



# Takapuna Grammar School



## International Baccalaureate Diploma Programme Handbook for Students 2025 - 2026

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## MESSAGE FROM THE PRINCIPAL



Takapuna Grammar School purposefully offers a choice of qualifications to stimulate diversity and enhance the individuality of our students. The school has a proud record of academic success at all year levels. The foundation learning fostered in Years 9 - 11 provides excellent preparation for students to then choose which of the dual qualification pathways that best suits their aspirations and personality.

Takapuna Grammar School offers two highly acclaimed qualification pathways; the International Baccalaureate Diploma Programme (IB) and the National Certificate of Educational Achievement (NCEA). The IB Diploma is a two-year programme done in Years 12 and 13. It focuses on developing specific skills and qualities for success in a global world.

The IB Diploma offers personal selections within a structured programme. The programme covers a wide range of set subjects including studying the sciences, arts, mathematics, language, literature and about societies. Students also learn about thinking and creativity, undertake research and contribute through activities. The Diploma is designed to develop a student's ability to learn in a variety of disciplines, make connections between these and contribute to the community. This sets students up well to function effectively in a fast changing world. They develop a broad range of skills and emerge as resilient, open-minded and internationally focussed people who can easily access a raft of career pathways.

The IB programme suits students who are engaged in learning, who are curious about the wider world and global issues and who want to find out more about different cultural perspectives. Takapuna Grammar School has a growing number of alumni who studied the IB and are now thriving in life beyond school and contributing positively to make the world a better place.

*MARY NIXON, PRINCIPAL OF TAKAPUNA GRAMMAR SCHOOL*

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## THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME AT TAKAPUNA SCHOOL

The International Baccalaureate Diploma Programme is an academically rigorous and balanced programme of study that awards students University Entrance (UE).

The IB Diploma programme:

- Provides a curriculum that balances subject breadth and depth, and considers the nature of knowledge across disciplines through the unique Theory of Knowledge course
- Encourages international-mindedness in IB students, starting with a foundation in their own language, culture and society
- Fosters a positive attitude to learning that prepares students for university education
- Has gained a reputation for its rigorous assessment, making this a qualification welcomed by universities worldwide
- Emphasises the development of the whole student - physically, intellectually, emotionally and ethically
- Promotes open-mindedness, and the attitudes necessary for students to respect and evaluate a range of points of view

In 2013, Takapuna Grammar School became the first public school in New Zealand accredited to offer the Diploma Programme. Our IB students are part of a global educational community in over 5,000 IB World Schools in 153 countries.

The International Baccalaureate Diploma Programme embodies Takapuna Grammar School's motto *Per Angusta Ad Augusta*; "Through endeavour to greatness". It is an exciting and rewarding programme that empowers young people to take ownership of their learning. Our students overwhelmingly report a sense of achievement, accomplishment and satisfaction as they work towards gaining the IB Diploma and our alumni tell us that they hit the ground running at university with all the skills and knowledge necessary to thrive in tertiary studies and beyond.

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**HOW THE IB DIPLOMA PROGRAMME WORKS**


The programme is presented as six academic areas enclosing a central core (see image). It encourages the concurrent study of a broad range of academic areas. Students study language and literature, a foreign language, a humanities or social science subject, science, mathematics and one of the creative arts.

It is this comprehensive range of subjects that makes the Diploma Programme a rigorous 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.

Students are required to choose one subject from each of the six academic areas. They can choose two sciences instead of an arts subject. Three subjects are taken at higher level (HL), and three are taken at standard level (SL). Subjects at HL are studied in greater depth and breadth than at SL. At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. Many subjects contain some element of internal assessment.

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**ACADEMIC INTEGRITY**

Takapuna Grammar School expects that all students enrolled in the school will submit work that is authentic. Authentic work is based on the students' individual and original ideas with the ideas and work of others fully acknowledged through referencing. Other people's creations are their intellectual property and cannot be copied without permission – this includes art and music, discoveries and inventions, trademarks and slogans and even some words and phrases.

## IB DIPLOMA SUBJECTS OFFERED AT TAKAPUNA GRAMMAR SCHOOL

GROUPS	SUBJECTS
<b>GROUP 1: LANGUAGE AND LITERATURE</b>	English A Language and Literature (SL, HL) Chinese A Language and Literature (SL, HL)
<b>GROUP 2: LANGUAGE ACQUISITION</b>	English B (SL, HL) Chinese B (SL) Spanish B (SL) French B (SL) Japanese B (SL) Spanish Ab Initio (SL)
<b>GROUP 3: INDIVIDUALS AND SOCIETIES</b>	Economics (SL, HL) Geography (SL, HL) History (SL, HL) Psychology (SL, HL)
<b>GROUP 4: EXPERIMENTAL SCIENCES</b>	Biology (SL, HL) Chemistry (SL, HL) Physics (SL, HL) Sports, Exercise and Health Science (HL)
<b>GROUP 5: MATHEMATICS</b>	Applications and Interpretation (SL) Analysis and Approaches (SL, HL)
<b>GROUP 6: THE ARTS</b>	Visual Arts (SL, HL) Music (SL, HL) <b>*Note that students can take another Science from Group 4 instead of an Arts subject.</b>
SL = Standard Level HL = Higher Level	

## IB DIPLOMA CORE COMPONENTS

At the heart of the IB Diploma are three compulsory core requirements which all students must complete: Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Action and Service (CAS).

### THEORY OF KNOWLEDGE (TOK)

Theory of Knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

The course is organised in four broad categories with linking questions: Knowledge issues, Knowers and knowing, Ways of knowing and Areas of knowledge.

The course is taught as a class in three timetabled periods a fortnight and also within each of the 6 subjects.

#### THEORY OF KNOWLEDGE ASSESSMENT

There is no examination in TOK. However, students must complete a TOK essay from a list of prescribed titles. The TOK essay is externally assessed. Students must also complete a TOK oral presentation which is internally assessed but externally moderated. It is combined with the results from the Extended Essay to contribute up to 3 points for the IB Diploma.

### THE EXTENDED ESSAY

The Extended Essay is an in-depth study on a topic chosen from the list of approved Diploma subjects, usually one of the student's six chosen subjects for the IB Diploma. This part of the programme focuses on analysis, evaluation and reasoning. It provides students with an opportunity to engage in personal research on a topic of their own choice, under the guidance of a supervising teacher from Takapuna Grammar School.

This leads to a major piece of formally presented, structured writing of 4,000 words, in which ideas and findings are communicated in a reasoned and coherent manner. Students also must use correct reference

#### EXTENDED ESSAY ASSESSMENT

The Extended Essay is assessed externally against common criteria interpreted in ways appropriate to each subject. In combination with the grade for Theory of Knowledge, it contributes up to three points to the total score for the IB Diploma. Students complete reflections and key stages during the process and conclude with a short interview between the student and the supervising teacher.

### CREATIVITY, ACTIVITY, SERVICE (CAS)

The aim of CAS is to foster responsible, compassionate citizens by encouraging their participation in three strands:

- **Creativity:** Arts, and other experiences that involve creative thinking
- **Activity:** Physical exertion contributing to a healthy lifestyle
- **Service:** An unpaid and voluntary exchange that has a learning benefit for the student.

CAS enables students to enhance their personal and interpersonal development through experiential learning. For this personal development to occur, it should involve:

- Real, purposeful activities with significant outcomes
- Personal challenge—tasks must extend the student and be achievable in scope
- Thoughtful consideration such as planning, reviewing progress and reporting
- Reflection on outcomes and personal learning

Successful completion of CAS is a requirement for the award of the IB Diploma.

#### CAS ASSESSMENT

CAS is not formally assessed but students will need to document their activities and provide evidence that they have achieved eight key learning outcomes. The documentation will be largely done online but will also involve meetings and discussions with the Co-ordinator.

#### HOW TO GAIN THE IB DIPLOMA

All subjects (with the exception of CAS) are assessed using both internal and external assessors. The externally assessed examinations are held in November of the second year of the Diploma course. Each exam usually consists of two or three papers, generally written on the same or successive weekdays. The different papers may have different forms of questions, or they may focus on different areas of the subject syllabus. The grading of all external assessments is done by independent examiners appointed by the IB.

The nature of the internal assessment varies by subject. There may for example be oral presentations, practical work or written works. Internal assessment accounts for 20 to 50 percent of the mark awarded for each subject and is marked by a teacher in the school. A sample of at least five per subject at each level will also be graded by a moderator appointed by the IB for external moderation.

Points from 1-7 are awarded in each of the six subjects studied. Up to 3 additional points are awarded depending on the grades achieved in the Extended Essay and Theory of Knowledge. Therefore, the maximum possible point total in the IB Diploma is 45.

#### TO GAIN THE DIPLOMA STUDENTS MUST:

**Gain a minimum of 24 points of a possible 42 points in their six subjects**

**(Requirement for University of Auckland: 26 points)**

**Gain a minimum of 12 points from their Higher Level subjects and a minimum of 9 points from their Standard Level subjects**

**Complete all of the requirements for the EE, CAS and TOK**

Failing conditions that will prevent a student from being awarded a diploma, regardless of points received, are:

**Non-completion of CAS**

**Plagiarism or malpractice**

**Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them.**

**There is no grade 1 in any subject.**

**There is no grade 2 at higher level.**

**There is no more than one grade 2 at standard level.**

**At least 12 points have been gained on higher level subjects**

**At least 9 points have been gained on standard level subjects**

**More than three scores of 3 or below**

# Group 1: Language and Literature

## ENGLISH, CHINESE

### SKILLS STUDENTS WILL LEARN

The aims of all subjects in studies in language and literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. 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
5. 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
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

Assessment objectives:

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.

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.

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.

### COURSE CONTENT

#### Readers, writers and texts

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

#### Time and space

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

#### Intertextuality: connecting texts

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

## ASSESSMENT

## ENGLISH/CHINESE HL

Language A HL assessment outline		Weighting
External 80%	Paper 1: Guided literary analysis (40 marks)	35%
	Paper 2: Comparative essay (30 marks)	25%
	HL essay (20 marks)	20%
Internal 20%	Individual oral assessment (40 marks)	20%

## ENGLISH/CHINESE SL

Language A SL assessment outline		Weighting
External 70%	Paper 1: Guided literary analysis (20 marks)	35%
	Paper 2: Comparative essay (30 marks)	35%
Internal 30%	Individual oral assessment (40 marks)	30%

## Group 2: Languages

### AB INITIO SPANISH: SL

#### SKILLS STUDENTS WILL LEARN

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.



## CONTENT COVERED IN THE COURSE

<b>Themes</b> Identities	<b>Topics</b> <ul style="list-style-type: none"> <li>• Personal attributes</li> <li>• Personal relationships</li> <li>• Eating and drinking</li> <li>• Physical wellbeing</li> </ul>
Experiences	<ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Leisure</li> <li>• Holidays</li> <li>• Festivals and celebrations</li> </ul>
Human ingenuity	<ul style="list-style-type: none"> <li>• Transport</li> <li>• Entertainment</li> <li>• Media</li> <li>• Technology</li> </ul>
Social organization	<ul style="list-style-type: none"> <li>• Neighbourhood</li> <li>• Education</li> <li>• The workplace</li> <li>• Social issues</li> </ul>
Sharing the planet	<ul style="list-style-type: none"> <li>• Climate</li> <li>• Physical geography</li> <li>• The environment</li> <li>• Global issues</li> </ul>

Five prescribed themes are common to the syllabuses of language ab initio and language B; the themes provide relevant contexts for study at all levels of language acquisition in the IB, and opportunities for students to communicate about matters of personal, local or national, and global interest.

## ASSESSMENT

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

## Group 2: Languages

FRENCH, JAPANESE, SPANISH: SL ENGLISH: SL, HL CHINESE: SL, HL

## SKILLS STUDENTS WILL LEARN

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.
- 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.

#### CONTENT COVERED IN THE COURSE

Five prescribed themes are common to the syllabuses of language ab initio and language B; the themes provide relevant contexts for study at all levels of language acquisition in the IB, and opportunities for students to communicate about matters of personal, local or national, and global interest.

<b>Prescribed themes</b> Identities	<b>Recommended topics</b> <ul style="list-style-type: none"> <li>• Lifestyles</li> <li>• Health and wellbeing</li> <li>• Beliefs and values</li> <li>• Subcultures</li> <li>• Language and identity</li> </ul>
Experiences	<ul style="list-style-type: none"> <li>• Leisure activities</li> <li>• Holidays and travel</li> <li>• Life stories</li> <li>• Rites of passage</li> <li>• Customs and traditions</li> <li>• Migration</li> </ul>
Human ingenuity	<ul style="list-style-type: none"> <li>• Entertainment</li> <li>• Artistic expressions</li> <li>• Communication and media</li> <li>• Technology</li> <li>• Scientific innovation</li> </ul>
Social organization	<ul style="list-style-type: none"> <li>• Social relationships</li> <li>• Community</li> <li>• Social engagement</li> <li>• Education</li> <li>• The working world</li> <li>• Law and order</li> </ul>

Sharing the planet	<ul style="list-style-type: none"> <li>● The environment</li> <li>● Human rights</li> <li>● Peace and conflict</li> <li>● Equality</li> <li>● Globalization</li> <li>● Ethics</li> <li>● Urban and rural environment</li> </ul>
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#### ASSESSMENT

Language B HL and SL assessment outline		Weighting
<b>External 75%</b>	<b>Paper 1:</b> (productive skills) One written task from a choice of three Writing - 30 marks	<b>25%</b>
	<b>Paper 2:</b> (receptive skills) Separate sections for listening and reading Listening – 25 marks Reading – 40 marks	<b>25%</b> <b>25 %</b>
<b>Internal 25%</b>	<b>Individual oral assessment</b> (30 marks)	<b>25%</b>

## Group 3: Individuals and Society

### ECONOMICS: SL, HL

#### STUDENTS WILL LEARN

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.

The IB economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not studied in a vacuum— rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The economics course encourages students to develop international perspectives, fosters a concern for global issues and raises students' awareness of their own responsibilities at a local, national and international level. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

The aims of the IB economics course are to enable students to:

- develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
- develop an appreciation of the impact on individuals and societies of economic interactions between nations
- develop an awareness of development issues facing nations as they undergo the process of change.

#### CONTENT COVERED IN THE COURSE

##### Section 1: Microeconomics

- 1.1 Competitive markets: demand and supply
- 1.2 Elasticity
- 1.3 Government intervention
- 1.4 Market failure

##### Section 2: Macroeconomics

- 2.1. The level of overall economic activity
- 2.2. Aggregate demand and aggregate supply

2.3. Macroeconomic objectives 2.4. Fiscal policy 2.5. Monetary policy 2.6. Supply-side policies
<b>Section 3: International economics</b> 3.1. International trade 3.2. Exchange rates 3.3. The balance of payments 3.4. Economic integration
<b>Section 4: Development economics</b> 4.1. Economic development 4.2. Measuring development 4.3. The role of domestic factors 4.4. The role of international trade 4.5. The role of foreign direct investment (FDI) 4.6. The roles of foreign aid and multilateral development assistance 4.7. The role of international debt 4.8. The balance between markets and intervention
<b>Internal assessment</b> Portfolio of three commentaries

## ASSESSMENT

### ECONOMICS SL

Type of Assessment	Format of assessment	Time (hours)	Weighting of final grade
External		3	80%
Paper 1	Extended response paper on microeconomics and macroeconomics	1.5	40%
Paper 2	Data response paper on international and development economics	1.5	40%
Internal			
Portfolio	Three commentaries based on different sections of the syllabus and on published extracts from the news media.	20	20%

### ECONOMICS HL

Type of Assessment	Format of assessment	Time (hours)	Weighting of final grade
External		4	80%
Paper 1	Extended response paper on microeconomics and macroeconomics	1.5	30%
Paper 2	Data response paper on international and development economics	1.5	30%
Paper 3	HL extension paper on all syllabus content	1	20%
Internal			
Portfolio	Three commentaries based on different sections of the syllabus and on published extracts from the news media.	20	20%

## Group 3: Individuals and Society

### GEOGRAPHY: SL, HL

#### SKILLS STUDENTS WILL LEARN

Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places, on a variety of scales and from different perspectives.

Geography as a subject is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The course integrates physical, environmental and human geography, and students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines, helping students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Students at both SL and HL are presented with a common core and optional geographic themes. HL students also study the HL core extension. Although the skills and activity of studying geography are common to all students, HL students are required to acquire a further body of knowledge, to demonstrate critical evaluation and to further synthesize the concepts in the HL extension.

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

- develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
- develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
  - acquiring an in-depth understanding of how geographic issues, have been shaped by powerful human and physical processes
  - synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved.

#### CONTENT COVERED IN THE COURSE

##### Geographic themes

SL— choose two options

HL— all three options

- Oceans and coastal margins
- Leisure, tourism and sport
- Food and health

##### SL and HL core Geographic perspectives—global change

- Population distribution—changing population
- Global climate—vulnerability and resilience
- Global resource consumption and security

##### HL only Geographic perspectives—global interactions

- Power, places and networks
- Human development and diversity
- Global risks and resilience

##### Internal assessment SL and HL Fieldwork

Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation

#### ASSESSMENT

##### GEOGRAPHY SL

Type of Assessment	Format of assessment	Time (hours)	Weighting of final grade
External		2.75	75%
Paper 1	Each opinion has a structured question and one extended answer question from a choice of two	1.5	35%
Paper 2	Three structured questions, based on each SL unit. Infographic or visual stimulus, with structured questions. One extended answer question from a choice of two.	1.25	40%
Internal			
Fieldwork	One written report based on a fieldwork question from any suitable syllabus and on published extras from the news media.	20	25%

## GEOGRAPHY HL

Type of Assessment	Format of assessment	Time (hours)	Weighting of final grade
External		4.5	80%
Paper 1	Each opinion has a structured question and one extended answer question from a choice of two	2.25	35%
Paper 2	Three structured questions, based on each HL unit. Infographic or visual stimulus, with structured questions. One extended answer question from a choice of two.	1.25	25%
Paper 3	Choice of three extended answer questions, with two parts, based on each HL core extension unit.	1	20%
Internal			
Fieldwork	One written report based on a fieldwork question from any suitable syllabus and on published extras from the news media.	20	20%

## Group 3: Individuals and Society

### HISTORY: SL, HL

#### SKILLS STUDENTS WILL LEARN

The IB history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

There are six key concepts that have particular prominence throughout the IB history course: change, continuity, causation, consequence, significance and perspectives. The aims of the IB history course are to enable students to:

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

#### CONTENT COVERED IN THE COURSE

##### Prescribed subjects

The move to global war: Asia Pacific and Europe

##### World history topics

Authoritarian states (20th century)

Causes and effects of 20th-century wars

##### HL options: Depth studies

History of Europe

## ASSESSMENT

### HISTORY SL

Type of Assessment	Format of assessment	Time (hours)	Weighting of final grade
External		2.5	75%
Paper 1	Source-based paper based on the five prescribed subjects	1	30%
Paper 2	Essay paper based on the 12 world history topics	1.5	45%
Internal			
Historical Investigation	A historical investigation into a topic of the student's choice.	20	25%

### HISTORY HL

Type of Assessment	Format of assessment	Time (hours)	Weighting of final grade
External		5	80%
Paper 1	Source-based paper based on the five prescribed subjects	1	20%
Paper 2	Essay paper based on the 12 world history topics	1.5	25%
Paper 3	Essay paper based on one of the four regional options	2.5	35%
Internal			
Historical Investigation	A historical investigation into a topic of the student's choice.	20	20%

## Group 3: Individuals and Society

### PSYCHOLOGY: SL, HL

#### SKILLS STUDENTS WILL LEARN

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields. The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others. The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry. Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations.

The aims of the psychology course at SL and at HL are to:

- develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
- apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
- understand diverse methods of inquiry
- understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- ensure that ethical practices are upheld in all psychological inquiry and discussion
- develop an awareness of how psychological research can be applied to address real-world problems and promote positive change
- 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

## CONTENT COVERED IN THE COURSE

**Core**

Biological approach to understanding behaviour  
 Cognitive approach to understanding behaviour  
 Sociocultural approach to understanding behaviour  
 Approaches to researching behaviour

**Options**

Abnormal psychology  
 Developmental psychology  
 Health psychology  
 Psychology of human relationships

**Internal assessment: Experimental study**

## ASSESSMENT

Type of Assessment	Format of assessment	Time (hours)	Weighting of	Time (hours)	Weighting of
		SL	final grade SL	HL	final grade HL
External		3	75%	5	80%
Paper 1	Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. HL only: essays will reference additional HL topic.	2	50%	2	40%
Paper 2	SL: one question from a choice of three on one option. HL: two questions; one each from a choice of three on two options.	1	25%	2	20%
Paper 3	Three short answer questions on approaches to research			1	20%
Internal					
Experimental study	A report on an experimental study undertaken by the student.	20	25%	20	20%

## Group 4: Experimental Sciences

### BIOLOGY: SL, HL

#### SKILLS STUDENTS WILL LEARN

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

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

#### CONTENT COVERED IN THE COURSE

<p><b>Form and function</b></p> <ul style="list-style-type: none"> <li>• Carbohydrates and lipids</li> <li>• Proteins</li> <li>• Membranes and membrane transport</li> <li>• Organelles and compartmentalization</li> <li>• Cell specialization</li> <li>• Gas exchange</li> <li>• Transport</li> <li>• Muscle and motility *</li> <li>• Adaptation to environment</li> <li>• Ecological niches</li> </ul>
<p><b>Interaction and interdependence</b></p> <ul style="list-style-type: none"> <li>• Enzymes and metabolism</li> <li>• Cell respiration</li> <li>• Photosynthesis</li> <li>• Chemical signalling *</li> <li>• Neural signalling</li> <li>• Integration of body systems</li> <li>• Defence against disease</li> <li>• Populations and communities</li> <li>• Transfer of energy and matter</li> </ul>
<p><b>Continuity and change</b></p> <ul style="list-style-type: none"> <li>• DNA replication</li> <li>• Protein synthesis</li> <li>• Mutations and gene editing</li> <li>• Cell and nuclear division</li> <li>• Gene expression *</li> <li>• Water potential</li> <li>• Reproduction</li> <li>• Inheritance</li> <li>• Homeostasis</li> <li>• Natural selection</li> <li>• Sustainability and change</li> <li>• Climate change</li> </ul>
<p><b>Experimental programme</b></p> <p>Practical work</p> <p>Collaborative sciences project</p> <p>Scientific investigation</p>

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

#### ASSESSMENT

##### BIOLOGY SL

Type of Assessment	Format of assessment	Time (hours)	Weighting of final grade
External		3	80%
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	1.5	40%
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	40%

Internal		10	20%
Scientific Investigation	The scientific investigation is an openended 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%

## BIOLOGY HL

Type of Assessment	Format of assessment	Time (hours)	Weighting of final grade
External		4.5	80%
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	2	36%
Paper 2	Data-based and short-answer questions Extended-response questions	2.5	44%
Internal		10	20%
Internal		10	20%
Individual 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%

## Group 4: Experimental Sciences

### CHEMISTRY: SL, HL

#### SKILLS STUDENTS WILL LEARN

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.

#### CONTENT COVERED IN THE COURSE

##### 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

<b>Structure 2. Models of bonding and structure</b> 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
<b>Structure 3. Classification of matter</b> Structure 3.1—The periodic table: Classification of elements Structure 3.2—Functional groups: Classification of organic compounds
<b>Reactivity 1. What drives chemical reactions?</b> 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)
<b>Reactivity 2. How much, how fast and how far?</b> 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
<b>Reactivity 3. What are the mechanisms of chemical change?</b> 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
<b>Experimental programme</b> Practical work Collaborative sciences project Scientific investigation

## ASSESSMENT

## CHEMISTRY SL

Type of Assessment	Format of assessment	Time (hours)	Weighting of final grade
External		3	80%
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	1.5	40%
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	40%
Internal		10	20%
Scientific Investigation	The scientific investigation is an openended 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%

## CHEMISTRY HL

Type of Assessment	Format of assessment	Time (hours)	Weighting of final grade
External		3	80%
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	1.5	40%
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	40%
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%

## Group 4: Experimental Sciences

### PHYSICS: SL, HL

#### SKILLS STUDENTS WILL LEARN

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

#### CONTENT COVERED IN THE COURSE

##### 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

##### 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 •••

##### 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 •

##### 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 ••

##### D. Fields

- D.1 Gravitational fields ••
- D.2 Electric and magnetic fields ••
- D.3 Motion in electromagnetic fields •
- D.4 Induction •••

##### 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 •
<b>Experimental programme</b> Practical work Collaborative sciences project Scientific investigation

## ASSESSMENT

## PHYSICS SL

Type of Assessment	Format of assessment	Time (hours)	Weighting of final grade
External		3	80%
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	1.5	40%
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	40%
Internal		10	20%
Scientific Investigation	The scientific investigation is an openended 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%

## PHYSICS HL

Type of Assessment	Format of assessment	Time (hours)	Weighting of final grade
External		3	80%
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	1.5	40%
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	40%
Internal		10	20%
Scientific Investigation	The scientific investigation is an openended 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%

## Group 4: Experimental Sciences

### SPORTS, EXERCISE AND HEALTH SCIENCE: HL

#### SKILLS STUDENTS WILL LEARN

As one of the sciences subjects in the IB Diploma Programme, sports, exercise and health science (SEHS) is primarily concerned with the scientific study of human physiology, biomechanics and psychology. Scientists working in these fields attempt to make sense of human physical and mental health and performance through a variety of approaches and techniques, controlled experimentation, and collaboration with other researchers. DP SEHS enables students to engage constructively 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. The course is organized under three main themes: exercise physiology and nutrition of the human body; biomechanics; sports psychology and motor learning. These themes are distinct, but also share many overlapping features; studying the similarities and connections between them is a central component of the course. Integral to the student experience of the DP SEHS course is the learning that takes place through scientific inquiry, both in the classroom and in field work or the laboratory. 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.

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.

#### CONTENT COVERED IN THE COURSE

<b>Exercise Physiology and Nutrition of the Human Body</b> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Hydration and nutrition</li> <li>• Response</li> </ul>
<b>Biomechanics</b> <ul style="list-style-type: none"> <li>• Generating movement in the body</li> <li>• Forces, motion and movement</li> <li>• Injury</li> </ul>
<b>Sport Psychology and Motor Learning</b> <ul style="list-style-type: none"> <li>• Individual differences</li> <li>• Motor learning</li> <li>• Motivation</li> <li>• Stress and coping</li> <li>• Psychological skills</li> </ul>

#### ASSESSMENT

Type of Assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		3	4.25	76%
Paper 1	Paper 1A: Multiple-Choice Questions	1.5	1.75	36%
	Paper 1B: Data-based questions and questions on experimental work			
Paper 2	Short answer and extended-response questions	1.5	2.5	40%
Internal		10		24%
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 3,200 words.	10		24%

## Group 5: Mathematics

### ANALYSIS AND APPROACHES: SL, HL

#### SKILLS STUDENTS WILL LEARN

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and

hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

### Distinction between SL and HL

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

### CONTENT COVERED IN THE COURSE

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

<b>Topics</b> 1- Number and algebra 2- Functions 3- Geometry and trigonometry 4- Statistics and probability 5- Calculus
<b>The toolkit and the mathematical exploration</b> Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.

### ASSESSMENT

#### ANALYSIS AND APPROACHES HL

Mathematics - Analysis and approaches HL assessment outline		Time	Weighting
External 80%	<b>Paper 1:</b> (110 marks) No technology allowed <i>Section A:</i> short-response questions <i>Section B:</i> extended-response questions	120'	30%
	<b>Paper 2:</b> (110 marks) Technology required <i>Section A:</i> short-response questions <i>Section B:</i> extended-response questions	120'	30%
	<b>Paper 3:</b> (55 marks) Technology required Two extended-response problem-solving questions	60'	20%
Internal 20%	<b>Mathematical exploration</b> (20 marks)		20%

#### ANALYSIS AND APPROACHES SL

Mathematics - Analysis and approaches SL assessment outline		Time	Weighting
External 80%	<b>Paper 1:</b> (80 marks) No technology allowed <i>Section A:</i> short-response questions <i>Section B:</i> extended-response questions	90'	40%
	<b>Paper 2:</b> (80 marks) Technology required <i>Section A:</i> short-response questions <i>Section B:</i> extended-response questions	90'	40%
Internal 20%	<b>Mathematical exploration</b> (20 marks)		20%

## Group 5: Mathematics

### APPLICATIONS AND INTERPRETATION: SL

#### SKILLS STUDENTS WILL LEARN

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, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

#### CONTENT COVERED IN THE COURSE

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

<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>1- Number and algebra</li> <li>2- Functions</li> <li>3- Geometry and trigonometry</li> <li>4- Statistics and probability</li> <li>5- Calculus</li> </ul>
<p><b>The toolkit and the mathematical exploration</b></p> <p>Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.</p>

#### ASSESSMENT

#### APPLICATIONS AND INTERPRETATION SL

Mathematics - Applications and interpretation SL assessment outline		Time	Weighting
External 80%	<b>Paper 1:</b> (80 marks) Technology required Short-response questions	90'	40%
	<b>Paper 2:</b> (80 marks) Technology required Extended-response questions	90'	40%
Internal 20%	<b>Mathematical exploration</b> (20 marks)		20%



## Group 6: The Arts

Students can choose to take two Sciences from Group 4 instead of an Arts subject

### VISUAL ARTS: SL, HL

#### SKILLS STUDENTS WILL LEARN

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

The aims of the Visual Arts course are to enable students to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.
- make artwork that is influenced by personal and cultural contexts
- become informed and critical observers and makers of visual culture and media
- develop skills, techniques and processes in order to communicate concepts and ideas.

#### CONTENT COVERED IN THE COURSE

##### Visual arts in context

- Examine and compare the work of artists from different cultural contexts.  
Consider the contexts influencing their own work and the work of others.
- Make art through a process of investigation, thinking critically and experimenting with techniques.
- Apply identified techniques to their own developing work.
- Develop an informed response to work and exhibitions they have seen and experienced.
- Begin to formulate personal intentions for creating and displaying their own artworks.

##### Visual arts methods

- Look at different techniques for making art.
- Investigate and compare how and why different techniques have evolved and the processes involved.
- Experiment with diverse media and explore techniques for making art.
- Develop concepts through processes informed by skills, techniques and media.
- Evaluate how their ongoing work communicates meaning and purpose.
- Consider the nature of “exhibition”, and think about the process of selection and the potential impact of their work on different audiences.

##### Communicating visual arts

- Explore ways of communicating through visual and written means.
- Make artistic choices about how to most effectively communicate knowledge and understanding.
- Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.
- Select and present resolved works for exhibition.
- Explain the ways in which the works are connected.
- Discuss how artistic judgments impact the overall presentation.

## ASSESSMENT

## VISUAL ARTS SL

Type of Assessment	Format of assessment	Weighting of final grade
External		60%
Comparative study	10-15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists A list of sources used	20%
Process portfolio	9-18 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities	40%
Internal		40%
Exhibition	A curational rationale that does not exceed 400 words 4-7 artworks Exhibition text (stating the title, medium, size and intention) for each artwork	40%

## VISUAL ARTS HL

Type of Assessment	Format of assessment	Weighting of final grade
External		60%
Comparative study	10-15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists 3-5 screens which analyse the extent to which the student's work and practices have been influenced by the art and artists examined. A list of sources used	20%
Process portfolio	13-25 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities	40%
Internal		40%
Exhibition	A curational rationale that does not exceed 700 words 8-11 artworks Exhibition text (stating the title, medium, size and intention) for each artwork	40%

## Group 6: The Arts

### MUSIC: SL, HL

## SKILLS STUDENTS WILL LEARN

The Diploma Programme Music course (for first teaching from 2020) has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing. The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

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

- explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
- acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- evaluate and develop critical perspectives on their own music and the work of others.

## CONTENT COVERED IN THE COURSE

#### Exploring music in context

Students will learn how to engage with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making. They will demonstrate diversity and breadth in their exploration by engaging with music from the areas of inquiry in personal, local and global contexts. 45 45 Experimenting with music Students connect theoretical studies to practical work and gain a deeper

understanding of the music they engage with. Through this theoretical and practical work as researchers, creators and performers, they will learn to experiment with a range of musical material and stimuli from the areas of inquiry across local and global contexts.

#### Presenting music

Students learn to practise and prepare finished pieces that will be performed or presented to an audience. In working towards completed musical works, they expand their musical identity, demonstrate their level of musicianship, and learn to share and communicate their music as researchers, creators and performers.

#### The contemporary music maker (HL only)

Music at higher level (HL) builds on the learning of musical competencies and challenges students to engage with the musical processes in settings of contemporary music-making. For the HL component, students plan and collaboratively create a project that draws on the competencies, skills and processes in all of the musical roles of the music course and is inspired by real-life practices of music-making.

## ASSESSMENT

### MUSIC SL AND HL

Type of Assessment	Format of assessment	Weighting of final grade SL	Weighting of final grade SL
External		70%	50%
Exploring music in context	Students select samples of their work for a portfolio submission. Students submit: a) written work demonstrating engagement with, and understanding of, diverse musical material b) practical exercises in creating and performing	30%	20%
Presenting music	Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: a) Programme notes b) Presenting as a creator: composition and/or improvisation c) Presenting as a performer: solo and/ or ensemble	40%	30%
Internal		40%	50%
Experimenting with music	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. Students submit: a) a written experimentation report that supports the experimentation b) practical musical evidence of the experimentation process in creating and performing	30%	20%
The contemporary music-maker (HL only)	Students submit a continuous multimedia presentation documenting their real-life project which evidences: a) the project proposal b) the process and evaluation c) the realized project, or curated selections of it.	NA	30%

## WHY CHOOSE THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME?

### BROAD AND DEEP KNOWLEDGE



IB students develop broad and deep knowledge and understanding through learning a wide range of subjects. They choose one subject each from Language and Literature, Foreign Languages, Social Sciences, Maths, Science and Art, and also have the option to choose an additional science or social science instead of an arts subject.

### WELL-ROUNDED, BALANCED EDUCATION



The IB is a holistic programme which emphasises the education of the whole person and rewards learning outside the classroom. Students are actively involved through their CAS course (Creativity, Activity and Service) in experiences which get them physically active and outside, creative, and in-touch with the needs of their school and community. Through CAS students become active team members, sportspeople and are involved in projects which give them leadership opportunities and experiences.

### STUDENT-LED PERSONALISED LEARNING



IB students explore areas of their own personal interest in all their subjects. They choose and design their inquiries and investigations with the support of their teachers. IB students are encouraged to make links between everything they learn and to follow their own instincts. Connections can be made between something taught in the science classroom and something that happens out on the soccer field.

### CRITICAL THINKING



Critical thinking is at the heart of all aspects of the IB Diploma. In Theory of Knowledge (TOK), students are encouraged to be thinkers, to understand different viewpoints, and to explore the nature of how we know what we know. This course helps to develop students' logic and reasoning skills, and gives them huge confidence when it comes to discussing relevant issues, from AI, to medical ethics, to political conflicts.

### GLOBAL AWARENESS



IB students are well-equipped to succeed in a global world as all subjects teach a curriculum which is interculturally minded and broad. They become adept at collaborating with people and considering different viewpoints. Students also learn a foreign language - this is a huge advantage career-wise and a lifelong skill.

### REFLECTIVE SKILLS



IB students are required to thoughtfully reflect on their own learning process in order to understand how they learn. Students develop a mindset which is focused on self-awareness and improvement, they look forward to challenges and are always on the lookout for opportunities to learn and improve. Learning how to reflect effectively teaches students about themselves and gives them tools to cope with whatever situations they may face in the future.

### UNIVERSITY PREPARATION



IB students develop key skills as part of the IB Diploma that set them up for success at university. Students are closely supported by their teachers in developing independent learning strategies, communication skills, social skills, academic research skills, critical thinking skills and self-management skills.

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## THE 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.*

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## THE IB LEARNER PROFILE

The IB Learner Profile aligns with Takapuna Grammar School's Teaching and Learning philosophy "Aspiring to Personal Excellence through Knowing, Connecting, Relating and Supporting".

**Inquirers** Universities regularly note IB students' passion for discovery.

**Knowledgeable** IB students are extraordinarily well prepared for the academic requirements of university coursework.

**Thinkers** IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking "why?"

**Communicators** IB students regularly deliver stimulating presentations and drive excellence in group assignments.

**Open-Minded** IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities.

**Principled** IB students are infused with the academic integrity that is a fundamental value of universities.

**Caring** IB students say they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

**Risk-Takers** In academics, they have the confidence to approach new or unfamiliar subjects or material.

**Balanced** IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.

**Reflective** IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

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## FREQUENTLY ASKED QUESTIONS

**Q: IS IB MAINLY FOR STUDENTS GOING TO UNIVERSITY OVERSEAS?**

A: Not at all. The word "International" in IB can be a bit misleading. In fact, the vast majority of our IB students have gone on to tertiary studies in New Zealand. If students want to study overseas, both the NCEA and IB are internationally recognised and valued. The IB is well known as its programmes are delivered in over 5,000 schools in 153 countries. The IB was created in 1968 by a group of teachers at the International School of Geneva.

**Q: IS IB ONLY EXTERNALLY ASSESSED AT THE END OF THE TWO YEARS?**

A: No - as in NCEA, students complete both internal and external assessments. For Theatre and Visual Arts, for example, there are no exams. Some examples of internal assessments include oral presentations in Languages, fieldwork in Geography, laboratory work in Sciences, investigations in Mathematics and artistic performances in the Arts. However, a greater emphasis is placed on external assessment in most IB subjects compared to NCEA. The exam questions are quite different to NCEA style questions and include essays, structured problems, short-response questions, case-study questions and multiple-choice questions. Students get three formal practice exam sessions to prepare for the exams and lots of support and guidance from teachers.

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**Q: WHY DO I HAVE TO TAKE A LANGUAGE IN IB?**

A: The IB Diploma aims to create global citizens who are self-aware and have intercultural awareness. “Global awareness” has been identified as a key 21st century skill that students will need in the workforce in a time of globalisation and information sharing. Learning a language not only provides students with an excellent skill to add to their toolkit, it exposes them to other cultures and ways of thinking that challenge their viewpoint and encourages them to be more open-minded and understanding of other people.

If students haven’t studied a language in Year 11 they can take Ab Initio Spanish. However, if students study a language in Year 11 and continue that language at Language B level they will leave school with a high level of language competence.

**Q: IS IB HARDER THAN NCEA?**

A: Students can initially find IB challenging because it puts them out of their comfort zone. In the first term of Year 12, they realise that there is a big focus on students being responsible for and actively engaged in their learning. Soon enough though, students learn that there is a lot of support throughout the programme from teachers, mentors and other students. IB students generally enjoy the freedom and independence that the IB Diploma provides, and appreciate the opportunity to have more choice to focus on their personal interests within their subjects.

**Q: WHAT KIND OF STUDENT IS A GOOD CANDIDATE FOR THE IB?**

A: An IB student needs to show motivation, a determination to do their best, a willingness to organise themselves so that they can complete the work and lead full and balanced lives at the same time. They need to be willing to work with others, and to participate in class. In our IB programme students learn a lot from our teachers, but they also learn a lot by interacting and collaborating with each other. Gaining the IB Diploma is achievable for students who display these attributes.

**Q: WHAT ARE THE ADVANTAGES OF TAKING THE IB DIPLOMA TO PREPARE FOR UNIVERSITY STUDIES?**

A: TGS students with IB Diplomas report that their involvement with IB has given them the tools needed to succeed at university and to make the most of their tertiary education:

“IB challenges you from sticking to subjects you find easiest at Year 12 and 13. I think it gave me an intellectual curiosity that I carried to university and into the workforce.” **David Sorrenson (2013-2014) Bachelor of Arts and Commerce Conjoint, University of Auckland.**

“One of the most important things that IB taught me was how to learn independently and seek out information on my own. University study requires a lot of individual learning and the ability to work outside of class time.” **Leah Wilks (2015 - 2016) Bachelor of Arts in English Literature and Law Conjoint, Otago University.**

“In the IB programme, I learnt that there are many other aspects to life apart from academics that can be difficult to balance and IB placed me in an environment where I was forced to learn how to handle the various pressures that I would face once I went to university. At the same time, IB gave me the chance to see the world from a more open-minded and global perspective which has prepared me for stepping out of high-school into the wider world which is full of people of different backgrounds and walks of life.” **Jack Jonathan Maran (2016 - 2017) Bachelor of Medicine, University of Auckland.**

“IB prepared me for essay writing and academic referencing. IB is a lot more similar to the type of assessment that you have at uni than NCEA and it has prepared me very well for this.” **Georgia Cole (2016 - 2017) Bachelor Law and Global Studies Conjoint, University of Auckland.**