



**AUSTRALIAN  
INTERNATIONAL  
ACADEMY**

# 2024 IB HANDBOOK



ADVANCEMENT | DETERMINATION | FAITH

**MELBOURNE  
SENIOR  
CAMPUS**

# Australian International Academy of Education

WHO WE ARE, WHAT WE DO

## OUR MISSION



Deliver quality education to students in a nurturing, enriching, comfortable and safe learning environment in pursuit of academic and spiritual excellence.

WHAT WE STAND FOR

## OUR VISION



The Academy vision is to have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as World citizens with Muslim values.

HOW WE THINK

## OUR PHILOSOPHY



At the Australian International Academy of Education Inc. (AIAE) we believe that each child is a unique individual. Every student needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially.

The Academy enjoins its students to cultivate a global perspective and a universalist outlook on life. We encourage our students to constantly seek to broaden their horizons in a spirit of tolerance, compassion and co-operation with one another – and with others outside the school.



ADVANCEMENT | DETERMINATION | FAITH



## Statement of Commitment to Child Safety

Australian International Academy of Education (AIAE) is a child safe organisation that is committed to providing an environment where all our students are safe and feel safe, where their participation is valued, their views respected, and they are empowered.

We have zero tolerance for child abuse and have strategies and systems to protect children from abuse and harm. We will take all allegations and concerns very seriously and respond to them consistently and in line with our policies and procedures. Furthermore, AIAE is committed to promoting cultural safety for Aboriginal and Torres Strait Islander children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.



# Contents

Australian International Academy of Education	2	<b>6. Group 3 - Individuals and Societies</b>	<b>24</b>
Statement of Commitment to Child Safety	3	6.1 History (SL/HL)	24
<b>1. The Values That Drive Us</b>	<b>6</b>	6.2 Psychology (SL/HL)	26
1.1 IB Mission Statement	6	6.3 Business Management (SL/HL)	28
1.2 AIAE Vision and Mission Statement	7	6.4 Digital Society (SL/HL)	30
<b>2. The IB Diploma Programme</b>	<b>8</b>	6.5 World Religions (SL)	31
2.1 Introduction to the IB Diploma Programme	8	<b>7. Group 4 - Natural Sciences</b>	<b>33</b>
2.2 The IB Learner Profile	9	7.1 Physics (SL/HL)	33
2.3 Approaches To Learning (ATLs)	10	7.2 Chemistry (SL/HL)	35
2.4 The Continuum at AIAE	11	7.3 Biology (SL/HL)	37
2.5 Entry Requirements	11	7.4. Group 4 Project	38
2.5.1 Entry Requirements for AIAE Students	11	<b>8. Group 5 - Mathematics</b>	<b>39</b>
2.5.2 Entry Requirements for External Students	11	8.1 Mathematics Analysis and Approaches (SL/HL)	39
2.6 Requirements to stay in the IB Diploma (Year 11)	12	8.2 Mathematics Applications and Interpretations (SL)	41
2.7 Course Selection	12	<b>9. Group 6 - The Arts</b>	<b>42</b>
2.7.1 Course Selection Guidelines	12	9.1 Visual Arts (SL/HL)	42
2.7.2 Course Selection Options at AIAE	14	<b>10. Deadline Calendar</b>	<b>45</b>
2.8 Grading	15	10.1 Requesting For Extension:	46
2.8.1 Grade Descriptors	15	<b>11. Homework</b>	<b>47</b>
2.8.2 Passing Criteria	16	<b>12. IB Diploma and AIA Academic Integrity Policy</b>	<b>48</b>
<b>3. The Core</b>	<b>14</b>	12.1 Academic Misconduct	48
3.1 Theory Of Knowledge (TOK)	17	12.2 Prevention of Academic Misconduct	48
3.1.1 TOK Assessment	17	12.2.1 Turnitin.com	49
3.2 The Extended Essay (EE)	18	12.3 Investigation of Academic Malpractice	49
3.2.1 Choice of Topic	18	12.4 Consequences of Academic Malpractice	49
3.2.2 Assessment	18	<b>13. Annexures</b>	<b>50</b>
3.3 The TOK-EE Grading Matrix	19	13.1 Annexure 1	
3.4 The Creativity, Activity, Service (CAS) Programme	19	- IB Diploma Performance agreement	50
<b>4. Group 1: Studies in language and literature - Language A</b>	<b>20</b>	13.2 Annexure 2	
4.1 English A Language and Literature (SL/HL)	21	- Request For Extension Form	51
<b>5. Group 2: Language Acquisition</b>	<b>22</b>	13.3 Annexure 3	
5.1 Language B (SL/HL)	22	- Warning Letter	52
5.2 Language Ab Initio (SL)	22	<b>14. References</b>	<b>53</b>



# The values that drive us



## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



## AIAE Vision and Mission Statement

- 1 To **develop the curriculum** to cater for the growing needs of all students.
- 2 To **widen the focus and the scope** of all programs to go beyond the local or the regional aims to encompass global perspectives.
- 3 To **develop extra curricular programs** that complement the general curriculum and encourage creativity, innovation, involvement in services for the community, participation in sports, and concern for the environment,
- 4 To develop and maintain a school environment where **every student has the opportunity to learn to his/ her fullest potential** and to enjoy his/ her school days without discrimination or undue pressures,
- 5 To develop appropriate teaching practices and **promote contemporary approaches** to learning that encourage students to build self confidence and develop their talents and inner personal skills,
- 6 To **build in students the Muslim character** that exemplifies Islamic manners and shows respect and tolerance to other opinions and appreciation to differing cultures,
- 7 To **develop and optimise educational opportunities, resources, and facilities** to cope with all challenges brought about by the technology age,
- 8 To **improve and optimise working conditions for College employees** and develop effective recruitment and selection procedures to attract and appoint good quality candidates, and
- 9 To develop and **improve its administrative and financial systems to deliver services** efficiently and effectively and to achieve optimum results.

## 2. The IB Diploma Programme

### 2.1 Introduction to the IB Diploma Programme

The International Baccalaureate Diploma Programme (IB DP) was established in Geneva in 1968 to provide an international, and internationally recognised, university-entrance qualification for students studying outside of their home country. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices and respect others in the global community. The IB Diploma Programme equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the center of the curriculum model (See below). Today the IB DP has expanded so that more than half the students opting for it come from state or national systems rather than from international schools. As the IB DP has grown, so too has its reputation for excellence; the IB DP is now recognised in almost every country in the world as a one of the pre-eminent pre-university qualifications.

The IB Diploma Programme is a two-year (Years 11 and 12, or ages 16 - 19) international curriculum that allows students to fulfill the requirements for university entrance of their national or state education systems. Internationally mobile students are able to transfer into the IB Diploma Programme from other IB World Schools, as well as from other schools systems.



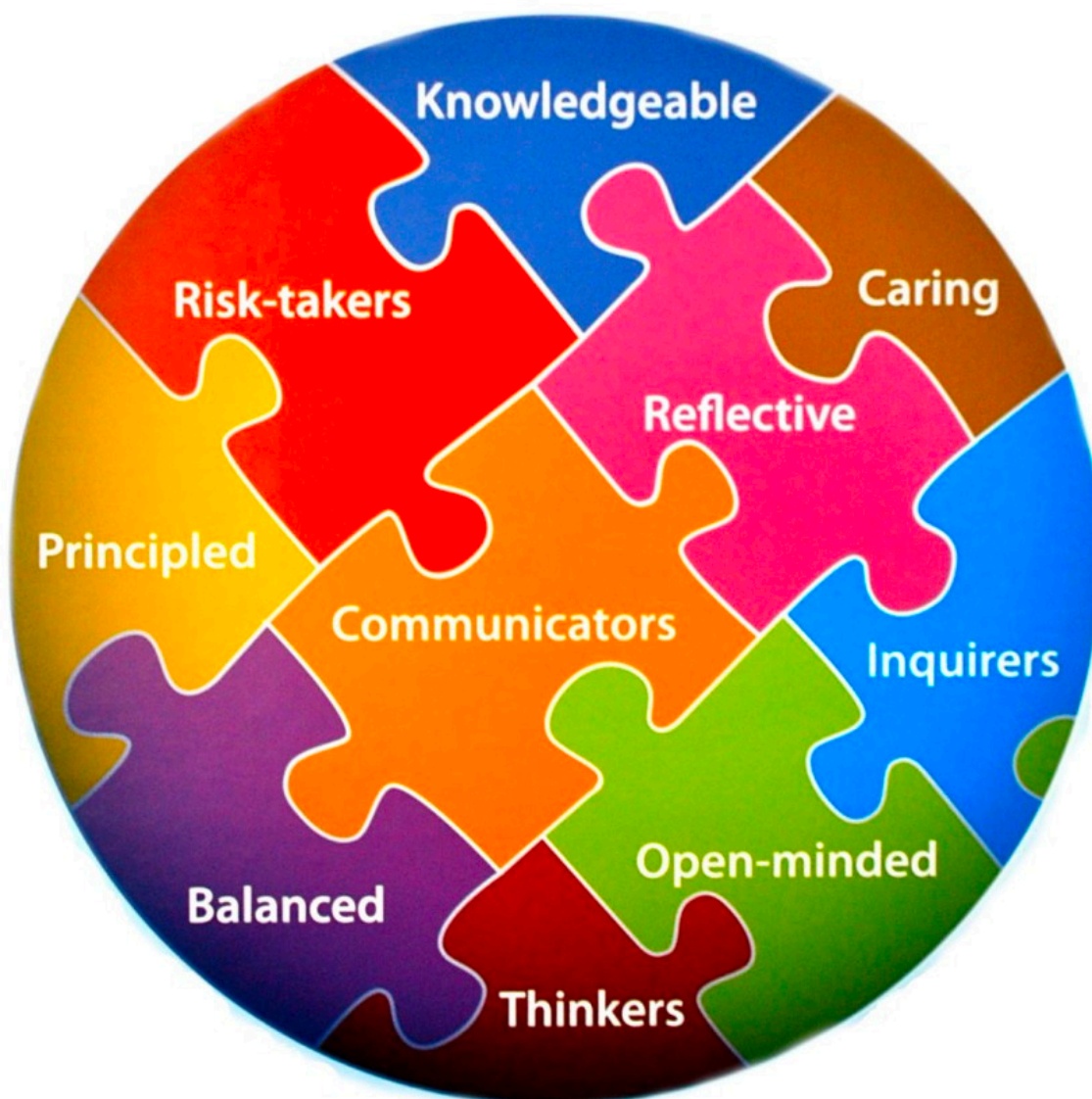


## 2.2 The IB Learner Profile

At the heart of the Diploma Programme at AIAE, is the IB Learner Profile.

The IB learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

At AIAE, we believe that the Learner Profile applies to all of us - students, teachers, parents - because we are all continuously learning.



## 2. The IB Diploma Programme

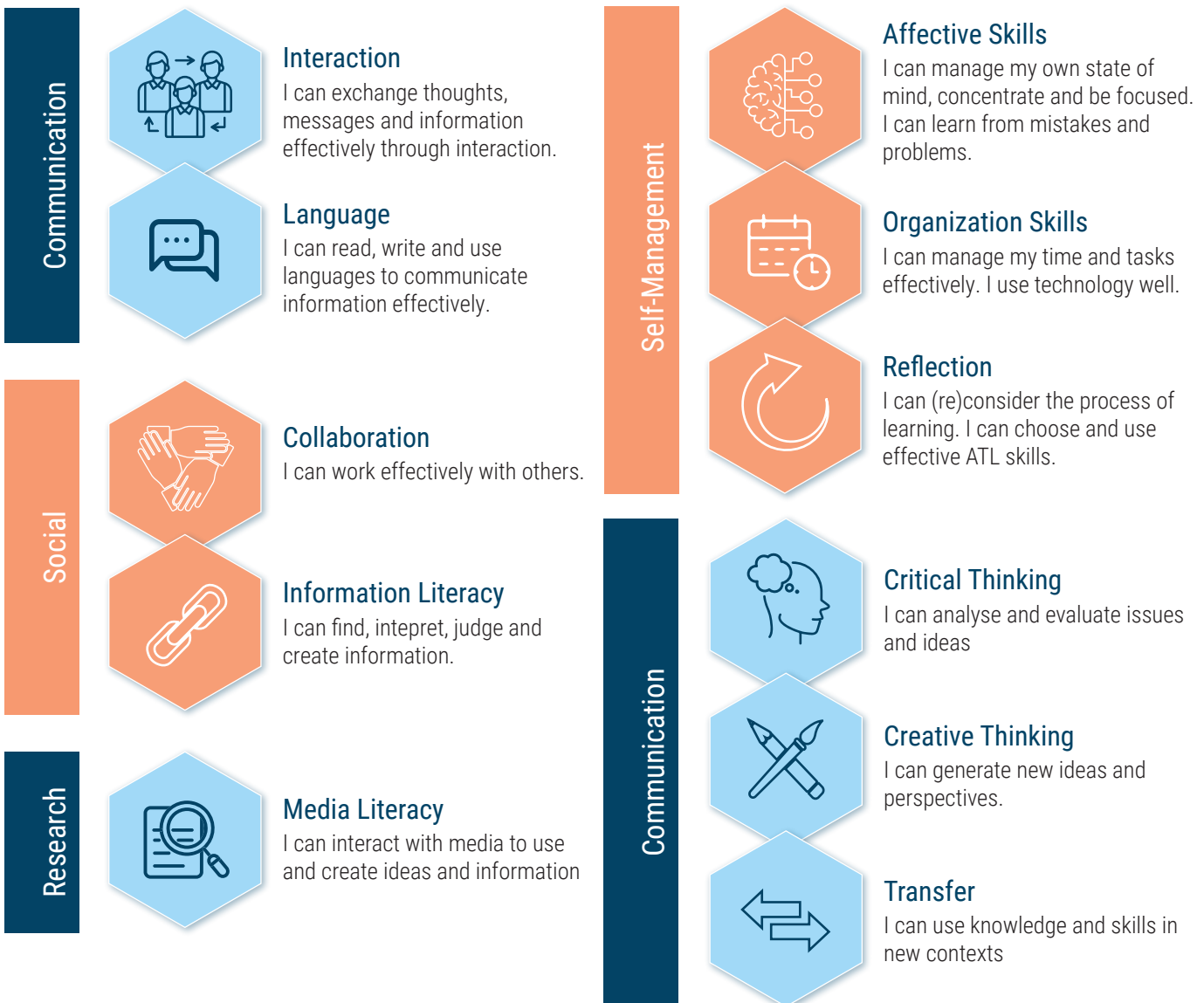
### 2.3 Approaches to Learning (ATLS)

Approaches to learning (ATL) are skills designed to enable students in the IB Diploma to “learn how to learn.” They are intended to apply across curriculum requirements and provide a common language for teachers and students to use when reflecting and building on the process of learning

There are five broad categories of skills, which can be broken down into ten more specific categories of ATL skills. Throughout the DP, students will learn and practice different strategies for developing these skills.

### 2.3 Approaches to Learning

How can I be an effective learner?



## 2.4 The Continuum at AIAE

The IB Diploma Programme (DP) at AIAE builds on our IB Middle Years Programme (IB MYP), a broad yet demanding course of study in Grades 6-10. At the end of Grade 10, the students make a choice between the IB Diploma Programme and the Victorian Certificate of Education (VCE). The DP is a two-year international curriculum, Grades 11 and 12, that allows students to fulfill the requirements for university entrance in Australia as well as the rest of the world.



## 2.5 Entry Requirements

### 2.5.1 Entry Requirements for AIAE Students

All applications to the IB Diploma Programme at AIAE will be considered on their merits. To be eligible for the IB DP, AIAE students should have:

1. Achieve 4 in Personal Project
2. Completed the Service As Action hours
3. Achieved a minimum of 5 in Mathematics and Sciences
4. Demonstrated a good level of engagement: A minimum of 90 % attendance in year 10.
5. Agree and sign the **IB performance agreement**. (See annexure)

### 2.5.2 Entry Requirements for External Students

External applicants are assessed individually. There are no universal, formal entry requirements; however, in order to have access to instruction and to the course materials, it is a pre-requisite that a student has competent English skills – speaking, listening, reading and writing.

## 2. The IB Diploma Programme

### 2.6 Requirements to Stay in the IB Diploma (Year 11)

1. Year 11 students must meet the following requirements by the end of Semester 1:
2. A minimum of 90% attendance in each course must be maintained
3. A minimum of 4 or 50% in first semester examinations.
4. A minimum of 4 for all school-assessed coursework.
5. A total of 26 points must be achieved out of 42
6. 0% of the total CAS hours must have been completed including submission of the CAS project plan.
7. Satisfactory plan including the research question of the Extended Essay must be completed
8. Any other requirement set by the subject teachers

Apart from this, a student can be moved from the IB Diploma Programme at any point in time upon the discretion of the DP Coordinator and the Year Level Coordinator.

### 2.7 Course Selection

#### 2.7.1 Course Selection Guidelines

At AIAE, students go through a mandatory induction period before the official start of the Diploma Programme. Attending the induction is mandatory for all students since the induction programme is designed to enable students to understand each subject before they can make a final decision regarding their subjects.

**Students need to finalize their subjects for the IB Diploma Programme within the two weeks of induction. After the induction period is over, no student will be permitted to change subjects.**

#### Following points need to be considered when selecting subjects for the IB Diploma Programme:

- Students should start the process of choosing their academic programme (VCE/IB) by consulting the list of subjects offered by AIAE by the end of Term 3 of Year 10.
- Information about all subjects offered at AIAE is available on the school website along with the official subject briefs.
- When making course selections, students must also consider their future education and career plans and their personal strengths in individual subjects. Students should become familiar with the specific requirements of the universities in the countries to which they intend to apply as different universities in different countries have different entrance requirements. It is very important that students are aware that specific subjects or combinations of subjects could be required (or excluded) by the country or university of their choice. Information about universities requirements is available from the college counselor at AIAE. (Read section 2.8)
- Students are strongly advised to do their own research and discuss their subject options with many people, including parents and teachers.
- Decisions made at this stage in a student's education could affect the rest of their lives, so it is vital that choices are made only after full research and consultation.

Before finalizing the subjects for IB DP, all students are strongly advised to:

Research on careers that may interest them (<https://myfuture.edu.au>)

Read about course specific prerequisites on (<https://www.vtac.edu.au/before.html>)

Read up the IB subject briefs on AIAE website

(<https://www.aia.vic.edu.au/academics/ib-diploma-programme-senior>)

Research about the IB Diploma Programme

(<https://www.ibo.org/programmes/diploma-programme/>)

Speak to the subject teachers, year-level and IB DP coordinator, and the school's career counselor

**To be eligible for the IB Diploma, each student is required to follow six IB courses, with one subject taken from each group in the curriculum model:**

- Group 1: Language A (literature and/or language and literature)
- Group 2: Language B (language acquisition)
- Group 3: Individuals and Societies
- Group 4: Experimental Sciences
- Group 5: Mathematics
- Group 6: Arts or one subject from groups 3-4

**Further, all IB Diploma students must choose:**

- three courses at higher level (HL) (240 teaching hours per HL course over the course of 2 years)
- three courses at standard level (SL) (150 teaching hours per SL course over the course of 2 years)

**In addition, all IB Diploma students must complete:**

- a course in the Theory of Knowledge (TOK)
- a 4,000-word Extended Essay in a subject of their choice
- The 150 hours Creativity, Activity, Service (CAS) programme

## 2. The IB Diploma Programme

### 2.7.2 Course Selection Options at AIAE\*

Group	Subjects and Levels
<b>Group 1: Studies in language and literature</b>	<b>Language A (language and literature):</b> English Language and Literature (HL/SL)
<b>Group 2: Language Acquisition</b> <i>(Language Ab Initio is for students who are beginners in a language and Language B is for students who possess prior knowledge of a language)</i> <i>(See section 5.1 and 5.2)</i>	<b>One subject from:</b> French Ab Initio (SL) Indonesian Ab Initio (SL) Arabic B (SL/HL)
<b>Group 3: Individuals and Societies</b>	<b>One subject from:</b> Psychology (SL/HL) Digital Society (SL/HL) Business Management (SL/HL) History (SL/HL) World Religions (SL)
<b>Group 4: Experimental Sciences</b>	<b>One subject from:</b> Biology (SL/HL) Chemistry (SL/HL) Physics (SL/HL)
<b>Group 5: Mathematics</b>	<b>One subject from:</b> Mathematics Analysis and Approaches (SL/HL) Mathematics Applications and Interpretations (SL)
<b>Group 6: Arts OR others</b>	<b>One subject from:</b> Visual Arts (SL/HL) OR Another subject from Groups 3 or 4 can be chosen from the list above

\* Subjects on offer are reliant on student interest, and for a subject to be viable it needs to have a minimum of seven enrolments in any given year.

## 2.8 Grading

### 2.8.1 Grade Descriptors

All IB courses, HL and SL, are graded on the IB 7-point scale:

Grade	Descriptor
7	Consistent and thorough understanding of the required knowledge and skills and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking
4	General understanding of the required knowledge and skills and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	MLimited achievement against most of the objectives or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives

## 2. The IB Diploma Programme

### 2.8.2 Passing Criteria

A student will be eligible for the award of the IB Diploma if he/she meets the criteria outlined by the IB (below). This will include taking external examinations in all courses, plus completing additional work specific to the IB Diploma: Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). The award of the IB Diploma is made externally by the IB.

There is a maximum of seven points available for each of the six required elective courses; in addition, there are three points available for the combination of TOK and the Extended Essay (further explained in section 3.3). This makes a maximum total of 45 points. A student will have to score at least a 4 in each HL subject, or 24 points or more in total. Students need to be aware that a score of 24 points will not always guarantee a pass.

#### The full criteria for passing the IB DP are set out below:

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or a subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- 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.)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.





## 3.1 Theory Of Knowledge (TOK)

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. Students are taught to seek out knowledge through critical thinking and analysis of the ways of knowing: perception, emotion, reason, imagination, faith, intuition, memory and language. By the end of the course, students should be proficient in formulating arguments and analyzing knowledge claims.

TOK is a core element of the DP where students spend 100 hours of class time over the course of two years.

### 3.1.1 TOK Assessment

In the second year (Grade 12) of the course, students are officially assessed for their IB Diploma, based solely on two pieces of work:

- The TOK essay on a prescribed title (1,200–1,600 words) – this is supervised by a teacher in the school, and then graded externally by an IB examiner.
- The TOK Exhibition and written rationale – this is supervised and assessed by a teacher in the school. The final grade is then sent to the IB.

The final TOK grade and the final Extended Essay grade are entered into the Diploma points matrix (see section 3.3) to award a possible maximum of 3 extra points, which are added to a student's Diploma score (see section 2.8.2). Candidates not submitting satisfactory work (level E) for either task will fail the Diploma.



## 3. The Core

### 3.2 The Extended Essay (EE)

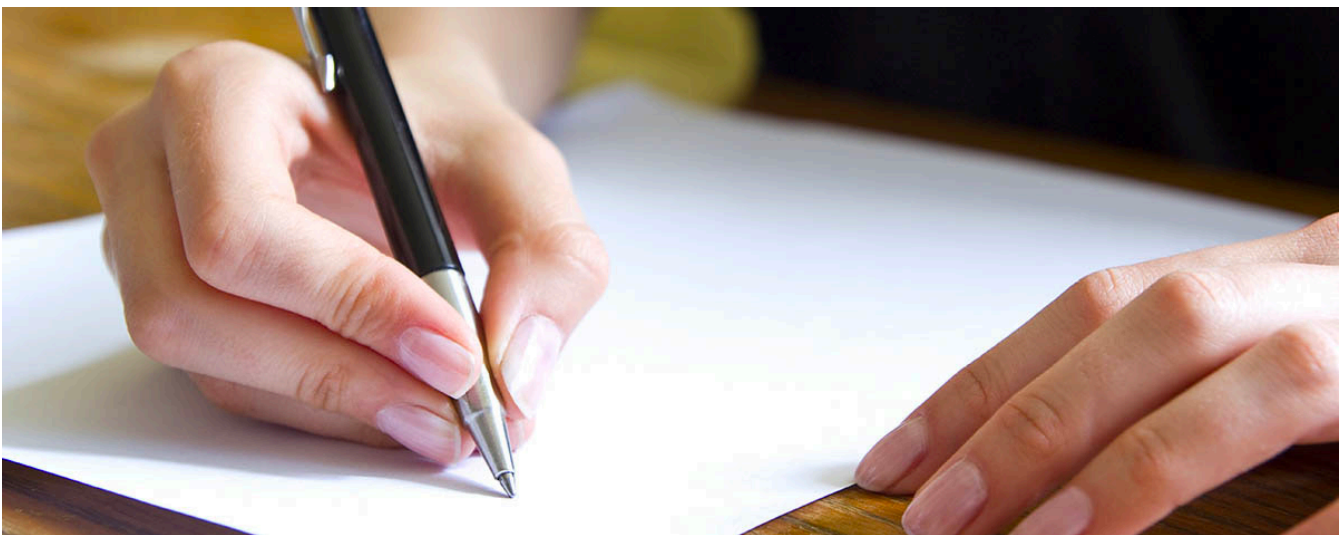
The extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper. Its purpose is to provide a student with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner and on the overall presentation of the Extended Essay in compliance with IB guidelines. The Extended Essay is limited to 4,000 words and should include an abstract, an introduction, a development methodology, a conclusion, a bibliography and any necessary appendices. Students are required to devote 40+ hours to the essay over the course of twelve months with a 3-5 hours of consultation with the Extended Essay Supervisor and 3 mandatory reflection sessions.

#### 3.2.1 Choice of Topic

Students can choose a subject of their own interest. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. All EEs must be written in English except for the Language A or Language B essays which need to be in that language.

#### 3.2.2 Assessment

The EE is externally assessed by the IB. Assessment of the extended essay is a combination of formative assessment (the Reflections on planning and progress form) and summative assessment (the extended essay itself). Generic assessment criteria are used with subject-specific interpretations.



### 3.3 The TOK-EE Grading Matrix

The final Extended Essay grade and the final TOK grade are entered into the Diploma points matrix to award a possible maximum of three extra points (see section 2.8.2), which are added to a student's Diploma score. Candidates not submitting satisfactory work (level E) will fail the Diploma.

TOK / EE	A	B	C	D	E
A	3	3	2	2	
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E					

### 3.4 The Creativity, Activity, Service (Cas) Programme

CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

During the span of 150 hours over the course of 18 months, students must indulge in at least 50 hours of experiences involving Creativity, 50 hours of Activity, and 50 of Service.


The students must also complete a CAS project during Term 3 and 4 of Grade 11. A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. A minimum of one month is recommended for a CAS project, from planning to completion. All CAS projects are designed with a defined purpose and goals. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

At AIAE, students are expected to maintain their CAS portfolio (experience descriptions, reflections, evidence, and supervisor comments) on Managebac.

## 4. Group 1 - Studies in language and literature

### 4.1 English A Language and Literature (SL/HL)

The language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

 <https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/curriculum.brief-languagea.language.and.literature-eng.pdf>

**The aims of studies in language and literature courses are to enable students to:**

- engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature

## Assessment at a glance

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

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

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

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

## 5. Group 2 - Language Acquisition

### 5.1 Language B (SL/HL)

Language B is a language acquisition course designed for students with some previous experience of the target language (see section 2.7.2). Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

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

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

### 5.2 Language Ab Initio (SL)

Offered at SL only (see section 2.7.2), language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language. Language ab initio students



<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/lang-b-2018-en.pdf>

### Assessment at a glance

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

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



<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/lang-ab-initio-2018-en.pdf>

## Assessment at a glance

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

## 6. Group 3 - Individuals and Societies

### 6.1 History (SL/HL)

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.



<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/history-hl-2016-english-final-web-updated.pdf>



<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/history-sl-2016-english-final-web-updated.pdf>

#### The aims of the DP history course are 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.





## Assessment at a glance (SL)

Type of assessment	Format of assessment	Time (Hours)	Weighting of final grade (%)
<b>External</b>		2.5	78
Paper 1	Source-based paper based on the five prescribed subjects	1	30
Paper 2	Essay paper based on the 12 world history topics	1.5	45
<b>Internal</b>			
Historical investigation	A historical investigation into a topic of the student's choice	20	25

## Assessment at a glance (HL)

Type of assessment	Format of assessment	Time (Hours)	Weighting of final grade (%)
<b>External</b>		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
<b>Internal</b>			
Historical investigation	A historical investigation into a topic of the student's choice	20	20

# 6. Group 3 - Individuals and Societies

## 6.2 Psychology (SL/HL)

At the core of the DP psychology course is an introduction to three different approaches to understanding behavior: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields.

The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behavior as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behavior and that of others.

The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry.

Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.



<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/psychology-sl-hl-2019-en.pdf>

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

- develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior
- apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior to at least one applied area of study
- understand diverse methods of inquiry
- understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- ensure that ethical practices are upheld in all psychological inquiry and discussion
- develop an awareness of how psychological research can be applied to address real-world problems and promote positive change
- provide students with a basis for further study, work and leisure through the use of an additional language
- foster curiosity, creativity and a lifelong enjoyment of language learning.



## Assessment at a glance

Type of assessment	Format of assessment	Time (Hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
<b>External</b>		3	5	75	80
Paper 1	Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches.  HL only: essays will reference additional HL topic.	2	2	50	40
Paper 2	SL: one question from a choice of three on one option.  HL: two questions; once each from a choice of three on two options.	1	2	25	20
Paper 3	Three short answer questions on approaches to research.		1		20
<b>Internal</b>					
Experimental study	Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue.	20	20	25	25

# 6. Group 3 - Individuals and Societies

## 6.3 Business Management (SL/HL)

Business Management is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. It is an academic discipline that examines how business decisions are made and how these decisions make an impact on internal and external environments. The ideals of international cooperation and responsible citizenship are at the heart of business and management. The programme is designed to give students an understanding of business principles, practices and skills. Emphasis is also placed on understanding technical innovation and day-to-day business functions of marketing, human resource managements and finance.

**The aims of the business management course at SL and HL are to enable students to:**

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



## Assessment at a glance (SL)

Type of assessment	Format of assessment	Time (Hours)	Weighting of final grade (%)
<b>External</b>		3	70
Paper 1	Paper based on a case study.	1.5	35
Paper 2	Unseen stimulus material with a quantitative focus.	1.5	35
<b>Internal</b>			
Business research project	Students produce a research project about a real business issue or a problem facing a particular organization using a conceptual lens. Maximum 1,800 words. (25 marks)	20	30

## Assessment at a glance (HL)

Type of assessment	Format of assessment	Time (Hours)	Weighting of final grade (%)
<b>External</b>		4.5	80
Paper 1	Paper based on a case study.	1.5	30
Paper 2	Unseen stimulus material with a quantitative focus.	1.75	30
Paper 3	Unseen stimulus material about a social enterprise.	1.25	25
<b>Internal</b>			
Business research project	Students produce a research project about a real business issue or a problem facing a particular organization using a conceptual lens. Maximum 1,800 words. (25 marks)	20	20

## 6. Group 3 - Individuals and Societies

### 6.4 Digital Society (SL/HL)

Digital Society invites young people to better understand this changing world and to imagine where we might go next. As partners in inquiry, students and teachers explore the impacts and implications of digital systems for people and communities in diverse real-world contexts.

Rooted in the interdisciplinary perspectives and skills of the social sciences and humanities, the course develops attributes of the IB learner profile while preparing students for further study in a variety of fields and professions. The passions, interests and experiences of young people are central to the course, which aims to empower them to become citizens who not only participate in digital society but lead it as well.

The digital society course invites SL and HL students to develop as ethical, empathetic and creative people who address the world with individual and shared understanding, imagination and action.

**The course aims indicate important milestones on a student's learning journey as they:**

- focus inquiry using course concepts, content and contexts as well as real-world examples
- explore diverse sources relevant to digital society
- investigate impacts and implications of digital systems for people and communities
- reflect on emerging trends, future developments and further insights
- share discoveries about digital society with others.

### Assessment at a glance (SL)

Type of assessment	Format of assessment	Time (Hours)	Weighting of final grade (%)
<b>External</b>		2.75	70
Paper 1	Structured questions that address real-world examples	1.5	40
Paper 2	Structured questions	1.25	30
<b>Internal</b>			
Inquiry Project	Individual inquiry project into the impacts and implications of digital systems for people and communities.	30	30

## Assessment at a glance (HL)

Type of assessment	Format of assessment	Time (Hours)	Weighting of final grade (%)
<b>External</b>		4.75	80
Paper 1	Paper based on a case study	2.25	35
Paper 2	Unseen stimulus material with a quantitative focus	1.25	20
Paper 3	Unseen stimulus material about a social enterprise	1.25	25
<b>Internal</b>			
Inquiry Project	Individual inquiry project into the impacts and implications of digital systems for people and communities.	30	20

## 6.5 World Religions (SL)

The Diploma Programme world religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.

The Diploma Programme world religions course seeks to promote respect for the diversity of religious beliefs, both locally and globally, with the aim of enhancing international and inter-religious understanding. The course provides a very different perspective in this area. Students are encouraged to look at contemporary national and international issues regarding religion and how these may impact on ethical and legal issues.

### World religions course aims to enable students to:

- promote an inquiring, analytical and empathetic approach to the study of religion
- develop an informed understanding of the diversity of world religions
- foster a respectful awareness of the significance of the beliefs and practices for the faith member
- develop an understanding of how religion affects people's lives
- encourage a global appreciation of the issues surrounding religious and spiritual beliefs, controversies and movements in the world today
- promote responsible and informed international citizenship

## 6. Group 3 - Individuals and Societies

### Assessment at a glance (SL)

Type of assessment	Format of assessment	Time (Hours)	Weighting of final grade (%)
<b>External</b>			75
Paper 1	Five (of nine possible) stimulus response questions, covering at least three religions.	1.25	30
Paper 2	Two (of fourteen possible) essay questions based on guiding themes	1.5	45
<b>Internal</b>			
Written analysis	Structured format based on an investigative study	20	25



# 7. Group 4 - Natural Sciences

## 7.1 Physics (SL/HL)

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.



By studying physics 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, analyze results and evaluate and communicate their findings.

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

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyze, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge

## 7. Group 4 - Natural Sciences

### Assessment at a glance (SL)

Type of assessment	Format of assessment	Time (Hours)	Weighting of final grade (%)
<b>External</b>		3	80
Paper 1	30 multiple-choice questions.	0.75	20
Paper 2	Short answer and extended response (Core).	1.25	40
Paper 3	Data- and practical-based questions plus, short answer and extended response questions on the option.	1	20
<b>Internal</b>			
Individual investigation	Investigation and write-up of 6 to 12 pages.	10	20

### Assessment at a glance (HL)

Type of assessment	Format of assessment	Time (Hours)	Weighting of final grade (%)
<b>External</b>		4.5	80
Paper 1	40 multiple-choice questions.	1	20
Paper 2	Short answer and extended response (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
<b>Internal</b>			
Individual investigation	Investigation and write-up of 6 to 12 pages.	10	20

## 7.2 Chemistry (SL/HL)

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, analyze 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:**

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyze, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

### Assessment at a glance (SL)

Type of assessment	Format of assessment	Time (Hours)	Weighting of final grade (%)
<b>External</b>		3	80
Paper 1	30 multiple-choice questions. (Core)	0.75	20
Paper 2	Short answer and extended response questions (Core).	1.25	40
Paper 3	Data- and practical-based questions plus, short answer and extended response questions on the option.	1	20
<b>Internal</b>		10	20
Individual investigation	Investigation and write-up of 6 to 12 pages.	10	20

## 7. Group 4 - Natural Sciences

### Assessment at a glance (HL)

Type of assessment	Format of assessment	Time (Hours)	Weighting of final grade (%)
<b>External</b>		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
<b>Internal</b>		10	20
Individual investigation	Investigation and write-up of 6 to 12 pages.	10	20

## 7.3 Biology (SL/HL)

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, analyze 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:**

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

### Assessment at a glance (SL)

Type of assessment	Format of assessment	Time (Hours)	Weighting of final grade (%)
<b>External</b>		3	80
Paper 1	30 multiple-choice questions.	0.75	20
Paper 2	Short answer and extended response (Core).	1.25	40
Paper 3	Data- and practical-based questions plus, short answer and extended response questions on the option.	1	20
<b>Internal</b>			
Individual investigation	Investigation and write-up of 6 to 12 pages.	10	20

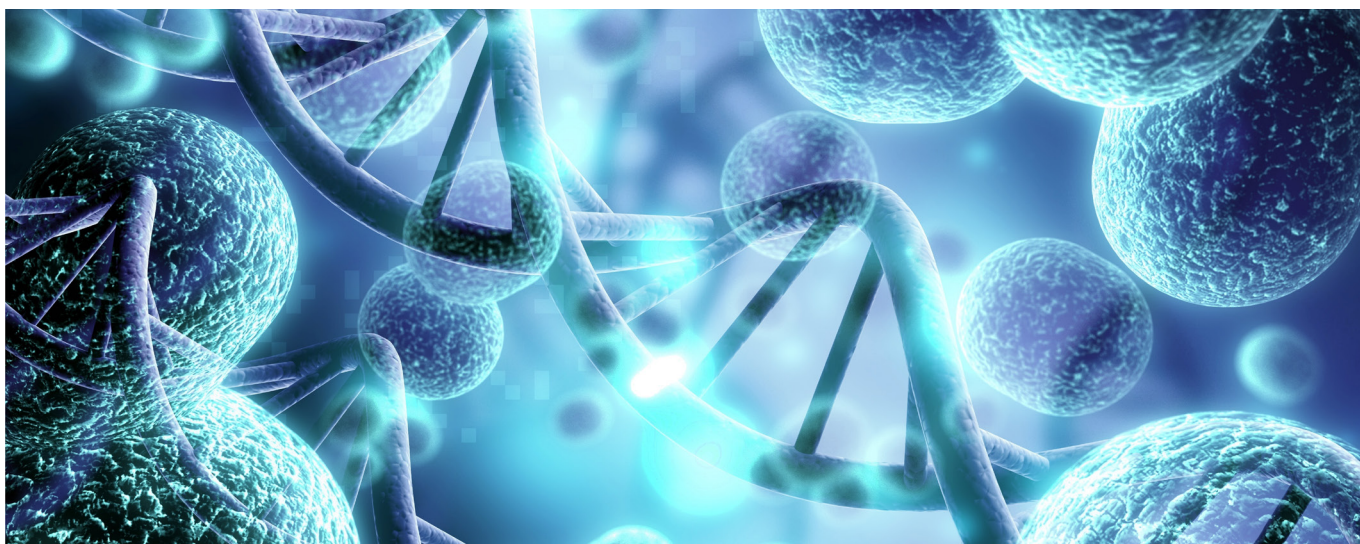
## 7. Group 4 - Natural Sciences

### Assessment at a glance (HL)

Type of assessment	Format of assessment	Time (Hours)	Weighting of final grade (%)
<b>External</b>		4.5	80
Paper 1	40 multiple-choice questions.	1	20
Paper 2	Short answer and extended response (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
<b>Internal</b>			
Individual investigation	Investigation and write-up of 6 to 12 pages.	10	20

### 7.4. 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. The emphasis is on interdisciplinary cooperation and the scientific processes. The minimum time students need to spend on the Group 4 project is 10 hours including planning and documentation. The Group 4 project is a chance for inquiry and collaboration and does not have any quantitative value in assessments.



## 8. Group 5 - Mathematics

### 8.1 Mathematics Analysis and Approaches (SL/HL)

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

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

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



<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/subject-brief-dp-math-analysis-and-approaches-en.pdf>

## 8. Group 5 - Mathematics

### Assessment at a glance

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



## 8.2 Mathematics Applications and Interpretations (SL)

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

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

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



<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/subject-brief-dp-math-applications-and-interpretations-en.pdf>

## 8. Group 5 - Mathematics

### Assessment at a glance

Type of assessment	Format of assessment	Time (Hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
<b>External</b>					
Paper 1	No technology allowed.  Compulsory short-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed.  Compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed.  Two compulsory extended-response problem-solving questions.		1		20
<b>Internal</b>					
Exploration		15	15	20	20

## 9.1 Visual Arts (SL/HL)

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

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

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

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.

### In addition, the aims of the visual arts course at SL and HL are to enable students to:

- make artwork that is influenced by personal and cultural contexts
- become informed and critical observers and makers of visual culture and media
- develop skills, techniques and processes in order to communicate concepts and ideas.



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

## 9. Group 6 - The Arts

### Assessment at a glance (SL)

Type of assessment	Format of assessment	Weighting of final grade (%)
<b>External</b>		60
Comparative study	<ul style="list-style-type: none"> <li>10-15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists.</li> <li>A list of sources used.</li> </ul>	20
Process portfolio	<ul style="list-style-type: none"> <li>9-18 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities.</li> </ul>	40
<b>Internal</b>		
Exhibition	<ul style="list-style-type: none"> <li>A curatorial rationale that does not exceed 400 words.</li> <li>4-7 artworks.</li> <li>Exhibition text (stating the title, medium, size and intention) for each artwork.</li> </ul>	40

### Assessment at a glance (HL)

Type of assessment	Format of assessment	Weighting of final grade (%)
<b>External</b>		60
Comparative study	<ul style="list-style-type: none"> <li>10-15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists.</li> <li>3-5 screen which analyse the extent to which the student's work and practices have been influenced by the art and artists examined.</li> <li>A list of sources used.</li> </ul>	20
Process portfolio	<ul style="list-style-type: none"> <li>3-25 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities.</li> </ul>	40
<b>Internal</b>		
Exhibition	<ul style="list-style-type: none"> <li>A curatorial rationale that does not exceed 700 words.</li> <li>8-11 artworks.</li> <li>Exhibition text (stating the title, medium, size and intention) for each artwork.</li> </ul>	40

# 10. Deadline Calendar



All assignments are due by the AIAE submission dates set out on this calendar:

## AIA IBDP Dates and Deadlines 2023 Year 12

January	February	March	April	May	June	July	August	September	October	November	December
1 Su New Year's Day	1 We First day year 12	1 We	1 Sa	1 Mo	1 Th	1 Sa	1 Tu	1 Fr VA-EXHIBITION	1 Su	1 We	1 Fr
2 Mo	2 Th EE First formal DRAFT	2 Th	2 Su	2 Tu	2 Fr	2 Su	2 We	2 Sa	2 Mo Term 4	2 Th IB EXAMS	2 Sa
3 Tu	3 Fr and IA/PS & exams	3 Fr	3 Mo Psychology HL and SL DRAFT	3 We	3 Sa	3 Mo	3 Th	3 Su	3 Tu	3 Fr	3 Su
4 We	4 Sa	4 Sa	4 Tu Maths AI Test-Integration	4 Th	4 Su	4 Tu	4 Fr VA-CS DRAFT 3	4 Mo VA-CS FINAL	4 We	4 Sa	4 Mo
5 Th	5 Su	5 Su	5 We	5 Fr	5 Mo Mathematics IA AA SL FINAL	5 We	5 Sa	5 Tu	5 Th	5 Su	5 Tu
6 Fr	6 Mo	6 Mo	6 Th Chemistry HL and SL draft	6 Sa	6 Tu	6 Th	6 Su	6 We	6 Fr	6 Mo	6 We
7 Sa	7 Tu	7 Tu	7 Fr	7 Su	7 We Maths AI Test-Exponential Functions	7 Fr	7 Mo	7 Th	7 Sa	7 Tu WELLSHIRE CUR	7 Th
8 Su	8 We	8 We	8 Sa	8 Mo Physics HL and SL FINAL	8 Th	8 Su	8 Tu	8 Fr	8 Su	8 We	8 Fr
9 Mo	9 Th	9 Th	9 Su	9 Tu Arabic B Exam week	9 Fr	9 Sa	9 We	9 Sa	9 Mo	9 Th IB EXAMS	9 Sa
10 Tu	10 Fr VA-CS DRAFT 1	10 Fr VA-PP DRAFT 1	10 Mo Language and Literature IO	10 We	10 Sa	10 Mo	10 Th	10 Su	10 Tu	10 Fr	10 Su
11 We	11 Sa	11 Sa	11 Tu	11 Th	11 Su	11 Tu	11 Fr VA-CR & TEXT	11 Mo	11 We	11 Sa	11 Mo
12 Th	12 Su	12 Su	12 We	12 Fr VA-PP DRAFT 2	12 Mo	12 We	12 Sa	12 Tu	12 Th	12 Su	12 Tu
13 Fr	13 Mo Maths AI Test-Financial Maths	13 Mo Maths AI Test-Differentiation	13 Th	13 Sa	13 Tu Report writing	13 Th	13 Su	13 We	13 Fr	13 Mo	13 We
14 Sa	14 Tu	14 Tu	14 Fr	14 Su	14 We	14 Fr	14 Mo	14 Th	14 Sa	14 Tu	14 Th
15 Su	15 We	15 We	15 Sa	15 Mo	15 Th	15 Sa	15 Tu	15 Fr	15 Su	15 We	15 Fr
16 Mo	16 Th	16 Th	16 Su	16 Tu	16 Fr VA-CS draft 2	16 Su	16 We	16 Sa	16 Mo	16 Th	16 Sa
17 Tu	17 Fr	17 Fr	17 Mo	17 Th	17 Sa	17 Mo	17 Th	17 Su	17 Tu	17 Fr	17 Su
18 We	18 Sa	18 Sa	18 Tu	18 Fr	18 Mo	18 Tu	18 Fr	18 Mo	18 We	18 Sa	18 Mo
19 Th	19 Su	19 Su	19 We	19 Fr	19 Mo	19 We	19 Sa	19 Tu	19 Th	19 Su	19 Th
20 Fr	20 Mo	20 Mo	20 Th	20 Tu	20 Fr	20 Tu	20 Sa	20 We	20 Fr	20 Mo	20 We
21 Sa	21 Tu	21 Tu	21 Fr	21 Th	21 Sa	21 Tu	21 Mo	21 Th	21 Sa	21 Tu	21 Th
22 Su	22 We	22 We	22 Sa	22 Tu	22 Fr	22 Tu	22 Sa	22 We	22 Fr	22 Su	22 Fr
23 Mo	23 Th	23 Th	23 Su	23 Tu	23 Fr	23 Tu	23 Sa	23 We	23 Fr	23 Mo	23 Sa
24 Tu	24 Fr	24 Fr	24 Mo	24 Th	24 Sa	24 Tu	24 We	24 Sa	24 Tu	24 Fr	24 Su
25 We	25 Sa	25 Sa	25 Tu	25 Fr	25 Mo	25 Tu	25 Fr	25 Mo	25 We	25 Sa	25 Mo
26 Th	26 Mo	26 Mo	26 Th	26 Tu	26 Fr	26 Tu	26 Sa	26 We	26 Fr	26 Mo	26 We
27 Fr	27 Tu	27 Tu	27 Fr	27 Mo	27 We	27 Tu	27 Sa	27 We	27 Fr	27 Mo	27 We
28 Sa	28 Tu	28 Tu	28 Fr	28 Mo	28 We	28 Tu	28 Sa	28 We	28 Fr	28 Mo	28 We
29 Su	29 We	29 We	29 Sa	29 Tu	29 Fr	29 Tu	29 Sa	29 We	29 Fr	29 Mo	29 We
30 Mo	30 Th	30 Th	30 Su	30 Tu	30 Fr	30 Tu	30 Sa	30 We	30 Fr	30 Mo	30 Sa
31 Tu	31 Fr	31 Fr	31 Mo	31 Tu	31 We	31 Tu	31 Sa	31 We	31 Fr	31 Mo	31 Sa

## AIA IBDP Dates and Deadlines 2023 Year 11

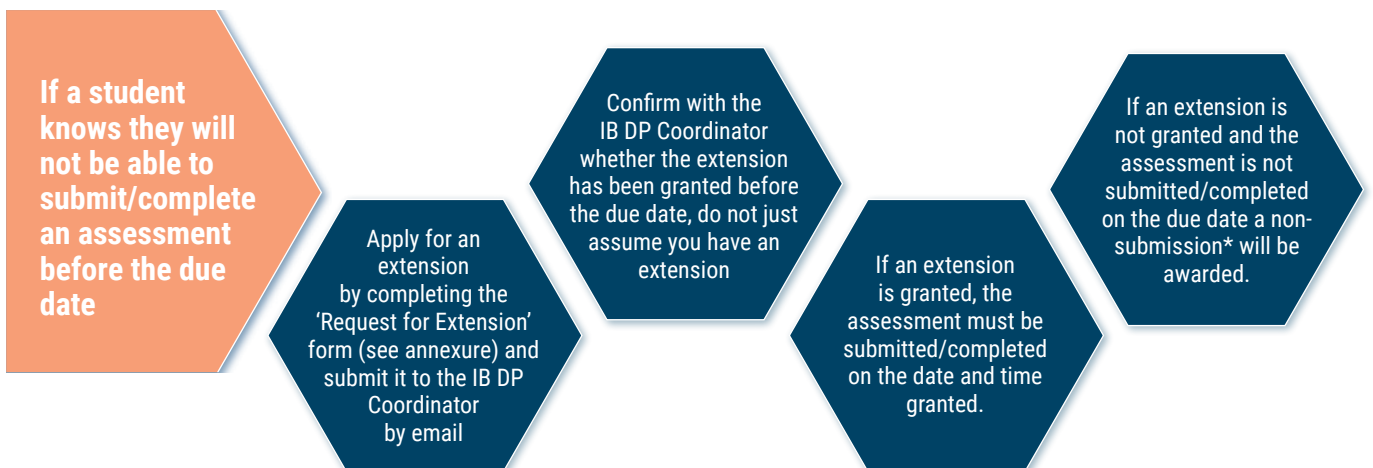
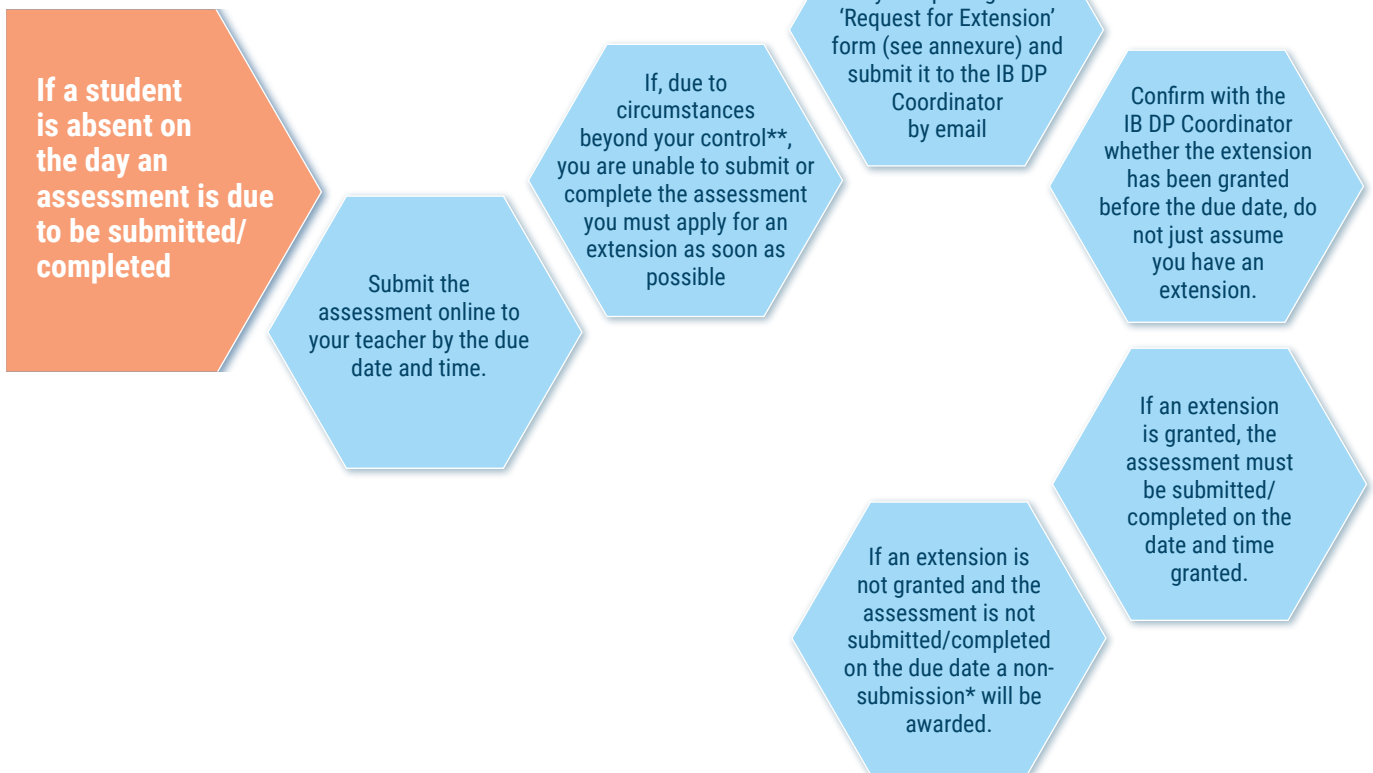
January	February	March	April	May	June	July	August	September	October	November	December
1 Su New Year's Day	1 We First day year 11	1 We	1 Sa	1 Mo	1 Th	1 Sa	1 Tu	1 Fr	1 Su	1 We	1 Fr
2 Mo	2 Th	2 Th	2 Su	2 Tu	2 Fr	2 Su	2 We	2 Sa	2 Mo Term 4	2 Th	2 Sa
3 Tu	3 Fr	3 Fr	3 Mo	3 We	3 Sa	3 Mo	3 Th	3 Su	3 Tu	3 Fr	3 Su
4 We	4 Sa	4 Sa	4 Tu	4 Th	4 Su	4 Tu	4 Fr	4 Mo	4 We	4 Sa	4 Mo
5 Th	5 Su	5 Su	5 We	5 Fr	5 Mo	5 We	5 Sa	5 Tu	5 Th	5 Su	5 Tu
6 Fr	6 Mo	6 Mo	6 Th	6 Sa	6 Tu	6 Th	6 Su	6 We	6 Fr	6 Mo	6 We
7 Sa	7 Tu	7 Tu	7 Fr	7 Su	7 We	7 Fr	7 Mo	7 Th	7 Sa	7 Tu WELLSHIRE CUR	7 Th
8 Su	8 We	8 We	8 Sa	8 Mo	8 Th	8 Sa	8 Tu	8 Fr	8 Su	8 We	8 Fr
9 Mo	9 Th	9 Th	9 Su	9 Tu	9 Fr	9 Su	9 We	9 Sa	9 Mo	9 Th TOK Exhibition FINAL	9 Sa
10 Tu	10 Fr	10 Fr	10 Mo	10 Th	10 Sa	10 Mo	10 Th	10 Su	10 Tu	10 Fr TOK Exhibition + Finals	10 Su
11 We	11 Sa	11 Sa	11 Tu	11 Th	11 Su	11 Tu	11 Fr	11 Mo	11 We	11 Sa	11 Mo
12 Th	12 Su	12 Su	12 We	12 Fr	12 Mo	12 We	12 Sa	12 Tu	12 Th	12 Su	12 Tu
13 Fr	13 Mo	13 Mo	13 Th	13 Sa	13 Tu	13 Th	13 Su	13 We	13 Fr	13 Mo	13 We
14 Sa	14 Tu	14 Tu	14 Fr	14 Su	14 We	14 Fr	14 Mo	14 Th	14 Sa	14 Tu	14 Th
15 Su	15 We	15 We	15 Sa	15 Tu	15 Fr	15 Sa	15 Tu	15 Fr	15 Su	15 We	15 Fr
16 Mo	16 Th	16 Th	16 Su	16 Tu	16 Fr	16 Su	16 We	16 Sa	16 Mo	16 Th	16 Sa
17 Tu	17 Fr	17 Fr	17 Mo	17 Th	17 Sa	17 Tu	17 Fr	17 Mo	17 We	17 Fr	17 Su
18 We	18 Sa	18 Sa	18 Tu	18 Fr	18 Mo	18 Tu	18 Sa	18 We	18 Fr	18 Mo	18 We
19 Th	19 Su	19 Su	19 We	19 Fr	19 Mo	19 We	19 Sa	19 Tu	19 Th	19 Su	19 Th
20 Fr	20 Mo	20 Mo	20 Th	20 Tu	20 Fr	20 Tu	20 Sa	20 We	20 Fr	20 Mo	20 We
21 Sa	21 Tu	21 Tu	21 Fr	21 Th	21 Sa	21 Tu	21 Mo	21 Th	21 Sa	21 Tu	21 Th
22 Su	22 We	22 We	22 Sa	22 Tu	22 Fr	22 Tu	22 Sa	22 We	22 Fr	22 Mo	22 Fr
23 Mo	23 Th	23 Th	23 Su	23 Tu	23 Fr	23 Tu	23 Sa	23 We	23 Fr	23 Mo	23 Sa

It is the student's responsibility to ensure that he/she makes a careful note of the due date for each assignment – for written work and oral presentations – and presents this work on time.

The school will not accept that a student has not been informed of IB coursework deadlines. Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss strategies which will allow them to meet their commitments.

# 10. Deadline Calendar

## 10.1 Requesting For Extension:



### \*Non-submission

If an IB Assessment is awarded a non-submission the Deputy Principal will determine whether the previously submitted draft will be assessed and submitted to the IBO, or an F grade for that component will be recorded resulting in an N for the subject. The award of an N grade will prevent a student from gaining a Diploma.

### \*\*Circumstances beyond a student's control

This includes circumstances such as acute illness or injury, the death of a close relative, unavoidable attendance at a hospital or court of law. It does not include failure of IT device or technical issues, as students should regularly back up their work elsewhere and should, therefore, be able to provide most recent evidence of work completed

# 11. Homework

Homework is an extension of the regular daily school work and is given in all courses. The functions of homework are to help students prepare for classes and to develop the skills of organization, time management, independent responsibility, self-direction and self-discipline.

Long-range assignments such as reports and projects take careful planning and organization on the part of the student. Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers, counselors, and the learning support department.

The amount of homework assigned normally increases as the student progresses through school and varies throughout the year. By Grade 11 and 12 this will be between a minimum of ten and twelve hours a week. The nature of the homework will vary but it can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course.

Getting work done on time requires careful planning, organization, determination and self-discipline. These qualities are important in students' careers and in their personal lives.

**To promote the habit of punctuality, while recognising that difficulties can arise, our expectations are:**

- All assignments are due by the deadline set by the teacher (Diploma coursework or any other assignment). It is the class teacher's responsibility to ensure that the due date – for written work and oral presentations – is clearly understood by all of the students in the class.
- Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss a possible extension. An extension may be granted if the teacher judges that there is an acceptable and legitimate reason.
- Students with an absence for the day that an assignment was due should hand in the assignment by email or on their return.

# 12. IB Diploma & AIAE Academic Integrity Policy

At AIAE we place a high value on honesty and this extends to work submitted for assessment. All members of the community need to be aware that the school treats academic dishonesty as a very serious matter.

## 12.1 Academic Misconduct

**Academic misconduct may involve:**

- Copying material from a textbook, the internet, or another student's work and presenting it as their own.
- Presenting the same work for different assessment components.
- Fabrication of data for a table, survey or other such requirements.
- Taking unauthorized material into an examination room (such as a mobile phone, electronic devices, written notes).
- Leaving unauthorized material in the bathroom/restroom that may be accessed during an examination.
- Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate.
- Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination.
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination.
- Impersonating another candidate.
- Stealing examination papers.
- Using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination.
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

## 12.2 Prevention of Academic Misconduct

It is the school's responsibility to ensure that its community (particularly teachers, students and their parents) are aware of AIAE's Academic Honesty Policy and the IB Programmes stance on academic honesty. Teachers attest that work submitted by students is genuine; therefore, teachers enact precautions in the preparation and administering of school-based assessment to minimize breaches in authentication of student's work.

It is the student's responsibility to ensure that the learner profile attribute of being principled is maintained at all times. It is the student's duty to ensure that they implement all the necessary requirements to prevent any form of malpractice occurring. These requirements include ensuring that all work submitted for assessment such as assignments, homework and work completed for IB assessment is entirely their own authentic work and ideas which are not their own are correctly cited, retains evidence of their planning and drafting process, and includes all references used. Diploma students will not be allowed into the IB Diploma Programme if they do not sign the school contract, which declares that 'all work submitted will be my own authentic work'. Part of IB regulations all students are also required to sign or acknowledge (when uploading) all IB assessment tasks.



## 12.2.1 Turnitin.com

AIAE currently uses turnitin.com for verifying students' work as their own. All external submissions including TOK essays and Extended Essay are verified via Turnitin at multiple stages before the final submission to the IB. Turnitin may be used for homework assignments upon the discretion of the teacher. Students are strongly encouraged to keep multiple drafts and rough notes of their work prior to submission to defend themselves against any claim of plagiarism.

## 12.3 Investigation of Academic Malpractice

**In the case where there are doubts regarding the authenticity of the submitted work, the teachers may:**

- test students by asking them to demonstrate their understanding of the task at the time of submitting the work. They may test them on all of the task or part of it.
- may refer the particular piece of work to relevant Subject Coordinators or other subject teachers to check the work and to give a second opinion.
- In the case where the submitted work cannot be authenticated, refer the matter to the IB DP Coordinator for immediate action.
- the IB DP Coordinator may refer the case to the Head of School.

## 12.4 Consequences of Academic Dishonesty

**If the Head of School is satisfied, on the basis of evidence available to them, that there has been a substantial breach of rules, they impose one or more of the following actions:**


- Reprimand and/or suspend the student in question, or give the student the opportunity to resubmit work if this can occur within the dates designated by the IB Diploma Programme, or
- Refuse to accept that part of the work which infringes the rules and base a decision whether to award the work/ outcome an N (fail) or an S (satisfactory) upon the remainder of the work, or
- Refuse to accept that part of the work which infringes the rules and submit a score for coursework assessment based on an assessment of the remainder, or
- Refuse to accept any part of the work if the infringement is judged by the Campus Head to merit such a decision, in which case an N will be awarded for the work and NA will be submitted as the achieved grade.

Students should recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

(For more information; please read the school's Academic Integrity Policy available on the school's website)

# 13. Annexures

## 13.1 Annexure 1 - IB Diploma Performance agreement



### IB Diploma Performance Agreement

**AUSTRALIAN  
INTERNATIONAL  
ACADEMY**

Between \_\_\_\_\_ and AUSTRALIAN INTERNATIONAL ACADEMY OF EDUCATION

I declare that all of the following requirements have been fully explained to me, and that I understand that I may be asked to leave the Academy at any time, if in the opinion of the Head of School, Year Level Coordinator and IB Diploma Programme Coordinator, I have not seriously endeavored to fulfill the conditions set down in this contract.

Date \_\_\_\_\_ Student's Signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Coordinator's Signature \_\_\_\_\_

Head of Senior School Signature \_\_\_\_\_

1. I must complete all work requirements that are set by my teachers.
2. I must keep to all deadlines set by my teachers, coordinator and IBO (International Baccalaureate Organization). This includes all Internal Assessment, Extended Essays, TOK Essays, CAS portfolio, Journals and any other additional set work.
3. I will continue to improve the quality of my work until my teacher is satisfied with its standard according to AIA standards.
4. I will ensure that I will make myself available for extra classes (after school and holidays) as determined by my subject teacher.
5. I will maintain regular communication with all my teachers outside of time-tabled class time.
6. I give permission for the use of my academic results, ATAR score and tertiary placement in all AIAE publications.
7. I fully understand all rules and guidelines as outlined in the Senior School Manual in regards to punctuality & attendance, deadlines, drafts, acceptable standard of work and authentication of work.
8. I fully understand the consequences of breach of rules as outlined in the Senior School Manual.

I understand that the points above are designed to maximize my achievements in the IB Diploma Programme and I will adhere to them throughout the years.

I also understand that failing to observe and comply with any of the above requirements, and the academy policies and conditions governing student performance and conduct as set out in the Senior School Manual may lead to the termination of my enrolment at Australian International Academy.

Date \_\_\_\_\_ Student's Signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Coordinator's Signature \_\_\_\_\_

Head of Senior School Signature \_\_\_\_\_


1599

All forms can be found at the below QR code



<https://www.aia.vic.edu.au/academics/ib-diploma-programme-senior>

## 13.2 Annexure 2 - Request For Extension Form



# Request For Extension Form

MSC
  KKCC
  CSSC
  CSPC

Student Name \_\_\_\_\_ Year 11  Year 12

Subject Level (ticke one) HL  SL

Teachers Name \_\_\_\_\_

Brief information about the task (topic, % of grades, etc.)

**Due Date** \_\_\_\_\_

**If applicable** - attach electronic evidence of what has been done to date. If you do not have an electronic copy (e.g. you have rough notes in a book), provide those to the IB Coordinator directly

**Reason for Requested Extension:**

- MEDICAL (attach original copies of medical certificates)
- APPROVED LEAVE (attach letter from the school)
- UNJUSTIFIED LEAVE - will be awarded non-submission
- OTHER (provide brief information - attach further information if required)

Date \_\_\_\_\_ Student's Signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Coordinator's Signature \_\_\_\_\_

Head of Senior School Signature \_\_\_\_\_

1600\_v1


All forms can be found  
at the below QR code



[https://www.aia.vic.edu.  
au/academics/ib-diplo-  
ma-programme-senior](https://www.aia.vic.edu.au/academics/ib-diplo-ma-programme-senior)

# 14. Annexures

## 13.3 Annexure 1 - Warning Letter



### Warning Letter

Non Completion of Assessment Requirements

MSC KKCC CSSC CSPC

Dear (Parent/Guardian) \_\_\_\_\_ Date \_\_\_\_\_

Your son/daughter \_\_\_\_\_ in Year \_\_\_\_\_ is in danger of not meeting the assessment requirements for the following subject;

\_\_\_\_\_

To satisfactorily complete this subject your son/daughter will need to submit the following tasks.

Task Name \_\_\_\_\_ Original Due Date \_\_\_\_\_ New Due Date \_\_\_\_\_

Please contact Mr/s \_\_\_\_\_ for further information and clarification if required.

Yours Sincerely,

IBDP Coordinator Head of Campus

I have read and discussed the requirements with my son/daughter and understand that my son/daughter risks not completing the subject if requirements are not met.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

1598\_v1

All forms can be found at the below QR code



<https://www.aia.vic.edu.au/academics/ib-diploma-programme-senior>

## 15. References

<https://www.ibo.org/>

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

<https://resources.ibo.org/dp/>

International School of Paris DP Curriculum Guide

International School of Paris DP Handbook



**ADVANCEMENT  
DETERMINATION  
FAITH**