and how far? Reactivity 2.1—How much? The amount of chemical change Reactivity 2.2—How fast? The rate of chemical change Reactivity 2.3—How far? The extent of chemical change	21	31

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Reactivity 3. What are the mechanisms of chemical change? Reactivity 3.1—Proton transfer reactions Reactivity 3.2—Electron transfer reactions Reactivity 3.3—Electron sharing reactions Reactivity 3.4—Electron-pair sharing reactions	24	45
Experimental programme	**40**	**60**
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10

Skills in the study of chemistry

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

Tools

- Experimental techniques
- Technology
- Mathematics

Inquiry process

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

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

III. Assessment model

There are four assessment objectives for the DP chemistry course. Having followed the chemistry course, students are expected to demonstrate the following assessment objectives.

Assessment objective 1

Demonstrate knowledge of:

- terminology, facts and concepts
- skills, techniques and methodologies.

Assessment objective 2

Understand and apply knowledge of:

- terminology and concepts
- skills, techniques and methodologies.

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Assessment objective 3

Analyse, evaluate, and synthesize:

- experimental procedures
- primary and secondary data
- trends, patterns and predictions.

Assessment objective 4

Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	1.5	2	36
Paper 2	Short answer and extended-response questions	1.5	2.5	44
Internal		**10**		**20**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

About the IB: For over 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

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Physics (HL/SL) — Group 4

Source: IB Diploma Programme Subject Brief, Sciences: Physics, first assessment 2025. © International Baccalaureate Organization, 2022.

International Baccalaureate
Diploma Programme Subject Brief

Sciences: Physics

First assessment 2025

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

I. Course description and aims

As one of the three natural sciences in the IB Diploma Programme, 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.

DP physics 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 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

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8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

II. Curriculum model overview

The DP physics course promotes concept-based teaching and learning to foster critical thinking.

The DP physics course is built on:

- approaches to learning
- nature of science
- skills in the study of physics.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of physics.

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	**110**	**180**
A Space, time and motion A.1 Kinematics • A.2 Forces and momentum • A.3 Work, energy and power • A.4 Rigid body mechanics ••• A.5 Galilean and special relativity •••	27	42
B. The particulate nature of matter B.1 Thermal energy transfers • B.2 Greenhouse effect • B.3 Gas laws • B.4 Thermodynamics ••• B.5 Current and circuits •	24	32
C. Wave behaviour C.1 Simple harmonic motion •• C.2 Wave model • C.3 Wave phenomena •• C.4 Standing waves and resonance • C.5 Doppler effect ••	17	29
D. Fields D.1 Gravitational fields •• D.2 Electric and magnetic fields •• D.3 Motion in electromagnetic fields • D.4 Induction •••	19	38

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E. Nuclear and quantum physics E.1 Structure of the atom •• E.2 Quantum physics ••• E.3 Radioactive decay •• E.4 Fission • E.5 Fusion and stars •	23	39
Experimental programme	**40**	**60**
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10

Key to table:

• Topics with content that should be taught to all students

•• Topics with content that should be taught to all students plus additional HL content

••• Topics with content that should only be taught to HL students

Skills in the study of physics

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

Tools

- Experimental techniques
- Technology
- Mathematics

Inquiry process

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

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

III. Assessment model

There are four assessment objectives for the DP physics course. Having followed the physics course, students are expected to demonstrate the following assessment objectives.

Assessment objective 1

Demonstrate knowledge of:

- terminology, facts and concepts
- skills, techniques and methodologies.

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Assessment objective 2

Understand and apply knowledge of:

- terminology and concepts
- skills, techniques and methodologies.

Assessment objective 3

Analyse, evaluate, and synthesize:

- experimental procedures
- primary and secondary data
- trends, patterns and predictions.

Assessment objective 4

Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions	1.5	2	36
Paper 2	Short-answer and extended-response questions	1.5	2.5	44
Internal		**10**		**20**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

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Mathematics: Analysis and Approaches (HL/SL) — Group 5

Source: IB Diploma Programme Subject Brief, Mathematics: analysis and approaches, first assessments SL and HL 2021. © International Baccalaureate Organization, 2019.

International Baccalaureate Diploma Programme Subject Brief

Mathematics: analysis and approaches

First assessments for SL and HL—2021

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

This IB DP subject brief has three key components:

I. Course description and aims II. Curriculum model overview III. Assessment model

I. Course description and aims

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. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

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. 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.

The aims of all DP mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

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II. Curriculum model overview

Mathematics: analysis and approaches and Mathematics: applications and interpretation share 60 hours of common SL content.

Syllabus component	Recommended teaching hours	
	SL	HL
• Number and algebra • Functions • Geometry and trigonometry • Statistics and probability • Calculus	19 21 25 27 28	39 32 51 33 55
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics	30	30
Total teaching hours	150	240

III. Assessment model

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems.

The assessment objectives are common to Mathematics: analysis and approaches and to Mathematics: applications and interpretation.

- **Knowledge and understanding:** Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- **Problem solving:** Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
- **Communication and interpretation:** Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
- **Technology:** Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- **Reasoning:** Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.
- **Inquiry approaches:** Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

The exploration is an integral part of the course and its assessment, and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	No technology allowed. **Section A:** compulsory short-response questions based on the syllabus. **Section B:** compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed. **Section A:** compulsory short-response questions based on the syllabus. **Section B:** compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed. Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

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Mathematics: Applications and Interpretation (HL/SL) — Group 5

Source: IB Diploma Programme Subject Brief, Mathematics: applications and interpretation, first assessments SL and HL 2021.
© International Baccalaureate Organization, 2019.

International Baccalaureate Diploma Programme Subject Brief

Mathematics: applications and interpretation

First assessments for SL and HL—2021

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

This IB DP subject brief has three key components:

I. Course description and aims II. Curriculum model overview III. Assessment model

I. Course description and aims

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. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course 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 generalizations.

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.

The aims of all DP mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

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II. Curriculum model overview

Mathematics: applications and interpretation and Mathematics: analysis and approaches share 60 hours of common content.

Syllabus component	Recommended teaching hours	
	SL	HL
• Number and algebra • Functions • Geometry and trigonometry • Statistics and probability • Calculus	16 31 18 36 19	29 42 46 52 41
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics	30	30
Total teaching hours	150	240

III. Assessment model

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems.

The assessment objectives are common to Mathematics: applications and interpretation and to Mathematics: analysis and approaches.

- **Knowledge and understanding:** Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- **Problem solving:** Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
- **Communication and interpretation:** Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
- **Technology:** Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- **Reasoning:** Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.
- **Inquiry approaches:** Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

The exploration is an integral part of the course and its assessment, and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	Technology allowed. Compulsory short-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed. Compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed. Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

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Visual Arts (SL/HL) — Group 6

This subject is currently not offered at ICOM in 2026-2027 due to student selections This is for information only for future students

Source: IB Diploma Programme Subject Brief,,The arts: Visual Arts, first assessment 2027. © International Baccalaureate Organization, 2024.

International Baccalaureate
Diploma Programme Subject Brief

The arts: Visual arts

First assessment 2027

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

I. Course description and aims

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

In this visual arts course students learn how to **create**, **communicate** and **connect** as artists.

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

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

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

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

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

The visual arts course aims to enable students to:

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

II. Curriculum model overview

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

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

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

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

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

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

Visual arts journals—which might take a variety of formats—are used by students to generate, progress and develop their art-making as inquiry and their learning across the three core areas. Students realize and resolve artworks to communicate with audiences through synthesis of concept and form. Understanding of context(s) and cultural significance are also part of the curriculum, and students learn to consider the complex and dynamic relationships between artist, artwork, audience and context. Not only do students

connect with the work of other artists, but they also learn to situate the artworks they study as well as their own.

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

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

III. Assessment model

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

All assessment tasks are non-examination based. Two tasks are externally assessed, and one is internally assessed by the teacher and externally moderated by the IB. The assessment model clearly differentiates the requirements between SL and HL, reflecting the teaching hours allocated at each level and the greater depth and breadth of work required in the HL course.

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

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

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

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

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

Visual arts students are expected to evidence how, as part of their art-making, they:

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

Assessment at a glance

Assessment outline—SL	Weighting
External assessment	**60%**
Art-making inquiries portfolio (32 marks) This is an SL and HL task focused on the student's art-making as inquiry. The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a **variety** of art-making forms and creative strategies. The portfolio demonstrates how the student developed and refined their visual language through one or more **lines of inquiry** and must explicitly include the **inquiry questions or generative statements** they worked with. SL students submit **two** mandatory files. • **One** PDF file of **up to 15 screens** including visual evidence accompanied by written materials. The total word count must not exceed **3,000 words**. • **One** separate text file listing the sources.	40%
Connections study (24 marks) This is an SL-only task focused on the student situating in context one of their resolved artworks, chosen from the five they submit for IA. The study presents curated visual and written evidence to demonstrate the connections between the student's chosen resolved artwork and their own context(s), and between the chosen artwork and **at least two artworks by different artists**. The connections must be informed by research, and the study must demonstrate understanding of the cultural significance of the two artworks by different artists. SL students submit **two** mandatory files. • **One** PDF file of **up to 10 screens** including visual evidence and supporting written materials. The total word count must not exceed **2,500 words**. • **One** separate text file listing the sources.	20%
Internal assessment	**40%**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Resolved artworks (32 marks)** This is an SL-only task focused on the student's ability to create a **coherent body of work**. Each student submits **five resolved artworks** to demonstrate their best achievements in communicating their artistic intentions coherently. The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a **rationale** to articulate their artistic intentions and the choices that informed the making of their **coherent** body of artworks. SL students submit **six** mandatory files. • **Five** image or video files (**each up to three minutes long**) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. • **One** PDF file of **up to two screens** for the rationale (which must not exceed **700 words**).	40%

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

Internal assessment	40%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Selected resolved artworks (40 marks)** This is an HL-only task focused on the student's ability to create a **coherent body of work selected from their wider production**. Each student submits **five selected resolved artworks** to demonstrate their best achievements in communicating their artistic intentions coherently. The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a **rationale** to articulate how they realized their artistic intentions through a selection process for the **five resolved artworks**, **from at least eight** of their works. **Five artwork texts** situate through critical analysis each of the selected resolved artworks in a wider artistic context and in relation to the student's practice. HL students submit **six** mandatory files. • **Five** image or video files (**each up to three minutes long**) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. • One PDF file of **up to eight screens** including the rationale (which must not exceed **700 words**) and **five** artwork texts (with a total word count not exceeding **1,000 words**).	40%

Appendix 3: Document Control

Field	Detail
Document title	ICOM IB Diploma Programme Handbook
Version	2026–27 (v1.0)
Approved by	Principal, in consultation with the DoTL and IBDP Coordinator
Next scheduled review	End of academic year 2026
Aligned to	IB Programme Standards and Practices (2020, current edition); IB DP General Regulations; ICOM policy register
Related ICOM policies	Assessment Policy; Academic Integrity Policy; Inclusion Policy; Language Policy; Admissions Policy; AI Use Policy; Child Safe Standards; Complaints Policy
Document owner	Director of Teaching and Learning (DoTL)