

HIGH SCHOOL CURRICULUM



IZMIR

2023-2024

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INTRODUCTION

At MEF International School - Izmir, we aim to create young people who are motivated, skilled, confident, independent learners; young people who recognise the need to be lifelong learners and responsible global citizens.

We have high expectations of all students and value continuity in their learning. At an individual level students are encouraged to achieve their highest academic standards.

MEF International School - Izmir is to offer the Cambridge International Programme in KG-Grade 10 and the International Baccalaureate Diploma Programme Grades 11-12.

The secondary school has support services that are available to assist students learning in a range of roles: Learning Support, English Support, Counselling and Career Planning.

High School	Grade 9 Grade 10 Grade 11 Grade 12	Age 14-15 Age 15-16 Age 16-17 Age 17-18	IGCSE (Cambridge) IGCSE Examinations IB Diploma Programme IB Diploma Programme Examinations
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INTRODUCTION – SECONDARY SCHOOL (Grades 9-10)

Grade 9 students begin a two-year course of study leading to the Cambridge International Examinations (CAIE) International General Certificate of Secondary Education (IGCSE). The CAIE IGCSE curriculum provides a broad study programme across a wide range of subject areas.

Students in Grade 9 are required to study 8 subjects drawn from 5 different subject areas (Science, Mathematics, Languages, Humanities, Creative & Vocational) aimed at taking IGCSE examinations in Grade 10.

Building on the Skills acquired at IGCSE level, in Grades 11 and 12 students at our school can choose a combination of courses based on the CAIE programmes for IGCSE, Advanced Subsidiary Level (AS Level) and Advanced Level (A Level). AS Level courses are typically the mid-point of an A Level. A student is qualified to take the AS Level examination after completing one full year of study of a particular course. After being awarded that AS certificate, the student can decide to continue studying all or some of their chosen subjects to A Level prior to graduation.

AS and A Level qualifications satisfy entry requirements for college and university all around the world. For more information regarding the Cambridge International Programmes and their transferability to other systems and its recognition, please visit the following websites/web-pages:

- [Cambridge International](#)
- [Recognition of CAIE qualifications](#)

STUDENT SUPPORT SERVICES

English Support

All English Language Learners at MEFIS-Izmir are provided with English Support. Intermediate level learners will follow English as a Second Language course in place of First Language English. Beginners will receive English Support in place of First Language English and in place of modern foreign Language courses, as well as English as a Second Language.

Learning Support

Students at MEFIS Izmir with specific learning needs that are not related to English Language can receive some learning support. Learning support can be provided through pull-out individualized or push-in in-class support.

Counselling

A full time counsellor is available to support students with their social-emotional needs and academic guidance. Academic counselling includes career planning, university applications, choosing appropriate option choices, planning and self-management.

COMMUNITY SERVICE

Students in Upper Secondary will have the opportunity to contribute to the school and the wider community through community service activities. Our school works with organisations in the community including sister schools and charity organisations. Community service options include working with younger students as part of the reading partnership, assisting with leadership, preparation and organisation of school events, participating in special events with other schools in our region, assisting with fundraising for our sister school or emergency relief efforts as directed by the school.

EDUCATIONAL EXCURSIONS

Students in Grades 9-12 are offered the possibility of taking part in day or overnight educational excursions that have a link to the curriculum studied or are part of their Community Service programme.

RECREATIONAL ACTIVITIES

Students in Grades 9-10 are offered clubs and recreational activities once a week during school time. After school clubs are also available. Clubs offered vary according to staff availability and students' requests.

ASSESSMENT AND REPORTING

Students in Grade 9-12 are assessed regularly throughout the year in homework, classwork, end of unit assessments and examinations. Homework and classwork may include extended written assignments, making presentations to the class, long term projects or practice exercises to reinforce knowledge and skills.

REPORT CARDS

Parents and students can access their grades online at any time during the year. Secondary students will receive a hard copy report card containing a percentage grade and a comment for every subject studied. Reports are issued in December and June. Students must earn 60% to pass a course. Students must pass all year levels in order to graduate from MEF International School-Izmir.

IGCSE EXAMINATIONS

At the end of Grade 10, students take IGCSE examinations. Some IGCSE examinations can be assessed at core level or extended level. Students will usually be entered in extended level to enable them access to the full range of achievement grades (A* to G). In special circumstances, students may be entered in the core examination.

HOMEWORK

The purpose of homework is to consolidate knowledge and understanding of learning objectives; to reinforce and apply skills learned in the classroom; to aid the development of good study habits; to stimulate creative activity and imagination; to encourage independent thinking; to develop a spirit of inquiry and research; to foster self-discipline; and to foster parental involvement.

Guidelines:

1. Homework assigned will be purposeful and meaningful to the work of the class or to some future work.
2. Extended exercises may form part of an on-going assessment of each student.
3. Students must present homework on the date specified by the teacher. Students who do not complete their homework will complete it in school during a specified time.
4. It is the responsibility of students to find out any homework missed due to absence.
5. Students absent due to illness should submit their homework on the day they return to school.
6. Students absent due to school-related activities (eg. matches, quizzes) must ensure that homework set in their absence is completed and submitted on their return to school.
7. A student absent for a period of time is expected to make every effort to complete work missed including homework while absent.
8. A student absent for an extended period should contact the teacher for a record of homework set during this period.
9. If there are extenuating circumstances, a verification note from parents is to be presented at the beginning of class.
10. Students in Grades 9 and 10 can expect 100 to 110 minutes of homework each evening.
11. Students in Grades 11 and 12 can expect 120 to 130 minutes of homework each evening.

HOMEROOM

Students in each grade level are assigned a homeroom teacher. They meet with their homeroom teachers every morning for registration and to receive important communications. It is the role of the Homeroom Teacher:

- To be the point of contact for parents, teachers, and administrators.

- To be their students' advocate and supporter
- To motivate students into participating fully in the life of the school (i.e. extra- curricular activities and events organized by the school).
- To deliver material provided for Pastoral periods, guiding our students social-emotional learning.
- To share information from the student message board, upcoming events, and activities with the students.
- To monitor academic, social, and behavioral progress

IGCSE ENGLISH - FIRST LANGUAGE

The course follows the requirements for the Cambridge IGCSE examination in English First Language (0500) and is designed for students with a high level of fluency in English. The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE English Syllabus](#)

Cambridge IGCSE First Language English allows learners to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively.

-Cambridge IGCSE English Syllabus

During Grade 9, the first level of IGCSE, students study for three hours per week providing a foundation for progression in Grade 10. Students will also begin their Coursework Portfolio in Grade 9, but they will take Paper 1 and complete their Coursework Portfolio in Grade 10.

Students study a wide variety of texts (including literature) which are chosen to demonstrate effective writing in a variety of forms such as speeches or letters, or writing to persuade, to inform or to entertain.

Examinations:

- | | |
|--------------------------------------|--------------------|
| 1. Paper 1: Reading | 50% of final grade |
| 2. Component 3: Coursework Portfolio | 50% of final grade |

Syllabus Aims

The aims are to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using Standard English appropriately
- work with information and with ideas in language by developing skills of evaluation, analysis, use and inference
- listen to, understand, and use spoken language effectively
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

Content

<p>AO1: Reading</p>	<ul style="list-style-type: none"> • Demonstrate understanding of written texts, and of the words and phrases within them • Summarise and use material for a specific context • Develop, analyse and evaluate facts, ideas and opinions • Demonstrate understanding of how writers achieve their effects and influence readers • Select appropriate information for specific purposes • Recognise and respond to linguistic devices, figurative language and imagery <p>In developing reading skills, candidates should engage with a range of genres and text types from the twentieth and/or twenty-first centuries, including literature, fiction and non-fiction and other forms of writing, such as discursive essays, reviews and articles. This study should include focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Candidates should study how influence may include fact, ideas, perspectives, opinions and bias.</p>
<p>AO2: Writing</p>	<ul style="list-style-type: none"> • Express what is thought, felt and imagined • Organise and convey facts, ideas and opinions effectively • Demonstrate a varied vocabulary appropriate to the context • Demonstrate an effective use of sentence structures • Demonstrate an understanding of audience, purpose and form • Demonstrate accuracy in spelling, punctuation and grammar. A <p>As developing writers themselves, candidates should be introduced to a range of writing skills, including the ability to create and compose texts with a variety of forms and purposes, e.g. descriptive, narrative, discursive, argumentative and</p>

	persuasive. This study should include focus on the following text types: letter, report, article, journal, speech, interview and summary.
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Assessment Objectives

A01 Reading	
R1	Demonstrate understanding of explicit meanings
R2	Demonstrate understanding of implicit meanings and attitudes
R3	Analyse, evaluate and develop facts, ideas and opinions using appropriate support from the text
R4	Demonstrate understanding of how writers achieve effects and influence readers
R5	Select and use information for specific purposes.
A02 Writing	
W1	Articulate experience and express what is thought, felt and imagined
W2	Organise and structure ideas and opinions for deliberate effect
W3	Use a range of vocabulary and sentence structures appropriate to context
W4	Use register appropriate to context
W5	Make accurate use of spelling, punctuation and grammar.

IGCSE ENGLISH AS A SECOND LANGUAGE

This course follows the requirements for the Cambridge IGCSE examination in ESL (0511 count in speaking).

The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

‘Cambridge IGCSE English as a Second Language offers learners the opportunity to gain lifelong skills and knowledge including better communicative ability in English and an improved ability to understand English in a range of everyday situations and in a variety of social registers and styles’

- Cambridge IGCSE ESL Syllabus

Examinations:

Paper 1:	Reading and writing (Core)	60%
Paper 3:	Listening (Core)	20%
Paper 5:	Speaking	20%

OR

Paper 2:	Reading and writing (Extended)	60%
Paper 4:	Listening (Extended)	20%
Paper 5:	Speaking	20%

Syllabus Aims:

The aims are to:

- develop learners’ ability to use English effectively for the purpose of practical communication
- form a solid foundation for the skills required for further study or employment using English as the medium
- develop learners’ awareness of the nature of language and language-learning skills
- promote learners’ personal development

Assessment Objectives

A01 Reading	
R1	Identify and select relevant information
R2	Understand ideas, opinions and attitudes
R3	Show understanding of the connections between ideas, opinions and attitudes
R4	Understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings
A02 Writing	
W1	Communicate information/ideas/opinions clearly, accurately and effectively
W2	Organise ideas into coherent paragraphs using a range of appropriate linking devices
W3	Use a range of grammatical structures and vocabulary accurately and effectively
W4	Show control of punctuation and spelling
W5	Use appropriate register and style/format for the given purpose and audience
A03 Listening	
L1	Identify and select relevant information
L2	Understand ideas, opinions and attitudes
L3	Show understanding of the connections between ideas, opinions and attitudes.
L4	Understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings

A04 Speaking	
S1	Communicate ideas/opinions clearly, accurately and effectively
S2	Develop responses and link ideas using a range of appropriate linking devices
S3	Use a range of grammatical structures and vocabulary accurately and effectively
S4	Show control of pronunciation and intonation patterns
S5	Engage in a conversation and contribute effectively to help move the conversation forward

Content

Reading	
Core (IGCSE1)	Extended (IGCSE2)
<p>Core</p> <ul style="list-style-type: none"> understand factual information and ideas from a range of texts, e.g. leaflets, articles, blogs and web pages identify relevant information and select correct details from a range of texts identify ideas, opinions and attitudes from a range of texts and understand the connections between them show some awareness of what is implied but not directly stated, e.g. gist, purpose and intention 	<p>Extended</p> <ul style="list-style-type: none"> understand factual information, abstract ideas and arguments from a range of texts, e.g. leaflets, articles, blogs and web pages identify relevant information and select correct details from a wide range of texts identify ideas, opinions and attitudes from a wide range of texts and understand the connections between them understand what is implied but not directly stated, e.g. gist, purpose and intention
Writing	
Core (IGCSE1)	Extended (IGCSE2)

<p>Core</p> <ul style="list-style-type: none"> • communicate factual information and ideas with appropriate expansion • select and organise relevant information and ideas into paragraphs and use appropriate linking devices • respond to a written stimulus and show awareness of appropriate register and style/format for the given purpose and audience, e.g. a summary, an informal email, an article, a report and a review • produce written texts with an adequate range of language structures (i.e. grammatical and lexical) • produce written texts that show good control of punctuation and spelling 	<p>Extended</p> <ul style="list-style-type: none"> • communicate factual information, abstract ideas and arguments with good expansion • select and organise relevant information and ideas into coherent paragraphs and use a range of appropriate linking devices • respond to a written stimulus and use appropriate register and style/format for the given purpose and audience, e.g. a summary, an informal email, an article, a report and a review • produce written texts with a wide range of language structures (i.e. grammatical and lexical) • produce written texts that show very good control of punctuation and spelling
Speaking	
Core (IGCSE1)	Extended (IGCSE2)
<p>Core</p> <ul style="list-style-type: none"> • communicate factual information and ideas with some expansion • organise and link ideas with appropriate linking devices • engage in a conversation on a range of topics familiar to the candidate's experience, e.g. the world around us and past experience • produce responses with an adequate range of language structures (i.e. grammatical and lexical) 	<p>Extended</p> <ul style="list-style-type: none"> • communicate factual information, abstract ideas and arguments with good expansion • organise and link ideas with a range of appropriate linking devices • engage in a conversation on a wide range of topics, e.g. natural environment, arts, science and global issues

<ul style="list-style-type: none"> produce responses that show sufficient control of pronunciation and intonation 	<ul style="list-style-type: none"> produce responses with a wide range of language structures (i.e. grammatical and lexical) produce responses that show good control of pronunciation and intonation
Listening	
Core (IGCSE1)	Extended (IGCSE2)
<p>Core</p> <ul style="list-style-type: none"> understand factual information and ideas from a range of sources, e.g. recorded phone messages, announcements, dialogues, interviews and formal talks. A variety of voices and accents will be heard in recordings to reflect the various contexts presented. identify relevant information and select correct details from a range of sources identify ideas, opinions and attitudes from a range of sources and understand the connections between them show some awareness of what is implied but not directly stated, e.g. gist, purpose and intention 	<p>Extended</p> <ul style="list-style-type: none"> understand factual information, abstract ideas and arguments from a wide range of sources, e.g. recorded phone messages, announcements, dialogues, informal conversations, interviews and formal talks. A variety of voices and accents will be heard in recordings to reflect the various contexts presented. identify relevant information and select correct details from a wide range of sources identify ideas, opinions and attitudes from a wide range of sources and understand the connections between them , understand what is implied but not directly stated, e.g. gist, purpose and intention

IGCSE MATHEMATICS

This course follows the requirements for the Cambridge IGCSE examination in Mathematics (0580). The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Mathematics](#)

‘Successful Cambridge IGCSE Mathematics candidates gain lifelong skills including the development of their mathematical knowledge, confidence by developing a feel for numbers, patterns and relationships and an ability to consider and solve problems and present and interpret results’ Cambridge IGCSE Mathematics Syllabus

Core textbooks: Collins Cambridge IGCSE Maths Students book

Cambridge IGCSE Mathematics Core and Extended Course book with CD-ROM

Examinations:

Paper 2 (Extended)	35%	OR	Paper 1 (Core)	35%
Paper 4 (Extended)	65%	OR	Paper 3 (Core)	65%

Assessment Objectives

AO1: Mathematical techniques	<p>Recall and apply mathematical knowledge, terminology and definitions to carry out routine procedures or straightforward tasks requiring single or multi-step solutions in mathematical or everyday situations including:</p> <ul style="list-style-type: none">• organising, processing and presenting information accurately in written, tabular, graphical and diagrammatic forms• using and interpreting mathematical notation correctly• performing calculations and procedures by suitable methods, including using a calculator• understanding systems of measurement in everyday use and making use of these• estimating, approximating and working to degrees of accuracy appropriate to the context and converting between equivalent numerical forms
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	<ul style="list-style-type: none"> • using geometrical instruments to measure and to draw to an acceptable degree of accuracy • recognising and using spatial relationships in two and three dimensions.
A02: Mathematical techniques to solve problems	<p>Analyse a problem, select a suitable strategy and apply appropriate techniques to obtain its solution, including:</p> <ul style="list-style-type: none"> • making logical deductions, making inferences and drawing conclusions from given mathematical data • recognising patterns and structures in a variety of situations, and forming generalisations • presenting arguments and chains of reasoning in a logical and structured way • interpreting and communicating information accurately and changing from one form of presentation to another • assessing the validity of an argument and critically evaluating a given way of presenting information • solving unstructured problems by putting them into a structured form involving a series of processes • applying combinations of mathematical skills and techniques using connections between different areas of mathematics in problem solving • interpreting results in the context of a given problem and evaluating the methods used and solutions obtained.

Content

All candidates will study the following content areas

Number	Algebra	Shape and Space	Probability and Statistics
Number	Algebra and graphs	Geometry	Probability
	Coordinate geometry	Mensuration	Statistics
		Trigonometry	
		Vectors and transformations	

IGCSE BIOLOGY

This course follows the requirements for the Cambridge IGCSE examination in Biology (0610). The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Biology](#)

‘As well as a subject focus, the biology syllabus enables students to better understand the technological world, with an informed interest in scientific matters, and better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment.’ - Cambridge IGCSE Biology Syllabus

Examinations

Paper 2:	Multiple Choice	30%
Paper 4:	Extended Theory Paper	50%
Paper 5:	Practical Test	20%

Assessment Objectives

A: Knowledge with understanding	<p>Candidates should be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none">• scientific phenomena, facts, laws, definitions, concepts and theories• scientific vocabulary, terminology and conventions (including symbols, quantities and units)• scientific instruments and apparatus, including techniques of operation and aspects of safety• scientific and technological applications with their social, economic and environmental implications
B: Handling information and problem solving	<ul style="list-style-type: none">• Candidates should be able, in words or using other written forms of presentation (i.e. symbolic, graphical and numerical), to:• locate, select, organise and present information from a variety of sources• translate information from one form to another• manipulate numerical and other data• use information to identify patterns, report trends and draw inferences

	<ul style="list-style-type: none"> • present reasoned explanations for phenomena, patterns and relationships • make predictions and hypotheses • solve problems, including some of a quantitative nature.
C: Experimental skills and investigations	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of how to safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate) • plan experiments and investigations • make and record observations, measurements and estimates • interpret and evaluate experimental observations and data • evaluate methods and suggest possible improvements.

Content

All candidates will study the following content areas:

1	Characteristics and classification of living organisms
2	Organisation of the organism
3	Movement in and out of cells
4	Biological molecules
5	Enzymes
6	Plant nutrition
7	Human nutrition
8	Transport in plants
9	Transport in animals
10	Diseases and immunity
11	Gas exchange in humans
12	Respiration
13	Excretion in humans
14	Coordination and response
15	Drugs
16	Reproduction
17	Inheritance

18	Variation and selection
19	Organisms and their environment
20	Biotechnology and genetic engineering
21	Human influences on ecosystems

IGCSE CHEMISTRY

This course follows the requirements for the Cambridge IGCSE examination in Chemistry (0620). The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Chemistry](#)

As well as a subject focus, the chemistry syllabus enables students to better understand the technological world in which they live, and take an informed interest in science and scientific developments' Cambridge IGCSE Chemistry Syllabus

Examinations:

Paper 2:	Multiple Choice	30%
Paper 4:	Extended Theory Paper	50%
Paper 5:	Practical Test	20%

Assessment Objectives

A: Knowledge with understanding	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> scientific phenomena, facts, laws, definitions, concepts and theories scientific vocabulary, terminology and conventions (including symbols, quantities and units) scientific instruments and apparatus, including techniques of operation and aspects of safety scientific and technological applications with their social, economic and environmental implications
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B: Handling information and solving problems	<p>Handle information and solve problems, using oral, written, symbolic, graphical and numerical forms of presentation. In particular, to:</p> <ul style="list-style-type: none"> • locate, select, organise and present information from a variety of sources • translate information from one form to another • manipulate numerical and other data • use information to identify patterns, report trends and draw inferences • present reasoned explanations for phenomena, patterns and relationships • make predictions and hypotheses • solve problems, including some of a quantitative nature.
C: Experimental skills and investigations	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of how to safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate) • plan experiments and investigations • make and record observations, measurements and estimates • interpret and evaluate experimental observations and data • evaluate methods and suggest possible improvements.

Content

All candidates study the following content

1	The particulate nature of matter
2	Experimental techniques
3	Atoms, elements and compounds
4	Stoichiometry
5	Electricity and chemistry
6	Chemical energetics
7	Chemical reactions
8	Acids, bases and salts
9	The Periodic Table

10	Metals
11	Air and water
12	Sulfur
13	Carbonates
14	Organic chemistry

IGCSE PHYSICS

This course follows the requirements for the Cambridge IGCSE examination in Physics (0625). The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Physics](#)

‘Successful candidates gain lifelong skills, including an understanding of the usefulness (and limitations) of scientific method, and its application in other subjects and in everyday life, a concern for accuracy and precision, an understanding of the importance of safe practice and an awareness of the importance of objectivity, integrity, enquiry, initiative and inventiveness.’ - Cambridge IGCSE Physics Syllabus

Examinations:

Paper 2:	Multiple Choice	30%
Paper 4:	Extended Theory Paper	50%
Paper 5:	Practical Test	20%

Assessment Objectives

A: Knowledge with understanding	<p>Candidates should be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> scientific phenomena, facts, laws, definitions, concepts and theories scientific vocabulary, terminology and conventions (including symbols, quantities and units) scientific instruments and apparatus, including techniques
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	<p>of operation and aspects of safety</p> <ul style="list-style-type: none"> scientific and technological applications with their social, economic and environmental implications.
B: Handling information and problem solving	<p>Candidates should be able, in words or using other written forms of presentation (i.e. symbolic, graphical and numerical), to:</p> <ul style="list-style-type: none"> locate, select, organise and present information from a variety of sources translate information from one form to another manipulate numerical and other data use information to identify patterns, report trends and draw inferences present reasoned explanations for phenomena, patterns and relationships make predictions and hypotheses solve problems, including some of a quantitative nature. Questions testing these skills may be based on information that
C: Experimental skills and investigations	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> demonstrate knowledge of how to safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate) plan experiments and investigations make and record observations, measurements and estimates interpret and evaluate experimental observations and data evaluate methods and suggest possible improvements.

Content

General physics	Core	Extended
1.1 Length and time	✓	✓
1.2 Motion	✓	✓
1.3 Mass and weight	✓	✓
1.4 Density	✓	✓

1.5 Forces	✓	✓
1.6 Momentum		✓
1.7 Energy, work and power	✓	✓
1.8 Pressure	✓	✓
Thermal physics		
2.1 Simple kinetic molecular model of matter	✓	✓
2.2 Thermal properties and Temperature	✓	✓
2.3 Thermal Processes	✓	✓
Properties of waves, including light and sound		
3.1 General wave properties	✓	✓
3.2 Light	✓	✓
3.3 Electromagnetic Spectrum	✓	✓
3.4 Sound	✓	✓
Electricity and magnetism		
4.1 Simple phenomena of magnetism	✓	✓
4.2 Electrical quantities	✓	✓
4.3 Electric circuits	✓	✓
4.4 Digital Electronics	✓	✓
4.5 Dangers of electricity	✓	✓
4.6 Electromagnetic effects	✓	✓
Atomic Physics		
5.1 The Nuclear Atom	✓	✓
5.2 Radioactivity	✓	✓

IGCSE FRENCH

This course follows the requirements for the Cambridge IGCSE examination in French (0520). The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE French syllabus](#)

‘The course encourages learners to develop lifelong skills, including the ability to use a foreign language as a means of practical communication, insight into the culture and civilisation of countries where the language is spoken, a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations and techniques which can be applied to other areas of learning, such as analysis and memory skills’ Cambridge IGCSE Foreign Language Syllabus

Examinations:

Paper 1 Listening	25%	Externally assessed
Paper 2 Reading	25%	Externally assessed
Paper 3 Speaking*	25%	Internally assessed/externally moderated
Paper 4 Writing	25%	Externally assessed

Assessment Objectives

AO1 Listening	<ul style="list-style-type: none">• L1: understand the main points and key information in simple everyday material• L2: understand clear speech on a range of familiar topics• L3: understand the description of events and expression of ideas, opinions and attitudes in simple texts• L4: identify and select relevant information in predictable texts
AO2 Reading	<ul style="list-style-type: none">• R1: understand the main points and key information in simple everyday material• R2: understand authentic factual texts on a range of familiar topics• R3: understand the description of events and expression of ideas, opinions and attitudes in simple texts

	<ul style="list-style-type: none"> • R4: identify and select relevant information in predictable texts
AO3 Speaking	<ul style="list-style-type: none"> • S1: communicate clearly and effectively in a range of predictable everyday situations • S2: engage in conversations on familiar topics, expressing opinions and feelings • S3: use a range of structures and vocabulary with reasonable accuracy • S4: demonstrate some ability to maintain interaction • S5: show some control of pronunciation and intonation
AO4 Writing	<ul style="list-style-type: none"> • W1: communicate simple factual information clearly for everyday purposes • W2: write simple phrases and sentences on a familiar topic • W3: write simple connected texts describing events, experiences, opinions and hopes and ambitions • W4: use a range of simple vocabulary and language structures reasonably accurately

Content

	Topic Areas	Examination topics	
Area A	Everyday activities	Daily routine	A1
		Food and drink	A2
		Human body and health	A3
		Travel and transport	A4
Area B	Personal and social life	Self, family and friends	B1
		House and home	B2
		Leisure, entertainment, invitations	B3
		Colours	B4
		Clothes and accessories	B5
		Leisure time	B6
Area C	The world around us	People and places	C1

Area D	The world of work	The natural world, the environment, the climate and the weather	C2
		Communications and technology	C3
		The built environment (incl. shopping)	C4
		Measurements and materials	C5
		Education at school	D1
		Further education and training	D2
		Future career plans	D3
		Work: jobs, careers and volunteering	D4
		Language at work	D5
Area E	The international world	Countries, nationalities and languages	E1
		Tourism	E2
		Culture, customs, faiths and celebrations	E3
		International issues e.g. climate change and poverty	E4

IGCSE SPANISH

This course follows the requirements for the Cambridge IGCSE examination in Spanish (0530). The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Spanish](#)

‘The course encourages learners to develop lifelong skills, including the ability to use a foreign language as a means of practical communication, insight into the culture and civilisation of countries where the language is spoken, a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations and techniques which can be applied to other areas of learning, such as analysis and memory skills’ - Cambridge IGCSE Foreign Language Syllabus

Core textbook:

Examinations:

Paper 1 Listening	25%	Externally assessed
Paper 2 Reading	25%	Externally assessed
Paper 3 Speaking*	25%	Internally assessed/externally moderated
Paper 4 Writing	25%	Externally assessed

Assessment Objectives

AO1 Listening	<ul style="list-style-type: none">• L1: understand the main points and key information in simple everyday material• L2: understand clear speech on a range of familiar topics• L3: understand the description of events and expression of ideas, opinions and attitudes in simple texts• L4: identify and select relevant information in predictable texts
AO2 Reading	<ul style="list-style-type: none">• R1: understand the main points and key information in simple everyday material• R2: understand authentic factual texts on a range of familiar topics• R3: understand the description of events and expression of ideas, opinions and attitudes in simple texts• R4: identify and select relevant information in predictable texts
AO3 Speaking	<ul style="list-style-type: none">• S1: communicate clearly and effectively in a range of predictable everyday situations• S2: engage in conversations on familiar topics, expressing opinions and feelings• S3: use a range of structures and vocabulary with reasonable accuracy• S4: demonstrate some ability to maintain interaction• S5: show some control of pronunciation and intonation
AO4 Writing	<ul style="list-style-type: none">• W1: communicate simple factual information clearly for everyday purposes• W2: write simple phrases and sentences on a familiar topic• W3: write simple connected texts describing events, experiences, opinions and hopes and ambitions• W4: use a range of simple vocabulary and language structures reasonably accurately

Content

	Topic Areas	Examination topics	
Area A	Everyday activities	Daily routine	A1
		Food and drink	A2
		Human body and health	A3
		Travel and transport	A4
Area B	Personal and social life	Self, family and friends	B1
		House and home	B2
		Leisure, entertainment, invitations	B3
		Colours	B4
		Clothes and accessories	B5
		Leisure time	B6
Area C	The world around us	People and places	C1
		The natural world, the environment, the climate and the weather	C2
		Communications and technology	C3
		The built environment (incl. shopping)	C4
		Measurements and materials	C5
Area D	The world of work	Education at school	D1
		Further education and training	D2
		Future career plans	D3
		Work: jobs, careers and volunteering	D4
		Language at work	D5

Area E	The international world	Countries, nationalities and languages	E1
		Tourism	E2
		Culture, customs, faiths and celebrations	E3
		International issues e.g. climate change and poverty	E4

IGCSE HISTORY

This course follows the requirements for the Cambridge IGCSE examination in History (0470). The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE History](#)

‘This syllabus offers the opportunity to study world history from the nineteenth century to the beginning of the twenty-first century. Learners will explore history from a diversity of perspectives, including social, economical, cultural and political. Cambridge IGCSE History encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations.’
Cambridge IGCSE History Syllabus

Core textbook:

IGCSE Modern World History: Hodder Education

Examinations:

Paper 1:	40%
Paper 2:	33%
Paper 4: Alternative to Coursework	27%

Assessment Objectives

AO1:	an ability to recall, select, organise and deploy knowledge of the syllabus content
AO2:	an ability to construct historical explanations using an understanding of: <ul style="list-style-type: none"> • cause and consequence, change and continuity, similarity and difference • the motives, emotions, intentions and beliefs of people in the past
AO3:	an ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context

Content

The 20th century: International Relations since 1919	
1 Were the peace treaties of 1919-23 fair?	What were the motives and aims of the Big Three at Versailles? Why did all the victors not get everything they wanted? What was the impact of the peace treaty on Germany up to 1923? Could the treaties be justified at the time?
2 To what extent was the League of Nations a success?	How successful was the League in the 1920s? How far did weaknesses in the League's organisation make failure inevitable? How far did the Depression make the work of the League more difficult? How successful was the League in the 1930s?
3 Why had international peace collapsed by 1939?	What were the long-term consequences of the peace treaties of 1919-23? What were the consequences of the failures of the League in the 1930s? How far was Hitler's foreign policy to blame for the outbreak of war in 1939? Was the policy of appeasement justified? How important was the Nazi-Soviet Pact? Why did Britain and France declare war on Germany in September 1939?

4 Who was to blame for the Cold War?	<p>Why did the USA-USSR alliance begin to break down in 1945?</p> <p>How had the USSR gained control of Eastern Europe by 1948?</p> <p>How did the USA react to Soviet expansionism?</p> <p>What were the consequences of the Berlin Blockade?</p> <p>Who was the more to blame for starting the Cold War: the USA or the USSR?</p>
5 How effectively did the USA contain the spread of Communism?	<p>This Key Question will be explored through case studies of the following:</p> <p>America and events in Korea, 1950-53</p> <p>America and events in Cuba, 1959-62</p> <p>American involvement in Vietnam</p>
6 How secure was the USSR's control over Eastern Europe, 1948-c.1989?	<p>Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition?</p> <p>How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?</p> <p>Why was the Berlin Wall built in 1961?</p> <p>What was the significance of 'Solidarity' in Poland for the decline of Soviet influence in Eastern Europe?</p> <p>How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe?</p>
7 Why did events in the Gulf matter, c.1970-2000?	<p>Why was Saddam Hussein able to come to power in Iraq?</p> <p>What was the nature of Saddam Hussein's rule in Iraq?</p> <p>Why was there a revolution in Iran in 1979?</p> <p>What were the causes and consequences of the Iran-Iraq War, 1980-88?</p> <p>Why did the First Gulf War take place?</p>
Depth Study B: Germany, 1918-45	
1 Was the Weimar Republic doomed from the start?	<p>How did Germany emerge from defeat at the end of the First World War?</p> <p>What was the impact of the Treaty of Versailles on the Republic?</p> <p>To what extent did the Republic recover after 1923?</p> <p>What were the achievements of the Weimar period?</p>
2 Why was Hitler able to dominate Germany by 1934?	<p>What did the Nazi Party stand for in the 1920s?</p> <p>Why did the Nazis have little success before 1930?</p> <p>Why was Hitler able to become Chancellor by 1933?</p> <p>How did Hitler consolidate his power in 1933-34?</p>

3 The Nazi regime	<p>(a) How effectively did the Nazis control Germany, 1933-45?</p> <p>Focus Points</p> <p>How much opposition was there to the Nazi regime?</p> <p>How effectively did the Nazis deal with their political opponents?</p> <p>How did the Nazis use culture and the mass media to control the people?</p> <p>Why did the Nazis persecute many groups in German society?</p> <p>Was Nazi Germany a totalitarian state?</p> <p>(b) What was it like to live in Nazi Germany?</p> <p>How did young people react to the Nazi regime?</p> <p>How successful were Nazi policies towards women and the family?</p> <p>Did most people in Germany benefit from Nazi rule?</p> <p>How did the coming of war change life in Nazi Germany?</p>
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IGCSE GLOBAL PERSPECTIVES

This course follows the requirements for the Cambridge IGCSE examination in Global Perspectives. (0457) The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.
[IGCSE Global Perspectives](#)

Cambridge International IGCSE Global Perspectives provides opportunities for enquiry into, and reflection on, key global issues from different perspectives: personal, local/national and global.

Cambridge International IGCSE Global Perspectives Syllabus

Prerequisite: none

Examinations:

IGCSE

Component 1	Component 1 Written Examination	35%
Component 2	Component 2 Individual Report	30%
Component 3	Team Project	35%

Assessment Objectives

AO1 Research, analysis and evaluation	<ul style="list-style-type: none"> • Design and carry out research into current global issues, their causes, consequences and possible course(s) of action • Use evidence to support claims, arguments and perspectives • Identify and analyse issues, argument and perspectives • Analyse and evaluate the evidence and reasoning used to support claims, arguments and perspectives • Analyse and evaluate sources and/or processes to support research, arguments, perspectives and an outcome • Develop a line of reasoning to support an argument, a perspective, course(s) of action or outcome
AO2: Reflection	<ul style="list-style-type: none"> • Consider different perspective objectively with empathy • Justify personal perspective(s) using evidence and reasoning • Consider how research, engagement with different perspectives and working as part of a team, have influenced personal learning
AO3 Communication and collaboration	<ul style="list-style-type: none"> • Select and present relevant arguments, evidence and perspectives clearly and with structure • Peasant research, and include citations and references • Contribute to the shared purpose and outcome of the Team Project

Content

Research elements	
Deconstruction	Conduct a detailed analysis and evaluation of a point of view
Reconstruction	Carry out research, identify and evaluate evidence and sources for and against competing points of view
Reflection	Explore the impact of research on personal perspectives:
Communication and Collaboration	Communicate views, information and research effectively and convincingly.

Topics

Component 1 Written Examination <ul style="list-style-type: none"> • Demographic change • Education for all • Employment 	Component 2 Individual Report <ul style="list-style-type: none"> • Belief systems • Biodiversity and ecosystem loss 	Component 3 Team Project <ul style="list-style-type: none"> • Conflict and peace • Disease and health • Human rights
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<ul style="list-style-type: none"> • Fuel and energy • Globalisation • Law and criminality • Migration • Transport systems 	<ul style="list-style-type: none"> • Changing communities • Digital world • Family • Humans and other species • Sustainable living • Trade and aid 	<ul style="list-style-type: none"> • Language and communication • Poverty and inequality • Sport and recreation • Tradition, culture and identity • Water, food and agriculture
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IGCSE ECONOMICS

This course follows the requirements for the Cambridge IGCSE examination in Economics (0455). The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[Cambridge Economics 0455](#)

‘The Cambridge IGCSE Economics syllabus develops an understanding of economic theory, terminology and principles. Learners study the economics of different countries and how these interrelate. They also learn to work with simple economics data and to use the tools of economic analysis. Learners apply understanding of economics to current economic issues. The Cambridge IGCSE Economics syllabus provides a foundation for further study, including Cambridge International AS & A Level Economics, or the equivalent.’

Cambridge IGCSE Economics Syllabus

Examinations:

- | | |
|----------------------------------|-----|
| 1. Paper 1: Multiple Choice | 30% |
| 2. Paper 2: Structured Questions | 70% |

Assessment Objectives

AO1: Knowledge with understanding	Candidates should be able to: <ul style="list-style-type: none"> • show knowledge and understanding of economic definitions, formulas, concepts and theories • use economic terminology.
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AO2: Analysis	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> • select, organise and interpret data • use economic information and data to recognise patterns and to deduce relationships • apply economic analysis to written, numerical, diagrammatic and graphical data • analyse economic issues and situations, identifying and developing links.
AO3: Critical evaluation and decision-making	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> • evaluate economic information and data • distinguish between economic analysis and unreasoned statements • recognise the uncertainties of the outcomes of economic decisions and events • communicate economic thinking in a logical manner. .

Content

Section	Topics
The basic economic problem	The first section of the syllabus introduces the fundamental ideas and concepts that underpin the study of economics including the basic economic problem, factors of production, opportunity cost and production possibility curves.
The allocation of resources	The fundamental principles of resource allocation are considered through the price mechanism in a market economy. The market forces of demand and supply, market equilibrium and disequilibrium, and elasticity form the core of this section.
Microeconomic decision makers	The micro economy is an important area of study, and the approach to learning taken here is through the role of the major decision makers: banks, households, workers, trade unions and firms.
Government and the macro economy	Governments have different macroeconomic aims, and conflicts often arise between the choice of measures used to achieve them. Variables must be measured to consider the causes and consequences of change, and appropriate policies applied
Economic development	As an economy develops there will be changes in population, living standards, poverty and income redistribution. Therefore, the effects of changes in the size and structure of population and of other influences on development in a variety of countries are explored.

International trade and globalisation	The importance of trade between countries and the growth of globalisation is explored. Principles such as specialisation, the role of free trade, the role of multinational companies, foreign exchange rates and balance of payments stability are considered.
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IGCSE PHYSICAL EDUCATION

This course follows the requirements for the Cambridge IGCSE examination in PE (0413)
The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Physical Education](#) (Examination session until 2021)

[IGCSE Physical Education](#) (Examination session 2022 onwards)

Cambridge IGCSE Physical Education is accepted by universities and employers as proof of knowledge and understanding of Physical Education. The Cambridge IGCSE Physical Education syllabus encourages learners to develop:

Knowledge, skills and understanding of a range of relevant physical activities

An ability to plan, perform and evaluate physical activities

An understanding of effective and safe performance

An understanding of the role of sport and physical activity in society and in the wider world

An excellent foundation for advanced study

An enjoyment of physical activity.

Cambridge IGCSE Physical Education Syllabus

Examinations:

Component 1: Written Examination	50%	Externally Assessed
Component 2: Coursework	50%	Internally Assessed

Assessment Objectives

AO1:	Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity / sport
AO2:	Apply knowledge and understanding of the theoretical principles to a variety of physical activities / sports, including the analysis and evaluation of performance

AO3:	Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities.
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Content

Theoretical Content

Students will study the following topics

1	Anatomy and physiology
2	Health, fitness and training
3	Skill acquisition and psychology
4	Social, cultural and ethical influences

Coursework		
The coursework component assesses candidates' performance in four physical activities. Each activity is marked out of 25 marks. Candidates must undertake physical activities from at least two of the seven categories listed below.		
Games	Association Football Badminton Baseball, Rounders or Softball Basketball Cricket Golf Handball Hockey	Lacrosse Netball Rugby League or Rugby Union Squash Table Tennis Tennis Volleyball
Gymnastic Activities	Artistic Gymnastics (Floor and Vault) or Rhythmic Gymnastics Individual Figure Skating	Trampolin
Dance	Dance	

Athletic Activities	Cross Country Running Cycling Rowing and Sculling	Track and Field Athletics Weight Training for Weight training for fitness
Outdoor and Adventurous Activities	Canoeing Hill Walking or orienteering Horse Riding Mountain Biking	Rock Climbing Sailing Skiing or Snowboarding, Windsurfing
Swimming	Competitive Swimming Life Saving or Personal Survival	Water Polo
Combat Activities	Judo or Taekwondo	

IGCSE ART & DESIGN

This course follows the requirements for the Cambridge IGCSE examination in Art (0400). The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Art](#)

‘The Cambridge IGCSE Art and Design syllabus encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills.’
Cambridge IGCSE Art and Design Syllabus

Examinations:

Component 1: Coursework	50%	Externally Assessed
Component 2: External Set Assignment	50%	Externally Assessed

Assessment Objectives

AO1 Record	<ul style="list-style-type: none"> Record ideas, observations and insights relevant to intentions as work progresses
AO2 Explore	<ul style="list-style-type: none"> Explore and select appropriate resources, media, materials, techniques and processes.

AO3 Develop	<ul style="list-style-type: none"> • Develop ideas through investigation, demonstrating critical understanding
AO4 Present	<ul style="list-style-type: none"> • Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language

Content

Skills	<ul style="list-style-type: none"> • Identify and research a particular aspect of art and design • Carry out relevant exploration of media, materials, techniques and appropriate processes • Document and evaluate ideas and concepts against intentions as the work progresses • Develop these into a cohesive final outcome.
Painting and related media	Painting and drawing, Graphic media, Printmaking Non-traditional media, New media eg. installation art, animation audio or moving image
Printmaking	Mono printing, relief printing (such as lino and/or wood cut), etching and screen printing.
Three-dimensional studies	Sculpture, Ceramics, Theatre design/set design, Environmental/architectural design, Product design, Craft design
Photography, digital and lens-based media	Still imagery, Moving imagery
Graphic communication	Graphic design with lettering, Illustration, Printmaking, Advertising, Game design
Textiles and fashion	Printed and/or dyed, Constructed, Fashion

PSHE (Personal, Social and Health Education)

Students in Grades 9-12 attend a series of PSHE sessions, during which they will learn about their Personal Wellbeing.

Personal Wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. The world is full of complex and sometimes conflicting values. Personal wellbeing helps pupils explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development. Examples of diverse values encountered in society and the clarification of personal values.

PSHE seminars are not formally assessed

	Grade 9 - 13
Skills	<ul style="list-style-type: none">• To live safe and healthy lives• Grow and develop, not just as individuals' but also as members of families and society in general.• To become fulfilled' productive and responsible• To form and maintain good relationships• To make a positive difference to their own lives and the lives of others• Clarify their own values and attitudes to gain knowledge and understanding of those of other people• Build personal identities and self esteem• Reflect on what is being taught• Communicate constructively at all times
	Topics
Communities	School relationships Community service School relationships Community service
Emotional wellbeing	Feelings

Health and Safety	Making healthy choices Sex and relationships Safety
Self - management	Goals and personal development Personal organisation Learning and study styles Future planning

IB DIPLOMA PROGRAMME

The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core.

The three core elements are

- Theory of knowledge (TOK), in which students reflect on the nature of knowledge and on how we know what we claim to know.
- The extended essay (EE), which is an independent, self-directed piece of research, finishing with a 4,000-word essay.
- Creativity, activity, service (CAS), for which students complete a final project related to those three concepts.

The six subject groups are:

1. Studies in language and literature
2. Language acquisition
3. Individuals and societies
4. Sciences
5. Mathematics
6. The arts

Choosing subjects in the Diploma Programme

Students choose courses from each subject group, however, students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at the higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.

Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

Group 1: Language and Literature

Language A: Language and Literature

The language A: language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non literary text-types. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

Group 2: Language Acquisition

Language B: Spanish and French

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

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

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

For more information go to: [Language B in the DP](#)

Language Ab Initio: Spanish and French

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

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

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

For more information go to: [Language Ab Initio in the DP](#)

Group 3: Individuals and Societies

History

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past.

The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past.

The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness. Teachers have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course meets their students' needs and interests regardless of their location or context.

For more information go to: [History in the DP](#)

Economics

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world.

At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The DP economics course, uses economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics)
- at the level of the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy).

By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the DP economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

For more information go to: [Economics in the DP](#)

Group 4: The Sciences

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. Many discoveries remain to be made and great progress is expected in the 21st century.

For more information go to: [Biology in the DP](#)

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. Apart from being a subject worthy of study in its own right, chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

For more information go to: [Chemistry in the DP](#)

Physics

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies.

Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain 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.

For more information go to: [Physics in the DP](#)

Group 5: Mathematics

Mathematics: Application and Interpretations

Mathematics Applications and Interpretation is a course designed for students who wish to gain a good knowledge of mathematics, but with an emphasis on the applied nature of the subject. They may have found more traditional mathematics courses a challenge and it will appeal to students who enjoy the practical application of mathematics to real life situations. This course is suitable for students who may go on to further study in subjects that utilise mathematics in this way such as biology, the human sciences and business.

Mathematics: Analysis and Approaches

Mathematics Analysis and Approaches is a course designed for students who wish to study mathematics in-depth and gain a formal understanding of the subject. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalisation. This course is suitable for students who may go on to further study in subjects that have a significant level of mathematics content, for example economics, chemistry, mathematics, engineering, or physical sciences.

For more information go to: [Mathematics in the DP](#)

Group 6: The Arts

Visual Arts

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

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

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

For more information go to: [Visual arts in the DP](#)

The IBDP Core

Theory of Knowledge (TOK)

Theory of knowledge (TOK) plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.

How is TOK structured?

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

The most central of these is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

Assessment of TOK

The TOK course is assessed through an oral presentation and a 1,600 word essay. The presentation assesses the ability of the student to apply TOK thinking to a real-life situation, while the essay takes a more conceptual starting point. For example, the essay may ask students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

What is the significance of TOK?

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases - whether these biases are retained, revised or rejected. It offers students and their teachers the opportunity to:

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

In addition, TOK prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.
- TOK also provides coherence for the student, by linking academic subject areas as well as transcending them.

It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

Extended Essay (EE)

The extended essay is a required component of the International Baccalaureate® (IB) Diploma Programme (DP). It is an independent piece of research, culminating with a 4,000-word paper.

What is the significance of the extended essay?

The extended essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of personal interest to them, which relates to one of the student's six DP subjects, or takes the interdisciplinary approach of a World Studies extended essay.

Through the research process for the extended essay, students develop skills in:

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

Participation in this process develops the capacity to analyze, synthesize and evaluate knowledge.

An extended essay can also be undertaken in world studies, where students carry out an in-depth interdisciplinary study of an issue of contemporary global significance, across two IB diploma disciplines.

How is study of the extended essay structured?

Students are supported throughout the process of researching and writing the extended essay, with advice and guidance from a supervisor who is usually a teacher at the school. Students are required to have three mandatory reflection sessions with their supervisors. The final session, a concluding interview, is also known as viva voce.

The extended essay and reflection sessions can be a valuable stimulus for discussion in countries where interviews are required prior to acceptance for employment or for a place at university.

Creativity, Activity, and Service (CAS)

What do CAS projects involve?

CAS requires students to take part in a range of experiences and at least one project. These should involve:

- real, purposeful activities, with significant outcomes
- personal challenge
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

We don't prescribe specific projects or activities to students. All students should be involved in activities they've initiated themselves. IB World Schools will then suggest particular projects.