

# IB DIPLOMA OPTIONS



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## Welcome



As you prepare to select your subjects for the next stage of your education, you are laying the foundation for your future success. The programme ahead is designed to be both intellectually rigorous and personally rewarding, offering a curriculum that provides both breadth of knowledge and depth of understanding.

This booklet will be an essential guide in your decision-making, but it is one of many resources available to you. I strongly encourage you to seek the wisdom of your subject teachers, who know your academic strengths, as well as your Pastoral Team, our University Counsellor, and your parents. Take the time to reflect not only on the subjects you enjoy but also on how your choices align with your long-term university and career aspirations.

Please remember that our entire staff is here to support and guide you through this important process. We are confident in your ability to make thoughtful choices and look forward to seeing you thrive in the coming years.

**Thomas Jacobs**

Vice Principal - Curriculum

# The International Baccalaureate

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

*IB Mission Statement*

## The Diploma at NLCS

The Diploma Programme of the International Baccalaureate is the culmination of the journey students at NLCS take through their school years. It is recognised around the world as an entrance qualification for universities, but it is much more than that – it gives its participants skills and approaches to study and to work that are genuinely transferrable to the full university experience and to the lives they will lead far into the future. Like the other IB programmes, it is rooted in the principles of the Learner Profile, and its combination of flexibility, rigour, depth and breadth gives an unbeatable start to adult life as a global citizen.

## Structure of the Diploma Programme

Students study one subject from each of six subject groups, as shown below. Students also complete the requirements of the Diploma Core: Theory of Knowledge (ToK), The Extended Essay, and Creativity, Activity and Service.

The IB's programme model gives an overview of the whole programme:



- Group 1:** Studies in Language and Literature
- Group 2:** Language Acquisition
- Group 3:** Individuals and Societies
- Group 4:** Sciences
- Group 5:** Mathematics
- Group 6:** The Arts/Electives



# Subject Groups

The subject groups are as follows

Group	Subjects offered at NLCS for 2026
<b>1 Studies in Language and Literature</b>	Arabic: Language and Literature English: Language and Literature English: Literature French: Language and Literature German: Language and Literature Spanish: Language and Literature
<b>2 Language Acquisition</b>	Arabic Ab Initio and Arabic B French Ab Initio and French B Mandarin Ab Initio and Mandarin B Spanish Ab Initio and Spanish B
<b>3 Individuals and Societies</b>	Economics Geography Global Politics History Psychology
<b>4 Sciences</b>	Biology Chemistry Computer Science Design Technology Physics
<b>5 Mathematics</b>	Mathematics: Applications and Interpretation Mathematics: Analysis and Approaches
<b>6 The Arts/Electives*</b>	Music Theatre Visual Arts

\* Electives. Instead of one of the Arts subjects students may elect to study a second subject from the list detailed on the options form.

To be awarded the Bilingual Diploma a student must choose 2 subjects from Group 1 at any level. This extra subject in Group 1 implies that students will not choose a subject from either Group 2 or Group 6.

Students study three subjects at Higher Level (240 hours each) and three subjects at Standard Level (150 hours each). This, and the elective option, allows them to choose between a more specialised programme or a very broad experience.

## Guidance for Subject Choices

Of all the pre-university programmes, International Baccalaureate (IB) Diploma is the most rigorous and demanding because it requires a significant amount of responsibility from the student.

This begins with the responsibility of making decisions about what subjects to choose for their Diploma Programme.

In making these choices students should consider:

- Academic strengths and interests.
- Personal abilities and aptitudes.
- Career aspirations and university course requirements (both total point scores and required subjects).
- Language and Mathematics placement policies.
- Before submitting their option choices students will receive their mock examination results.

Students are therefore advised to:

- Engage in genuine reflection – identify their strengths and opportunities to improve.
- Communicate with teachers – identify what actions they need to take and how these will aid improvement.
- Be proactive – set clear goals and make an action plan leading up to MYP examinations.
- Be balanced – ensure revision is supported by their wellbeing.

Follow your passion and play to your strengths: “Do what you enjoy, do what you are good at!”



# The Core

**The Extended Essay** is a 4000-word, in-depth, academic study of a question chosen by the student which relates to one of their diploma subjects, and is designed to allow engagement in independent, supervisor-supported research. The Extended Essay provides a major focal point for university interviews and helps to give students the edge over their competitors.

**Theory of Knowledge (ToK)** is a 100 hours taught course designed to allow pupils to reflect on themselves as knowers and thinkers. It is a course unique to IB and is very good at supporting pupils with the university application process, specifically interviews. The majority of the course is focused on exploring a range of Areas of Knowledge and linking these to Real Life Situations and is largely discussion based with pupils building up a bank of notes to support the assessed work towards the end of the course. TOK is assessed through an Exhibition, where pupils select and justify three objects in response to an IA prompt, and a TOK Essay, again a response to a stimulus prescribed by IB.

**Creativity Activity and Service (CAS)** credits students for their learning outside the curriculum through opportunities both in and out of school. Activities available in school include taking part in Sports, Art, Music and Drama. Students can also undertake voluntary work. CAS is not externally assessed; to fulfil the requirements, students need to carry out a number of activities and a more extensive agreed project of their choice, and complete reflections through the process.

## Assessment

Assessment patterns vary from subject to subject, but all include some element of coursework, and most have exams in May of the final year. Each of the six subjects, both at HL and at SL, is graded from 1 to 7, with 7 being a much sought-after goal earned by a small percentage of candidates worldwide each year. The Extended Essay and the Theory of Knowledge assessments are together worth a further 3 points, giving a maximum points score of 45. In order to be awarded the Diploma a minimum of 24 points is necessary with pass grades for the Extended Essay and ToK. The very best universities in the world accept students scoring between 38 and 45 points.

## Achieving the Diploma

In order to achieve the full Diploma a candidate must not have any failing conditions. The Diploma will not be awarded if:

- CAS requirements have not been met.
- A candidate's total examination & core points are fewer than 24.
- A grade (N) has been given for Theory of Knowledge, Extended Essay or for a contributing subject.
- A grade E has been earned for Theory of Knowledge and/or the Extended Essay.
- There is a grade 1 earned in any subject/level.
- A score of 2 has been earned three or more times (HL or SL).
- A score of 3 or lower has been earned four or more times (HL or SL).
- A candidate has gained fewer than 12 points on HL subjects.
- A candidate has gained fewer than 9 points on SL subjects.





# GROUP 1

## Studies in Language and Literature

Your Group 1 subject is essential to your all-important ability to communicate fluently, clearly and with impact. It gives you the opportunity to develop your knowledge and skills in your native or ‘near native’ language to a high level. There is a choice between ‘Literature’, which is focused on authors from across the globe and across the centuries, or ‘Language and Literature’, which deals with language as it is used in communication more broadly, including literature, media and the spoken word.

### The Group 1 courses available are:

- Arabic A Language and Literature
- English A Literature
- English A Language and Literature
- French A Language and Literature
- German A Language and Literature
- Spanish A Language and Literature

(English courses offered at SL and HL. All other Languages are offered at SL only).

Students who have studied a Language A at MYP will be unable to study this subject as a Language B option.



## Literature

“Literature encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. It is an exploration of the way that writers have represented the complex pursuits, anxieties, joys and fears to which human beings have been exposed.”

*IB Diploma Literature Subject Guide*

IB Diploma Literature is an ideal choice for those students who wish to develop their love for the written word and to celebrate the importance of literature through the ages. It provides students with a breadth of literature that spans genres, eras and the world. Students will learn to read critically and to analyse prose, poetry and drama. They will be encouraged to develop independent, original and critical thinking that will provide them with lifelong benefits beyond the classroom and their school lives.

### The Course

In Literature, you can expect to study:

- Prose, poetry and drama
- Fiction and literary non-fiction from at least three time periods
- Literature that was not originally written in the language being studied.
- Literary analysis
- Intertextuality and the connections between and among diverse texts
- SL will read 9 texts
- HL will read 13 texts

Each unit will include core, transferable analytical skills that will be applied to a wide choice of texts. These skills will build on those taught at MYP and GCSE level and will require students to enhance their critical understanding of what they read.

### Assessment

Terminal assessment (examinations at the end of the course): 70% SL 60% HL

Paper	Time (SL/HL)	Description
Paper 1	1 hr 15 mins / 1 hr 35 mins	Close analysis of two unseen texts
Paper 2	1 hr 45 mins	Literary essay comparing two texts studied during the course



Coursework: 30% SL 20% HL

- Internal Assessment: Individual Oral: Exploration of how a Global Issue is presented in two texts of study (two literary texts, one in translation).

HL Only 20%:

- Higher Level Essay: 1200 – 1500 word essay on one text studied during the course, either literary or non-literary.

**For more information, see**

<https://ibo.org/programmes/diploma-programme/curriculum/language-and-literature/>

Each unit will include core, transferable analytical skills that will be applied to a wide choice of texts. These skills will build on those taught at MYP and GCSE level and will require students to enhance their critical understanding of what they read.

## Language and Literature

“Language and Literature encourages students to see language as central to how we see and understand the world in which we live. It provides a place for students to question how meaning is generated through a rich variety of literary and non-literary texts”

*IB Diploma Language and Literature Subject Guide*

IB Diploma Language and Literature is an ideal choice for anyone who is interested in how language is used in a variety of contexts; in both real world examples, such as the news and the media, as well as in a range of fictional genres. Students will read a diverse range of writing, from across time and place, including texts that have been translated into English.

### The Course

In Language and Literature, you can expect to study:

- Fiction from different places and different time periods
- A range of non-fiction texts types, such as editorials, memoirs, blogs and speeches
- Fiction and non-fiction that was not originally written in the language being studied
- Literary and linguistic analysis
- Intertextuality and the connections between and among diverse texts
- HL students will read 6 literary works and SL students will read 4 literary works

Each unit will include core, transferable analytical skills that will be applied to a wide choice of texts. These skills will build on those taught at MYP and GCSE level and will require students to enhance their critical understanding of what they read.

### Assessment

Terminal assessment (examinations at the end of the course): 70% SL 60% HL

Paper	Time (SL/HL)	Description
Paper 1	1 hr 15 mins / 1 hr 35 mins	Close analysis of two unseen texts – one literary, one non-literary
Paper 2	1 hr 45 mins	Literary Essay comparing two texts studied during the course

Coursework:

SL: 30%:

- Internal Assessment: Individual Oral: Exploration of how a Global Issue is presented in two texts of study. One literary, one non-literary.

HL: 20%:

- Higher Level Essay: 1200 – 1500 word essay on one text studied during the course, either literary or non-literary.

**For more information:**

<https://ibo.org/programmes/diploma-programme/curriculum/language-and-literature/>

### Expected Prior Learning for Group 1

Subject	Higher Level	Standard Level
English Literature	MYP 6 or above in English	MYP 5 or above in English
English Language and Literature	MYP 6 or above in English	MYP 5 or above in English
Language A: Language & Literature	n/a	MYP Language Acquisition - Proficient Level 6 (or above) OR MYP Language and Literature –Level 5 (or above)



## GROUP 2

### Language Acquisition

In an increasingly globalised world, the importance of language acquisition cannot be overstated. Your Group 2 subject will provide you with the platform you need to communicate in your chosen acquired language and to be able to acquire further languages easily in the future. Language B allows students who already have experience in a language to take it to the next stage of fluency; Language Ab Initio ('from the beginning') is for students without or with very little experience in a language.

#### The Group 2 courses available are:

- Arabic Ab Initio SL
- Arabic B SL and HL
- French Ab Initio SL
- French B SL and HL
- Mandarin Ab Initio SL
- Mandarin B SL and HL
- Spanish Ab Initio SL
- Spanish B SL and HL



## Language B

In the Language B course students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understanding of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes.

IB Diploma Language B is a stimulating course, ideal for those students who wish to develop a high level of proficiency in the language. You will find the topics studied during the course embrace a wide range of thought-provoking and fascinating subjects, all highly relevant in the world today. In addition, Higher Level students have the opportunity to study at least two literary works. Language is limitlessly intriguing and it gives you the skills to access an endless variety of cultures and communities. The linguistic competence you acquire from Language B studies will facilitate both university courses and potential future careers.

#### The Course

The Language B course is broad, relevant and challenging. Higher and Standard Level students study five core themes: Identities, Experiences, Human Ingenuity, Social Organisation and Sharing the Planet. Higher Level students go on to study the five themes in greater depth, together with a minimum of two works of literature. All students develop both their receptive skills (listening and reading) as well as their productive skills (writing and speaking). Emphasis is placed on interaction during lessons and the ability to contribute, both in the written and oral form, to the topic being discussed. Whilst developing linguistic competence students are also encouraged to develop an awareness of similarities and differences between their own culture and that of the target language culture(s). This enables students to foster greater respect for other people and the way in which they lead their lives. It is vital that students read widely, listen to and watch relevant programmes and internet news clips, and make the most of other resources relating to countries where the target language is spoken.

#### Assessment

Paper	Assessment (SL/HL)	Time (SL/HL)	Description
Paper 1	(25%)	1hr 15 mins / 1hr 30 mins	Productive Skills
Paper 2	(50%)	45 mins/60 mins Listening 60 mins/60 mins Reading	Receptive Skills





Internal Assessment: 25% (12–15mins)

- For SL students will respond to a visual stimulus and answer questions on at least two of the themes mentioned above.
- For HL this will be based upon an extract from the literature studied in class as well as one additional theme.

#### For more information:

<https://ibo.org/programmes/diploma-programme/curriculum/language-acquisition/>

## Language Ab Initio (SL)

The ab initio course is designed for students with little or no prior knowledge of the language. This course focuses on development of language skills, listening, speaking, reading and writing, to enable the student to use the language they have acquired in a range of contexts and for different purposes.

The ab initio course is a fast-paced and exciting course, designed to provide you with the necessary skills and intercultural understanding to communicate successfully in an environment where the language is spoken. You will find the topics studied during the course embrace a wide range of thought-provoking and fascinating subjects, all highly relevant in the world today. Language is limitlessly intriguing and it gives you the skills to access an endless variety of cultures and communities. The linguistic competence you acquire from ab initio studies will facilitate both university courses and potential future careers.

### The Course

The ab initio course is organised around the study of five core themes: Identities, Experiences, Human Ingenuity, Social Organisation and Sharing the Planet. Students develop both their receptive skills (listening and reading) as well as their productive skills (writing and speaking), through the study of a variety of authentic written and spoken material. Emphasis is placed on interaction during lessons and the ability to contribute, both in the written and oral form, to the topic being discussed. Whilst developing linguistic competence students are also encouraged to develop an awareness of similarities and differences between their own culture and that of the target language culture(s). This enables students to foster greater respect for other people and the way in which they lead their lives. It is vital that students read widely, listen to and watch relevant programmes and internet news clips, and make the most of other resources relating to the countries where the target language is spoken.

### Language placement

It is extremely important that students be appropriately placed into Diploma Programme (DP) language courses. Appropriate placement into language courses allows for suitable degrees of challenge for development in those languages. Misplacement of a student into a language course which does not provide an appropriate degree of challenge for the student may provide the student with an unfair advantage over those who are appropriately placed into the course.

Intentional misplacement may be considered school maladministration according to Academic integrity. Please, do consult the DP language courses: overview and placement guidance which is available on the IB Diploma Options section on the school website.

### Assessment

Terminal assessment (examinations at the end of the course): 75% of total

Paper	Time (SL only)	Description
Paper 1 (25%)	60 mins	Productive Skills (SL = 250–400 words, HL 450–600 words)
Paper 2 (50%)	1 hr 45 mins	Receptive Skills (Listening Comprehension (45mins), Reading Comprehension (60 mins))

Internal Assessment: 25% (7–10 mins)

An individual oral assessment takes place in the Spring Term of Year 2 (Grade 12). It takes the form of a conversation with the teacher, based on a visual stimulus (related to one of the five themes) and at least one additional course theme.

#### For more information:

<https://ibo.org/programmes/diploma-programme/curriculum/language-acquisition/>

### Expected Prior Learning for Group 2

Subject	Higher Level	Standard Level
<b>Language B</b>	MYP Language Acquisition - Capable Level 6 (or above) OR MYP Language Acquisition - Proficient Level 5 (or above)	MYP Language Acquisition Proficient Level 4 (or above) Capable Level 5 (or above) Emergent Level 7 (or 6 following a successful trial at the start of Grade 11)
<b>Language: Ab Initio</b>	n/a	No prior knowledge

**The Ministry of Education require that students who hold an Arabic passport must study Arabic.**



## GROUP 3

### Individuals and Societies

Your Group 3 subject connects you to the world of people and their interactions, and will develop your knowledge and understanding in a discipline related to what are known as the Humanities. It allows you to answer questions linked to how we fit in to the world as individuals and how we relate to others. The skills and knowledge you gain in your Group 3 subject will be vital for your understanding of the world and how it can be made a better place.

#### The Group 3 courses available are:

Economics  
Geography  
Global Politics  
History  
Psychology  
(All subjects at SL and HL)



## Economics

“Economics is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.”

*IB Diploma Economics Subject Guide*

IB Diploma Economics provides insights into the general environment of resource allocation decisions, opportunity costs and trade-offs as well as project evaluation and government policy. These are crucially important in many areas. Often these insights are not obvious, and can be counter-intuitive to those who do not apply economic reasoning. Economics is more than just a subject – it's a way of thinking. It provides a logical way of looking at a variety of issues.

#### The Course

The course consists of four sections:

- **Introduction to Economics.** Students will learn about the central themes which run through the course and the nine key concepts; change, choice, economic well-being, efficiency, equity, interdependence, intervention, scarcity and sustainability.
- **Microeconomics.** This section involves the study of how individual consumers and producers make decisions to satisfy their needs and wants. In this section, we look at individual markets, sectors and industries.
- **Macroeconomics.** This branch of economics looks at how all the microeconomic parts of the economy work together as a whole. In this section, we consider macroeconomic objectives.
- **The Global Economy.** This section can be seen as an extension of microeconomics and macroeconomics and it is about how economies ‘interact’ and are interdependent.

The Economics course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The specific skills of the economics course are developed within the context of the course itself. The ability to understand and explain abstract concepts, and to write in a logically structured manner, are distinct advantages in economics.



## Assessment

Paper	Assessment (SL/HL)	Time	Description
Paper 1	30%/20%	1 hr 15 mins	Extended Response – Essay Paper
Paper 2	40%/30%	1 hr 45 mins	Data Response – Qualitative mainly and quantitative questions
Paper 3 (HL)	NA/30%	1 hr 45 mins	HL Policy Paper – Quantitative mainly and a policy question.

Coursework: 30% in SL and 20% in HL

### For more information:

<https://www.ibo.org/programmes/diploma-programme/curriculum/economics>

## Geography

“Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. The DP Geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies.”

*IB Diploma Geography Subject Guide*

IB Diploma Geography program “seeks to develop international understanding and to foster a concern for global issues” from hydro-politics, climate change, population growth to demand on natural resources. The Geography course unveils the causes, impacts and management strategies that can be used on local, national and global fronts.

### The Course

The course takes the material from typical pre-Diploma courses and extends it greatly. Thus you can expect to study:

- Urban Environments
- Freshwater
- Food and Health
- Population Distribution: Changing Population
- Global Climate: Vulnerability and resilience
- Global Resources Consumption and Security
- Power, Places and Networks
- Human Development and Diversity
- Global Risks and Resilience

The Standard Level course is a subset of the Higher Level course, so HL students study all the core material for SL, plus an additional topic for Paper 1. SL students do not complete Paper 3.

Students need to have good literacy and numeracy skills for both SL and HL. Previous geography knowledge is ideal.

### Assessment

Terminal assessment (exams at the end of the course): SL = 75%. HL = 80% of total

Paper	Assessment (SL/HL)	Time (SL/HL)
Paper 1	35%/35%	1 hr 30 mins / 2 hrs 15 mins
Paper 2	40%/25%	1 hr 15 mins / 1 hr 15 mins
Paper 3	NA/20%	n/a / 1 hr

Coursework: SL = 25% of total. HL = 20% of total.

An individual investigation during G11 based on a geographical fieldtrip attended by students in Term 2, Year 1. The investigation has a 2,500 word limit.

### For more information:

<https://www.ibo.org/programmes/diploma-programme/curriculum/geography>

## Global Politics

Global politics is a course for students who want to understand more about how the world they live in works, what makes it change, or what 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 by critically engaging with contemporary political issues and challenges that interest them. The scope of global politics extends over a wide range of topics and areas of study, many of which will find links with other subjects in the individuals and societies group. Students develop their understanding of political concepts and their knowledge of specific content by exploring and researching real-world case studies and examples.

Developing an understanding of power is critical for analysing how political systems work and how they change. Global politics students encounter the complexity and nuances of power from the beginning of the course. They build their understanding of how power works across multiple and interconnected dimensions, affecting the everyday lives of people around the world.



Global Politics students can explain what is going on in the world and why. They can analyse news stories using theory and give informed opinions on which views are ‘right’ by dismissing all other options. Students will also be able to assimilate large amounts of information, categorise it and infer meaning from varied sources. Politics is an academic subject which is well respected by universities. It develops many transferable skills that are in demand in a wide range of subject areas. Global Politics provides an excellent grounding in theories, methods, concepts and content for students who wish to study similar subjects at university such as Politics, International Relations, Law or Government and Policy.

### The Course

The course integrates concepts, content and contexts through inquiries centred on power and political issues.

The global politics course includes a common syllabus with prescribed content that both standard level (SL) and higher level (HL) students are expected to cover. This comprises a set of core topics and three thematic studies: rights and justice, development and sustainability, and peace and conflict. Both SL and HL students must also undertake an engagement project, which requires identifying and analysing a political issue in a community or local setting through research and active engagement. HL students engage in extended inquiries focused on global political challenges. This is done through independent research in case studies selected by students. As part of their engagement project, HL students are additionally expected to conduct complementary research and formulate recommendations to address the identified political issue. In terms of external assessment, paper 1 and paper 2 are common for both SL and HL students, while paper 3 is for HL students only.

Students need to be competent in English language listening, reading and writing. Students with experience of source analysis and essay writing will find assessment elements easier to access. Experience with analysing and evaluating information are preferable.

### Assessment

The weightings for the assessed elements are shown below.

Standard Level		Higher Level	
External Assessment	70%	External Assessment	80%
Paper 1	30%	Paper 1	20%
Paper 2	40%	Paper 2	30%
Internal Assessment	30%	Paper 3	30%
Engagement project	30%	Internal Assessment	20%
		Engagement project + HL extension	20%

Paper	Time (SL/HL)	Description
Paper 1 SL/HL	1 hr 15 mins	Stimulus-based paper on core topics.
Paper 2 SL/HL	1 hr 45 mins	An essay-based paper on the thematic studies. Students choose 2 essays, one from section A (comprising questions from each of the thematic studies) and one essay from section B (comprising integrating questions).
IA Engagement Project + HL extension	N/A	A report on a political issue of choice and how they engaged with it. Internally assessed and externally moderated. HL candidates also formulate a recommendation for addressing the political issue.
Paper 3 HL	1 hr 30 mins	Stimulus-based paper related to the HL extension syllabus (global political challenges). Candidates must respond to three questions drawing from their researched case studies.





# History

“History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.”

*IB Diploma History Subject Guide*

History teaches us how the world came to be as it is today. It teaches us to question, critique, analyse and draw conclusions, and it produces open-minded, inquiring students who can write fluently and argue with evidence. History opens up a realm of exciting debate. We question perspectives and challenge ideas that are commonly considered to be ‘facts’. We continuously make parallels to the modern day and look for similarities in events and actions in the past, and for the many fascinating ways that events years or centuries ago still influence the world today. The critical skills and deep thought processes which History develops make it an excellent subject to study in preparation for a wide range of careers.

## The Course

The DP History specification from 2026 comprises three components for SL students and four for HL students.

Paper 1 is a source-based assessment focusing on source analysis skills. This unit is considered a ‘focused study’ where one of the listed options will be covered, independence and identity, political and economic transitions, conflict and displacement, climate and innovation and protest and change.

Paper 2 is an essay-based paper requiring both short and long responses. Section A comprises of conceptual questions and Section B questions are based on one of four thematic studies: Conflict (from 750 CE), innovation and transformation (from 750 CE), authoritarian rule (from 1750 CE) and popular movements (from 1750 CE).

Paper 3 is for HL students only and is considered a ‘regional study’ in which students will study two topics from one of the following regions: Africa and the Middle East, The Americas, Asia and Oceania and Europe.

Candidates will also complete an internal assessment based on a historical investigation of the student’s choice. As part of this process, they will formulate an inquiry question, identify and choose sources before producing an essay response. This will be internally marked and externally moderated by the IB.

## Assessment

Paper	SL	HL
Paper 1	30% - 1hr 15 mins	20% - 1hr 15 mins
Paper 2	40% - 1hr 45 mins	25% - 1 hr 45 mins
Paper 3	N/A	35% - 2hr
Internal Assessment	30%	20%

## For more information:

<https://ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/history/>

# Psychology

“Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. It requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour”

*IB Diploma Psychology Guide*

The 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 Course

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 is applied.

SL and HL students will investigate four contexts using psychological content and concepts relevant to that area of study.

### Assessment

Paper	Time	Description
Paper 1 (50% SL, 25% HL)	1hr 30mins	Integration of the concepts, content and contexts (35 marks) <ul style="list-style-type: none"> <li>• Section A: two compulsory short-answer questions from two of the three content areas.</li> <li>• 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.</li> <li>• Section C: two concept-based extended response questions, each from a different context.</li> </ul>
Paper 2 (50% SL, 25% HL)	1hr 30mins	Applying concepts and content to research contexts (35 marks) <ul style="list-style-type: none"> <li>• Section A: four compulsory questions that focus on the class practicals</li> <li>• Section B: evaluation of an unseen research study with regard to two or more concepts</li> </ul>
Paper 3 HL only (30%)	1hr 45mins	Data analysis and interpretation of research data (30 marks) <ul style="list-style-type: none"> <li>• Four source-based questions with quantitative and qualitative findings.</li> <li>• The focus of the questions will be from one of the HL extensions. A resource booklet will be provided.</li> </ul>
Internal Assessment HL only (20%)	20 hours	Psychology research proposal to investigate a topic relating to a specified population of interest.

### For more information:

<https://www.ibo.org/programmes/diploma-programme/curriculum/psychology>

### Expected Prior Learning for Group 3

Subject	Higher Level	Standard Level
<b>History</b>	MYP 6 or above in one INS subject, preferably History	MYP 5 or above in one INS subject, preferably History
<b>Geography</b>	MYP 6 or above in one INS Subject, preferably Geography	MYP 5 or above in INS subject, preferably Geography
<b>Psychology</b>	MYP 6 or above in one INS subject	MYP 5 or above in INS subject
<b>Economics</b>	MYP 6 or above in one INS subject and Mathematics	MYP 5 or above in one INS subject and Mathematics
<b>Global Politics</b>	MYP 6 or above in one INS subject	MYP 4 or above in one INS subject



## GROUP 4

### Sciences

Group 4 subjects allow you access to the world of Science and Technology, ensuring that you have a good foundation in the ‘scientific method’ which is so vital for us to move forward positively into the future. Through a practical, experimental approach, these courses enable you to develop critical skills of analysis, evaluation, synthesis and communication within a body of knowledge, methods and techniques that characterise science and technology. You will also become critically aware, as global citizens, of the possibilities, ethical implications and limitations of science and technology and its use, and develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

#### The Group 4 courses available are:

Biology  
Chemistry  
Computer Science  
Design Technology  
Physics  
(All subjects at SL and HL)



## Biology

“Biologists investigate the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.”

*IB Diploma Biology Subject Guide*

IB Diploma Biology is a great choice for anyone who has an interest in living organisms and the natural world. You will learn much more about the biochemistry of organisms and the intricate metabolic reactions that are fundamental to life. From this molecular level, we study life at increasing scales, from organ systems to organisms to populations and ecosystems. Much of the course is supported by experimental work, where you are expected to make observations, to look critically at data and to draw conclusions.

#### The Course

Through the study of DP biology, students are empowered to make sense of living systems through the four unifying themes:

- Unity and diversity
- Form and function
- Interaction and interdependence
- Continuity and change

Each theme has substantial and advanced practical work involved. The Standard Level (SL) course is a subset of the Higher Level (HL) course, so HL students study all the core material for SL, plus an extension for each theme. Students need to have good numeracy skills for both SL and HL.

#### Assessment

##### External assessment

Paper	Time (SL/HL)	Weighting	Description
Paper 1	1 hr 30 mins / 2 hours	36 %	Paper 1A: Multiple choice questions Paper 1B: Data based questions (four questions that are syllabus related, addressing all themes).
Paper 2	1 hr 30 mins / 2 hrs 30 mins	44 %	Data based and short answer questions Extended response questions.



### Internal assessment

Paper	Weighting	Description
Internal assessment	20 %	Scientific investigation is an open-ended task. Students gather and analyse data in order to answer their own formulated research question. The outcome will be assessed through a written report.

### For more information:

<https://www.ibo.org/programmes/diploma-programme/curriculum/sciences/biology/>

## Chemistry

“Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.”

*IB Diploma Chemistry Subject Guide*

Choosing the IB Diploma Chemistry course is a fantastic opportunity for anyone curious about the material world and its vast complexity. You'll delve into the reasons behind the behavior of different substances, both independently and during chemical reactions. This journey begins with a fundamental understanding of atoms and their components, requiring you to engage your imagination to visualize interactions at the microscopic level.

The course emphasizes hands-on experimental work, fostering a spirit of observation and critical analysis. By the end, you'll have a deeper appreciation for the intricate relationships that govern the materials around us.

### The Course

Through the study of DP Chemistry, students will cover:

- Models of the particulate nature of matter
- Models of bonding and structure
- Classification of matter
- What drives chemical reactions?
- What are the mechanisms of chemical change?

Each topic in the course includes substantial and advanced practical work, focusing on measurement techniques and their limitations. The Standard Level (SL) curriculum is a subset of the Higher Level (HL) course, meaning HL students cover all the core SL material along with additional extensions for each topic.

Strong numeracy skills are essential for both SL and HL students. While SL does not require any prior knowledge of chemistry, HL students are expected to have a solid background and experience in practical chemistry.

### Assessment

#### External

Paper	Time (SL/HL)	Weighting	Description
Paper 1	1 hr 30 mins / 2 hours	36 %	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work
Paper 2	1 hr 30 mins / 2 hrs 30 mins	44 %	Short answer and extended-response questions

#### Internal

Paper	Weighting	Description
Internal assessment	20 %	Scientific investigation is an open-ended task. Students gather and analyse data in order to answer their own formulated research question. The outcome will be assessed through a written report.



# Computer Science

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. Computer science itself is an international endeavour—the exchange of information and ideas across national boundaries has been essential to the progress of the subject.

*IB Diploma Computer Science Guide*

Computer science equips you with the skills to solve real-world problems using computational thinking and programming. It delves deeper into computer science concepts compared to information technology. This prepares you for university studies and future careers in computing.

Computer science requires an understanding of the fundamental concepts of computing systems and the computational thinking process to solve problems in the real world.

## The Course

The course is organized into two key themes:

A: Concepts of computer science

B: Computational thinking and problem-solving

Theme A focuses on how computing systems work, and Theme B focuses on how students can use computing systems to solve real-world problems. The course is future-facing and includes a topic on machine learning. There also is a case study so that emerging technologies can be considered during the lifetime of the course. Finally, the course has a practical programme that consists of the development of a computational solution and a collaborative science project.

Focus on Problem-Solving with Two Key Themes:

Theme A: Concepts of Computer Science (understanding how computing systems work):

- A.1 Computer Fundamentals
- A.2 Networks
- A.3 Databases
- A.4 Machine Learning

Theme B: Computational Thinking and Problem-Solving (applying those concepts):

- B.1 Computational Thinking
- B.2 Programming (Java or Python)
- B.3 Object-Oriented Programming (OOP)
- B.4 Abstract Data Types (HL only)

## Assessment

### External

Paper	Time (SL/HL)	Weighting	Description
Paper 1	SL 1hr 15 mins HL 2hr	35 % 40 %	Theme A & Case Study
Paper 2	SL & HL 1hr 15 mins	35 %	Problem solving with programming using Java or Python

### Internal

Paper	Weighting	Description
Internal assessment	SL 30%, HL 20%	Computational Solution: A student-chosen project demonstrating real-world problem solving and programming skills (35 hours for both SL & HL)

### For more information:

<https://www.ibo.org/programmes/diploma-programme/curriculum/sciences/computer-science/>



# Design Technology

“Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.”

*IB Diploma Design Technology Subject Guide*

IB Diploma Design Technology links innovation and creativity. It focuses on analysis, design development, synthesis and evaluation. Inquiry and problem solving are at the heart of the subject. This course enables students to develop not only practical skills but also strategies for creative and critical thinking to improve the world around us now, and for the future.

## The Course

The Design Technology course shares a common foundation for both SL and HL students, with the distinction primarily being in the breadth and depth of study at the HL level.

All standard and higher level students complete a common core consisting of 13 topics covering Design in Theory, Practice and Context. The core includes:

- User-Centred Design (UCD)
- Modelling and Prototyping
- Materials and Properties
- Design Strategies
- Product Analysis and Evaluation

Higher Level students study an additional 11 topics which includes:

- Structural Systems
- Manufacturing Techniques
- Production Systems
- Life-Cycle Analysis

For the Internal assessment ePortfolio, both SL and HL students need to complete one major project focused on developing a solution to a problem using the full design thinking process.

## Assessment

### External

Paper	Time (SL/HL)	Weighting	Description
Paper 1	SL 1h HL 1h 30 mins	20% 25%	Multiple choice
Paper 2	SL 1h 30mins HL 2h 30mins	40% 45%	Short answer and extended-response questions

### Internal

Criterion	Marks	Weighting
Criterion A - Empathise	33 marks for both HL and SL	SL: 40%
Criterion B - Defining the project		
Criterion C - Ideation and modelling		
Criterion D - Designing a solution		HL: 30%
Criterion E - Presents a solution		

### For more information:

<https://www.ibo.org/programmes/diploma-programme/curriculum/sciences/design-technology/>





# Physics

“Physics is a tortured assembly of contrary qualities: of scepticism and rationality, of freedom and revolution, of passion and aesthetics, and of soaring imagination and trained common sense.”

*Leon M. Lederman (Nobel Prize for Physics, 1988)*

IB Diploma Physics is perfect for students who want to find out more about the world around us. This can involve the laws governing our everyday movements, the concepts behind how our technology works, and the smallest fundamental building blocks of matter (and antimatter) and the biggest structures made from them. Physics opens many doors for students, by training and developing their ability to demonstrate use of logic and thinking on their feet. You will need to use your imagination, as well as problem solving skills, to excel in this challenging and exciting subject.

## The Course

The course takes the material from typical pre-Diploma courses and extends it greatly, adding some areas which most students have not yet studied. Thus you can expect to cover:

- Space, time and motion
- Particle theory of matter
- Wave behaviour
- Electromagnetism
- Field
- Nuclear and quantum physics

Each topic has substantial and advanced practical work involved, including measurement and its limitations. The Standard Level course is a subset of the Higher Level course, so HL students study all the core material for SL. An option topic is also covered, with the HL course covering this topic in more detail.

Students need to have good numeracy skills for both SL and HL – in fact, Physics and Mathematics are two courses which support each other strongly. SL requires no previous specific knowledge; HL relies on a solid background and experience in Physics.

## Assessment

**Terminal assessment** (examinations at the end of the course): 80% of total

Paper	Time (SL/HL)	Description
Paper 1	1 hr 30 mins / 2 hours	Paper 1A: Multiple choice questions Paper 1B: Data-based questions
Paper 2	1 hr 30 mins / 2 hrs 30 mins	Short-answer and extended-response questions

Coursework: 20% of total

An individual investigation occurs during Year 1 (Grade 11) in a topic area of the student's choice. The open-ended investigation involve extended practical work, or use of a computer simulation to answer the student's own formulated research question. It is assessed in the form of a written report.

## For more information:

<https://www.ibo.org/programmes/diploma-programme/curriculum/sciences/physics/>

## Expected Prior Learning for Group 4

Subject	Higher Level	Standard Level
<b>Biology</b>	MYP 6 or above in Biology	MYP 5 or above in Biology
<b>Physics</b>	MYP 6 or above in Physics and Mathematics	MYP 5 or above in Physics and Mathematics
<b>Chemistry</b>	MYP 6 or above in Chemistry	MYP 5 or above in Chemistry
<b>Computer Science</b>	MYP 6 or above in Extended Mathematics or MYP 7 in Standard Mathematics	MYP 5 in Standard Mathematics
<b>Design Technology</b>	MYP 6 or above in Design	MYP 5 or above in Design or parallel subject



# GROUP 5

## Mathematics

The Group 5 IB Mathematics programme takes account of the wide-ranging needs of students by offering two different courses, each at HL and SL. The Mathematics: Analysis and Approaches course has a greater emphasis on mathematical argument and on areas traditionally regarded as ‘pure’ mathematics such as calculus, while the Mathematics: Applications and Interpretation course focuses more on aspects of Mathematics which are transferrable to other fields, such as statistics and functions. Your ability to operate in the future world will be immeasurably enhanced by a strong skill set in Mathematics, for which any of the four courses provides a secure foundation.

### The Mathematics courses available are:

Mathematics: Analysis and Approaches  
Mathematics: Applications and Interpretation  
(Both courses available at SL and HL)

### Mathematics

“Some people enjoy the challenges offered by the logical methods of mathematics and the adventure in reason that mathematical proof has to offer. Others appreciate mathematics as an aesthetic experience or even as a cornerstone of philosophy. This prevalence of



mathematics in our lives, with all its interdisciplinary connections, provides a clear and sufficient rationale for studying Mathematics as part of the IB Diploma”

*IB Diploma Mathematics Subject Guide*

Maths is the language that explains our physical world. It is also the lightning that, sometimes unnoticed, precedes the thunder of technological innovations. Yes, mathematics serves and touches upon the advances of practically every field. Still, as a discipline unto itself, mathematics is an extraordinary example of the human pursuit of knowledge, versatile and capable of unifying areas that appear very different. Problem-solving is central to learning Diploma 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 Course

There are two new Mathematics routes in the Diploma Programme – Mathematics: Analysis and Approaches and Mathematics: Applications and Interpretation. Each is offered at HL and SL, essentially making four quite distinct courses. All courses consist of 5 Core Topics:

Number and Algebra	Statistics and Probability
Functions	Calculus
Geometry and Trigonometry	

### Choosing SL or HL

Both HL courses have been designed for those students who will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take these courses because they have a strong interest in mathematics and enjoy the challenge of working through difficult problems.

The SL courses cater to those students who wish to gain a sound mathematical understanding and competence in how mathematics relates to the real world and to other subjects. Depending on university and course selection, the SL pathways will help prepare students for future studies such as chemistry, economics, psychology and business studies.

The following factors must be considered carefully by students when choosing SL or HL:

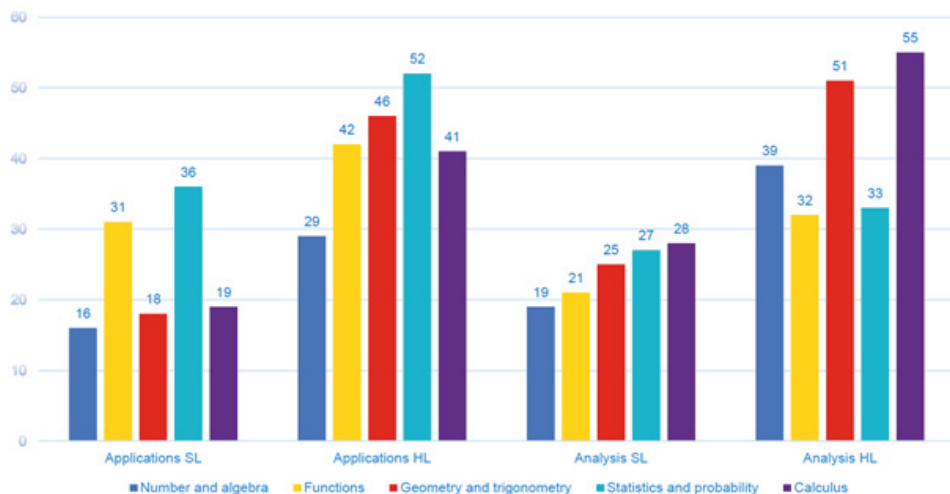
- their own abilities in mathematics and the type of mathematics in which they can be successful
- their own interest in mathematics and those particular areas of the subject that may hold the most interest for them



- their academic plans, in particular the subjects they wish to study in the future
- their choice of career

Due to their challenges, it is highly recommended that students only consider choosing one of the HL courses as long as they achieve at least a grade 6 in MYP Extended Mathematics.

The choice of course and level will define how much time is spent on each topic (detailed below in teaching hours). There is significant overlap between the two courses in terms of content.



## Mathematics: Analysis and Approaches

Mathematics: Analysis and Approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments and employ their skills in mathematical thinking. Students will explore real and abstract applications of these ideas, with and without technology. This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The course encourages the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course.

Mathematics: Analysis and Approaches SL, contains many elements of the current Mathematics SL course and would typically prepare students for university courses requiring some use of mathematics. The HL course is typically designed to prepare students for university courses requiring a substantial amount of mathematics. The other courses mentioned are now irrelevant.

## Mathematics: Applications and Interpretation

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

The course encourages extensive use of technology to allow students to explore and construct mathematical models. It aims to develop mathematical thinking, often in the context of a real-world problem. This course emphasises the importance of mathematical thinking and how this relates to other contexts.

Mathematics: Applications and Interpretation SL would typically prepare students for university courses requiring use of contextual mathematics. Students who choose Mathematics: Applications and Interpretation at HL are those with strong algebraic and interpretive skills. The HL course is typically designed to prepare students for university courses requiring a substantial amount of mathematics. The other courses mentioned are now irrelevant.

### Assessment

Assessment for Higher Level: Three end-of-course examinations and one internal assessment

Component	Marking	Max Mark	Weighting
Paper 1 (120 mins)	External	110	30%
Paper 2 (120 mins)	External	110	30%
Paper 3 (60 mins)	External	55	20%
Maths Exploration	Internal	20	20%

Assessment for Standard Level: Two end-of-course examinations and one internal assessment

Component	Marking	Max Mark	Weighting
Paper 1 (90 mins)	External	80	40%
Paper 2 (90 mins)	External	80	40%
Maths Exploration	Internal	20	20%

### For more information:

<https://www.ibo.org/programmes/diploma-programme/curriculum/mathematics/>



## Expected Prior Learning for Group 5

Subject	Higher Level	Standard Level
<b>Mathematics: Analysis and Approaches</b>	MYP 7 in Extended Mathematics	MYP 6 or above in Standard OR 5+ in Extended Mathematics
<b>Mathematics: Applications and Interpretations</b>	MYP 6 or above in Extended Mathematics or MYP 7 in Standard Mathematics	MYP 5 or above Mathematics

**Admission into a higher-level mathematics course is contingent on the successful completion of an internal suitability test, which takes place during the MYP examination period. This assessment focuses on key concepts in functions and algebraic manipulation, as proficiency in these areas is essential for both the AA and AI HL courses.**

## Career Aspirations and University Admissions

There is a common misconception that only MAAHL is required for university admissions in Engineering, this is not the case and often students achieve higher in MAIHL giving them access to a wider range of institutions and courses as a result of higher attainment.

The IB encourages students to spend time reviewing universities and degree programs of interest to them and noting their specific entry requirements. Many universities will use terminology similar to the following to indicate what is required, preferred, or recommended for admission.

- **Required subjects:** for many degrees, universities will expect students to have achieved minimum grades in specific subjects.
- **Preferred subjects:** some university entry requirements state preferred subjects, which are not required for entry, but may give preference to a student application over others who do not have that subject.
- **Recommended subjects:** some university entry requirements state recommended subjects. These are not required for entry but provide a good foundation for future study.

# GROUP 6

## Arts

Especially designed for the creative student, the Arts Group allows you to study Visual Art, Music or Theatre. These subjects celebrate and analyse the huge value that the Arts add to our lives, and develop the skills and approaches which allow you to make your own contribution to this aspect of the world.

### The Arts courses available are:

Music

Theatre

Visual Arts

(All subjects at SL and HL)

## Electives

Students not wishing to study any of the Arts subjects may make their programme more specialised by taking a second course from Group 2, Group 3 or Group 4.





## Music

“The Diploma Programme music course provides an ideal foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course provides all students with the opportunity to engage in the world of music as lifelong participants.”

*IB Diploma Music Subject Guide*

IB Diploma Music is an excellent choice for students who have a love for performing, creating and appreciating music. Students will have the opportunity to fully immerse themselves in music in a way that is personal and specific to their musical interests. Meanwhile, the course encourages students to engage in music that is less familiar to them in what is known as local and global contexts, enabling them to have a greater awareness and appreciation of many different forms of music.

### The Course

Throughout the course, students embody three roles: The Researcher, the Creator and the Performer. Exploration is conducted through 4 Areas of Inquiry:

- Music for sociocultural and political expression
- Music for listening and performance
- Music for dramatic impact, movement and entertainment
- Music technology in the electronic and digital age



In the Exploring component, students need to analyse music from the different areas of inquiry and at varying degrees of prior engagement and knowledge within those genres. From there, students produce two practical exercises exploring as a creator and as a performer building upon the features that they analysed.

In the Experimenting component, students experiment as a creator and as a performer looking to build upon the notion of "what if?" when using musical features from a particular context in a new one.

Within Presenting music, students submit their best compositional and performance works whilst engaging across the four different areas of inquiry.

Students embarking on the HL course will take the Contemporary Music Maker component. This is an exciting opportunity to engage with a realistic professional musical experience. Students are required to produce a musical project whilst collaborating with other students across the school, demonstrate project planning skills and execute a musical outcome.

### Assessment

Component	Weighting	Description
Exploring Music in Context	SL: 30% external HL: 20% external	Students produce an exploring portfolio of work. This includes analysis of a variety of pieces across the areas of inquiry and varying levels of prior knowledge (personal, local and global contexts). It also includes an exploring as a creator and as a performer exercises. The total is a maximum of 2,400 words with a minute of audio required for both exploring as a creator and as a performer.
Experimenting with Music	SL: 30% internal HL: 20% internal	Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/ or global context. The report provides a rationale and commentary for each process.
Presenting Music	SL: 40% external HL: 30% external	Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. A maximum of 6 minutes of composition and 12 minutes of recorded performance is required.
Contemporary Music Maker	HL: 30%	Students submit a continuous multimedia presentation documenting their real-life project.

### For more information:

<https://www.ibo.org/programmes/diploma-programme/curriculum/the-arts/music/>





# Theatre

“Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.”

*IB Diploma Theatre Subject Guide*

Students will learn about world theatre traditions and influential theatre practitioners, which will enable them to develop an understanding of their own cultural expressions as well as that of others. Alongside the theoretical aspects of Theatre, students will develop their acting skills and directorial abilities through an exciting range of stimuli. With a combination of theory and practice, students will be able to inform and contextualise their work.

## The Course

The course allows you to gain a strong understanding of Theatre through a variety of guises. This includes; performer, designer, director and producer. Within this course, you will cover the following areas:

- **Production Proposal:** Students will learn about a variety of influential theatre practitioners. This will lead to them directing a play using the knowledge and skills acquired.
- **World Theatre Traditions:** Students will explore exciting world theatre traditions and undertake a presentation that outlines their understanding both theoretically and practically.
- **Solo Theatre Piece:** Students will select a theatre theorist and develop a solo piece to show an aspect of that theorist's work alongside a journal detailing their findings.
- **Collaborative Project:** Working collaboratively students will devise a piece of drama using a stimulus.

External assessment (based on authors/texts which you have not studied before DP)	SL	HL
<b>Task 1:</b> Solo theatre piece (HL only) Student will research a theatre theorist and create and present a solo theatre piece (4–8 minutes) based on (an) aspect(s) of their theories.	N/A	35%
<b>Task 2:</b> Production Proposal (SL and HL) Students will choose a published play text and develop ideas regarding how the entire play could be staged for an audience.	35%	20%
<b>Task 3:</b> Research presentation (SL and HL) Students will plan and deliver an individual presentation (15 minutes maximum) to their peers where they will present their understanding of the tradition both theoretically and physically.	30%	20%
Internal assessment	SL	HL
<b>Task 4:</b> Collaborative project (SL and HL) Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.	35%	25%

## For more information:

<https://www.ibo.org/programmes/diploma-programme/curriculum/the-arts/theatre/>



## Visual Arts

“The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding”.

*IB Diploma Visual Arts Subject Guide*

IB Diploma Visual Arts is based upon students’ own observations and interpretations of the world we live in, as they develop the ability to explore, reflect and communicate ideas and meaning. Art connects with us on a visceral level. It moves people, inspiring us, inciting new questions and provoking curiosity, excitement and, sometimes, outrage.

### The Course

The IBDP Visual Arts course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. It is an appropriate foundation for a wide variety of career paths including Museum and Gallery Curatorship, Architecture, all aspects of Design, Advertising, Marketing and Media.

Creativity, communication, critical thinking and collaboration skills are organized into three core areas: **Create**, **Connect** and **Communicate** which are integrated in the practise of art-making as inquiry.

The Visual Arts studio is a collaborative, inclusive, creative and conceptually rich space where students develop their ideas and are supported in becoming increasingly independent art practitioners.

The creative process is unprescribed and flexible. A wide range of processes and techniques can be explored to develop skills in drawing, painting, printmaking, photography, textiles and sculpture. Work is recorded in sketchbooks / journals and digitally in e portfolios.

Trips and visits to museums and galleries are integral, as students are encouraged to reflect on the relationship between artist, artwork, context and audience to develop an understanding of the rich cultural significance of the Visual Arts.

### Assessment

At the end of the course, students select and organize visual and written materials to submit to the IB for online assessment. 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.

SL	
<b>External Assessment:</b> 60% Art-making inquiries portfolio (32 marks) Connections study (24 marks)	<b>Internal assessment:</b> 40% Resolved artworks (32 marks)
HL	
<b>External Assessment:</b> 60% Art-making inquiries portfolio (32 marks) Artist project (40 marks)	<b>Internal assessment:</b> 40% Selected resolved artworks (40 marks)

### For more information:

<https://www.ibo.org/programmes/diploma-programme/curriculum/the-arts/visual-arts/>



## Expected Prior Learning for Group 6

Subject	Higher Level	Standard Level
<b>Music</b>	MYP 6 or above in Music Students who have not studied Music at MYP but have alternative qualifications such as ABRSM/Trinity may be considered.	MYP 5 or above in Music Students who have not studied Music at MYP but have alternative qualifications such as ABRSM/Trinity may be considered.
<b>Theatre</b>	MYP 6 or above in Drama Students who have not studied Drama at MYP but have alternative qualifications or experience such as Trinity may be considered.	MYP 5 or above in Drama Students who have not studied Drama at MYP but have alternative qualifications or experience such as Trinity may be considered.
<b>Visual Arts</b>	MYP 6 or above in Visual Art Students who have not previously studied Visual Arts will need to demonstrate their aptitude through submission of a portfolio.	MYP 5 or above in Visual Art Students who have not previously studied Visual Arts will need to demonstrate their aptitude through submission of a portfolio.

