



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

IB Diploma Programme Student Guide 2017-2018



Parkdale Collegiate Institute

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Parkdale Collegiate Institute

“Let knowledge grow from more to more...”

- A. Tennyson

2017-2018

IBO 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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Table of Contents

IB Learner Profile	3
IB DP Language Policy	4
IB DP Academic Honesty Policy	5
The authentication of candidates' work	8
Parkdale CI IB Expectations	9
Time Management Sheet	12
May 2018 Examination Schedule	14
Conduct of the examination	15
May 2017 Grade Boundaries	16
The Diploma Points Matrix (ToK & EE)	19
IBSO Table of Equivalent Grades.....	20
IB DP Subject Briefs	21
Language A HL Subject Brief	21
Language B SL Subject Brief	23
Language B ab initio SL Subject Brief	25
History HL Subject Brief	27
Psychology HL Subject Brief	29
Biology SL Subject Brief	31
Chemistry HL Subject Brief	33
Mathematical Studies SL Subject Brief	35
Mathematics SL Subject Brief	37
Film HL Subject Brief	39
CAS Subject Brief	41
Extended Essay (EE) Subject Brief	43
Theory of Knowledge (ToK) Subject Brief	45
Citation Guide	47
Citing printed sources and non-printed electronic sources.....	50
Citing an online video clip and social media	51
Citing an image	52



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

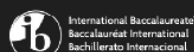
BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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IB Diploma Programme Language Policy



The International Baccalaureate is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds. With these aims in mind, the IB has instituted its language policy to provide a framework that will ensure that the IB's values and aims in relation to multilingualism and access are reflected in the organization's activities.

This language policy defines the ways in which the IB provides support to schools and teachers for the implementation of its programmes in different languages. It also provides guidelines to Primary Years Programme (PYP) and Middle Years Programme (MYP) schools that are implementing the programmes in languages not supported by the organization.

Support in the different languages will be reviewed on a regular basis. The level of support may be increased or decreased for any particular language if certain conditions are met. The organization aims to provide materials and services of comparable high quality in all the languages supported.

The IB language policy defines three groups of languages and the five levels of support that can be granted in a given language, as well as the documents and services that will be provided for each in the relevant language.

Working languages: The languages in which the organization communicates with its stakeholders and in which it is committed to providing all services needed for the implementation of the programmes. Currently, the IB's three working languages are English, French and Spanish.

Access languages: Languages that the IB has identified as being of strategic importance to meet its access goals and objectives to develop a more inclusive and diverse IB community. The organization will provide selected services and documentation in those languages, mainly to support teachers, as specified in this policy.

Internal working language: English is the organization's internal working language, in which most operational and developmental activities take place. It is also the language of its governance, management and academic committees.

In addition, the IB's education programmes reference other groups and/or categories of languages that may or may not be supported by the IB depending on if they have been identified within the three language groups defined above.

Language of instruction: The language in which an IB World School delivers IB programmes and courses to its student population.

Response language: The language in which IB students engage in internal or external assessment.

Language course: In the MYP, DP and IBCC, an academic course in which IB students acquire a new language, or improve their knowledge of a language and its literature.

Further information can be found in the IB publication [Language Policy](#).

IB Diploma Programme

Academic Honesty Policy



It is an IB requirement that every IB World School that offers the Diploma Programme has a policy to promote academic honesty. This policy must be shared with candidates before they begin the Diploma Programme and be followed by reminders throughout the two years of the programme. The way in which this policy is shared with candidates and teachers is left to the discretion of the head of school, or his or her nominee.

IB teachers are best placed to verify that candidates' work complies with the IB's expectations concerning academic honesty. Therefore, teachers must use appropriate means to ensure that candidates' work is, to the best of their knowledge, the authentic work of the candidates. Schools are responsible for checking all candidates' work prior to submission to the IB for assessment or moderation.

Further information can be found in the IB publication [*Academic honesty in the IB educational context*](#).

What constitutes academic misconduct?

Cases of alleged academic misconduct (previously referred to as malpractice) investigated by the IB typically include the following situations. Coordinators should take notice of these common breaches to the regulations when administering the Diploma Programme and developing the school's academic honesty policy.

Lack of referencing

Diploma Programme candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of IB regulations that may result in a penalty imposed by the final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff in the school. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source and page numbers as applicable.

Candidates are not expected to show expertise in referencing, but are expected to demonstrate that all sources have been acknowledged using a standard style consistently so that credit is given to all sources used (audio-visual material, text, graphs, images and/or data published in print or in electronic sources), including sources that have been paraphrased or summarized. When writing text a candidate must clearly distinguish between his or her words and those of others by the use of quotation marks (or other method like indentation) followed by an appropriate in-text citation accompanied by an entry in the bibliography.

(continued on next page)

IB Diploma Programme

Academic Honesty Policy



Too much assistance and collusion

Although group working is a key element in components of certain subjects, coordinators are reminded that candidates are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred.

It is recommended that coordinators warn candidates against using the growing number of websites and organizations that claim to offer "help" with IB assessment tasks. None of these are endorsed by the IB and some are virtually indistinguishable from sites on the internet that offer custom-made assignments, usually for a fee, for candidates' use. Some sources of support may be acting in good faith, but nevertheless are offering a level of support and guidance that may not be permitted by the IB.

The level and kind of guidance permitted by the IB for any subject is outlined in the appropriate IB guide. If a coordinator is in any doubt as to what is permitted, contact IB Answers for advice.

Other forms of academic misconduct

Academic misconduct most commonly involves collusion or plagiarism and constitutes a breach of regulations. However, there are other ways in which a candidate may be in breach of regulations. For example, if he or she:

- duplicates work to meet the requirements of more than one assessment component
- fabricates data for an assignment
- takes unauthorized material into an examination room
- disrupts an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanges, supports, or attempts to support the passing on of information that is or could be related to the examination
- fails to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonates another candidate
- steals examination papers
- discloses or discusses the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

Are you completing your IB assignments honestly?

The IB expects Diploma Programme candidates to exercise academic honesty in all of their work, which includes acknowledging any sources used within an assignment.

The IB *General Regulations: Diploma Programme* defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

ASK FOR ADVICE

As a Diploma Programme candidate you are responsible for ensuring that all of the work you submit is authentic and that any sources used are appropriately acknowledged. If you have any doubts please ask for advice.

THINGS TO REMEMBER

- IB students are principled and act with integrity and honesty.
- IB students should be content creators not content imitators.
- If you engage in any form of malpractice you may not be eligible for a grade in the subject concerned.
 - Do it right, remember to cite! Credit where credit is due!

EXAMPLES OF MALPRACTICE

- **Plagiarism** - the representation of the ideas or work of another person as your own.
- **Collusion** - supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.
- **Duplication of work** - the presentation of the same work for different assessment components and/or IB diploma requirements.
- **Misconduct during an examination**, including the possession of unauthorized material.
- **Disclosing information** to another candidate, or **receiving information** from another candidate, about the content of an examination paper within 24 hours after the examination.

HOW TO AVOID PLAGIARISM

- Credit all the sources you use, even if you have paraphrased or summarized.
- Clearly distinguish between your work and the source being used (using quotation marks, indentation or a similar method).
- Use a style of referencing that is appropriate for the subject.



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The IB takes academic honesty very seriously!

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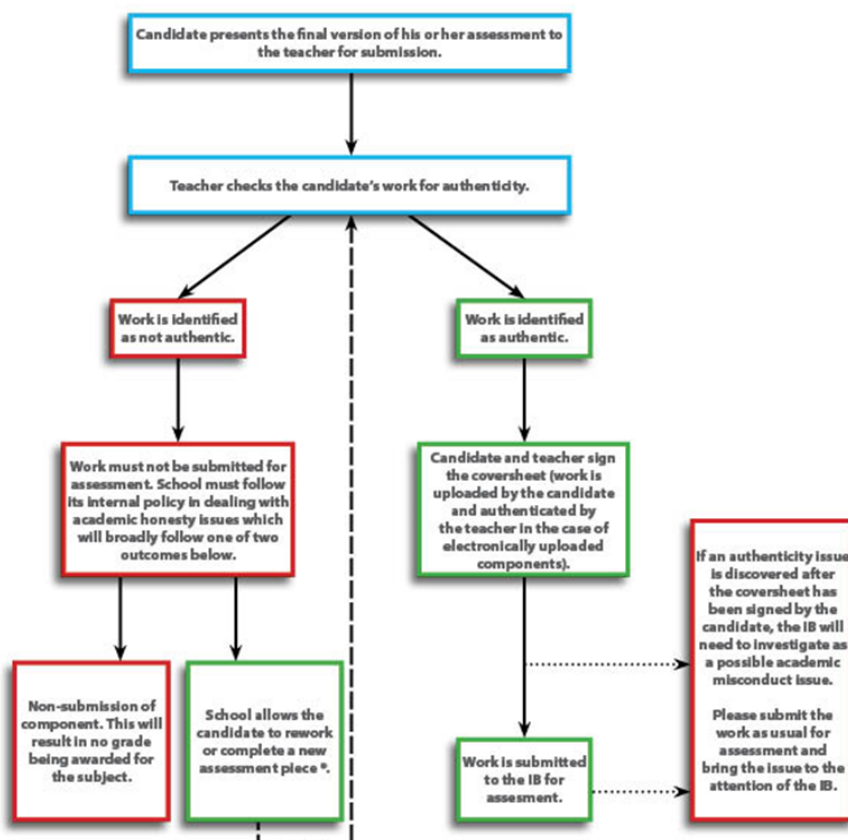
The authentication of candidates' work

It is the responsibility of Diploma Programme teachers to support candidates in the preparation of their work for assessment and to ensure that all candidates' work complies with the requirements of the relevant subject guide. Therefore, teachers (or supervisors in the case of extended essays) are well placed to judge whether a candidate's work is authentic. Ongoing support and guidance will help with the early detection of plagiarism and will dissuade candidates from deliberately copying another person's work without acknowledgment because they know their work is regularly subject to scrutiny.

The IB will not accept work for assessment or moderation unless the candidate has signed the cover sheet to confirm that the work is his or her authentic work and constitutes the final version of that work. Additionally, the teacher (or supervisor in the case of an extended essay) must also sign the cover sheet to confirm that, to the best of his or her knowledge, the work is the authentic work of the candidate. If a teacher signs a hardcopy cover sheet but writes a comment on or attached to the cover sheet to the effect that the work may not be authentic, the candidate will not be eligible for a mark in that component.

Increasingly, it is a requirement to upload candidates' work instead of sending work to an examiner as hardcopy; for example, theory of knowledge essays. When work is uploaded, there will be an equivalent of the cover sheet that requires a declaration by the candidate and teacher.

For non-examination components: teachers and supervisors should follow the flow diagram below as a standard practice for checking authenticity of the candidate's work before the cover sheet is signed.



* Please note that some assessment components can only be completed once (so cannot be reworked or attempted again). In these instances a non-submission of component must be obeyed. Please see relevant subject guide for clarification.



Parkdale C.I. IB Expectations

All IB students should refer to the P.C.I. Student Agenda rules and expectations regarding attendance, lates, deadlines, etc. IB students are expected to follow the IB schedule during the January exam period which may include an exam or a Culminating activity for any courses.

Although there are many deadlines throughout the year, students are expected to attend all classes regardless of due dates for Internal Assessments (IAs).

Failure to attend classes may be taken into consideration in determining the Predicted Grade as evaluated against the subject grade descriptors. If attendance becomes an issue, the student will be referred to the administration.

Public website

The IB public website at <http://www.ibo.org> provides detailed information about the IB and its four programmes and is of interest to IB World Schools, candidates, legal guardians, educational authorities and others interested in the IB and its work. Features on the website include:

- a search facility across all public IB websites;
- a “Find an IB World School” function, to enable quick and easy searching for IB World Schools;
- links to a network of blogs on various topics such as IB access projects, alumni matters and scholarship opportunities;
- links to the IBtv blog, which contains a selection of videos covering almost every aspect of the IB regional sections maintained by the three regional offices.

The DP Core

CAS and Extended Essay and TOK

CAS= Creativity, Activity and Service

Students engage in activities over the 2 years of the IB programme and record their experiences on the online CAS manager site (Managebac). It is important to remember that the CAS hours are accumulated over the 2 years.

Extended Essay (EE)

Students work with a Mentor to write an Independent Research Paper. The outline for the paper is due at the end of June of IB Year 1. Students then have the summer to complete the **Rough Draft** which is due in Sept. of IB Year 2. The **Final EE** is due at the beginning of Nov. of IB Year 2. *The EE is excellent preparation for the expectations of University.*

TOK = Theory of Knowledge

All IB Year 1 students are expected to attend the TOK classes held throughout the year. Students are also expected to carry their journals with them to record TOK concepts taught in class.

Managebac = BAC, EE, TOK, IB courses and communication

Managebac is our primary means of communicating with IB students. ***Please check the message board regularly for updates and exact due dates.*** Most IB events will be posted on the Calendar. Make sure that your IB courses are properly recorded on “Plan” to ensure correct exam registration.

(continued on next page)



Parkdale C.I. IB Expectations

Assessment

IB courses are marked in Levels 1-7, with levels 5, 6 and 7 being the equivalent of Ontario levels 4-, 4 and 4+. In order to report IB marks on an Ontario transcript, the marks translation scale is applied. This scale was developed in conjunction with the IB Schools of Ontario and the Ontario Universities and is very similar to the scale used the B.C. and Alberta. It is important to remember that each IB course has different criteria for assessment. The final IB mark will be based on the final exam and the Internal Assessments (IAs) which the students complete during the course. Teachers will apply IB criteria, IB grade descriptors and their understanding of the expectations on the exams in the determination of Predicted Grades.

Grades

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

Award of the IB Diploma

1. The IB Diploma will be awarded to a candidate provided all the following requirements have been met.
2. CAS requirements have been met.
3. The candidate's total points are 24 or more.
4. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
5. There is no grade E awarded for theory of knowledge and/or the extended essay.
6. There is no grade 1 awarded in a subject/level.
7. There are no more than two grade 2s awarded (HL or SL).
8. There are no more than three grade 3s or below awarded (HL or SL).
9. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
10. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)
11. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

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Parkdale C.I. IB Expectations

University recognition

Universities around the world welcome the unique characteristics of the IB Diploma Programme and recognize the way in which the programme helps to prepare students for university-level education. IB students routinely gain admission to some of the best-known universities in the world. Most of these institutions have established recognition policies for the IB Diploma. The IB maintains information about university recognition on its public website at [http:// www.ibo.org/recognition/](http://www.ibo.org/recognition/).

Note: IB Diploma students will graduate with ten grade twelve courses. Ontario universities will base admission on the student's six best grades (one of which must be English 4U; some programmes will have other prerequisites for admission as well).

Internal Assessments

IB courses have Internal Assessment components (IAs) which are completed by the students during the school year and marked by the teachers. The marks for the IAs are submitted to IB and a selection of IA samples is sent to IB for moderation.

The intent of the IAs is to provide the students with an opportunity to demonstrate learning through an assignment which is completed within a specific timeline. IAs are designed to reflect the abilities of the students. It is important to remember that these projects are completed by IB Year 2 students and are expected to be at an appropriate level. The work in an IA is to be completed independently, without help or assistance from the teacher, a tutor or a parent. **All IAs must be completed before March Mock Exams.**

Predicted Grades

In April teachers are required to submit a predicted Grade (P.G.) to IB for each IB Year 2 student who is writing an Exam in May. The P.G. is used by IB during the marking cycle in June. A Predicted Grade is a prediction of the mark that the student will achieve in the course. Teachers arrive at the PG by using the IA mark, the results of mock or practice exams and by referring to the Grade Descriptors for each subject. Predicted Grades are a good way for students to assess their strengths and weaknesses in a course and can be very helpful while preparing for the exams.

The Predicted Grades and the translated Ontario percentages are recorded on the April Mid-term report card in IB Year 2. The mark for courses with final IB exams in May will be adjusted in July to reflect the final IB mark. Marks for Part 1 of the HL courses and Part 1 of the SL courses (from IB Year 1) will not be adjusted.

Translated Marks on the Ontario Report Card

The Ontario system requires percentage grades. In order to report the IB Levels accurately within the Ontario system, the IBSO Table of Equivalent Grades is used (see page 18). In addition, to clarify the IB level, transcripts which reflect the IB Interim Predicted Grades (end of February – IB Year 2) and Predicted Grades (middle of April

Parkdale C.I. Time Management - Grade 11 (Year 1)



SL Courses

SL _____

(Math, Biology, Spanish, French)

Major Assignment Due: _____

Major Assignment Due: _____

SL _____

(Math, Biology, Spanish, French)

Major Assignment Due: _____

Major Assignment Due: _____

SL _____

(Math, Biology, Spanish, French)

Major Assignment Due: _____

Major Assignment Due: _____

HL Courses

HL _____

(English, History, Psychology, Chemistry, Film)

Major Assignment Due: _____

Major Assignment Due: _____

HL _____

(English, History, Psychology, Chemistry, Film)

Major Assignment Due: _____

Major Assignment Due: _____

HL _____

(English, History, Psychology, Chemistry, Film)

Major Assignment Due: _____

Major Assignment Due: _____

Parkdale C.I. Time Management - Grade 12 (Year 2)



SL Courses

SL _____

(Math, Biology, Spanish, French)

IA Due: _____

SL _____

(Math, Biology, Spanish, French)

IA Due: _____

SL _____

(Math, Biology, Spanish, French)

IA Due: _____

HL Courses

HL _____

(English, Psychology, Chemistry, Film)

IA Due: _____

HL _____

(English, Psychology, Chemistry, Film)

IA Due: _____

HL _____

(English, Psychology, Chemistry, Film)

IA Due: _____

The Core

TOK - Theory of Knowledge (Grade 11 & Semester 1 Grade 12)

Presentation (Year 1) _____

TOK Paper (Year 2) _____

Extended Essay (EE)

Start EE in Grade 11. Rough Draft Due: September 2017

Final Due: November 2017

CAS Final Deadline: End of March 2018 - Grade 12 year

IB Diploma Programme

May 2018 Examination Schedule



Morning examinations must start after 7:00 am and finish by 1:00 pm (local time)

Afternoon examinations must start at 12:00 noon and finish by 6:00 pm (local time)

Modified to reflect the courses offered at Parkdale C.I.

Date	Morning	Time	Afternoon	Time
Wednesday 02 May	N/A	N/A	Mathematics SL paper 1 Math studies SL paper 1	1 hr 30 min 1 hr 30 min
Thursday 03 May	Mathematics SL paper 2 Math studies SL paper 2	1 hr 30 min 1 hr 30 min	N/A	N/A
Monday 07 May	N/A	N/A	English HL paper 1	2 hr
Tuesday 08 May	English HL paper 2	2 hr	N/A	N/A
Friday 11 May	N/A	N/A	Psychology HL paper 1	2 hr
Monday 14 May	Psychology HL paper 2 Psychology HL paper 3	2 hr 1 hr	Biology SL paper 1 Biology SL paper 2	45 min 1 hr 15 min
Tuesday 15 May	Biology SL paper 3	1 hr	Spanish ab initio paper 1	1 hr 30 min
Wednesday 16 May	Spanish ab initio paper 2	1 hr	Chemistry HL paper 1 Chemistry HL paper 2	1 hr 2 hr 15 min
Thursday 17 May	Chemistry HL paper 3	1 hr 15 min	French B SL paper 1	1 hr 30 min
Friday 18 May	French B SL paper 2	1 hr 30 min	N/A	N/A

Conduct of the examinations

Notice to candidates

General

1. Candidates must know their session number.
2. When instructed to enter the examination room, candidates must do so in a quiet and orderly manner.
3. No form of refreshment may be taken into the examination room. (At the discretion of the Diploma Programme coordinator, drinking water is permitted.)
4. Candidates may take to their desk/table only the following items:
 - general stationery (for example, pen, pencil, eraser, geometry instruments, ruler), but correcting fluid is not permitted
 - a translating dictionary for non-language examinations (the dictionary must not contain notes of any kind and is only permitted if the response language of the examination is not the best language of the candidate; an electronic dictionary is not permitted)
 - other materials specified by the IB as required for a particular examination (for example, an electronic calculator).

If required by the coordinator/invigilator, any item brought into an examination must be available for inspection. This includes electronic calculators.
5. The following rules apply to the use of electronic calculators.
 - Candidates must not use or store data, programs or applications in their calculators that may assist them in an examination by removing the need to recall facts or formulae that are not provided in the examination materials.
 - Examination questions must not be stored or recorded in the memory of a calculator.
 - During an examination, no attempt must be made to conceal information or programs stored in a calculator.
 - If required by the coordinator/invigilator after an examination, a candidate must provide a list of information and programs stored on the calculator.
6. The coordinator/invigilator will decide where each candidate will sit during an examination. Candidates must comply with the decision of the coordinator/invigilator and remain seated until permission is given to leave the examination room.
7. The instructions of the coordinator/invigilator must be obeyed. The coordinator/invigilator has the right to expel from the examination room any candidate whose behaviour is interfering with the proper conduct of the examination.
8. Five minutes' reading time is permitted for all examinations except multiple choice examinations. Reading only is permitted during this time.

Arrival

9. Candidates must arrive in time for the start of an examination. Late arrivals may not be permitted.

Temporary absence

10. In cases of emergency, at the discretion of the coordinator/invigilator, a candidate may be allowed to leave the examination room and return. The temporary absence of a candidate will be recorded by the coordinator/invigilator.
11. A candidate will be supervised during a temporary absence from the examination room. There must be no communication with any person other than the person who is supervising the candidate.
12. During a temporary absence the candidate must not take any material out of the examination room, have access to material during the absence, or return with any material.

Academic misconduct

13. During the examination, and at other times specified by the coordinator/invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute academic misconduct, resulting in appropriate action by the IB.
14. All work completed during an examination and then submitted for assessment, must be the authentic work of the candidate. Any collusion, plagiarism, reference to unauthorized material, or communication between candidates may constitute academic misconduct, resulting in appropriate action by the IB. The impersonation of another candidate will be treated as a breach of regulations.
15. If a candidate finds that he/she has accidentally taken unauthorized material into an examination (for example, a cell/mobile phone), this material must be given to the coordinator/invigilator immediately. Failure to do so may lead to an allegation of academic misconduct against the candidate.
16. No candidate is permitted to borrow anything from another candidate during an examination.
17. A candidate attempting either to gain or solicit information about the content of an examination within 24 hours of the examination ending will be in breach of IB regulations and may not receive a grade for the subject concerned.

Early departures

18. Candidates will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour, candidates will not be allowed to leave during the examination.
19. If a candidate leaves the examination before the scheduled finishing time, the candidate will not be allowed to return.

End of the examination

20. It is the responsibility of the candidate to ensure that the front page of their coversheet is correctly completed prior to departure from the examination room.
21. Candidates must give all examination papers, answer booklets and multiple choice answer sheets to the coordinator/invigilator at the end of the examination.
22. Candidates must leave the examination room in a quiet and orderly manner.
23. Candidates must not disclose or discuss the content of any examination paper with any person outside their immediate school community within 24 hours of an examination ending. This includes any form of communication, whether verbal, written or electronic (be that through social media or direct contact).

IB Diploma Programme

May 2017 Grade Boundaries



Subject: BIOLOGY	Level: SL	Subject option: BIOLOGY	Timezone: 1
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PAPER 1 (MCQ)			PAPER THREE			PAPER TWO			PRACTICAL WORK			FINAL		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	7	1	0	3	1	0	6	1	0	3	1	0	14
2	8	9	2	4	7	2	7	12	2	4	6	2	15	25
3	10	11	3	8	11	3	13	16	3	7	10	3	26	35
4	12	14	4	12	15	4	17	23	4	11	13	4	36	47
5	15	18	5	16	20	5	24	30	5	14	16	5	48	61
6	19	21	6	21	24	6	31	37	6	17	19	6	62	73
7	22	30	7	25	35	7	38	50	7	20	24	7	74	100

Subject: CHEMISTRY	Level: HL	Subject option: CHEMISTRY	Timezone: 1
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PAPER 1 (MCQ)			PAPER THREE			PAPER TWO			PRACTICAL WORK			FINAL		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	10	1	0	5	1	0	12	1	0	3	1	0	15
2	11	15	2	6	10	2	13	25	2	4	6	2	16	27
3	16	20	3	11	16	3	26	35	3	7	10	3	28	40
4	21	25	4	17	21	4	36	45	4	11	13	4	41	52
5	26	30	5	22	25	5	46	56	5	14	16	5	53	63
6	31	35	6	26	30	6	57	66	6	17	19	6	64	74
7	36	40	7	31	45	7	67	95	7	20	24	7	75	100

Subject: ENGLISH A LIT	Level: HL	Subject option: ENGLISH A: Literature	Timezone: 1
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INTERNAL ASSESSMENT (ORAL)			PAPER ONE			PAPER TWO			WRITTEN ASSIGNMENT			FINAL		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	5	1	0	3	1	0	3	1	0	6	1	0	17
2	6	10	2	4	6	2	4	7	2	7	9	2	18	32
3	11	13	3	7	8	3	8	11	3	10	12	3	33	44
4	14	17	4	9	11	4	12	13	4	13	15	4	45	56
5	18	21	5	12	13	5	14	16	5	16	18	5	57	68
6	22	25	6	14	16	6	17	18	6	19	20	6	69	79
7	26	30	7	17	20	7	19	25	7	21	25	7	80	100

Subject: EXTENDED ESSAY			
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EXTENDED ESSAY		
Grade	From	To
E	0	7
D	8	15
C	16	22
B	23	28
A	29	36

Subject: FILM	Level: HL	Subject option: FILM	Timezone: 0
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FILM PRESENTATION			INDEPENDENT STUDY			PRODUCTION PORTFOLIO			FINAL		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	3	1	0	3	1	0	7	1	0	13
2	4	7	2	4	7	2	8	15	2	14	29
3	8	8	3	8	10	3	16	23	3	30	41
4	9	12	4	11	13	4	24	29	4	42	54
5	13	16	5	14	17	5	30	34	5	55	67
6	17	20	6	18	20	6	35	40	6	68	80
7	21	25	7	21	25	7	41	50	7	81	100

IB Diploma Programme

May 2017 Grade Boundaries



Subject: **FRENCH B** Level: **SL** Subject option: **FRENCH B** Timezone: **0**

INTERNAL ASSESSMENT (ORAL)			PAPER ONE			PAPER TWO			WRITTEN ASSIGNMENT			FINAL		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	3	1	0	7	1	0	4	1	0	3	1	0	13
2	4	6	2	8	14	2	5	8	2	4	7	2	14	28
3	7	12	3	15	18	3	9	10	3	8	11	3	29	41
4	13	17	4	19	23	4	11	14	4	12	14	4	42	55
5	18	21	5	24	29	5	15	18	5	15	17	5	56	69
6	22	26	6	30	34	6	19	22	6	18	20	6	70	84
7	27	30	7	35	45	7	23	25	7	21	24	7	85	100

Subject: **MATHEMATICS** Level: **SL** Subject option: **MATHEMATICS** Timezone: **1**

EXPLORATION			PAPER ONE			PAPER TWO			FINAL		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	2	1	0	11	1	0	13	1	0	13
2	3	5	2	12	23	2	14	26	2	14	27
3	6	8	3	24	31	3	27	36	3	28	38
4	9	11	4	32	42	4	37	46	4	39	50
5	12	14	5	43	53	5	47	56	5	51	62
6	15	17	6	54	64	6	57	66	6	63	75
7	18	20	7	65	90	7	67	90	7	76	100

Subject: **MATH.STUDIES** Level: **SL** Subject option: **MATH.STUDIES** Timezone: **1**

PAPER ONE			PAPER TWO			PROJECT			FINAL		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	14	1	0	11	1	0	4	1	0	15
2	15	28	2	12	23	2	5	6	2	16	29
3	29	37	3	24	33	3	7	8	3	30	39
4	38	49	4	34	44	4	9	11	4	40	52
5	50	61	5	45	54	5	12	14	5	53	65
6	62	73	6	55	65	6	15	16	6	66	77
7	74	90	7	66	90	7	17	20	7	78	100

Subject: **HISTORY** Level: **HL** Subject option: **HISTORY EUROPE** Timezone: **0**

INTERNAL ASSESSMENT			PAPER ONE			PAPER THREE			PAPER TWO			FINAL		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	2	1	0	3	1	0	5	1	0	4	1	0	11
2	3	5	2	4	6	2	6	10	2	5	8	2	12	23
3	6	8	3	7	9	3	11	15	3	9	10	3	24	34
4	9	12	4	10	12	4	16	20	4	11	14	4	35	47
5	13	15	5	13	15	5	21	25	5	15	19	5	48	60
6	16	19	6	16	18	6	26	30	6	20	23	6	61	73
7	20	25	7	19	24	7	31	45	7	24	30	7	74	100

Subject: **PSYCHOLOGY** Level: **HL** Subject option: **PSYCHOLOGY** Timezone: **1**

INTERNAL ASSESSMENT			PAPER ONE			PAPER THREE			PAPER TWO			FINAL		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	2	1	0	3	1	0	1	1	0	6	1	0	8
2	3	5	2	4	7	2	2	3	2	7	12	2	9	18
3	6	9	3	8	11	3	4	7	3	13	17	3	19	29
4	10	13	4	12	17	4	8	10	4	18	22	4	30	41
5	14	17	5	18	22	5	11	13	5	23	28	5	42	53
6	18	21	6	23	28	6	14	16	6	29	33	6	54	66
7	22	28	7	29	46	7	17	30	7	34	44	7	67	100

IB Diploma Programme

May 2017 Grade Boundaries



Subject: **SPANISH AB.** Level: **SL** Subject option: **SPANISH AB.** Timezone: **0**

INTERNAL ASSESSMENT (ORAL)			PAPER ONE			PAPER TWO			WRITTEN ASSIGNMENT			FINAL		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	3	1	0	5	1	0	3	1	0	3	1	0	13
2	4	7	2	6	11	2	4	7	2	4	6	2	14	28
3	8	11	3	12	16	3	8	11	3	7	9	3	29	43
4	12	15	4	17	22	4	12	14	4	10	12	4	44	57
5	16	18	5	23	27	5	15	18	5	13	14	5	58	70
6	19	21	6	28	33	6	19	21	6	15	17	6	71	84
7	22	25	7	34	40	7	22	25	7	18	20	7	85	100

Subject: **THEORY KNOWL.** Lvl: **TK** Subject Option: **THEORY KNOWL.** Timezone: **0**

PRESENTATION WORK			THEORY OF KNOWLEDGE			FINAL		
Grade	From	To	Grade	From	To	Grade	From	To
E	0	1	E	0	1	E	0	3
D	2	3	D	2	3	D	4	9
C	4	5	C	4	5	C	10	15
B	6	7	B	6	7	B	16	21
A	8	10	A	8	10	A	22	30

IB Diploma Programme

The Points Matrix (ToK & EE)



The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition



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IBSO Table of Equivalent Grades

Students completing their IB course work by writing an IB final exam in the May 2015 exam session earn a percentage grade derived using the May 2015 IBSO Table of Equivalents.

IB Grade		Ontario Percentage
7	=	97 to 100%
6	=	93 to 96%
5	=	84 to 92%
4	=	72 to 83%
3	=	61 to 71%
2	=	50 to 60%

Application: Determine the IB grade first, based on the IB assessment criteria. Next, convert the IB grade to the Ontario percentage.

IB Diploma Programme

Subject Briefs - Language A Literature HL



IB language A: literature higher level subject brief



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The International Baccalaureate® Diploma Programme, for students aged 16 to 19, is an academically challenging and balanced programme of education that prepares students for success at university and life beyond. Students take courses in six different subject groups, maintaining both breadth and depth of study. Language A: literature higher level is in group 1, studies in language and literature. In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

The IB subject briefs illustrate key course components in the IB Diploma Programme.

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

Overview of the language A: literature higher level course and curriculum model

I. Course description and aims

The IB Diploma Programme language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts.

Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination. The authors on the list are appropriate for students aged 16 to 19.

All group 1 courses are suitable for students experienced in using a language in an academic context. It is also recognized that students have language backgrounds that vary significantly. For one student the target language may be his or her only proficient language; another student may have a complex language profile and competence in more than one language. While students in the group 1 courses will undergo significant development in their ability to use language for a range of purposes, these are not language-acquisition courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue.

The aims of the language A: literature course at both higher and standard levels are to:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in students an enjoyment of, and lifelong interest in, literature.

II. Curriculum model overview

Language A: literature higher level

Components		
<i>Works in translation</i>	Study of three works All works are chosen from the titles in the prescribed literature in translation list.	65 hours
<i>Detailed study</i>	Study of three works All works are chosen from the prescribed list of authors for the language being studied, each from a different genre.	65 hours
<i>Literary genres</i>	Study of four works All works are chosen from the prescribed list of authors for the language being studied, chosen from the same genre.	65 hours
<i>Options</i>	Study of three works Works are freely chosen in any combination.	45 hours
Total teaching hours		240 hours

(continued on next page)

IB Diploma Programme

Subject Briefs - Language A Literature HL



III. Assessment model

Assessment for language A: literature higher level

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

Students' success in the language A: literature higher level course is measured by combining their grades on external and internal assessment.

Students must demonstrate their ability to provide literary commentary about prose and poetry, both in written form and orally.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			70
<i>Paper 1</i>	Literary commentary and analysis of one unseen text	2	20
<i>Paper 2</i>	Essay on at least two works studied	2	25
<i>Written assignment</i>	Reflective statement and literary essay on one work studied		25
Internal			30
<i>Oral work</i>	Formal oral commentary and interview (20 minutes)		15
	Individual oral presentation (10-15 minutes)		15

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IB Diploma Programme

Subject Briefs - Language B SL



International Baccalaureate Diploma Programme Subject Brief

Language acquisition:

Language B – Standard level

First assessments 2013 – Last assessments 2019



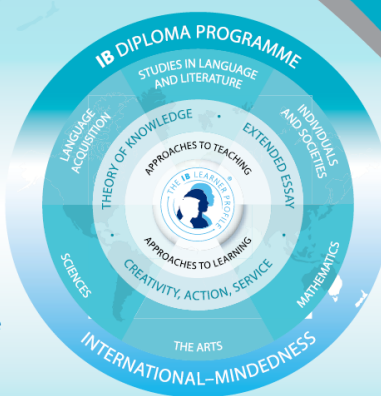
The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate four key course components.

I. Course description and aims
II. Curriculum model overview

III. Assessment model
IV. Sample questions



I. Course description and aims

The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language.

Language B is designed for students who possess a degree of knowledge and experience in the target language. High performing standard level students should be able to follow university courses in other disciplines in the language B that is studied.

The aims of the language B standard level course are to:

- develop students' intercultural understanding
- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

II. Curriculum model overview

Component	Recommended teaching hours
Core Instruction on three topics <ul style="list-style-type: none"> • communication and media • global issues • Social relationships 	150
Options Two options from the following five <ul style="list-style-type: none"> • cultural diversity • customs and traditions • health • leisure • science and technology 	



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IB Diploma Programme

Subject Briefs - Language B SL



III. Assessment model

The assessments aim to test all students' ability to understand and use the language of study as well as key concepts through:

- learning a language by engaging with its use and meaning within a social framework
- developing receptive, productive and interactive skills in the language of study.

Students will be assessed on their ability to:

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organize ideas on a range of topics, in a clear, coherent and convincing manner
- understand, analyse and respond to a range of written and spoken texts.

IV. Sample questions

Students are asked to write 250-400 words based on one of five available topics, such as:

- Social isolation can be considered a problem for today's teenagers. In class, you have been asked to give a speech to your classmates informing them about the problem. Write the text of your speech. [based on Option: Health]
- You are a student at an international school in a (target language) speaking country. Write an article to be published in the school magazine on how your experience at the international school will affect your future job prospects. [based on Option: Cultural diversity]

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			70
Paper 1	Text handling exercise on 4 written texts	1.5	25
Paper 2	Written productive skills through 1 writing exercise	1.5	25
Written assignment	Written exercise and rationale based on intertextual reading		20
Internal			30
Oral work	Individual oral presentation		20
	Interactive oral activities		10

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: <http://www.ibo.org/diploma/> Complete subject guides can be accessed through the IB Online Curriculum Center (OCC), the IB university and government official system, or purchased through the IB store: <http://store.ibo.org>

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IB Diploma Programme

Subject Briefs - Language ab initio SL



International Baccalaureate Diploma Programme Subject Brief

Language acquisition:

Language ab initio – Standard level

First assessments 2013 – Last assessments 2019



The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate four key course components.

- I. Course description and aims
- II. Curriculum model overview



- III. Assessment model
- IV. Sample questions

I. Course description and aims

The IB DP language ab initio course is 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. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.

The aims of the language ab initio course are to:

- develop students' intercultural understanding
- enable students to understand and use 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 the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

II. Curriculum model overview

Three areas of study – language, themes and texts – provide the basis of the language ab initio course. These three fundamental areas, as well as intercultural understanding, are all interrelated and should be studied concurrently.

Areas of Study

Language

- Receptive skills: the ability to comprehend straightforward written and spoken language.
- Productive skills: the ability to write and speak the target language effectively.
- Interactive skills: the ability to understand and respond effectively to written and spoken language.

Themes

- Individuals and society – Daily routines; education; food and drink; personal details; appearance and character physical health; relationships; shopping
- Leisure and work – Employment; entertainment; holidays; media; sport; technology; transport
- Urban and rural environment – Environmental concerns; global issues; neighbourhood; physical geography; town and services; weather

Texts

During the course, students are taught to understand and produce a variety of spoken, written and visual texts. Use of authentic texts is encouraged. Examples of texts to be studied include articles, letters, maps, timetables and web pages.



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IB Diploma Programme

Subject Briefs - Language ab initio SL



III. Assessment model

Having followed the language ab initio standard level course, students will be assessed on their ability to:

- demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics
- communicate clearly and effectively in a range of situations
- understand and use accurately the basic structures of the language
- understand and use an appropriate range of vocabulary
- use a register and a format that are appropriate to the situation.

IV. Sample questions

- Your teacher has asked you to speak about the disadvantages of using public transport. Write the text of your speech. Mention at least three disadvantages.
- You are on holiday in a (target language) speaking country. On your personal blog you post a message about someone you have just met. In your blog entry you explain:
 - three details about this person
 - where you met
 - what you have been doing together
 - what your future plans are

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			75
Paper 1: Receptive skills	Understanding of four written texts. Text-handling exercises.	1.5	30
Paper 2: Productive skills	Two compulsory writing exercises. Section A: One question to be answered from a choice of two. Section B: One question to be answered from a choice of three.	1	25
Written assignment: Receptive and productive skills	A piece of writing, 200–300 words, in the target language carried out under teacher guidance.	2	20
Internal			25
Individual oral: Interactive skills	1. Presentation of a visual stimulus (from a choice of two) by the student 2. Follow-up questions on the visual stimulus 3. General conversation including at least two questions on the written assignment	10 minutes	25

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IB Diploma Programme

Subject Briefs - History HL



International Baccalaureate Diploma Programme Subject Brief

Individuals and societies:
History—higher level

First assessments 2017—last assessments 2023



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

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



These DP subject briefs illustrate four key course components.

I. Course description and aims
II. Curriculum model overview

III. Assessment model
IV. Sample questions

I. Course description and aims

The DP 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 DP history course: change, continuity, causation, consequence, significance and perspectives.

The aims of the DP 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.

II. Curriculum model overview

Component	Recommended teaching hours
Prescribed subjects <i>One of the following, using two case studies, each taken from a different region of the world:</i> <ol style="list-style-type: none"> 1. Military leaders 2. Conquest and its impact 3. The move to global war 4. Rights and protest 5. Conflict and intervention 	40



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IB Diploma Programme

Subject Briefs - History HL



World history topics <i>Two of the following, using topic examples from more than one region of the world:</i> <ol style="list-style-type: none"> 1. Society and economy (750–1400) 2. Causes and effects of medieval wars (750–1500) 3. Dynasties and rulers (750–1500) 4. Societies in transition (1400–1700) 5. Early Modern states (1450–1789) 6. Causes and effects of Early Modern wars (1500–1750) 7. Origins, development and impact of industrialization (1750–2005) 8. Independence movements (1800–2000) 9. Evolution and development of democratic states (1848–2000) 10. Authoritarian states (20th century) 11. Causes and effects of 20th-century wars 12. The Cold War: Superpower tensions and rivalries (20th century) 	90
HL options: Depth studies <i>One of the following:</i> <ol style="list-style-type: none"> 1. History of Africa and the Middle East 2. History of the Americas 3. History of Asia and Oceania 4. History of Europe 	90
Internal assessment Historical investigation	20

Assessment objective 4: Use and application of appropriate skills

- Structure and develop focused essays that respond effectively to the demands of a question.
- Reflect on the methods used by, and challenges facing, the historian.
- Formulate an appropriate, focused question to guide a historical inquiry.
- Demonstrate evidence of research skills, organization, reference and selection of appropriate sources.

Assessment at a glance

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

III. Assessment model

There are four assessment objectives for the DP history course. Having followed the course at higher level (HL), students will be expected to meet the following objectives.

Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding of historical sources.

Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyse and interpret a variety of sources.

Assessment objective 3: Synthesis and evaluation

- Integrate evidence and analysis to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations.
- Synthesize information from a selection of relevant sources.

IV. Sample questions

Paper 1

When presented with five sources related to the enforcements of the provisions of the treaties, disarmament and London Naval Conference (1930), students will:

- explain the significance of the Conference
- compare and contrast the views of the Conference presented in different sources
- assess the value and limitations of sources
- use the sources and their own knowledge to discuss the extent to which they agree with the view that the London Naval Conference was unsuccessful.

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IB Diploma Programme

Subject Briefs - Psychology HL



IB psychology higher level subject brief



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The IB Diploma Programme, for students aged 16 to 19, is an academically challenging and balanced programme of education that prepares students for success at university and life beyond. Students take courses in six different subject groups, maintaining both breadth and depth of study. Psychology higher level is in group 3, individuals and societies. In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

The IB subject briefs illustrate key course components in the IB Diploma Programme.

- | | |
|--------------------------------|-----------------------|
| I. Course description and aims | III. Assessment model |
| II. Curriculum model overview | IV. Sample questions |

Overview of the psychology higher level course and curriculum model

I. Course description and aims

The IB Diploma Programme higher level psychology course aims to develop an awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behaviour and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry.

In addition, the course is designed to:

- encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
- develop the capacity to identify, analyse critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society
- enable students to collect, describe and analyse data used in studies, test hypotheses; and interpret complex data and source material
- enable the student to recognize that the content and methodologies are contestable and that their study requires the toleration of uncertainty
- develop an awareness of how psychological research can be applied for the better understanding of human behaviour
- ensure that ethical practices are upheld in psychological inquiry
- develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
- develop an understanding of alternative explanations of behavior
- understand and use diverse methods of psychological inquiry.

II. Curriculum model overview

Psychology higher level

<i>Core</i>	90 hours of instruction on three topics <ul style="list-style-type: none"> • The biological level of analysis • The cognitive level of analysis • The sociocultural level of analysis 	90 hours
<i>Options</i>	30 hours of instruction on two additional topics <ul style="list-style-type: none"> • Abnormal psychology • Developmental psychology • Health psychology • Psychology of human relationships • Sport psychology 	60 hours
<i>Additional higher level</i>	Qualitative research in psychology	50 hours
<i>Experimental study</i>	Introduction to experimental research methodology	40 hours
Total teaching hours		240 hours

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IB Diploma Programme

Subject Briefs - Psychology HL



III. Assessment model

Assessment for psychology higher level

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

The assessments aim to test all students' knowledge and understanding of key concepts through various activities that demonstrate:

- knowledge and comprehension of specified content, research methods, theories, such as key concepts, biological, cognitive and sociocultural levels of analysis
- application and analysis, including using psychological research and psychological concepts to formulate an argument in response to a specific question
- synthesis and evaluation of psychological theories, empirical studies, and research methods used to investigate behaviour
- selection and use of skills appropriate to psychology, the acquisition of knowledge, skills required for experimental design, data collection and presentation, data analysis and interpretation
- data analysis using an appropriate inferential statistical test and write an organized response.

Students' success in the psychology higher level course is measured by combining their grades on external and internal assessment.

On external assessments, students must be able to demonstrate an understanding of both basic facts and complex concepts related to the biological, cognitive and sociocultural levels of analysis. Students in higher level courses are also assessed on their knowledge and understanding of qualitative research. For their internal assessment, psychology higher level students plan, undertake and report on a simple experimental study.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			80
<i>Paper 1</i>	Question response and an essay	2	35
<i>Paper 2</i>	Answer 2 of 15 questions in essay form	2	25
<i>Paper 3</i>	Answer three questions	1	20
Internal			20
<i>Study report</i>	A report of a simple experimental study conducted by the student		

IV. Sample questions

The following questions appeared in previous IB Diploma Programme psychology higher level examinations.*

1. To what extent does genetic inheritance influence behaviour? Use relevant research studies in your response. (Paper 1)
2. Evaluate two research studies investigating the role of communication in maintaining relationships. (Paper 2)
3. The study outlined above uses the phrase "inductive content analysis". Explain the advantages and disadvantages of using this research strategy in the context of this specific study. (Paper 3, with regard to a supplied study)

* the syllabus for examinations current until 2016

Learn more about how the IB Diploma Programme prepares students for success at university by going online to www.ibo.org/universities or email us at recognition@ibo.org.

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IB Diploma Programme

Subject Briefs - Biology SL



International Baccalaureate Diploma Programme Subject Brief

Sciences:

Biology—Standard level

First assessments 2016 – Last assessments 2022



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

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate four key course components.

- I. Course description and aims
- II. Curriculum model overview



- III. Assessment model
- IV. Sample questions

I. Course description and aims

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings

Through the overarching theme of the nature of science, the aims of the DP biology course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities

6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

II. Curriculum model overview

Component	Recommended teaching hours
Core	95
1. Cell biology	15
2. Molecular biology	21
3. Genetics	15
4. Ecology	12
5. Evolution and biodiversity	12
6. Human physiology	20
Option (choice of 1 out of 4)	15
1. Neurobiology and behaviour	15
2. Biotechnology and bioinformatics	15
3. Ecology and conservation	15
4. Human physiology	15



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IB Diploma Programme

Subject Briefs - Biology SL



Practical scheme of work	40
Prescribed and other practical activities	20
Individual investigation	10
Group 4 project	10

The group 4 project

The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.

III. Assessment model

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

1. Demonstrate knowledge and understanding of:
 - facts, concepts, and terminology
 - methodologies and techniques
 - communicating scientific information.
2. Apply:
 - facts, concepts, and terminology
 - methodologies and techniques
 - methods of communicating scientific information.
3. Formulate, analyse and evaluate:
 - hypotheses, research questions and predictions
 - methodologies and techniques
 - primary and secondary data
 - scientific explanations.
4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	80
Paper 1	30 multiple-choice questions	0.75	20
Paper 2	Data-based, short answer and extended response questions	1.25	40
Paper 3	Data-based, short answer and extended response questions	1	20
Internal		10	20
Individual investigation	Investigation and write-up of 6 to 12 pages	10	20

IV. Sample questions

- Cyclins were discovered by Timothy R. Hunt in 1982 while studying sea urchins. What is a function of cyclins? (Paper 1)
- Antibiotics can be used to treat bacterial infections in human tissues because of differences in cell structure between prokaryotes and eukaryotes.
 - Distinguish between the structure of prokaryotes and eukaryotes.
 - Evaluate the drug tests that Florey and Chain carried out on penicillin.
 - Explain the reasons for the ineffectiveness of antibiotics in the treatment of viral diseases. (Paper 2)
- The company BASF produces a genetically modified potato called Amflora. Outline the purpose of modifying the potato. (Paper 3)

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IB Diploma Programme

Subject Briefs - Chemistry HL



International Baccalaureate Diploma Programme Subject Brief

Sciences:

Chemistry—Higher level

First assessments 2016 – Last assessments 2022



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To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate four key course components.

I. Course description and aims

II. Curriculum model overview

III. Assessment model

IV. Sample questions



I. Course description and aims

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject.

Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP chemistry course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that

characterize science and technology

4. develop an ability to analyse, evaluate and synthesize scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

II. Curriculum model overview

Component	Recommended teaching hours
Core	95
1. Stoichiometric relationships	13.5
2. Atomic structure	6
3. Periodicity	6
4. Chemical bonding and structure	13.5
5. Energetics/thermochemistry	9
6. Chemical kinetics	7
7. Equilibrium	4.5
8. Acids and bases	6.5
9. Redox processes	8
10. Organic chemistry	11
11. Measurement and data processing	10



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IB Diploma Programme

Subject Briefs - Chemistry HL



Additional higher level (AHL)	60
12. Atomic structure	2
13. The periodic table—the transition metals	4
14. Chemical bonding and structure	7
15. Energetics/thermochemistry	7
16. Chemical kinetics	6
17. Equilibrium	4
18. Acids and bases	10
19. Redox processes	6
20. Organic chemistry	12
21. Measurement and analysis	2
Option (Choice of one out of four)	25
A. Materials	25
B. Biochemistry	25
C. Energy	25
D. Medicinal chemistry	25
Practical scheme of work	60
Prescribed and other practical activities	40
Individual investigation (internally assessed)	10
Group 4 project	10

The group 4 project

The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.

III. Assessment model

Studying this course, students should be able to fulfill the following assessment objectives:

- Demonstrate knowledge and understanding of:
 - facts, concepts, and terminology
 - methodologies and techniques
 - communicating scientific information.
- Apply:
 - facts, concepts, and terminology
 - methodologies and techniques
 - methods of communicating scientific information.
- Formulate, analyse and evaluate:
 - hypotheses, research questions and predictions
 - methodologies and techniques
 - primary and secondary data
 - scientific explanations.

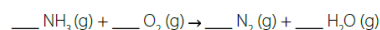
- Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4.5	80
Paper 1	40 multiple-choice questions (Core and AHL)	1	20
Paper 2	Short answer and extended response questions (Core and AHL)	2.25	36
Paper 3	Data- and practical –based questions, plus short answer and extended response questions on the option	1.25	24
Internal		10	20
Individual investigation	Investigation and write-up of 6 to 12 pages	10	20

IV. Sample questions

- What is the sum of the coefficients when the equation for the combustion of ammonia is balanced using the smallest possible whole numbers?



- 6
- 12
- 14
- 15 (Paper 1)

- The two isomers of $[\text{Pt}(\text{NH}_3)_2\text{Cl}_2]$ are crystalline. One of the isomers is widely used in the treatment of cancer.
 - Draw both isomers of the complex,
 - Explain the polarity of each isomer using a diagram of each isomer to support your answer,
 - State a suitable method (other than looking at dipole moments) to distinguish between the two isomers
 - Compare and contrast the bonding types formed by nitrogen in $[\text{Pt}(\text{NH}_3)_2\text{Cl}_2]$ (Paper 2)

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IB Diploma Programme

Subject Briefs - Mathematical Studies SL



International Baccalaureate Diploma Programme Subject Brief

Mathematics:

Mathematical studies – Standard level

First assessments 2014 – Last assessments 2020



The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate four key course components.

- I. Course description and aims
- II. Curriculum model overview



- III. Assessment model
- IV. Sample questions

I. Course description and aims

The IB DP mathematical studies standard level (SL) course focuses on important interconnected mathematical topics. The syllabus focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to solve problems in a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking.

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

- enjoy and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking, and patience and persistence in problem-solving
- employ and refine their powers of abstraction and generalization
- apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics

- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course.

II. Curriculum model overview

Component	Recommended teaching hours
Topic 1 Numbers and algebra	20
Topic 2 Descriptive statistics	12
Topic 3 Logic, sets and probability	20
Topic 4 Statistical application	17
Topic 5 Geometry and trigonometry	18
Topic 6 Mathematical models	20
Topic 7 Introduction to different calculus	18
Project An individual piece of work involving the collection of information or the generation of measurements, and subsequent the analysis and evaluation.	25



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IB Diploma Programme

Subject Briefs - Mathematical Studies SL



III. Assessment model

Having followed the mathematical studies SL course, students will be expected to demonstrate the following:

- Knowledge and understanding: recall, select and use knowledge of mathematical facts, concepts and techniques in a variety of contexts.
- Problem-solving: recall, select and use knowledge of mathematical skills, results and models to solve problems.
- Communication and interpretation: transform common realistic contexts into mathematics; comment on the context; create mathematical diagrams, graphs or constructions; record methods, solutions and conclusions using standardized notation.
- Technology: use technology accurately, appropriately and efficiently to explore new ideas and to solve problems.
- Reasoning: construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.
- Investigative approaches: investigate unfamiliar situations involving organizing and analysing information or measurements, drawing conclusions, testing their validity, and considering their scope and limitations.

IV. Sample questions

- A liquid is heated so that after 20 seconds of heating its temperature, T , is 25°C and after 50 seconds of heating its temperature is 37°C . The temperature of the liquid at time t can be modelled by $T = at + b$, where t is the time in seconds after the start of heating.

Using this model one equation that can be formed is $20a + b = 25$

- Using the model, write down a second equation in a and b .
- Using your graphic display calculator or otherwise, find the value of a and of b .
- Use the model to predict the temperature of the liquid 60 seconds after the start of heating.

- Yun Bin invests 5000 euros in an account which pays a nominal annual interest rate of 6.25 %, compounded monthly. Give all answers correct to two decimal places.

Find

- the value of the investment after 3 years;
- the difference in the final value of the investment if the interest was compounded quarterly at the same nominal rate.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	80
Paper 1 (graphical display calculator required)	15 compulsory short-response questions based on the whole syllabus.	1.5	40
Paper 2 (graphical display calculator required)	6 compulsory extended-response questions based on the whole syllabus.	1.5	40
Internal			20
Project	An individual piece of work involving the collection of information or the generation of measurements, and subsequent analysis and evaluation.		20

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IB Diploma Programme

Subject Briefs - Mathematics SL



International Baccalaureate Diploma Programme Subject Brief

Mathematics:

Mathematics – Standard level

First assessments 2014 – Last assessments 2020



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To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate four key course components.

- I. Course description and aims
- II. Curriculum model overview



- III. Assessment model
- IV. Sample questions

I. Course description and aims

The IB DP mathematics standard level (SL) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigour required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed exploration offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

The aims of all mathematics courses in group 5 are to enable students to:

- enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking, and patience and persistence in problem-solving

- employ and refine their powers of abstraction and generalization
- apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

II. Curriculum model overview

Component	Recommended teaching hours
Topic 1 Algebra	9
Topic 2 Functions and equations	24
Topic 3 Circular functions and trigonometry	16
Topic 4 Vectors	16



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IB Diploma Programme

Subject Briefs - Mathematics SL



Topic 5 Statistics and probability	35
Topic 6 Calculus	40
Mathematical exploration Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.	10

III. Assessment model

Having followed the mathematics standard level course, students will be expected to demonstrate the following.

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

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	80
Paper 1 (non-calculator)	Section A: Compulsory short-response questions based on the whole syllabus. Section B: Compulsory extended-response questions based on the whole syllabus.	1.5	40
Paper 2 (graphical display calculator required)	Section A: Compulsory short-response questions based on the whole syllabus. Section B: Compulsory extended-response questions based on the whole syllabus.	1.5	40
Internal			20
Mathematical exploration	Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.		

IV. Sample questions

- A data set has a mean of 20 and a standard deviation of 6.
 - Each value in the data set has 10 added to it. Write down the value of
 - the new mean;
 - the new standard deviation.
 - Each value in the original data set is multiplied by 10.
 - Write down the value of the new mean.
 - Find the value of the new variance.
- Given that $f(x) = 1/x$, answer the following.
 - Find the first four derivatives of $f(x)$.
 - Write an expression for $f^{(n)}$ in terms of x and n .

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IB Diploma Programme

Subject Briefs - Film HL



International Baccalaureate Diploma Programme Subject Brief

The arts:

Film – Higher level

First assessments 2010 – Last assessments 2016



The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate key course components.

I. Course description and aims

II. Curriculum model overview

III. Assessment model



I. Course description and aims

The IB Diploma Programme film course aims to develop students' skills so that they become adept in both interpreting and making film texts.

Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

Students also develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. The course emphasizes the importance of working individually and as a member of a group. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind.

In addition, the course is designed to promote:

- an appreciation and understanding of film as a complex art form
- an ability to formulate stories and ideas in film terms
- the practical and technical skills of production
- critical evaluation of film productions by the student and by others
- a knowledge of film-making traditions in more than one country.

II. Curriculum model overview

Component	Recommended teaching hours
Part 1: Textual analysis <ul style="list-style-type: none"> • Construction according to narrative or other formal organizing principles • Representation of characters and issues • Camera angles, shots and movement • Editing and sequencing • Lighting, shade and colour • Sound • Location and set design • Features determining genre • Target audience • Historical, economic, sociocultural and institutional factors 	60



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IB Diploma Programme

Subject Briefs - Film HL



Part 2: Film theory and history Aspects of film theory and history can be introduced to students by asking such questions as: <ul style="list-style-type: none"> • Who made this? • Why? • What can we tell about the film-maker(s)? • For whom was it made? How does it address its audience? What is the nature of our engagement with film? • What outside influences can we perceive in terms of finance, ownership, institution and sociocultural context? • What tradition is it in (for example, American gangster film, Bollywood musical)? • To what other works might it be connected? 	60
Part 3: Creative process—techniques and organization of production Initial planning <ul style="list-style-type: none"> • Finding the idea • Research • Treatment and script development Pitch and approval <ul style="list-style-type: none"> • Developing the proposal • Negotiating the proposal with the teacher • Receiving approval to proceed Technical planning <ul style="list-style-type: none"> • Conceptualization • Visualization • Production scheduling • Editing and sound strategies Physical production <ul style="list-style-type: none"> • Pre-production • Production • Post-production Production journal Retention of materials	120

III. Assessment model

Having followed the higher level film course, students are expected to demonstrate the following:

- An understanding of the variety of ways in which film creates meaning.
- An understanding and effective use of appropriate film language.
- Originality and creativity in developing an idea through the various stages of film-making, from conception to finished production.
- Technical skills and an appropriate use of available technology.
- The ability to draw together knowledge, skills, research and experience, and apply them analytically to evaluate film texts.
- A critical understanding of the historical, theoretical, sociocultural, economic and institutional contexts of film in more than one country
- The ability to research, plan and organize working processes
- The ability to reflect upon and evaluate film production processes and completed film texts.

Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		50
Independent study	Rationale, script and list of sources for a short documentary production of 12–15 pages on an aspect of film theory and/or film history, based on a study of a minimum of four films. The chosen films must originate from more than one country.	25
Presentation	An oral presentation of a detailed critical analysis of a continuous extract from a prescribed film. Maximum length of presentation: 15 minutes.	25
Internal		50
Production portfolio	One completed film project with an associated trailer and written documentation encompassing and connecting both: no more than 1,750 words. Length of film project: 6–7 minutes.	50

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IB Diploma Programme

Subject Briefs - CAS



International Baccalaureate Diploma Programme Subject Brief

Creativity, activity, service

For students graduating in 2017 and after



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

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

These DP subject briefs illustrate four key course components.

I. Description and aims
II. Programme overview

III. Learning outcomes
IV. Sample projects



I. Description and aims

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

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

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

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS

programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

II. Programme overview

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

A CAS experience must:

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

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

Typically, students' service experiences involve the following stages.

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



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IB Diploma Programme

Subject Briefs - CAS



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

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

III. Learning outcomes

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

Learning outcome	Descriptor
Identify own strengths and develop areas for growth.	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
Demonstrate that challenges have been undertaken, developing new skills in the process.	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through new experiences or through increased expertise in an established area.
Demonstrate how to initiate and plan a CAS experience.	Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.
Show commitment to, and perseverance in, CAS experiences.	Students demonstrate regular involvement and active engagement in CAS.

Demonstrate the skills and recognize the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
Demonstrate engagement with issues of global significance.	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.
Recognize and consider the ethics of choices and actions.	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

IV. Sample projects

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

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IB Diploma Programme

Subject Briefs - Extended Essay



International Baccalaureate Diploma Programme Subject Brief

Diploma Programme Core:

Extended essay, including the world studies option

First assessment 2018



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

To ensure both breadth and depth of knowledge and understanding, students must choose six courses from six distinct groups:

- 1) studies in language and literature;
- 2) language acquisition;
- 3) individuals and societies;
- 4) sciences;
- 5) mathematics;
- 6) the arts.

Students may choose to replace the arts course with a second course from one of the other five groups. At least three, and not more than four, subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge, and creativity, activity, service—are compulsory and central to the philosophy of the programme.

These DP subject briefs illustrate four key course components.

I. Course description and aims

II. Overview of the extended essay process

III. Assessment model

IV. Sample extended essay topics



I. Course description and aims

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Extended essay topics may be chosen from a list of approved DP subjects—normally one of the student's six chosen subjects for the IB diploma or the world studies option. World studies provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines.

The aims of the extended essay are to provide students with the opportunity to:

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

II. Overview of the extended essay process

The extended essay process

The research process

1. Choose the approved DP subject.
2. Choose a topic.
3. Undertake some preparatory reading.
4. **Formulate a well-focused research question.**
5. Plan the research and writing process.
6. Plan a structure (outline headings) for the essay. This may change as the research develops.
7. Carry out the research.



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IB Diploma Programme

Subject Briefs - Extended Essay



Writing and formal presentation

The required elements of the final work to be submitted are as follows.

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

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

Reflection process

As part of the supervision process, students undertake three mandatory reflection sessions with their supervisor. These sessions form part of the formal assessment of the extended essay and research process. The purpose of these sessions is to provide an opportunity for students to reflect on their engagement with the research process and is intended to help students consider the effectiveness of their choices, re-examine their ideas and decide on whether changes are needed. The final reflection session is the viva voce.

The viva voce is a short interview (10–15 minutes) between the student and the supervisor, and is a mandatory conclusion to the process. The viva voce serves as:

- a check on plagiarism and malpractice in general
- an opportunity to reflect on successes and difficulties
- an opportunity to reflect on what has been learned
- an aid to the supervisor's report.

Assessment at a glance

Assessment criteria	Description
Focus and method	The topic, the research question and the methodology are clearly stated.
Knowledge and understanding	The research relates to the subject area/discipline used to explore the research question, and knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.
Critical thinking	Critical-thinking skills have been used to analyse and evaluate the research undertaken.
Presentation	The presentation follows the standard format expected for academic writing.
Engagement	The student's engagement with their research focus and the research process.

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

III. Assessment model

The extended essay, including the world studies option, is assessed against common criteria and is interpreted in ways appropriate to each subject. Students are expected to:

- provide a logical and coherent rationale for their choice of topic
- review what has already been written about the topic
- formulate a clear research question
- offer a concrete description of the methods used to investigate the question
- generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question
- reflect on what has been learned throughout the research and writing process.

IV. Sample extended essay topics

- What is the relationship between the length of an exhaust pipe and the frequency of the sound it emits?
- How far was the Christian Democrat victory in the Italian elections of 1948 influenced by Cold War tensions?
- How effective is Friedrich Dürrenmatt's use of colour to convey his message in the play *Der Besuch der alten Dame*?

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IB Diploma Programme

Subject Briefs - Theory of Knowledge (TOK)



International Baccalaureate Diploma Programme Subject Brief

Diploma Programme core:
Theory of knowledge

First assessments 2015 – Last assessments 2021



The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate four key course components.

I. Course description and aims
II. Curriculum model overview



III. Assessment model
IV. Sample questions

I. Course description and aims

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

The aims of the TOK course are to:

- make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
- develop an awareness of how individuals and communities construct knowledge and how this is critically examined
- develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
- critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
- understand that knowledge brings responsibility which leads to commitment and action.

II. Curriculum model overview

Component

Knowing about knowing

TOK examines how we know what we claim to know, by encouraging students to analyse knowledge claims and explore knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. The distinction between shared knowledge and personal knowledge is intended to help teachers construct their TOK course and to help students explore the nature of knowledge.

Ways of knowing

While there are arguably many ways of knowing (WOKs), TOK identifies eight specific WOKs: language, sense perception, emotion, reason, imagination, faith, intuition, and memory. Students must explore a range of ways of knowing, and it is suggested to study four of these in depth.

Areas of knowledge

Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge: mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems. Students must explore a range of areas of knowledge, and it is suggested to study six of these eight.



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IB Diploma Programme

Subject Briefs - Theory of Knowledge (TOK)



III. Assessment model

Having followed the TOK course, students will be expected to demonstrate the following:

- Identify and analyse the various kinds of justifications used to support knowledge claims.
- Formulate, evaluate and attempt to answer knowledge questions.
- Examine how academic disciplines/areas of knowledge generate and shape knowledge.
- Understand the roles played by ways of knowing in the construction of shared and personal knowledge.
- Explore links between knowledge claims, knowledge questions, ways of knowing and areas of knowledge.
- Demonstrate an awareness and understanding of different perspectives and be able to relate these to one's own perspective.
- Explore a real-life/contemporary situation from a TOK perspective in the presentation.

IV. Sample prescribed titles

- Using history and at least one other area of knowledge, examine the claim that it is possible to attain knowledge despite problems of bias and selection.
- "It is a capital mistake to theorize before one has data. Insensibly one begins to twist facts to suit theories, instead of theories to suit facts" (Arthur Conan Doyle). Consider the extent to which this statement may be true in two or more areas of knowledge.
- In what ways may disagreement aid the pursuit of knowledge in the natural and human sciences?

Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		
Part I: Essay on a prescribed title	One essay on a title chosen from a list of six prescribed titles.	67
Internal		
Part 2: Presentation	One presentation to the class by an individual or a group (max of three persons); approximately 10 minutes per student. One written presentation planning document for each student.	33

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

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IB Diploma Programme Citation Guide



Why Cite?

Proper citation is a key element in academic scholarship and intellectual exchange. When we cite we:

- show respect for the work of others
- help a reader to distinguish our work from the work of others who have contributed to our work
- give the reader the opportunity to check the validity of our use of other people's work
- give the reader the opportunity to follow up our references, out of interest
- show and receive proper credit for our research process
- demonstrate that we are able to use reliable sources and critically assess them to support our work
- establish the credibility and authority of our knowledge and ideas
- demonstrate that we are able to draw our own conclusions

What to cite.

As creators/authors, we are expected to acknowledge any materials or ideas that are not ours and that have been used in any way, such as quotation, paraphrase or summary. The term “materials” means written, oral or electronic products, and may include the following.

- | | | |
|-----------|-----------------|--------------|
| • Text | • Artistic | • Letters |
| • Visual | • Lectures | • Broadcasts |
| • Audio | • Interviews | • Maps |
| • Graphic | • Conversations | |

Basic and common knowledge within a field or subject does not need to be acknowledged. However, if we are in doubt whether the source material is common knowledge or not, we should cite!

IB Diploma Programme

Citation Guide



When to cite.

When we acknowledge the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and ideas and the words and work of other creators.

Style guides give us advice for documenting our sources in written work, but they are less helpful with other formats and mediums. Nevertheless, we can be honest and we can be helpful to our audience(s)—for assessment purposes, this is an expectation.

In written work, we should cite in the text where we have used an external source. The inclusion of a reference in a bibliography (works cited/list of references) at the end of the paper is not enough.

In other forms of work (music, video, artistic pieces), we are expected to acknowledge use of external sources appropriately.

In presentations we can provide our audience with a handout of our references, or list our sources on the final slide(s).

During an oral presentation, we can acknowledge the sources we are using by the use of phrases, for example, “As Gandhi put it ...” or “According to ...”. We can show a direct quotation by saying “Quote ... Unquote” or by signalling with “rabbit’s ears” or “air quotes”. In a presentation supported by posters or slides, we can include short or full references on the slides; if short references are made on the slides, then we should again provide a full list of references on a handout or on the final slide(s).

We can include references or acknowledgments of other people’s work in the final credits of a film. A piece of music can be accompanied by programme notes indicating influences and direct sources. Art on display can be labelled or captioned.

How to cite.

When we cite, we should make clear what it is that we are citing. It must be clear to the reader just what it is that we owe to someone else, and whether we have quoted exactly or have used our own words and understanding of the original material.

- The reader must be able to distinguish clearly between **our** words/work and the words/work of others.
 - ◇ Quotations—the exact words as used by others—are indicated either by quotation marks or by displaying (indenting) the quotation.
 - ◇ Paraphrase and summary of others’ work should similarly be distinguishable from our own words and ideas.
- Use of a style guide ensures that our citations and references are recorded consistently.
- Choice of introductory or parenthetical citation is often a matter of readability, emphasis and authority.

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IB Diploma Programme

Citation Guide



As noted in the definitions below, the citation in the text links to a full reference that will enable the reader to trace the exact material used.

The three main types of in-text citation are as follows.

1. Author

In-text citation is done by an introductory and/or parenthetical citation providing:

- the last name of the author, and
- page number(s) from which the quotation or paraphrase is taken, if applicable.

2. Author–date

In-text citation is done by an introductory and/or parenthetical citation providing:

- the last name of the author, and
- the year of publication from which the quotation or paraphrase is taken, and the page number, if applicable.

3. Numbered footnote

In-text citation is done by:

- superscript note numbers that come after the referenced passage, and after the final punctuation mark, if used, and
- corresponding footnotes placed at the bottom of their page of reference containing all reference details from which the quotation or paraphrase is taken; when using a source for a second or subsequent time, a shorter footnote reference is sufficient.

The following section **(on the proceeding pages of this guide)** provides examples on how to cite:

- printed sources
- non-printed electronic sources
- online video clips
- social media.

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IB Diploma Programme

Citation Guide

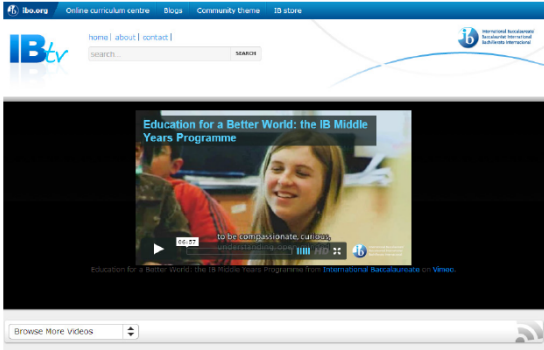



		Citing printed sources	Source material
Quotation	Author	Carroll points out that “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion” (2).	<p><i>Some attempts to gain unfair advantages involve deliberate breaches of the rules. Learners who take devices into examinations, gain unauthorized access to assessment questions, or who hire an impersonator are clearly being dishonest. Because of developments in communication technology, smaller devices can be smuggled in to examination rooms, impersonators are easier to recruit, and hacked questions are more easily available. However, deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion. In these cases, determining whether a learner has acted dishonestly is much more problematic and the role of technology and networked communications in encouraging misuse is also more complex.</i></p> <p>Reference: Carroll, J. July 2012. <i>Academic honesty in the IB</i>. IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf.</p>
	Author–date	Carroll reminds us that “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion” (2012: 2).	
	Numbered footnote	As Carroll has noted, “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion”. ¹ ¹ Carroll, J. 2012. <i>Academic honesty in the IB</i> . IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf . P 2.	
Paraphrase	Author	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy (Carroll 2).	
	Author–date	Carroll (2012: 2) notes that while some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy.	
	Numbered footnote	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy. ¹ ¹ Carroll, J. 2012. <i>Academic honesty in the IB</i> . IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf . P 2.	

		Citing non-printed electronic sources	Source material
Quotation	Author	In declaring that ability to read is “a vital survival skill”, Royce points out that, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important”.	<p><i>Reading is important. It is a vital survival skill. Reading, and of course writing, is the basis of learning. Until recently, it was the main method by which people far apart could talk to each other, across the miles or across the years. Even today, reading has advantages not shared by telecommunications or computer technology. And when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important.</i></p> <p>Reference: Royce, J. 1995. <i>Reading Matters: Words, words, words...</i> http://read2live.info/read2.htm. Accessed 30 November 2013.</p>
	Author–date	Royce, suggesting that ability to read is “a vital survival skill”, added, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important” (1995).	
	Numbered footnote	In declaring that ability to read is “a vital survival skill”, Royce points out that, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important”. ² ² Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm . Accessed 30 November 2013.	
Paraphrase	Author	As Royce has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever.	
	Author–date	As Royce (1995) has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. Almost 20 years later, this remains as true as ever.	
	Numbered footnote	As Royce ² noted, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. ² Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm . Accessed 30 November 2013.	

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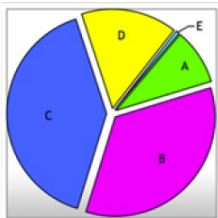

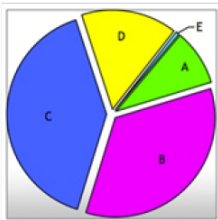
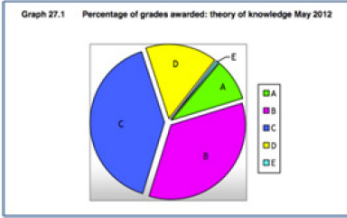
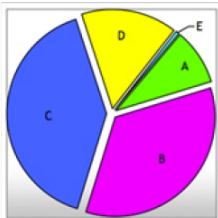


Citing an online video clip			Source material
Quotation	Author	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (<i>Education for a Better World</i>).	
	Author-date	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (IB 2010).	
	Numbered footnote	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded”. ³ ³ IB (International Baccalaureate). May 2010. <i>Education for a Better World: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327 . Accessed 30 November 2013.	
Paraphrase	Author	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (<i>Education for a Better World</i>).	Reference: IB (International Baccalaureate). May 2010. <i>Education for a Better World: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327 . Accessed 30 November 2013.
	Author-date	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (IB 2010).	
	Numbered footnote	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers. ³ ³ IB (International Baccalaureate). May 2010. <i>Education for a Better World: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327 . Accessed 30 November 2013.	

Citing social media			Source material
Quotation	Author	Commenting on an update on IB's Facebook page, which proclaimed “Study shows IB graduates are more confident in research activities at the university level”, Israel Swanner declared “I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB”.	
	Author-date	Commenting on an update on IB's Facebook page, which proclaimed “Study shows IB graduates are more confident in research activities at the university level”, Israel Swanner (2013) declared “I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB”.	
	Numbered footnote	Commenting on an update on IB's Facebook page, which proclaimed “Study shows IB graduates are more confident in research activities at the university level”, Israel Swanner declared “I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB”. ⁴ ⁴ Swanner, I. 21 November 2013. “I can vouch for that ...” comment on “Study shows IB graduates are more confident ...” The International Baccalaureate Facebook status update. https://www.facebook.com/IBO.org . Accessed 30 November 2013.	
Paraphrase	Author	A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university (Swanner).	Reference: Swanner, I. 21 November 2013. “I can vouch for that ...” comment on “Study shows IB graduates are more confident ...”. The International Baccalaureate Facebook status update. https://www.facebook.com/IBO.org . Accessed 30 November 2013.
	Author-date	A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university (Swanner 2013).	
	Numbered footnote	A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university. ⁴ ⁴ Swanner, I. 21 November 2013. “I can vouch for that ...” comment on “Study shows IB graduates are more confident ...”. The International Baccalaureate Facebook status update. https://www.facebook.com/IBO.org . Accessed 30 November 2013.	

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	Citing an image	Source material
Author	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge.</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012</p>	 <p>The IB Diploma Programme Statistical Bulletin</p> <p>May 2012 Examination Session</p>
Author-date	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge (IBO, 2012, 40).</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012</p>	 <p>Graph 27.1 Percentage of grades awarded: theory of knowledge May 2012</p>
Numbered footnote	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge (IBO, 2012, 40).</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012.⁵</p> <p>⁵ IB (International Baccalaureate). November 2012. <i>The IB Diploma Programme Statistical Bulletin, May 2012 Examination Session</i>. https://www.ibo.org/facts/statbulletin/dpstats/documents/may_2012_statistical_bulletin.pdf. P 40.</p>	<p>Reference:</p> <p>IB (International Baccalaureate). November 2012. <i>The IB Diploma Programme Statistical Bulletin, May 2012 Examination Session</i>. https://www.ibo.org/facts/statbulletin/dpstats/documents/may_2012_statistical_bulletin.pdf.</p>



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